Hard Copies sent via US Mail June_____ and
Electronic copy submitted via email June_____ to:

OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY STAFF

Lydia Southwell
Educational Policy Development Director
Office of Equal Educational Opportunity
Florida Department of Education
644 Turlington Building
Tallahassee, Florida 32399-0400

(850) 245-9556 (Phone)
(850) 245-9551 (Fax)
Lydia.Southwell@fldoe.org

Dennis LeFils
Dennis.Lefils@fldoe.org

Precious White
Precious.White@fldoe.org

Submitted to Santa Rosa District School Board for Review and Approval: JUNE _____

_____   _____
Diane Scott   **Tim Wyrosdick**
School Board Chairperson   **Superintendent of Schools**

2013-14 Annual Equity Update Shell

PART I: PROCEDURAL REQUIREMENTS:

A. **Changes to Policies or Procedures – NO CHANGES Policy 2.70 attached.**

B. **Explain how annual and continuous notifications of nondiscrimination are disseminated/published; and submit copies of the annual and continuous notifications of nondiscrimination:**

Policy is included in Code of Student Conduct; Student Progression Plan and Student Handbooks – all are handed out and reviewed with students at the beginning of each school year. All are accessible by the general public via the school board district website year round. Policy is also posted at every work site.

1. **Annual Notification of Nondiscrimination for Vocational Education Programs**

   Locklin Technical Center publishes 2 brochures which are available to the public. Copies of each are included with this report.

2. **Continuous Notification of Nondiscrimination**

   Policy 2.70 is posted at all work sites. It is accessible to the general public via the school board website.
   https://www.santarosa.k12.fl.us/humanresources/NonDiscriminationPolicy.htm

PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

   A. **Any Items identified during equity on-site review. None**
   B. **Any other items identified on the current or past monitoring work plans as incomplete. None**

PART III: STUDENT PARTICIPATION

EVALUATION OF METHODS AND STRATEGIES:

(1)   Grades 9-12, Advanced Placement (AP), IB and AICE
The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses. In 2009-10, 7% of Whites, 7% of Blacks, 7% of Hispanics, 6% of White Males, 5% of Black Males, and 5% of Hispanic Males were enrolled. In 2013-14, 12% of Whites (an increase of 5 percentage points), 6% of Blacks (a decrease of 1 percentage points), 12% of Hispanics (an increase of 5 percentage points), 11% of White Males (an increase of 5 percentage points), 5% of Black Males (an increase of 0 percentage points), and 8% of Hispanic Males (an increase of 3 percentage points) were enrolled.

Grades 9-12 Total Enrollment 2013-14 (8,165)

White	Black	Hispanic
6535 & 80.0%	416 & 5.1%	504 & 6.2%

Whites In AP/IB/AICE 2009-10	Whites In AP/IB/AICE 2010-11	Whites In AP/IB/AICE 2011-12	Whites In AP/IB/AICE 2012-13	Whites In AP/IB/AICE 2013-14
7% (485)	7% (447)	10% (609)	11% (728)	12% (733)

White Males In AP/IB/AICE 2009-10	White Males In AP/IB/AICE 2010-11	White Males In AP/IB/AICE 2011-12	White Males In AP/IB/AICE 2012-13	White Males In AP/IB/AICE 2013-14
6% (226)	6% (206)	8% (281)	10% (338)	11% (353)

Blacks In AP/IB/AICE 2009-10	Blacks In AP/IB/AICE 2010-11	Blacks In AP/IB/AICE 2011-12	Blacks In AP/IB/AICE 2012-13	Blacks In AP/IB/AICE 2013-14
7% (30)	2% (8)	3% (14)	5% (23)	6% (27)

Black Males In AP/IB/AICE 2009-10	Black Males In AP/IB/AICE 2010-11	Black Males In AP/IB/AICE 2011-12	Black Males In AP/IB/AICE 2012-13	Black Males In AP/IB/AICE 2013-14
5% (12)	1% (3)	2% (5)	5% (13)	5% (12)

Hispanics In AP/IB/AICE 2009-10	Hispanics In AP/IB/AICE 2010-11	Hispanics In AP/IB/AICE 2011-12	Hispanics In AP/IB/AICE 2012-13	Hispanics In AP/IB/AICE 2013-14
7% (18)	9% (36)	10% (41)	11% (47)	12% (59)

Hisp. Males In AP/IB/AICE 2009-10	Hisp. Males In AP/IB/AICE 2010-11	Hisp. Males In AP/IB/AICE 2011-12	Hisp. Males In AP/IB/AICE 2012-13	Hisp. Males In AP/IB/AICE 2013-14
5% (7)	6% (12)	7% (14)	8% (15)	8% (17)

Methods/Strategies from the 2012-13 Update
1. **Continue to provide student access to on-line virtual AP coursework.**
2. **Continue to increase professional development/training (College Board) to prepare instructors to increase the number of AP course offerings at our high schools. This will in turn provide relevant coursework that meets the needs of all our students.**

Evidence of Success
*The following are suggested statements to describe evidence of success: **Evaluation must include 2009-10 to 2013-14.***

The evaluation reveals that the enrollment for Hispanic students enrolled in AP/IB/AICE courses in grades 9-12 has increased by 5 percentage points, from 7% in 2009-10 to 12% in 2013-14. However the enrollment for Black students enrolled in Advance Placement courses in grades 9-12 has decreased by 1 percentage point from 7% to 6% for the same time period.

Description of any Modifications or Changes to Methods and Strategies: If the evaluation reveals that the accountability measures have not been met or if expected progress is not evident, describe any modifications, additions, deletions or changes in methods and strategies.
We have established mentoring programs at our high schools having the largest minority (black) populations. These mentors are successful minority business leaders (educators, physicians, lawyers, etc.) who meet with these students on a regular basis to provide encouragement and motivation. These individuals serve in challenging these students to attempt a more rigorous course of study (AP, D>E., AICE) and carefully monitor the student's progress.

2013-14 New or Modified Methods and Strategies
We will continue to monitor Black and Hispanic student enrollment in AP/AICE coursework. We will implement strategies to correct perceived inequities.

2013-14 New Accountability Measure and Timelines
Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by _2_ percentage points by the 2013-14 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by _1_ percentage points by the 2013-14 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by _1_ percentage points by the 2013-14 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by _1_ percentage points by the 2013-14 School Year.

(2)   Grades 9-12, Dual Enrollment (DE)
The following percentages reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses. In 2009-10, 11% of Whites, 4% of Blacks, 12% of Hispanics, 9% of White Males, 3% of Black Males, and 10% of Hispanic Males were enrolled. In 2013-14, 20% of Whites (an increase of 9 percentage points), 12% of Blacks (an

increase of 8 percentage points), 16% of Hispanics (an increase of 4 percentage points), 18% of White Males (an increase of 9 percentage points), 8% of Black Males (an increase of 5 percentage points), and 12% of Hispanic Males (an increase of 2 percentage points) were enrolled.

Grades 9-12 Total Enrollment 2013-14 (8,165)

White	Black	Hispanic		
6535 (80%)	416 (5.1%)	504 (6.2%)		

Whites In DE 2009-10	Whites In DE 2010-11	Whites In DE 2011-12	Whites In DE 2012-13	Whites In DE 2013-14
11% (725)	13% (803)	15% (958)	21% (1332)	20% (1308)

White Males In DE 2009-10	White Males In DE 2010-11	White Males In DE 2011-12	White Males In DE 2012-13	White Males In DE 2013-14
9% (326)	11% (357)	13% (429)	18% (588)	18% (590)

Blacks In DE 2009-10	Blacks In DE 2010-11	Blacks In DE 2011-12	Blacks In DE 2012-13	Blacks In DE 2013-14
4% (18)	4% (15)	6% (25)	11% (47)	12% (49)

Black Males In DE 2009-10	Black Males In DE 2010-11	Black Males In DE 2011-12	Black Males In DE 2012-13	Black Males In DE 2013-14
3% (8)	2% (5)	6% (14)	9% (23)	8% (18)

Hispanics In DE 2009-10	Hispanics In DE 2010-11	Hispanics In DE 2011-12	Hispanics In DE 2012-13	Hispanics In DE 2013-14
12% (28)	14% (56)	10% (40)	15% (63)	16% (80)

Hisp. Males In DE 2009-10	Hisp. Males In DE 2010-11	Hisp. Males In DE 2011-12	Hisp. Males In DE 2012-13	Hisp. Males In DE 2013-14
10% (13)	11% (24)	9% (19)	13% (26)	12% (26)

Methods/Strategies from the 2011-12 Update

1. Continue to counsel minority students in regard to accelerated curriculum participation.
2. Communicate with community stakeholders/parents the need for minority students to challenge themselves with a more rigorous coursework.
3. Provide additional professional development/training opportunities for teachers to fine tune their skills in implementing motivational strategies to encourage increased minority participation in a more rigorous curriculum.
4. Working with community/city leaders, create scholarship award opportunities for minority students who have challenged themselves with a more rigorous STEM course of study.

Evidence of Success
*The following are suggested statements to describe evidence of success: **Evaluation must include 2009-10 to 2013-14.***

The evaluation reveals progress in increasing enrollment in Dual Enrollment courses for Black and Hispanic students in grades 9-12. Black students increased by _8_ percentage points, from _4_% in 2009-10 to _12_% in 2013-14; Hispanic students also increased by _6_ percentage points from _10_% to _16_% for the same time period.

Description of any Modifications or Changes to Methods and Strategies: If the evaluation reveals that the accountability measures have not been met or if expected progress is not evident, describe any modifications, additions, deletions or changes in methods and strategies. Also, explain any barriers that may have prohibited progress.

2013-14 New or Modified Methods and Strategies

We will continue to monitor Black and Hispanic student enrollment in Dual Enrollment coursework. We will implement strategies to correct perceived inequities.

2013-14 New Accountability Measure and Timelines
Increase the number of Black students in grades 9-12 enrolling in DE courses by _2_ percentage points by the 2013-14 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by _2_ percentage points by the 2013-14 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in DE courses by _3_ percentage points by the 2013-14 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by _2_ percentage points by the 2013-14 School Year.

(3)   Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)
The following percentages reflect within race/ethnicity calculations for students enrolled in all Level 3 courses. In 2013-14, 51% of Whites, 28% of Blacks, 47% of Hispanics, 37% of White Males,14% of Black Males, and 28% of Hispanic Males were enrolled.

Grades 9-12 Total Enrollment 2013-14 (8,165)

White	*Black*	*Hispanic*
6535 (80%)	416 (5.1%)	504 (6.2%)

Whites
All Level 3
2013-14
51% (3307)

White Males
All Level 3
2013-14
37% (1251)

Blacks
All Level 3
2013-14
28% (118)

Black Males
All Level 3
2013-14
14% (33)

Hispanics
All Level 3
2013-14
47% (235)

Hisp. Males
All Level 3
2013-14
28% (62)

Baseline Date
51% of White students were enrolled in Level 3 courses in 2013-14.
28% of Black students were enrolled in Level 3 courses in 2013-14.
47% of Hispanic students were enrolled in Level 3 courses in 2013-14.
37% of White male students were enrolled in Level 3 courses in 2013-14.
14% of Black male students were enrolled in Level 3 courses in 2013-14.
28% of Hispanic male students were enrolled in Level 3 courses in 2013-14.
The Black/White enrollment gap was 23 percentage points in 2013-14.

The Hispanic/White enrollment gap was 13 percentage points in 2013-14.

2013-14 New or Modified Methods and Strategies
1. *Continue to use PLAN assessment results to advise/counsel students in the necessary coursework needed to meet their career/academic objectives*
2. *Modify the existing curriculum to accommodate interest and career goals of our students. To expand the numbers of on campus career academies to accomplish this objective. These academies will be relevant to the work force needs in our area.*
3. *We will increase the frequency of counseling sessions which address the need of minority students to participate in accelerated coursework.*
4. *Create mentoring partnerships with various community/governmental leaders to encourage students to challenge themselves in more rigorous coursework.*

2013-14 New Accountability Measure and Timelines
Increase the number of Black students in grades 9-12 enrolling in all Level 3 courses by _3_ percentage points by the 2013-14 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in all Level 3 courses by _2_ percentage points by the 2013-14 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in all Level 3 courses by _3__ percentage points by the 2013-14 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling in all Level 3 courses by _2_ percentage points by 2013-14 School Year.

PART IV: GENDER EQUITY IN ATHLETICS

Athletics Compliance Verification
The 2013-14 Annual Update included the Compliance Verification Form signed and dated by the superintendent.
_X_ yes ___ no

(Please attach only one Compliance Verification Form to the report.)

A. If the verification form **(pages 12-13 of the Technical Assistance Manual)** indicates that all district schools are in compliance, you must still submit a monitoring form **(page 14 of the Technical Assistance Manual)** for each school**.**

B. If the form indicates that the district is not in compliance with all components required by Title IX and the Florida Educational Equity Act then, each school that is out of compliance must also submit a **Corrective Action Plan (page 15 of the Technical Assistance Manual).**

C. If the district submitted corrective action plans as part of the 2011-12 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

The 2013-14 Annual Update included corrective action plan(s) for the following school(s) signed and dated by the principal(s) and superintendent:

 (Please attach corrective action plans with the appropriate signatures).

Enclosed with hard copy being mailed.

Part V: COURSE SUBSTITUTIONS (Districts with Vocational Education Centers)

Does the district operate vocational technical center(s)? __**YES** __NO

 A. **If the district operates vocational technical center(s), please explain how students (and prospective students) with disabilities are made aware of substitutions for admission and completion requirements.**
 Locklin Technical Center notifies students and prospective students about available substitutions via our LTC Student Handbook under "Students with Disabilities."

B. If course substitutions were requested, complete the chart describing the type and number of course substitutions requested and granted for 2013-14.

Disability	Number of Requests for Substitution	Title of Courses for Which Substitutions were Granted	Title of Substitution Courses	Number of Students Granted Substitutions
Specific Learning Disability	2		TABE Waiver	2

PART VI: EMPLOYMENT EQUITY

A. Complete the following charts for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

District: Santa Rosa 0057		2013-14 School District Administrative Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	24542	1372 (5.59%)	1516 (6.18%)	21086 (85.92)	568 (2.31%)	11890 (48.45%)	12652 (51.55%)
District-Level Administrators	35	0	0	33 (94.5%)	2 (5.5%)	17 (48.5%)	18 (51.5%)
New Hires for 2013	#	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
Principals Elementary Middle High School Other Schools	16 7 4 6	0 1(14%) 0 0	0 0 0 0	16 (100%) 6 (86%) 4 (100%) 6 (100%)	0 0 0 0	11 (70%) 2 (30%) 0 4 (67%)	5 (30%) 5 (70%) 4 (100%) 2 (33%)
Total Principals	33	1 (3%)	0	32 (97%)	0	17 (51.5%)	16 (48.5%)
Asst. Principals Elementary Middle High School Other School	13 7 12 2	0 0 0 0	0 0 0 0	13 (100%) 7 (100%) 12 (100%) 1 (50%)	0 0 0 1 (50%)	10 (67%) 3 (43%) 3 (25%) 1 (50%)	3 (33%) 4 (57%) 9 (75%) 1 (50%)
Total Asst. Principals	34	0	0	33 (97%)	1 (3%)	17 (50%)	17 (50%)

District: Santa Rosa 0057		2013-14 School District Instructional Positions					
Teachers Fall 2013	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	24542	1372 (5.59%)	1516 (6.18%)	21086 (85.92%)	568 (2.31%)	11890 (48.45%)	12652 (51.55%)
Teachers Elementary Middle High Other Total	747 290 274 412 1723	16 (2.2%) 5 (1.73%) 6 (2.17%) 5 (1.2%) 32 (1.9%)	2 (.275%) 2 (.54%) 5 (1.83%) 4 (1.1%) 11 (.65%)	711 (95.2%) 278 (96%) 252 (92%) 398 (96.5%) 1520 (88.2%)	9 (2.325%) 5 (71%) 11 (4%) 5 (1.2%) 37 (22%)	705 94.5%) 206 (71%) 169 (62%) 308 (74.75%) 1314(76.3%)	42 (5.59%) 84 (29%) 105 (38%) 75 (25.25%) 276 23.7%)
New Hires Fall 2013	132	3 (2.3%)	1 (.7%)	128 (97%)	0	115 (87%)	17 (13%)
Guidance Counselors Elementary Middle High Other Total	18 9 18 12 57	0 0 1 (5%) 0 1 (1.7%)	0 0 0 0 0	18 (100%) 9 (100%) 17 (95%) 12 (100%) 56 (98.3%)	0 0 0 0 0	18 (100%) 7 (78%) 16 (88.5%) 10 (83.5%) 51 (89.5%)	0 2 (22%) 2 (11.5%) 2 (16.5%) 6 (10.5%)

B. The district should submit methods and strategies to address any ethnic or gender underrepresentation in administrative, instructional and guidance positions.

PART VII: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? __ **Yes**   **X No**

If applicable, please complete the charts and respond to the questions below regarding single-sex education in your district.

A. In the chart below enter the names of any single-sex schools operating in the district and the number of students enrolled.

District:	2013-14 Single-Sex Schools	
School Name	**Male Enrollment**	**Female Enrollment**

B. In the chart below enter the number of classes and enrollments in all classes for courses for which single-sex classes are offered at co-educational schools in the district.

School Name:	2013-14 Single-Sex Classes					
	Male students only		**Female students only**		**Co-Ed students**	
Grade/Course	**# of Classes/ Sections**	**# of Students**	**# of Classes/ Sections**	**# of Students**	**# of Classes/ Sections**	**# of Students**

C. Questions about the implementation of Title IX especially as they apply to single-sex education:
  ➢ Does the district offer single-sex education?

  ➢ How is single-sex education being justified?

  ➢ How does the district keep track of single-sex public education?

  ➢ What does the district do to insure there is no illegal sex segregation in education?

  ➢ Is single-sex education intended to decrease sex discrimination in the outcomes?

  ➢ Do the schools provide comparable co-educational options?

  ➢ How are single-sex educational options reviewed, monitored, and evaluated to insure that they are legal?

  ➢ Who is involved in the evaluations and guidance on the implementation of single-sex education?

  ➢ What assurances are provided to insure that single-sex or co-educational options are completely voluntary?

  ➢ Are there pre-implementation reviews of proposed single-sex education?

  ➢ What entities review and approve single-sex options, and what standards do they use?

  ➢ Is there assistance from external groups for training or consultation?

  ➢ How does the district monitor to insure that single-sex education is not contributing to gender stereotypes or sex discrimination in outcomes? For example, is data provided on girls compared to boys, or on any other populations, such as low-income minority boys compared to low-income minority girls?

> ➢ Do you or anyone else monitor to learn if there is equity between and among the single-sex groupings and the mixed-sex alternatives on equity measures?

> ➢ Please share information on why the district or school decided to eliminate single-sex education? ***This is only for those district(s) or school(s) that discontinued single-sex education.**

D. Please attach copies of notices to parents/students that co-education options are available and the participation in single-sex classes is completely voluntary.

E. Please submit the completed signed Single-Sex Evaluation Verification Form. (See page 30 of the Technical Assistance Manual.)

PART VIII: PREGNANT AND PARENTING STUDENTS

To ensure that pregnant and parenting students are treated in compliance with the requirements of Title IX and Section 1003.54, F.S., districts are asked to respond to the following questions regarding programs for pregnant and parenting students:

(1) How does the district make provisions for pregnant and parenting students to complete the coursework necessary to earn a high school diploma? How are ancillary services (such as child care, health care, social services, parent education and transportation) provided? Students may continue studies working with school counselor, online virtual school, or hospital homebound with doctor orders. TAPP – teenage pregnancy program, child care is provided as long as parent continues education in Santa Rosa school district with guideline for attendance. Health care social services, parent education and transportation is provided for all participants.

(2) If the district operates a separate facility for pregnant and parenting students, how are students informed of the different curricula, services or other options available at the facility versus what is available at their home schools? (Attach brochure(s) used to inform pregnant and parenting students of their educational options.)

All services are referred through child find and counselors at the middle and high school level.

(3) How are school counselors and administrators trained to effectively advise pregnant or parenting students of their options to participate in regular classroom activities or enroll in a special program, and their access to curricular, extracurricular, and ancillary service programs? School counselors are trained/updated at county in-service activities.