

Desegregation Order Action and Sustainability Plan

2022-2023

Charter School: Sebastian Charter Junior High

Quarter of the School Year: Quarter 3

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?)

As we head into the fourth quarter a big part of determining our success will be the achievement and growth of all of our students. Once data from state testing is returned we will better be able to report on the success of our efforts.

Our increase in the number of African American staff members and students is the result of a commitment to reach out to families and potential employees. Once we have a new student the focus has been to make sure that we take care of them by providing a challenging curriculum with an abundance of support. Communication with families and a welcoming approach to working with every student and family has been integral in our recruitment of African American students. The outcome is that 16% of our incoming class of 6th graders for 2023-2024 will be African American students. That is three times the number from five years ago. More importantly, African American students stay with us all three years and siblings then follow.

We have one new African American teacher this school year, and one that has been at SCJH for nine years. Both plan to return next year.

These assurances have been reviewed by and verified on:

Name: William Dodds

Date: March 20, 2023

Summary

	Key Action Steps	Commitment to Sustainability
Section II – Mentoring of New Teachers and Instructional Staff	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
Section III - Strategies for Recruitment of African American Teachers	<ul style="list-style-type: none"> Currently no positions available. I am continuing to work with an African American recruit to help him get his certification. He will be prepared to teach in the fall. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> We started the school year with two African American teachers and both are still happily employed at SCJH. No other positions have opened. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> After school tutoring in all subjects three days per week. Started a Monday reading session for students identified as reading below grade level. 	<ul style="list-style-type: none"> 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.

	<ul style="list-style-type: none"> • Transportation is provided via vans for tutoring Monday through Thursday that goes to Gifford and Fellsmere. • Reduced class sizes in Language Arts to meet more individualized instruction needs for students. • WIN period where students can visit teachers for extra assistance. 	<ul style="list-style-type: none"> • 187 students rode the van to Gifford first semester, 125 of which were African American. In the 3rd nine weeks 133 students rode the van, 76 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	<ul style="list-style-type: none"> • During quarter 3 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. 	<ul style="list-style-type: none"> • Quarter 4 will be a time to prepare for summer activities and tutoring for students. • 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 have had no African American students leave SCJH this school year.
Section VIII - Transportation	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Both the bussing and vans will continue.
Section IX - Extracurricular	<ul style="list-style-type: none"> • Flag football is the only sport we have right now, but our clubs take place throughout the year. • Clubs are well-attended and participated in by all of our students at one time or 	<ul style="list-style-type: none"> • We have 54 students playing flag football. Ten of the 54 students are African American. • We will continue to participate in sports and also

	another throughout the school year.	to have clubs after school three days per week.
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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	5	
Count and percentage of on-site PD Council representatives	25	25	25	
Retention rates for new Black/African American teachers participating in the mentoring program	100%	100%	100%	
Overall teacher retention rate	100%	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/itschstat/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);
- 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	Nu mb er of App li ca nts	Pe rc en ta ge of Ap pli ca nts	Nu mb er of App li ca nts	Pe rc en ta ge of App li ca nts	Nu mb er of App li ca nts	Per ce nta ge of App li ca nts	Nu mb er of App li ca nts	Nu mb er of App li ca nts	Pe rc en ta ge of App li ca nts	Pe rc en ta ge of App li ca nts
		Schoo Not Open	Data Not Availa ble	DNST	DNST	DNST	DNST	DNST	DNST	0	0
		White, Non-Hispanic	DNST	DNST	DNST	DNST	DNST	DNST	DNST	0	00
		Total	DNST	DNST	DNST	DNST	DNST	DNST	DNST	0	15
	African American/White Gap	SNO	DNA	DNST	DNST	5	83	12	85	0	0
		SNO	DNA	DNST	DNST	6	83	14	85	0	13
		SNO	DNA	DNST	DNST	5	83	12	85	0	74

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

	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	SNO	No team	No team	No team	No team	No team	2
	American Indian/Alaskan Native	SNO	No team	No team	No team	No team	No team	0
	Asian	SNO	No team	No team	No team	No team	No team	0
	Hispanic	SNO	No team	No team	No team	No team	No team	2
	Multi-Racial	SNO	No team	No team	No team	No team	No team	0
	White,	SNO	No team	No team	No team	No team	No team	
	Non-Hispanic							21

2022-2023 Outcome Measures

	2022-2023

	September 2022	December 2022	March 2023	June 2023
Number of Career Fairs/Virtual events attended	0	0	0	
Count and Percentage of HBCUs/Virtual events attended	0	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	Percent age of Applicants	Number of Applicants	Percent age of Applicants
African American	0	0	0	0	0	0		
White, Non-Hispanic	0	0	1	100	1	100		
Total	0	0	1	100	1	100		
African American/White Gap	0	0	1	100	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	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
African American	0	0	0	0	0	0		
White, Non-Hispanic	0	0	0	0	0	0		
Total	0		0		0			
African American/White Gap	0	0	0	0	0	0		

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

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

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 51.]

Outcome Measures

[illegible]

Instructors by race/ethnicity	White, Non-Hispanic	SNO	SNO	DNST	DNST	14	87	14	87	14	87	1	6	1	6
	Total	SNO		DNST	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	African American	White, Non-Hispanic	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%	2	12%	2	12%			
	14	82%	14	82%	14	82%	14	82%			
	17		17		17		17				
Total Number of Certified Instructors	12	70	12	70	12	70	12	70			
African American/White Gap											

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 Rank in g	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Rank in g	White, Non-Hispanic (% 3+)	African American (% 3+)	Gap	State Rank in g
ELA – Grades 3-10 (Level 3+)	71.2	Not Enough students for group	NA	47	73.1	90	16.9	47	68.8	63.2	5.6	48
Mathematics Combined (Level 3+)	77.1	Not Enough students for group	NA	48	84.7	90	5.3	44	75.3	66.7	8.6	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%
Indian River Charter High						2%	82%	5.4%	54.7%	5%	71%	4%	74%	4%	74%	9%

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 main gin e Sch ool s at Sou th Ver o	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)

Indian River Charter High School	<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 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)
Sebastian Charter 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)
St. Peter'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)

SCHOOL_NAME	RACE	TOTAL_STUDENTS	TOTAL_TRANSPORTED_COUNT	PERCENT_TRANSPORTED
Sebastian Charter Jr High	Asian	5	3	60.00%
Sebastian Charter Jr High	Black or African American	22	9	40.91%
Sebastian Charter Jr High	Hispanic	59	27	45.76%
Sebastian Charter Jr High	Other	10	3	30.00%
Sebastian Charter Jr High	White	200	55	27.50%

* 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															
	1993-1994		2005-2006		2015-2016		2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021		2021 - 2022
Race/Ethnicity	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage	Count
African American	NS	NS	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	15
White, Non-Hispanic	NS	NS	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	105
Total	NS	NS	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	DNT	158

2022-2023 Outcome Measures

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