

# 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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 style="list-style-type: none"> <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 lottery we will begin sending letters and meeting with families.</li> <li>• We have made an online form on our website so that it will be easier for families to apply to SCJH.</li> </ul>	<ul style="list-style-type: none"> <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 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 style="list-style-type: none"> <li>• We provide bussing of students 2-12 miles from the school.</li> <li>• We drive two vans for after school activities so that students may participate in tutoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Both the bussing and vans will continue.</li> </ul>
Section IX - Extracurricular	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• We will continue to participate in sports and also to have clubs after school three days per week.</li> </ul>





## Section II – Mentoring of New Teachers and Instructional Staff

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 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 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 Professional Development ("PD") Specialists. Additionally, each school will have a PD Council ["PDC"] representative on site who offers new teachers support, and each new teacher will be provided with a mentor who also works at his/her school.

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 for all new teachers, including African American teachers, will attempt to address their particular circumstances. [Joint Plan at 3].

### Outcome Measures

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

### 2022-2023 Outcome Measures

	2022-2023			
	September 2022	December 2022	March 2023	June 2023
Count of employees participating in the mentoring program	5	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

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., 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 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 employ African American teachers and other instructional staff, including, without limitation, the following strategies:

- A. Using existing staff to facilitate recruiting;
- B. 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;
- E. 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 successful in graduating college with appropriate credentials, will attempt to contact these identified students for recruitment purposes. <https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>
- F. Having potential African American candidates for teaching and other instructional positions visit Indian River County if the candidate so desires;
- G. Working with the teachers’ union to facilitate the employment of African American teachers and other instructional staff;
- H. Utilizing current Indian River County hiring practices of application, structured interviewing by individuals in the School District office, and interviewing by individual school principals and/or members of the School Improvement Teams;
- I. Listing the Indian River NAACP as a community partner on the School District’s website;
- J. 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 promotional materials to recruiting events;
- K. Ensuring that the School District advertises teaching job openings in the Diversity in Ed Magazine and on the Diversity in Ed website ([www.diversityrecruitmentpartners.com](http://www.diversityrecruitmentpartners.com));
- L. Require District principals to interview, whenever possible, a diverse pool of applicants.

The School Board shall require the retention of documentation that demonstrates which strategies for recruiting and employing African American teachers and instructional staff 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 appropriate channels determined by the School Board. Data provided shall include the dates of recruitment activities, staff members involved, recruitment event attended, investments incurred for recruiting activity/trip, and outcomes. Data should include information regarding the race and specific teacher or instructional staff position for which 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 Education. [Joint Plan at 4-5].

# Outcome Measures

	1993-1994	2005-2006	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Number of Career Fairs/Virtual events attended	School ot open	Data not available	0	0	0	0	0	0
Count and Percentage of HBCUs/Virtual events attended	School not open	Data Not available	0	0	0	0	0	0

Representation of applicants for instructional positions by race	June 1994		June 2006		June 2017		June 2018		June 2019		June 2020		June 2021	June 2022	
	African American	School Not Open	School not open	Data Not Available	DNST	DNST	DNST	DNST	0	0	0	0	0	0	1
White, Non-Hispanic	SNO	SNO	SNO	DNA	DNA	DNST	DNST	DNST	5	83	12	85	0	00	14
	Total	SNO	SNO	DNA	DNA	DNST	DNST	DNST	6		14		0		15
	African American/White Gap	SNO	SNO	DNA	DNA	DNST	DNST	DNST	5	83	12	85	0	0	13
															74
<div> <div>1993-1994</div> <div>2005-2006</div> <div>2015-2016</div> <div>2017-2018</div> <div>2018-2019</div> <div>2019-2020</div> <div>2020-2021</div> <div>2021-2022</div> </div>															







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

Representation of applicants for instructional positions by race	2022-2023									
	September 2022		December 2022		March 2023		June 2023			
	Number of Applicants		Percent age of Applicants		Number of Applicants		Percent age of Applicants		Number of Applicants	
	African American		White, Non-Hispanic		Total		African American/White Gap			
	0	0	0	0	0	0	0	0	0	0
	0	0	1	100	1	100				
	0	0	1	100						
	0	0	1	100						

Representation of new instructional staff hires by race/ethnicity	2022-2023									
	September 2022		December 2022		March 2023		June 2023			
	Number of New Hires		Percenta ge of New Hires		Numb er of New Hires		Percenta ge of New Hires		Number of New Hires	
	African American		White, Non-Hispanic		Total		African American/White Gap			
	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0				
	0	0	0	0						
	0	0	0	0						

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

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



Instructors by race/ethnicity	White, Non-Hispanic	SNO	SNO	DNST	DNST	14	87	14	87	14	87	1	6	1	6
	Total	SNO		DNST		16		16		16		16		16	
	African American/White Gap	SNO	SNO	DNST	DNST	13	81	13	81	13	81	12	75	12	75

2022-2023 Outcome Measures

2022-2023													
September 2022				December 2022				March 2023				June 2023	
Representation of certified instructors by race/ethnicity	Number of Certified Instructors	Percentage of Certified Instructors	Number of Certified Instructors	Percentage of Certified Instructors	Number of Certified Instructors	Percentage of Certified Instructors	Number of Certified Instructors	Percentage of Certified Instructors	Number of Certified Instructors	Percentage of Certified Instructors	Number of Certified Instructors	Percentage of Certified Instructors	Percentage of Certified Instructors
	2	12%	2	12%									
	14	82%	14	82%									
	17				17								
	Total Number of Certified Instructors												
	African American												
	White, Non-Hispanic												
	African American/White Gap	12	70	12	70								



## **Section V – Partial Unitary Status and Continued Plan Supervision**

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 achieved unitary status in the areas of facilities, non-instructional staff and administrative staff.

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

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 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 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 6].

## **Section VI – African American Student Achievement / Resource Allocation**

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 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 academic achievement of African American students and address the identified barriers; and set measurable goals for the improvement of African American academic achievement. The School District's African American academic achievement plan shall also address any disparate discipline of African American students and the assignment of African American students to special programs, such as the exceptional student education ("ESE") and Alternative Education programs, including whether such assignments exceed state and district averages for other groups.

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 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 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 in improving the academic achievement of African American students.

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 achievement of African American students. The School Board shall ensure that information requested by the Equity Committee for accomplishment of its responsibility for monitoring the implementation and results/effectiveness of the Plan is timely made available to the Equity Committee through appropriate channels determined by the School 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 that have not been successful or to include new strategies, procedures, and/or programs likely to improve academic achievement of African American students. All 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 Committee has no authority to direct the day-to-day operations of the School District.

To evaluate progress, data should include student achievement data monitored in the 5 year Strategic Plan monitoring framework with demographic information for each student 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.

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

## Outcome Measures

Florida Department of Education School Grade Comparison					
School Name		2018-2019	2019-2020	2020-2021 *	2021-2022
Imagine at South Vero		A	2019-2020 School Grades were not issued due to the COVID-19 pandemic	A	A
Indian River Charter High School		A		B	B
North County Charter School		B		C	C
Sebastian Charter Junior High School		A		A	A
St. Peter's Academy		B		B	B

\*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.

Annual Outcome Measures											
Achievement Gaps on Spring 2021 Assessment Results											
	2017 - 2018			2018 - 2019			2019 - 2020	2020 - 2021			
	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1, spring K-12 statewide 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.	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Rank in
ELA – Grades 3-10 (Level 3+)							47				48
Mathematics Combined (Level 3+)							44				46

## 2022-2023 Outcome Measures

## Section VII – Student Assignments

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 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 needs to keep this percentage point range wide enough to satisfy natural fluctuation and to eliminate additional extensive transportation of students.

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 available basis. This will allow all students to take advantage of special programs.

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

## Outcome Measures

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																	
		1993-1994		2005-2006		2015-2016		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022	
District	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	African American	White, Non-Hispanic	
	After requesting historical student membership from the Florida Department of Education, the earliest report accessible is for the 1995-1996 school year.		14.93%	66.15%	17%	56%	17%	55%	17%	54%	18%	54%	18%	54%	19%	53%	
CHARTER SCHOOLS																	
Imagine School at South Vero (ISV)	After requesting historical student membership from the Florida Department of Education, the earliest report accessible is for the 1995-1996 school year.					1%	86%	3.4%	65.9%	3%	82%	4%	83%	5%	83%	7%	86%
Indian River Charter High						2%	82%	5.4%	54.7%	5%	71%	4%	74%	4%	74%	9%	78%

School (IRCHS)													
North County Charter School (NCCS)	0% <10	81%	11.0%	44.4%	11%	67%	11%	68%	11%	70%	13%	76%	
Sebastian Charter Junior High (SCJHS)	0% <10	70%	3.7%	39.5%	5%	68%	6%	69%	7%	68%	8%	73%	
St. Peter's Academy (SPA)	82%	0% <10	49.3%	7.7%	50%	12%	51%	11%	48%	11%	54%	7%	

"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.



## Section VIII – Transportation

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, 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) 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 assigned in accordance with the provisions of this plan.

The Equity Committee shall be responsible for monitoring the School District's compliance with transportation requirements. The School Board shall ensure that information 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 appropriate channels determined by the School Board. Data provided shall include numbers of students accessing bus transportation broken down by student groups. [Joint Plan at 7].

## Outcome Measures

Percentage of Students Within Each Racial/Ethnic Subgroup Utilizing School Transportation by School												
School	February 2019				February 2020				February 2021			
	African American		White, Non-Hispanic		African American		White, Non-Hispanic		African American		White, Non-Hispanic	
	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported
**1 The School District's transportation plan is at Southern Ver	0% (0/884)	0% (0/0)	0% (8/884)	0% (0/0)	0% (0/877)	0% (0/0)	0.1% (1/877)	0% (0/0)	0% (0/859)	0% (0/0)	0% (0/859)	0% (0/0)

**I ndian River Charter High School	<1% (1/693)	0% (0/0)	0% (0/693)	0% (0/0)	0% (0/687)	0% (0/0)	0.49% (3/687)	0% (0/0)	0% (0/711)	0% (0/0)	0% (0/711)	0% (0/0)	0% (0/721)	0% (0/0)	0% (0/721)	0% (0/0)
** North County Charter School	6% (22/367)	0% (0/0)	11.2% (41/367)	0% (0/0)	4.9% (19/385)	0% (0/0)	11.9% (46/385)	0% (0/0)	4.0% (15/376)	0% (0/0)	9.8% (37/376)	0% (0/0)	4.5% (17/378)	0% (0/0)	8.9% (34/378)	0% (0/0)
**S ebs station Charters Jr. High	1.9% (5/262)	0% (0/0)	27.9% (73/262)	0% (0/0)	3.8% (10/265)	0% (0/0)	30.6% (81/265)	0% (0/0)	2.8% (8/283)	0% (0/0)	19.1% (54/283)	0% (0/0)	3.9% (11/283)	0% (0/0)	22.6% (64/283)	0% (0/0)
**S t. Peterson's Academy	28.3% (39/138)	0% (0/0)	5.8% (8/138)	0% (0/0)	27.3% (39/143)	0% (0/0)	10.5% (15/143)	0% (0/0)	24% (31/129)	0% (0/0)	7% (9/129)	0% (0/0)	31.3% (40/128)	0% (0/0)	7.0% (9/128)	0% (0/0)

\*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 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 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 transportation ridership data for the purpose of monitoring progress in relation to the 2018 Joint Plan during the February Survey 3 window.

\*\* 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 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, 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 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 SDJRC is not involved in their application process. The SDJRC 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

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

### Outcome Measures

Representation of Students Involved in One or More Extracurricular Activity by Race – K - 12												
Race/Ethnicity	1993-1994		2005-2006		2015-2016		2017 - 2018		2018 - 2019		2019 - 2020	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	NS	NS	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT
White, Non-Hispanic	NS	NS	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT
Total	NS	NS	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT

### 2022-2023 Outcome Measures

2022-2023 Representation of Students Involved in One or More Extracurricular Activity by Race – K - 12								
Race/Ethnicity	September 2022		December 2022		March 2023		June 2023	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
	27	10.5	27	10.5				
	268	89.5	268	89.5				
	296	100	296	100				