

# Desegregation Order Action and Sustainability Plan

2022-2023

**Charter School:** North County Charter Elementary  
12.21.22)

**Quarter of the School Year:** Quarter 2 (10.11.22 -

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?)

NCCS has attempted to offer as much support as possible for all our students, including our African American students. We began offering tutoring at the beginning of November for students that showed areas of academic concern, based on test scores and teacher feedback. 75% of the African American students that demonstrated the need for tutoring accepted the services our school is providing. NCCS also recently had a staff member inform us that she would be moving back to Texas at the end of January, so we reached out to the staff for recruitment purposes. One of our African American teachers provided contact information for a possible candidate who is African American. That interview and others are set up for the first week in January. Our hope is to find the most qualified candidate as well as to increase our staff diversity if possible. NCCS has also been promoting monthly character traits and have been using this opportunity to tie in literature with diverse characters and theme. For example, in November, our monthly character trait was gratitude. The teachers used this opportunity to share the book "Gratitude is my Superpower," which is beautiful book about an African American girl learning the power of being grateful. We have also tied in a plethora of African American authors and stories into our ELA lessons across grade levels, including Langston Hughes, Brenda Woods, Jewel Parker Rhodes, Sherri Winston, hurricane hunter Master Sergeant Karen Moore, Richard Wright and many others. We have also seen great gains for our African American students K-5 for the STAR/FAST testing. 72% of our African American students made gains for their ELA STAR/FAST, and 84% made gains in math for their STAR/FAST.

Some next steps for NCCS would be to continue in our pursuits to help our struggling students with possibly hiring an interventionist, if the board approves the funding. This could help reach some of the African American students that did not accept tutoring services. We will also try to be as inclusive as possible when seeking out job applicants by reaching out more to HBCU's and attending more career fairs. Lastly, we will work to promote diversity in all subject areas, not just our ELA lessons.

These assurances have been reviewed by and verified on:

**Name:** Kerrian A. Irons

**Date:** 1/6/2023

## Summary

	Key Action Steps	Commitment to Sustainability
Section II – Mentoring of New Teachers and Instructional Staff	<ul style="list-style-type: none"> <li>• Include all new teachers in onboarding professional development held prior to the opening of school.</li> <li>• NCCS conducts one on one onboarding for new teachers provided by current administration and grade level chairs.</li> </ul>	<ul style="list-style-type: none"> <li>• NCCS will implement an annual onboarding day prior to the opening of school for new teachers and staff. New employee procedures will be continuously evaluated and updated. Each new employee will be assigned a new employee mentor.</li> <li>• NCCS continuously updates new employee training modules to ensure that teachers are successful in implementing all academic expectations.</li> </ul>
Section III - Strategies for Recruitment of African American Teachers	<ul style="list-style-type: none"> <li>• NCCS advertises positions on the school website, Facebook page, Teachers-Teachers.com, Indeed, and through word of mouth. NCCS continues to request assistance from the SDIRC Equity committee to ensure that all interested parties have current employment information available.</li> <li>• NCCS emails local universities regarding available positions and places phone calls to the Schools of Education with Information about NCCS and potential openings.</li> <li>• NCCS will list the Indian River NAACP as a community partner on its website.</li> <li>• NCCS communicates with the SDIRC charter liaison to request assistance and ensure all interested parties have current employment information available.</li> <li>• NCCS interviews, whenever possible, a diverse pool of applicants.</li> </ul>	<ul style="list-style-type: none"> <li>• NCCS will continue to work within the local community and Florida University system to ensure that all current openings are advertised and that all interested parties have an opportunity to apply.</li> <li>• NCCS will consistently communicate with our existing staff to improve and facilitate recruitment of Black/African American instructional staff.</li> <li>• NCCS will establish an interview committee which will include a current Black/African American teacher.</li> <li>• NCCS will establish a contact with the department of education from HBCU's to support recruiting of any African American graduates.</li> <li>• NCCS will seek out and participate in local job fairs at least once a year.</li> <li>• NCCS will welcome mentorship opportunities by allowing local African</li> </ul>

	<ul style="list-style-type: none"> <li>NCCS will provide African American high school students in the district who are considering pursuing a degree in education an opportunity for mentorship.</li> </ul>	<p>American high school students opportunities to observe in classrooms.</p> <ul style="list-style-type: none"> <li>NCCS will have potential African American candidates set up a campus visit if the candidate desires.</li> <li>All subsequent interviews will be tracked in order to ensure interviews represent, whenever possible, a diverse pool of applicants.</li> </ul>
Section IV – Representation of African American Teachers and Instructional Staff	<ul style="list-style-type: none"> <li>Administration collaborates with African American teachers to develop strategies on staff diversity training, hiring procedures and retention.</li> </ul>	<ul style="list-style-type: none"> <li>NCCS will continue to implement all processes to ensure that representation amongst Black/African American personnel is as equitable as possible.</li> <li>Advertising and community positioning will continue to take place via word of mouth, social media and through print media.</li> <li>NCCS will continue to seek assistance from the School District of Indian River County and invites the SDIRC to provide information about NCCS job openings at job fairs and on any teacher recruitment platforms they participate in.</li> </ul>
Section VI – African American Student Achievement / Resource Allocation	<ul style="list-style-type: none"> <li>NCCS will continue to support our African American students through MTSS, after school boot camp, and grade level support.</li> <li>Principal/Team meetings discuss achievement for all students. Students identified in need of support will receive interventions from support staff.</li> <li>Attendance is monitored to ensure that all students who demonstrate Early Warning</li> </ul>	<ul style="list-style-type: none"> <li>Additional funds have been allocated to provide tutorial assistance to those students who are in need of supplemental instruction.</li> <li>MTSS will work with classroom teachers to offer classroom instructional strategies to support learning and provide further interventions for students that need it.</li> <li>NCCS will monitor that there is not an inequitable amount of African American</li> </ul>

	(EW) signs are attending consistently and that they are receiving the necessary instruction to improve their academic achievement.	students being assigned to exceptional student education in comparison to the overall school population.
Section VII – Student Assignments	<ul style="list-style-type: none"> <li>NCCS gives equal opportunity to families to be able to enroll in our lottery program. Because of our location, we are able to service families from various parts of the county.</li> </ul>	<ul style="list-style-type: none"> <li>NCCS will continue to promote adherence to the lottery guidelines in order to appeal to families located throughout the county.</li> </ul>
Section VIII - Transportation	<ul style="list-style-type: none"> <li>Transportation is available for any student who submits a request. Student must be able to arrive at designated school bus stop at the assigned time.</li> </ul>	<ul style="list-style-type: none"> <li>All students will continue to have the opportunity to request bus transportation.</li> <li>Currently in the 22-23 school year, 28% of students utilizing transportation services are African American.</li> </ul>
Section IX - Extracurricular	<ul style="list-style-type: none"> <li>NCCS offers students the opportunity to participate in spring track and Girls on the Run. Race/Ethnicity data collection has never been calculated for our only two programs: Girls on the Run or Track.</li> </ul>	<ul style="list-style-type: none"> <li>NCCS will establish a process to track African American participation in any extracurricular activities for subsequent years that those programs are in place.</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	The data are unavailable		1	0	5	3	14	8
Count and percentage of on-site PD Council representatives			0	0	0	0	0	0
Retention rates for new Black/African American teachers participating in the mentoring program			0	0	0	0	0	100%
Overall teacher retention rate			2.5%	0%	16%	10.3%	42%	23.5%

### 2022-2023 Outcome Measures

	2022-2023			
	September 2022	December 2022	March 2023	June 2023
Count of employees participating in the mentoring program	10	10		
Count and percentage of on-site PD Council representatives	0	0		
Retention rates for new Black/African American teachers participating in the mentoring program	100%	100%		
Overall teacher retention rate	52%	52%		

### 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 and providing African American high school students in the District who are considering pursuing a degree in education an opportunity for mentorship while in school. If the student successfully receives all required credentials NCCS will attempt to contact these identified students for recruitment purposes. [See page 7: https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf](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, by posting the program on the NCCS webpage and by making all promotional materials for recruiting events;
- K. Ensuring that the NCCS 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	The data are unavailable	0	0	0	0	0	0	0
Count and Percentage of HBCUs/Virtual events attended		0	0	0	0	0	0	0

June 1994	June 2006	June 2017	June 2018	June 2019	June 2020	June 2021	June 2022
Number of Applicants Percentage of Applicants	Number of Applicants Percentage of Applicants	Number of Applicants Percentage of Applicants	Number of Applicants Percentage of Applicants	Number of Applicants Percentage of Applicants	Number of Applicants Percentage of Applicants	Number of Applicants Percentage of Applicants	Number of Applicants Percentage of Applicants

Representation of applicants for instructional positions by race	African American	These data are not systematically tracked.
	White, Non-Hispanic	
	Total	
	African American/White Gap	

1993-1994		2005-2006		2015-2016		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires
The data are unavailable		0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	14%
		0	0%	1	100%	0	0%	5	100%	3	100%	5	100%	7	86%
		0		1		0		5		3		5		8	

Representation of new instructional staff hires by race/ethnicity	African American	The data are unavailable	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	14%
	White, Non-Hispanic		0	0%	1	100%	0	0%	5	100%	3	100%	5	100%	7	86%
	Total		0		1		0		5		3		5		8	



	African American/ White Gap		0	1	0	5	3	5	6
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		1993-1994	2005-2006	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Racial/ethnic representation of Recruitment Team members	African American	These data are unavailable as North County Charter School did not have a Recruitment Team.							
	American Indian/Alaskan Native								
	Asian								
	Hispanic								
	Multi-Racial								
	White, Non-Hispanic								

#### 2022-2023 Outcome Measures

	2022-2023			
	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		

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

		2022-2023							
		September 2022		December 2022		March 2023		June 2023	
		Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires	Number of New Hires	Percentage of New Hires
Representation of new instructional staff hires by race/ethnicity	African American	0	0%	0	0%				
	White, Non-Hispanic	1	100%	0	0%				
	Total	1		0					
	African American/White Gap	1		0					

		September 2022	December 2022	March 2023	June 2023
Racial/ethnic representation of Recruitment Team members	African American	These data are unavailable as North County Charter School does not have a Recruitment Team as of 1 <sup>st</sup> quarter.	0		
	American Indian/Alaskan Native		0		
	Asian		0		
	Hispanic		0		
	Multi-Racial		0		
	White, Non-Hispanic		5		

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

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 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 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 that school(s), and make such documentation available to the Equity Committee through appropriate channels determined by the School Board.

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 information regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person(s) selected to fill the vacancy, and person hired for the vacancy, and make such information available to the Equity Committee through appropriate channels;
- 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

		1993-1994		2005-2006		2015-2016		2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
		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	Number of Certified Instructors	Percentage of Certified Instructors	Number of Certified Instructors	Percentage of Certified Instructors
Representation of certified instructors by race/ethnicity	African American	These data are unavailable.				1	7%	1	5%	1	5%	0	0%	0	0%	1	6%
	White, Non-Hispanic					15	93%	18	95%	18	95%	18	100%	18	100%	16	94%
	Total					16		19		19		18		18		17	
	African American/White Gap					86%		90%		90%		100%		100%		88%	

**2022-2023 Outcome Measures**

		2022-2023							
		September 2022		December 2022		March 2023		June 2023	
		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
Representation of certified instructors by race/ethnicity	African American	2	18%	2	18%				
	White, Non-Hispanic	9	82%	9	82%				
	Total Number of Certified Instructors	11		11					
	African American/White Gap	7	64%	7	64%				

## **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	State Ranking	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Ranking	<a href="#">Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1</a> , 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 Ranking
ELA – Grades 3-10 (Level 3+)	84%	57%	27	47	82%	55%	27	47		69%	47%	22	48
Mathematics Combined (Level 3+)	85%	43%	42	48	79%	50%	29	44		74%	35%	39	46

**2022-2023 Outcome Measures**

	STAR/FAST FALL RESULTS			STAR/FAST WINTER RESULTS			STAR/FAST SPRING RESULTS		
	White, Non-Hispanic	African American	Gap	White, Non-Hispanic	African American	Gap	White, Non-Hispanic	African American	Gap
ELA Proficiency – Grades K-5	50%	48%	2	58%	47%	11			
Mathematics Proficiency— Grades K-5	35%	28%	7	60%	49%	11			

## 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	
	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
District	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 School (IRCHS)					2%	82%	5.4%	54.7%	5%	71%	4%	74%	4%	74%	9%	78%



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				February 2022			
	African American		White, Non-Hispanic		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	Total Zoned Students Transported	Total School Choice Students Transported	Total Zoned Students Transported	Total School Choice Students Transported
**Imagine Schools at South Vero	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)	0% (0/873)	0% (0/7)	0% (0/873)	0% (0/7)
**Indian River Charter High	<1% (1/693)	0% (0/0)	0% (0/693)	0% (0/0)	0% (0/687)	0% (0/0)	0.4% (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	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)

<b>**Sebastian Charter Jr. High</b>	<b>1.9%</b> (5/262)	<b>0%</b> (0/0)	<b>27.9%</b> (73/262)	<b>0%</b> (0/0)	<b>3.8%</b> (10/265)	<b>0%</b> (0/0)	<b>30.6%</b> (81/265)	<b>0%</b> (0/0)	<b>2.8%</b> (8/283)	<b>0%</b> (0/0)	<b>19.1%</b> (54/283)	<b>0%</b> (0/0)	<b>3.9%</b> (11/283)	<b>0%</b> (0/0)	<b>22.6%</b> (64/283)	<b>0%</b> (0/0)
<b>**St. Peter's Academy</b>	<b>28.3%</b> (39/138)	<b>0%</b> (0/0)	<b>5.8%</b> (8/138)	<b>0%</b> (0/0)	<b>27.3%</b> (39/143)	<b>0%</b> (0/0)	<b>10.5%</b> (15/143)	<b>0%</b> (0/0)	<b>24%</b> (31/129)	<b>0%</b> (0/0)	<b>7%</b> (9/129)	<b>0%</b> (0/0)	<b>31.3%</b> (40/128)	<b>0%</b> (0/0)	<b>7.0%</b> (9/128)	<b>0%</b> (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 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

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		2020 - 2021		2021 - 2022	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
African American	These data are not available as they are not systematically tracked.															
White, Non-Hispanic																
Total																

### 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
African American	No extracurricular activities were available during semester 1.							
White, Non-Hispanic								
Total								