Charter Schools

Desegregation Order Action and Sustainability Plan

2022-2023

Charter School: Sebastian Charter Junior High

Quarter of the School Year: Quarter 4

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?)

Math and Language Arts Achievement

Our 22-23 enrollment of African American students was 9.7%

Our 23-24 enrollment of African American students is 11.9% as of today.

Five years ago those enrollment numbers were under 5%

100% of African American students are returning to SCJH next year.

Both African American teachers will be returning to SCJH next year.

Achievement on State testing

Please see attached- Our growth for all students was very good. On the attached form I have listed all African American students (no names).

Looking forward to next school year recruiting and retaining students will be important, but the number one priority will be student growth.

These assurances have been reviewed by and verified on:

Name: William Dodds

Date: June 2, 2023

Summary

	Key Action Steps	Commitment to Sustainability
Section II – Mentoring of New Teachers and Instructional Staff	 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. 	All of our new teachers are returning to SCJH for the 2023-2024
Section III - Strategies for Recruitment of African American Teachers	 Currently no positions available. We do not anticipate any openings for the 2023-2024 school year. 	 When positions arise we will: Post on NAACP site Post on school website Develop relationships with local educators so that when looking for employees they will assist. Use existing staff to recruit.
Section IV – Representation of African American Teachers and Instructional Staff	 We started the school year with two African American teachers and both are still happily employed at SCJH. No other positions have opened. 	 As positions become available I reach out to African American educators that may be interested in working at SCJH. The two teachers we do have intend to return.
Section VI – African American Student Achievement / Resource Allocation	 After school tutoring in all subjects three days per week. Started a Monday reading session for students identified as reading below grade level. Transportation is provided via vans for tutoring Monday through Thursday that go to Gifford and Fellsmere. 	 We have had after school tutoring three days a week for many years and it will continue. We will monitor the growth of those students participating in Monday reading class to determine next steps. 187 students rode the van to Gifford first semester, 125 of which were African American. In the second semester 204

	 Reduced class sizes in Language Arts to meet more individualized instruction needs for students. WIN period where students can visit teachers for extra assistance. 	 students rode the van, 122 of which were African American. Smaller class sizes have led to more individualized instruction for students. WIN is a 30 minute period held every day so that the students can get help.
Section VII – Student Assignments	 During quarter 4 we did not have any openings become available. Our lottery included approximately 140 students, 17 of which were African American. All 17 African American students were offered positions, 16 accepted for next school year. We have made an online form on our website so that it will be easier for families to apply to SCJH. 	 A big part of sustaining our increased number of African American students is getting their siblings to come to SCJH. We have 3 siblings coming next year. We had no African American students leave SCJH this school year. All current African American students plan to return to SCJH next school year.
Section VIII - Transportation Section IX - Extracurricular	 We provide bussing of students 2-12 miles from the school. We drive two vans for after school activities so that students may participate in tutoring. Flag football was the only sport we had in quarter 4, but our clubs took place 	 Both the bussing and vans will continue. Van data is included above. We had 54 students playing flag football. Ten of the 54 students are African
	 Clubs are well-attended and participated in by all of our students at one time or another throughout the school year. 	 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	Retention rates for new Black/African American teachers participating in the mentoring program	PD Council representatives	in the mentoring program	
school not open	School not open	School not open	School not open	1993-1994
No data available	No data available	No data available	No data available	2005-2006
No data available	No data available	No data available	No data available	2014-2015
81%	No new black/African American teachers	Not applicable	3	2017-2018
68%	No new black/African American teachers	Not Applicable	5	2018-2019
81%	No new black/African American teachers	Not Applicable Not Applicable	3	2019-2020
81%	No new black/African American teachers	Not Applicable	ω	2020-2021
100%	No new black/African American Teachers	Not Applicable	0	2021-2022

2022-2023 Outcome Measures

	Overall teacher retention rate	Retention rates for new Black/African American teachers participating in the mentoring program	representatives	Count and percentage of on site BD Council	program program	Count of employees participating in the montaring			
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+00%	100%	100%	25		И		December 2022		2022-
**************************************	100%	100%	25		5		March 2023	- CPO	2022-2023
100%		100%	25		5	AMIL TOTA	lune 2023	THE RESIDENCE OF THE PARTY OF T	

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 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., 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

- ₽.> Using existing staff to facilitate recruiting;
- University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers' annual meeting; recruiting to include at least annual visits to Historically Black Colleges and Universities ("HBCUs") in Florida (namely, Bethune-Cookman University, Florida A&M 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
- шÖÜ Having the School District's Human Resources Director endeavor to establish and develop relationships with the career placement offices and officials at the HBCUs;
 - Continuing to recruit at HBCUs outside Florida;
- successful in graduating college with appropriate credentials, 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] 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
- G. F. 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;
- Ξ 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;
- Listing the Indian River NAACP as a community partner on the School District's website;
- ~ 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;
- (www.diversityrecruitmentpartners.com) that the School District advertises teaching job openings Ξ. the Diversity in Ed Magazine and on the Diversity in Ed website
- Require District principals to interview, whenever possible, a diverse pool of applicants

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

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	1993-1994	2005-2006	2015-2016	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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events attended	open	Data not available	0	0	0	0	0	0
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	12	14	12	0	Nu mb er of Ap pli ca	June 2020
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	2019-2020
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2022-2023 Outcome Measures

2022-2023

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	race/ethnicity	instructional staff hiras hy				
African American/White Gap	lotal	write, Non-Hispanic	African American			
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		Atrican American	
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	2		December 2022
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				members	Recruitment Team
White, Non-Hispanic	Multi-Racial	Hispanic	Asian	Native	American Indian/Alaskan
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21	0	2	0		0
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Section IV – Representation of African American Teachers and Instructional Staff

that school(s), and make such documentation available to the Equity Committee through appropriate channels determined by the School Board. 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 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
- the Equity Committee through appropriate channels; and 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
- known, and make such information available to the Equity Committee through appropriate channels. [Joint Plan at 5]. 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

Outcome Measures

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2022-2023 Outcome Measures

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	African American/White Gap	Instructors	Total Number of Certified	White Non-Hispania	African American								
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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

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 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 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

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 that have not been successful or to include new strategies, procedures, and/or programs likely to improve academic achievement of African American students. All 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 Denar	Florida Department of Education School Grade Comme		
School Name	2018 2010	בוויכות סו בממכמנוסוו סכווסטו פו מטנ	e Comparison	
	6107-0107	2019-2020	2020-2021*	2021-2022
Imagine at South Vero	Α	2019-2020 School Grades		7707-1707
Indian Divor Charter High Cal	2	2019-2020 School Grades were	Þ	Α
maian Maei chairei Ligh School	A	not issued due to the COVID-19	B	,
North County Charter School	D			σ.
Service Serious	0	pandemic	7	
Sebastian Charter Junior High	>			
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School			3	A
St. Peter's Academy	B			
*^^	C		В	Ð
ocilools were given the option to be given a 2020 2021 saboal Caralantin in	ne given a 2020 2021 sekeel card			

the data shown is what would have been earned.

Com 3+)	₹	□		
Combined (Level 3+)	(Level 3+)	FIA - Grades 3.10		
77.1	71.2	White, Non-His panic (% 3+)		
Not Enough students for group	Enough students for group	African American (% 3+)	2017 - 2018	
N A	NA	Gap		A
48	47	m 3 5:3 a 20 0 + a + 0	n	chieve
84.7	73.1	White, Non-His panic (% 3+)		Annual Outcome Measures Achievement Gaps on Spring 2021 Assessment Results
90	90	African Americ an (% 3+)	2018 - 2019	Annual Outcome Measures Gaps on Spring 2021 Assess
5.3	16.9	Gap	19	Measures 021 Assess
44	47	8 3 5 3 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8		sment
	such data were not calculated for the 2019-2020 school year.	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	2019 - 2020	Results
75.3	68.8	White, Non-His panic (% 3+)		
66.7	63.2	African Americ an (%3+)	2020 - 2021	
8.6	5.6	Gap)21	
46	48	St at at a st a st		

2022-2023 Outcome Measures

Section VII – Student Assignments

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

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]. 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

Outcome Measures

Indian River Charter High	Imagine School at South Vero (ISV)	CHARTER SCHOOLS	District			
of Education is for	After r membersh	STOOPS	After requestin, historical studer membership fro the Florida Department of Education, the earliest report accessible is for the 1995-1996 school year.	African American	1993	
on, the earl the 1995-1	equesting l		After requesting historical student membership from the Florida Department of Education, the earliest report accessible is for the 1995-1996 school year.	White, Non-His panic	1993-1994	P
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	acial Repr
ccessible ear.	dent artment		66.15%	White, Non-Hispa nic	2006	esentationed 11/23/
2%	1%		17%	African American	2015-2016	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
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-Cetrieved 2/
54.7%	65.9%		55%	White, Non-Hisp anic	2018	harter ar 17/22 for
5%	3%		17%	African American	2018 - 2019	d Charter 2021-202
71%	82%		54%	White, Non-Hisp anic	- 2019	Schools) 2, Source:
4%	4%		18%	African American	2019	and Perce Focus Scl
74%	83%		54%	White, Non-Hisp anic	2019 - 2020	ntage Occ
4%	5%		18%	African American	- 1	cupancy
74%	83%		54%	White, Non-Hisp anic	2020 - 2021	
9%	7%		19%	African American	2021 -	
78%	86%		53%	White, Non-Hisp	2021 - 2022	

percentage points" [Academy (SPA) "The School District	Charter Junior High (SCJHS) St. Peter's	County Charter School (NCCS) Sebation	School (IRCHS)
percentage points" [Joint Plan at 7]. Schools that have a student enrollment population meeting the percentage range are highlighted in green.	will allocate student nonulations at on		2	
ent enrollmer	82%	0% <10	0% <10	
nt populatic	0% 410	70%	81%	
o the percei on meeting t	49.3%	3.7%	11.0%	
ntage distril he percenta	7.7%	39.5%	44.4%	25
oution of Af	50%	5%	11%	
rican Ameri e highlighte	12%	68%	67%	
can student d in green.	51%	6%	11%	
s District-wi	11%	69%	68%	
ide within a	48%	7%	11%	
range of pl	11%	68%	70%	
n American students District-wide within a range of plus or minus nine (9) shlighted in green.	54%	8%	13%	
nine (9)	7%	73%	76%	

Section VIII – Transportation

assigned in accordance with the provisions of this plan. 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 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

Outcome Measures

ma gin e e Sch Sou Sth	School	- 0		
0% (0/884)	Total Zoned Students Transport ed	African American		
0% (0/0)	Total School Choice Student s Transpor ted	merican	February 2019	
0% (8/884)	Total Zoned Students Transport ed	White, Non-Hispanic	у 2019	Percenta
0% (0/0)	Total School Choice Studen ts Transp orted	te, spanic		age of Stu
0% (0/877)	Total Zoned Students Transport ed	African American		dents Wit
0% (0/0)	Total School Choice Stude nts Transp orted	nerican	Februa	hin Each
0.1% (1/877)	Total Zoned Students Transport ed	White, Non-Hispanic	February 2020	Percentage of Students Within Each Racial/Ethnic Subgroup Utilizing School Transportation by School
0% (0/0)	Total School Choice Stude nts Transp orted	e, panic		nic Subg
0% (0/859)	Total Zoned Students Transport ed	African American		roup Utiliz
0%(0/0)	Total School Choice Studen ts Transp orted	merican	February 2021	ing Scho
0/859) %0	Total Zoned Students Transpor ted	White, Non-Hispanic	у 2021	ol Transpo
0% (0/0)	Total School Choice Stude nts Transp orted	te, spanic		rtation b
0% (0/873)	Total Zoned Stude nts Trans porte d	African American	A periodi	v School
0 % (0/7)	Tota I Choi Choi ce Stud ents Tran spor	merican	Februa	
0% (0/873)	Total Zoned Stude nts Trans porte d	White, Non-Hispanic	February 2022	
0% (0/7)	Tota	ite, spanic		

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

RACE	TOTAL_STUDENTS TOTAL_TRANSPORTED COUNT	PERCENT TRANSPORTED
Asian	Д	S. S
Black Aci-		3 60.009
Black of African American	22	
Lirpania		40.91%
nispariic	59	27 AE 760
Other		
White	10	30.009
The second second second	Asian Black or African American Hispanic Other	or African American

monitoring progress in relation to the 2018 Joint Plan during the February Survey 3 window.

- 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, 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 ** 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. 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 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 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 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]. 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

Outcome Measures

	lotal	1	White Non-Hispanic		African American				nace/ emnicity	Doop /5+b=:=:+					
	SS	1	Z	140	2/0			9	Count			1000	1993	Children of the same	
	SN	CAI	No	140	NIC			tage	Percen	E		1007	1993-1994	Nepi	0000
	DNT	DIVI		DIVI	FINC			כטמוור	2			2002	2005 2006	esenidii	
2	DNT	DNI	7	DNI	FIAC		C	ntage	Perce			2000	3006	on or stu	100
241	JNI	UNI	,	DNI	7			Count				9T07-CT07	201	dents in	
0141	DNT	DNI		DN/	i		000	ntage	Perce			9107	2	volved in	
DIVI	TING	DNT		DNT				Count)			2017 - 2018		One or I	
DNI	7	DNT		DNT			Irage	5	Perce			2018		More Ext	
ING	7	DNT		DNT				Count				2018		nepresentation of Students involved in One or More Extracurricular	
DNT		DNT	0.41	DNT			age	1 0	Percen			2018 - 2019		lar Activi	
DNT		DNT	247	DNT		,	+	'n	6	ő		2019	1 2 /2	ty by Rad	
DNT	5131	DNT	DIVI	FINC		90	200	ent	Perc			2019 - 2020		Activity by Race - K - 12	
DNT	0141	DNT	DIVI	TNO			nt		?		1010	2020 - 2021	1	3	
DNT	22	DNT	DNI	7	Q	ge	nta	ć	3 0	Dor	1201	. 2021			
158	TOO	105	15	,		,	+ !	5	င		1707	2021			
75.5	99	CC	9.5			е	9	ntag	Perce		7707 - T707	2022			

2022-2023 Outcome Measures

	iotal	Total	White, Non-Hispanic		African American	Race/Ethnicity				
	296		268	27	27	Count	000000	Sentem	Representation of Students Involved in One or More Extracurricula	
	100	97:5	20 E	10.5	100	Percentage	SCI TOTE	Sentember 2022	Students Involve	
	296	200	260	27		Count	December 2022	Danne	d in One or Mo	2022-2023
100	100	89.5	200	10.5		Percentage	er 2022		ore Extracurricu	23
230	206	268	!	27		Count	March 2023		ular Activity by Race - K - 12	
TOO	100	89.5	TO:0	10 5		Percentage	2023		Race - K - 12	
296	33	268	//	77		Count	June 2023			
100	0000	2 P8	20.5	201		Percentage	2023			

Would you mind updating the table below and then sharing with Charter Schools to include in their Q4 update (Section VII – Student Assignments)?

Sebastian Charter Junior High (SCJHS)	North County Charter School (NCCS)	Indian River Charter High School (IRCHS)	Imagine School at South Vero (ISV)	CHAR	District			
ian ian				CHARTER SCHOOLS		Am Af	T	-
			After req memb epartmer oort acce	HOOLS	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	
			uesting historion the ership from the ership from the other than to of Education essible is for the school year.		esting tudent itudent ip from ida ent of on, the eport p is for 1996 ear.	White, Non- Hispanic	994	
			After requesting historical student membership from the Florida Department of Education, the earliest report accessible is for the 1995-1996 school year.		14.93%	African American	2005-2006	
			udent ida earliest -5-1996		66.15%	White, Non- Hispanic	2006	Retrie
0% <10	0%	2%	1%		17%	African American	2015-2016	Racial Representation of Students by School (Charter Schools) Retrieved 11/23/21 for 2017-2021; Retrieved 2/7/22 for 2021-2022, Source: Focus School Software
70%	81%	82%	86%		56%	White, Non- Hispanic	-2016	Racial F
3.7%	11.0%	5.4%	3.4%		17%	African American	2017	Represent
39.5%	44.4%	54.7%	65.9%		55%	White, Non- Hispanic	2017 - 2018	ation of S
5%	11%	5%	3%		17%	African American	2018	Racial Representation of Students by School (Charter Schools) 21 for 2017-2021; Retrieved 2/7/22 for 2021-2022, Source: Focus
68%	67%	71%	82%		54%	White, Non- Hispanic	2018 - 2019	y School 2021-202:
6%	11%	4%	4%		18%	African American	2019	(Charter s
69%	68%	74%	83%		54%	White, Non- Hispanic	2019 - 2020	chools)
7%	11%	4%	5%	-	18%	African American	202	chool Sof
68%	70%	74%	83%		54%	White, Non- Hispanic	2020 - 2021	tware
8%	13%	9%	7%		19%	African American	202:	
73%	76%	78%	86%		53%	White, Non-	2021 - 2022	
9.8%	8%	5%	5%		19%	African American	2022	
9.8% 67% 9.8% 69.8%	75%	70%	84%		48%	White, Non- Hispanic	2022-2023	

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3		22	ω	တ	29
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49	Ь	21	2	6	27
43	Ь	40	2	6	26
32	ω	30	2	တ	25
-14	ω	21	ω	6	24
6	P	32	ω	6	23
25	3	24	ω	6	22
21	4	27	ω	တ	21
9	2	43	ω	6	20
25	б	36	4	6	19
6	1	30	4	6	18
21	ω	37	U I	6	17
21	4	13	4	7	16
21	2	36	ω	7	15
39	2	43	ω	7	14
Ħ	ω	37	ω	7	13
22	4	16	ω	7	12
24	ω	27	2	7	B
12	4	25	5	7	10
12	4	EOC	ű	7	9
19	ω	EOC	ω	8	8
12	ω	EOC	4	8	7
48	3	65	ω	8	6
18	2	35	2	00	5
-16	1	31	4	00	4
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26	55	39	4	8	2
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