#### Charter Schools

#### Desegregation Order Action and Sustainability Plan

2022-2023

Charter School: Sebastian Charter Jr. High

Quarter of the School Year: Second Quarter

In August 2021, the School District of Indian River County initiated the implementation of the 2021-2022 African American Achievement Plan. To review and ensure compliance with progress of action steps associated with the African American Achievement Plan, the District provides quarterly updates related to action steps accomplished and quarterly outcomes.

This report is being provided by the as a comprehensive status update pursuant to the required goals in accordance with the Joint Plan for the Achievement of Unitary Status in the matter styled Sharpton, et al. v. School Board of Indian River County, FL, No. 1:64-cv-00721 (S.D. Fla.).

To support ongoing accountability of action step implementation, documentation, and progress the following assurances have been verified by the principal of each school:

- Action steps have been implemented with consistency and purpose to eliminate the achievement gap.
- Progress related to action steps has been monitored at designated intervals (e.g., monthly, quarterly) outlined in the African American Achievement Plan.
- Data reviews have been conducted to identify areas of strength and concern and disaggregated data will be provided upon request.
- Progress related to the elimination of the achievement gap has been monitored in an ongoing way and needed modifications have been made as identified.

#### **Quarterly Reflection**

(Please summarize any reflections based upon action step implementation for the quarter. What are areas of progress or opportunities for growth? What are next steps based upon work accomplished?)

The most important area of progress was in our student achievement. Twenty-one of twenty-six (81%) African American students that completed both FAST assessments showed growth from test one to test two. Our overall percentage of students meeting growth expectations was 63% for ELA and 91% in math.

Retention of African American students is important to our enrollment numbers. Our retention rate for African American students in the first semester is 100%.

Our primary focus for the third quarter will be recruitment of students for the 23-24 school year as we prepare for the lottery.

#### These assurances have been reviewed by and verified on:

Name: Click or tap here to enter text.

Date: Click or tap to enter a date.

Summary

	Key Action Steps	Commitment to Sustainability
Section II – Mentoring of New Teachers and Instructional Staff	<ul> <li>Though teachers have a go-to person to start the year, they migrate to their team because we are a small school. We have no first year teachers.</li> </ul>	<ul> <li>We have no new teachers and mentors continue to be available to mentees, but due to the small size of the staff, mentees are supported by multiple staff members.</li> </ul>
Section III - Strategies for Recruitment of African American Teachers	<ul> <li>Currently no positions available.</li> <li>I am working with an African American recruit to help him get his certification that I believe will be prepared for open positions for the 23-23 school year.</li> </ul>	<ul> <li>When positions arise we will:</li> <li>Post on NAACP site</li> <li>Post on school website</li> <li>Develop relationships with local educators so that when looking for employees they will assist.</li> <li>Use existing staff to recruit.</li> </ul>
Section IV – Representation of African American Teachers and Instructional Staff	<ul> <li>We started the school year with two African American teachers and both are still happily employed at SCJH. No other positions have opened.</li> </ul>	<ul> <li>As positions become available         I reach out to African         American educators that may be interested in working at SCJH.     </li> </ul>
Section VI – African American Student Achievement / Resource Allocation	<ul> <li>After school tutoring in all subjects three days per week.</li> <li>Started a Monday reading session for students identified as reading below grade level.</li> </ul>	<ul> <li>We have had after school tutoring three days a week for many years and it will continue.</li> <li>We will monitor the growth of those students participating in Monday reading class to determine next steps.</li> </ul>

	<ul> <li>Transportation is provided via vans for tutoring Monday through Thursday that goes to Gifford and Fellsmere.</li> <li>Reduced class sizes in Language Arts to meet more individualized instruction needs for students.</li> <li>WIN period where students can visit teachers for extra assistance.</li> </ul>	<ul> <li>The participation in the van program has been outstanding. 187 students rode the van to Gifford, 125 of which were African American.</li> <li>We have made schedules for the second semester with smaller language arts class sizes.</li> <li>WIN is a 30 minute period held every day so that the students can get help.</li> </ul>
Section VII – Student Assignments	<ul> <li>During quarter 2 we did not have very much change in student assignment as we only had two openings become available.</li> <li>In preparation for our</li> </ul>	<ul> <li>Quarter 3 will include letter writing to 5th grade students that are in school at Dodgertown and all schools north .</li> <li>A big part of sustaining our</li> </ul>
	lottery we will begin sending letters and meeting with families.  • We have made an online form on our website so that it will be easier for families	<ul> <li>increased number of African         American students is getting             their siblings to come to SCJH.     </li> <li>We have had no African             American students leave SCJH             during the first semester.</li> </ul>
Section VIII - Transportation	<ul> <li>We provide bussing of students 2-12 miles from the school.</li> </ul>	Both the bussing and vans will continue.
	<ul> <li>We drive two vans for after school activities so that students may participate in tutoring.</li> </ul>	
Section IX - Extracurricular	<ul> <li>Basketball is the only sport we have right now, but our clubs take place throughout the year.</li> <li>Clubs are well-attended and participated in by all of our students at one time or another throughout the school year.</li> </ul>	We will continue to participate in sports and also to have clubs after school three days per week.

# Section II – Mentoring of New Teachers and Instructional Staff

teacher will be provided with a mentor who also works at his/her school. Professional Development ("PD") Specialists. Additionally, each school will have a PD Council ["PDC"] representative on site who offers new teachers support, and each new teachers who are in years one through three of their teaching career in Indian River are automatically enrolled in the program. The program is coordinated by the district level the School District and its schools. The current new teacher mentoring program is discussed during the new teacher orientation conference, which new teachers attend. All The District will continue its plan and practice of welcoming and providing a supportive professional environment for all its employees, including African American employees of

for all new teachers, including African American teachers, will attempt to address their particular circumstances. [Joint Plan at 3]. The mentoring program will be tailored to meet the individual needs of each new teacher; it will be structured to assist new teachers with any area of their work. The mentoring

#### **Outcome Measures**

Overall teacher retention rate	participating in the mentoring program	Retention rates for new Black/African American teachers	Count and percentage of on-site PD Council representatives	in the mentoring program	
school not open	open	School not	School not open	School not open	1993-1994
No data available	available	No data	No data available	No data available	2005-2006
No data available	available	No data	No data available	No data available	2014-2015
81%	American teachers	No new black/African	Not applicable	ω	2017-2018
68%	American teachers	No new black/African	Not Applicable	5	2018-2019
81%	American teachers	No new black/African	Not Applicable	3	2019-2020
81%	American teachers	No new black/African	Not applicable Not Applicable Not Applicable Not Applicable Not Applicable	3	2020-2021
100%	American Teachers	No new black/African	Not Applicable	0	2021-2022

## 2022-2023 Outcome Measures

		2022-2023	2023	
	September 2022	December 2022	March 2023	June 2023
Count of employees participating in the mentoring program	Сī	5		
Count and percentage of on-site PD Council representatives	25	25		
Retention rates for new Black/African American teachers participating in the mentoring program	100%	100%		
Overall teacher retention rate	100%	100%		

# Section III – Strategies for Recruitment of African American Teachers

employ African American teachers and other instructional staff, including, without limitation, the following strategies: reasonably available for employment in Indian River County. In an effort to achieve this objective, the School District will utilize appropriate strategies in attempting to recruit and elementary, middle, and high school). The parties recognize that the state-wide figures are used only as an aspirational goal and may not fairly reflect the pool of applicants The School District will utilize appropriate strategies in attempting to recruit and employ African American teachers and other instructional staff. As an aspirational goal only, the recruitment/hiring program will seek to reasonably approximate the Florida state-wide racial composition of teachers and other instructional staff at each grade level (i.e.,

- Using existing staff to facilitate recruiting;
- Visiting colleges, universities, and career fairs to recruit and provide offer letters of intent to potential African American teachers and other instructional staff, with such recruiting to include at least annual visits to Historically Black Colleges and Universities ("HBCUs") in Florida (namely, Bethune-Cookman University, Florida A&M University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers' annual meeting;
- C Having the School District's Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the HBCUs;
- D Continuing to recruit at HBCUs outside Florida;
- ш successful in graduating college with appropriate credentials, will attempt to contact these identified students for recruitment purposes. Identifying African American high school students in the District who would make great teachers, offering the students mentors while in school, and, if they are https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdfl See page 7:
- ص. ت Having potential African American candidates for teaching and other instructional positions visit Indian River County if the candidate so desires;
- Working with the teachers' union to facilitate the employment of African American teachers and other instructional staff;
- 工 school principals and/or members of the School Improvement Teams; Utilizing current Indian River County hiring practices of application, structured interviewing by individuals in the School District office, and interviewing by individual
- Listing the Indian River NAACP as a community partner on the School District's website;
- promotional materials to recruiting events; Publicizing the program for Mentoring of New Teachers and Instructional Staff, including by posting the program on the School District's "jobs" webpage and bringing
- ~ (www.diversityrecruitmentpartners.com); that the School District advertises teaching job openings in the Diversity in Ed Magazine and on the Diversity in Ed website
- Require District principals to interview, whenever possible, a diverse pool of applicants

candidates were interviewed, extended offers, and hired. Instructional staff and teaching positions shall have the same definitions as those assigned by the Florida Department of appropriate channels determined by the School Board. Data provided shall include the dates of recruitment activities, staff members involved, recruitment event attended, Education. [Joint Plan at 4-5]. investments incurred for recruiting activity/trip, and outcomes. Data should include information regarding the race and specific teacher or instructional staff position for which were utilized by the School District and the individual schools each year, and shall ensure that such documentation is made available to the Equity Committee through The School Board shall require the retention of documentation that demonstrates which strategies for recruiting and employing African American teachers and instructional staff

Number of Career Fairs/Virtual events attended	School ot open	Data not available	2015-2016 0	2017-2018	2018-2019	<b>2019-2020</b> 0	2020-2021	<b>2021-202</b> :
Count and Percentage of	School not	Data Not	Þ	o	•	)		
HBCUs/Virtual events attended	open	available	c	c	c	C	0	

	race	instructional positions by	Representation		
American/White Gap	Total African	White, Non-Hispanic	Atrican American		
	ONS	ONS	Schoo Not Open	Nu mb er of App lica	June
	ONS	ONS	School not open	Pe en ta en pli	June 1994
	DNA	DNA	Data Not Availa ble	Nu be r of ca	June
	DNA	DNA	Data Not Availa ble	Pe rce nt ag e of Pli	June 2006
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DNST	DNST	DNST	DNST	Nu be r of Ap pli ca	June
DNST	DNST	DNST	DNST	Pe rce nt ag e of Of Pli	June 2018
5	6	5	0	Nu mb er of App lica nts	June
83	0,	83	0	Perc ent age of App lica nts	June 2019
12	14	12	0	Nu mb er of Ap pli	June 2020
85	4	85	0	Per ce nta ge of Ap pli ca	2020
0	0	0	0	s nt ca	June 2021
0		00	0	Pe rce nt ag e of of Ap pli ca	2021
13	15	14	1	Nu mb er of Ap plic ant	June 2022
74	01	83	7	Pe rc ge ta ge of p nt ca	2022

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2021-2022	2020-2021	2019-2020	2018-2019	2017-2018	2015-2016	2005-2006	1993-1994

	race/ethnicity	staff hires by	of new instructional	Representation			
American/ White Gap	African	Total	White, Non-Hispanic		American	African	
	ONS	SNO	SNO	open	Inot	Schoo	Nu mb er of of Ne Ne
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			leam members	of Recruitment	representation					
Non-Hispanic	White	Multi-Racial	Hispanic	Asian	Native	Indian/Alaskan	American	American	African	
SNO.	CNO	SNO	SNO	SNO			SNO	SINO	SNO	1993-1994
No team	No toom	No team	No team	No team			No team	NO LEGITI	10 +000	2005-2006
No team		No team	No team	No team		No team		No team	2	2015-2016
No team		No team	No team	No team		No team		No team		2017-2018
No team		No team	No team	No team		No team		No team		2018-2019
No team		No team	No team	No team		No team		No team		2019-2020
No team		No team	No team	No team		No team		No team		2020-2021
21		О	2	0		0		2		2021-2022

## 2022-2023 Outcome Measures

2022-2023

		0	0	Count and Percentage of HBCUs/Virtual events attended
		0	0	Number of Career Fairs/Virtual events attended
June 2023	March 2023	December 2022	September 2022	

Representation of		
African American		
Number of Applicants	September 2022	
Percent age of Applica nts	per 2022	
Number of Applica nts	December 2022	
Percent age of Applican ts	er 2022	2022-2023
Number of Applica nts	March 2023	2023
Percent age of Applican ts	2023	
Number of Applica nts	June	
Percent age of Applican ts	June 2023	

idce/etimicity	race (athericity	Representation of new				
African American/White Gap	Total	White, Non-Hispanic	African American			
0	(	0	0	Number of New Hires	September 2022	
0	)	0	0	Percenta ge of New Hires	per 2022	
0	)	0	0	Number of New Hires	Decemb	
0		0	0	Percenta ge of New Hires	December 2022	2022-2023
				Numb er of New Hires	Marci	2023
				Percenta ge of New Hires	March 2023	
				Number of New Hires	June 2023	
				Percenta ge of New Hires	2023	

		September 2022	December 2022	March 2023	June 2023
Racial/ethnic	African American	J	,		
representation of		2	2		

				members	Recruitment Team
White, Non-Hispanic	Multi-Racial	Hispanic	Asian	Native	American Indian/Alaskan
21	0	2	0		0
21	0	2	0		0

# Section IV – Representation of African American Teachers and Instructional Staff

African American teachers and instructional staff at the school's corresponding level (i.e., elementary, middle, high, alternative. The District shall endeavor to employ at least one that school(s), and make such documentation available to the Equity Committee through appropriate channels determined by the School Board. African American teacher at each elementary, middle, high school, and alternative school, the District and principals shall report on efforts to hire and/or encourage transfer to The School Board shall endeavor to maintain a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of

To allow the School Board to assess the reasonableness of the distribution of African American teachers and instructional staff, the Board shall:

- require the maintenance of information listing all teaching and instructional staff vacancy announcements for that school year, and shall require principals to maintain for the vacancy, and make such information available to the Equity Committee through appropriate channels; information regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person(s) selected to fill the vacancy, and person hired
- require the maintenance of information regarding the race and specific position of all teachers and instructional staff by school, and make such information available to the Equity Committee through appropriate channels; and
- require the maintenance of information regarding the turnover of African American teachers and instructional staff at each school and the reason(s) for the turnover, if known, and make such information available to the Equity Committee through appropriate channels. [Joint Plan at 5].

#### **Outcome Measures**

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Representation certified

		instructors by race/ethnicity
African American/White Gap	Total	White, Non-Hispanic
ONS	S	ONS
SNO	SNO	ONS
	DNST	
DNST DNST		DNST DNST
DNST	D	DNST
	DNST	
13	16	14
81	6	87
13	16	14
81	01	87
13	16	14
81	6	87
12	16	Ъ
75	0,	6
12	₽	1
75	16	6

## 2022-2023 Outcome Measures

	instructors by race/ethnicity	Representation of certified									
African American/White Gap	Total Number of Certified Instructors	White, Non-Hispanic	African American								
12		14	2	tors	Instruc	۵	Certifie	r of	Numbe	Septen	
70	17	%28	12%	·	٠	Instructor	Certified	e of	Dercentag	September 2022	
12		14	2	tors	Instruc	ed	Certifi	er of	Numb	Decem	
70	17	82%	12%	Ğ	טייני מכנ	Instruct	Certified	ge of	Dosopto	December 2022	2022-2023
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				tors	Instruc	ed	Certifi	tage of	Percen	2023	

# Section V - Partial Unitary Status and Continued Plan Supervision

achieved unitary status in the areas of facilities, non-instructional staff and administrative staff. Based on its record of compliance with prior orders and the data and information exchanged, the Indian River NAACP and the School Board agree that the District has already

The parties will take all reasonable efforts to work with the Court to obtain an order of partial unitary status to that effect

case will remain open; the parties agree that there has not yet been a determination of full unitary status and the Court shall retain jurisdiction of this case. [Joint Plan Section at maintain an avenue for dealing with problems should any occur in the process of implementation. This [August 2018] order will continue in effect until further Court Order. This The School District will continue under this [August 2018] desegregation order while the plan developed by the parties for achieving full unitary status is implemented. This will

# Section VI – African American Student Achievement / Resource Allocation

achievement. The School District's African American academic achievement plan shall also address any disparate discipline of African American students and the assignment of academic achievement of African American students and address the identified barriers; and set measurable goals for the improvement of African American academic shall identify barriers to the academic achievement of African American students; list the strategies, procedures, and/or programs that will be implemented to improve the exceed state and district averages for other groups. African American students to special programs, such as the exceptional student education ("ESE") and Alternative Education programs, including whether such assignments The goal of the School District's African American Student Academic Achievement Plan shall be to eliminate the achievement gap as compared to white students, and the Plan

in improving the academic achievement of African American students. ensure that the School District maintains documentation regarding the implementation of the Plan, as well as information and data sufficient to evaluate the results/effectiveness review the School District's African American Student Academic Achievement Plan, consider any recommended changes to the Plan, and approve the Plan. The School Board shall In 2016, the School District developed and implemented an African American Student Academic Achievement Plan. Prior to the start of each school year, the School Board will

that have not been successful or to include new strategies, procedures, and/or programs likely to improve academic achievement of African American students. All Committee has no authority to direct the day-to-day operations of the School District. recommendations provided by the Equity Committee shall be made in an advisory capacity; at all times, ultimate authority remains with the School Board and the Equity Board in its discretion. The Equity Committee shall submit any recommendations to the School Board for modifying the Plan to eliminate strategies, procedures, and/or programs monitoring the implementation and results/effectiveness of the Plan is timely made available to the Equity Committee through appropriate channels determined by the School achievement of African American students. The School Board shall ensure that information requested by the Equity Committee for accomplishment of its responsibility for The Equity Committee shall be responsible for monitoring the School District's implementation of the Plan and the results/effectiveness of the plan in improving the academic

group. This would enable the parties to examine the residualized gain scores across the school year by race, by grade, and within schools. Discipline data is also included in the 5 year Strategic Plan monitoring framework To evaluate progress, data should include student achievement data monitored in the 5 year Strategic Plan monitoring framework with demographic information for each student

American Student Academic Achievement Plan Committee is superseded. [Joint Plan Section at 6]. In light of the above-described process and division of responsibility for addressing the academic achievement of African American students, the previously existing African

	Florida Depa	Florida Department of Education School Grade Comp	e Comparison	
School Name	2018-2019	2019-2020	2020-2021*	2021-2022
Imagine at South Vero	Α	2019-2020 School Grades were	Þ	A
Indian River Charter High School	А	not issued due to the COVID-19	В	B
North County Charter School	В	pandemic	С	C
Sebastian Charter Junior High	А		A	A
School				
St. Peter's Academy	В		В	D.
*Cohoole work at the entire to	be either a 2020 2021 6-1-10	*6.400   3.000   3.000   4.000   3.000		

<sup>\*</sup>Schools were given the option to be given a 2020-2021 School Grades due to disruptions in instruction from COVID-19. SDIRC did not elect to be given school grades. However, the data shown is what would have been earned.

S   S   S   S   S   S   S   S   S   S	44
S Pursuant to Florida t White, e Non-His Americ Gap R Non-His Americ Gap R (% 3+) Ki B Mark Gap R (% 3+) Ki Gap R (% 3+)	44
S Pursuant to Florida t White, e Non-His Americ a (%3+) hi g  47  48  48  Cape A frican (%3+)  African a (%3+)  African (%3+)  African an an (%3+)  B Cape A casessment test administrations for the 2019-2020 school year.  47  48  2019-2020  African a Education Emergency Order No. 2020-EO-1.  Americ Gap R assessment test administrations for the 2019-2020 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-2020 school year.	44
S t t t White, African e Non-His Americ an n g g g g g g g g g g g g g g g g g	44
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Gap	
	48
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2017 - 2018 African American (% 3+)	
White, Non-His panic (% 3+)	
ELA – Grades 3-10 (Level 3+)  Mathematics Combined (Level 3+)	Mathematics Combined (Level 3+)

2022-2023 Outcome Measures

# Section VII – Student Assignments

needs to keep this percentage point range wide enough to satisfy natural fluctuation and to eliminate additional extensive transportation of students. school in proportion to the percentage distribution of African American students District-wide within a range of plus or minus nine (9) percentage points. The School District Each year, the percentage of African American students assigned to individual schools should be consistent with the percentage of African American students represented in the School District. During the 2016-2017 school year, 17.2% of students in the School District were African American. The School District will allocate student populations at each

available basis. This will allow all students to take advantage of special programs The School District will continue the practice of curricular and programmatic choice in assigning students who may reside outside an attendance area of school on a space

School Board. Data provided shall include numbers of students in each school by race. [Joint Plan at 7]. area and student assignments based on curricular and programmatic choice. The School Board shall ensure that information requested by the Equity Committee which is The Equity Committee shall be responsible for monitoring student assignments at individual schools, including student assignments based on residence within an attendance reasonable related to its responsibility for monitoring student assignments is timely made available to the Equity Committee through appropriate channels determined by the

Indian River Charter High	Imagine School at South Vero (ISV)	CHARTER SCHOOLS	District			
of Educatio is for t	After n membersh	STOOLS	After requesting historical student membership from the Florida Department of Education, the earliest report accessible is for the 1995-1996 school year.	African American	1993-1994	
n, the ear he 1995-1	equesting ip from th		student student hip from orida ment of on, the report le is for 5-1996	White, Non-His panic	1994	<sub>Z</sub>
of Education, the earliest report accessible is for the 1995-1996 school year.	After requesting historical student membership from the Florida Department		14.93%	African American	2005-2006	Racial Representation of Students by School (Non-Charter and Charter Schools) and Percentage Occupancy Retrieved 11/23/21 for 2017-2021; Retrieved 2/7/22 for 2021-2022, Source: Focus School Software
ccessible ear.	dent vartment		66.15%	White, Non-Hispa nic	2006	esentationed 11/23/2
2%	1%		17%	African American	2015-2016	ial Representation of Students by School (Non-Charter and Charter Schools) and Percentage Occupa Retrieved 11/23/21 for 2017-2021; Retrieved 2/7/22 for 2021-2022, Source: Focus School Software
82%	86%		56%	White, Non-Hispa nic	2016	nts by Scho 7-2021; Re
5.4%	3.4%		17%	African American	2017 - 2018	ool (Non-C trieved 2/
54.7%	65.9%		55%	White, Non-Hisp anic	2018	harter ar
5%	3%		17%	African American	2018	id Charter 2021-202
71%	82%		54%	White, Non-Hisp anic	2018 - 2019	Schools) 2, Source:
4%	4%		18%	African American	2019	and Perce Focus Sch
74%	83%		54%	White, Non-Hisp anic	2019 - 2020	ntage Occ
4%	5%		18%	African American	2020	oupancy vare
74%	83%		54%	White, Non-Hisp anic	2020 - 2021	
9%	7%		19%	African American	2021	
78%	86%		53%	White, Non-Hisp anic	2021 - 2022	

"The School Dispercentage poin	Academy (SPA)	Sebastian Charter Junior High (SCJHS)	County Charter School (NCCS)	School (IRCHS)
"The School District will allocate student populations at each school in proportion to the percentage distribution of African American students District-wide within a range of plus or minus nine (9) percentage points" [Joint Plan at 7]. Schools that have a student enrollment population meeting the percentage range are highlighted in green.				
ch school in plent enrollme	82%	0% <10	0% <10	
proportion to nt population	0% <10	70%	81%	
o the percer on meeting t	49.3%	3.7%	11.0%	
ntage distril he percenta	7.7%	39.5%	44.4%	
oution of Afi ge range an	50%	5%	11%	
rican Ameri e highlighte	12%	68%	67%	
can student d in green.	51%	6%	11%	
s District-w	11%	69%	68%	
ide within a	48%	7%	11%	
range of pl	11%	68%	70%	
us or minus	54%	8%	13%	
nine (9)	7%	73%	76%	

# Section VIII – Transportation

assigned in accordance with the provisions of this plan. where transportation is generally provided, buses must be routed to the maximum extent feasible in light of the geographic distribution of students, so as to serve students which mandate (1) no student shall be segregated or discriminated against on account of race or color in any service, activity, or program, including transportation, and that (2) The School District will continue to operate under the requirements of the 1967 Order (which requirements were not changed by the 1994 order) with respect to transportation,

appropriate channels determined by the School Board. Data provided shall include numbers of students accessing bus transportation broken down by student groups. [Joint Plan requested by the Equity Committee which is reasonably related to its responsibility for monitoring student assignments is timely made available to the Equity Committee through The Equity Committee shall be responsible for monitoring the School District's compliance with transportation requirements. The School Board shall ensure that information

**I ma gin e e Sch ool s at Sou th	School		
<b>0%</b> (0/884)	African American  Total Total Total Zoned Zoned Students Students Transport ed Transp		
<b>0</b> % (0/0)	Total School Choice Student s Transpor ted	February 2019	
0% (8/884)	Non-Hispanic  Non-Hispanic  Total Zoned Zoned Students Transport ed Trar ed Trar ort	y 2019	Percenta
<b>0%</b> (0/0)	Total School Choice Studen ts Transp orted	5	ige of Stu
<b>0%</b> (0/877)	Total School Students Students Transport Intansed Onter Transport Intansed Ortec		dents Wit
<b>0%</b> (0/0)	Total School Choice Stude nts Transp orted	Februa	hin Each
0.1% (1/877)	Total Students Students Fransport ed ort	February 2020	Percentage of Students Within Each Racial/Ethnic Subgroup Utilizing School Transportation by School
0%	Total School Choice Stude nts Transp orted		nic Subg
<b>0%</b> (0/859)	African American  Total Total Zoned Zoned Students Transport ed Transport ed Transport orted		roup Utiliz
0%	Total School Choice Studen ts Transp orted	February 2021	ing Schoo
<b>0%</b> (0/859)	Non-Hispanic Non-Hispanic Total Zoned Zoned Students Transpor ted Transpor	y 2021	ol Transpo
<b>0%</b> (0/0)	Total School Choice Stude nts Transp orted		rtation b
<b>0%</b> (0/873)	African American  Total I Total Scho Zoned Ol Stude Choi nts ce Trans Gents Gents Stud porte ents d Spor		y School
0% (0/7)	Tota I Scho ol Choi ce Stud ents Tran spor	Februa	
<b>0%</b> (0/873)	White, Non-Hispanic Total Zoned Zoned Stude Ol Stude Onts Trans	February 2022	
0% (0/7)	spanic Tota I Scho ol Choi ce Stud ents Tran spor		

t. t. Pet er's Aca de	eba stia stia Cha rter	Nor th Co unt unt Y Cha Cha cha cool	nd: ** an an an Riv Cha Hig
<b>28.3%</b> (39/138)	<b>1.9%</b> (5/262)	<b>6%</b> (22/367)	<1% (1/693)
<b>0%</b>	<b>0%</b>	0%	<b>0%</b>
(0/0)	(0/0)	(0/0)	(0/0)
5.8%	<b>27.9%</b> (73/262)	11.2%	(£69/0)
(8/138)		(41/367)	% <b>0</b>
<b>0%</b> (0/0)	<b>0%</b>	<b>0</b> %	<b>0%</b>
	(0/0)	(0/0)	(0/0)
<b>27.3</b> % (39/143)	<b>3.8%</b> (10/265)	<b>4.9%</b> (19/385)	<b>0%</b> (0/687)
<b>0%</b>	<b>0%</b>	<b>0</b> %	<b>0%</b>
(0/0)	(0/0)	(0/0)	(0/0)
<b>10.5%</b>	<b>30.6%</b> (81/265)	11.9%	<b>0.4%</b>
(15/143)		(46/385)	(3/687)
<b>0%</b> (0/0)	<b>0%</b> (0/0)	0%	0%
<b>24%</b> (31/129)	2.8%	4.0%	<b>0%</b>
	(8/283)	(15/376)	(0/711)
<b>0</b> % (0/0)	<b>0%</b> (0/0)	0%	0/0)
7%	<b>19.1%</b>	<b>9.8%</b>	0%
(9/129)	(54/283)	(37/376)	(0/711)
0%	<b>0%</b> (0/0)	0%	0%(0/0)
<b>31.3%</b> (40/128)	<b>3.9%</b> (11/283)	4.5% (17/378)	0% (0/721)
<b>0%</b>	<b>0%</b>	<b>0%</b>	0%
(0/0)	(0/0)	(0/0)	
7.0%	<b>22.6%</b> (64/283)	8.9%	<b>0%</b>
(9/128)		(34/378)	(0/721)
0%	<b>0%</b> (0/0)	<b>0%</b> (0/0)	0%

transportation ridership data for the purpose of monitoring progress in relation to the 2018 Joint Plan during the February Survey 3 window. windows. Due to the fluctuation of ridership data during the fall Survey 2 window, as well as a subsequent correction window to verify the accuracy of survey data submitted, the District assesses throughout the school year. In accordance, the District reports transportation ridership data within the Florida Department of Education's Survey 2 (October) and Survey 3 (February) reporting \*In compliance with Section 1011.62(1)(a), Florida Statutes (F.S.), requires Florida school districts to report Full-Time Equivalent (FTE) student membership by conducting periodic surveys

military families, and students that would assist in meeting the federal mandate of the Desegregation Order and the 2018 Joint Plan. The lottery is typically held on January 31. Once families receive application is open each year from November 1 to January 15. When the application window closes, the applicants are screened for specific categories such as siblings already placed at the school, \*\* The SDIRC has three magnet elementary schools: Liberty, Rosewood, and Osceola. The three elementary magnet schools are filled by the choice lottery for 100% of the available student capacity.

All remaining SDIRC schools are Choice schools. These schools are filled by their zoned students and 5% of their capacity is reserved for the choice lottery system. The SDIRC Magnet and Choice their offers, seats that are not accepted by families are then filled in a second lottery run. The Magnet and Choice application is re-opened after the lottery for the remainder of the year.

\*\*\* Please note that charter schools are responsible for arranging school transportation for their school site. Imagine Schools at South Vero and Indian River Charter High School do not provide school transportation. Additionally, Charter Schools are run by independent governing bodies, and the SDIRC is not involved in their application process. The SDIRC did inform the charter schools that the Federal Desegregation order takes precedence over the state statutes on Charter School lottery admissions processes. Since that time, the charter schools have allowed for African American applicants that qualify for their school to enroll prior to the state legislated lottery process. This has assisted our charter schools with meeting the plus or minus 9 percentage of our total African American student population.

# Section IX — Extracurricular

activities, which mandates that no student shall be segregated or discriminated against on account of race or color in any service, activity or program, including athletics or other extracurricular activity, and all such programs conducted by the School District shall be conducted without regard to race or color. The School District will continue to operate under the requirements of the 1967 Order (which requirements were not changed by the 1994 order) with respect to extracurricular

determined by the School Board. Data provided shall include the number of participants in each activity by race. [Joint Plan at 8]. Committee which is reasonably related to its responsibility for monitoring student participation is timely made available to the Equity Committee through appropriate channels The Equity Committee shall be responsible for monitoring participation in extracurricular activities. The School Board shall ensure that information requested by the Equity

#### **Outcome Measures**

Total	White, Non-Hispanic	African American	Race/Ethnicity		
SN	SN	NS	Count	1993.	
NS	NS	NS	Percen tage	1993-1994	Repr
DNT	DNT	DNT	Count	2005-2006	esentatio
DNT	DNT	DNT	Perce ntage	2006	on of Stu
DNT	DNT	DNT	Count	2015-2016	dents Inv
DNT	DNT	DNT	Perce ntage	2016	olved in
DNT	DNT	DNT	Count	2017 - 2018	One or N
DNT	DNT	DNT	Perce ntage	2018	<b>More Ext</b>
DNT	DNT	DNT	Count	2018	Representation of Students Involved in One or More Extracurricular
DNT	DNT	DNT	Percen tage	2018 - 2019	lar Activi
DNT	DNT	DNT	t Co	2019	ty by Rac
DNT	DNT	DNT	Perc ent age	2019 - 2020	Activity by Race - K - 12
DNT	DNT	DNT	nt Cou	2020 - 2021	2
DNT	DNT	DNT	Per ce nta ge	2021	
158	105	15	t un Co	2021	
75.5	66	9.5	Perce ntag e	2021 - 2022	

## 2022-2023 Outcome Measures

			2022-2023	ü				
Rep	Representation of Students Involved in One or More Extracurricular	Students Involve	d in One or Mo	re Extracurricu	ılar Activity by	r Activity by Race - K - 12		
	September 2022	ber 2022	December 2022	er 2022	March 2023	2023	June 2023	023
Race/Ethnicity	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	27	10.5	27	10.5				
White, Non-Hispanic	268	89.5	268	89.5				
Total	296	100	296	100				