**Santa Rosa County School Board**

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**SANTA ROSA**
C O U N T Y
**DISTRICT**
**SCHOOLS**

Tim S. Wyrosdick
Superintendent

BOARD
Diane L. Scott
District 1
Hugh Winkles
District 2
Carol Boston
District 3
Jennifer Granse
District 4
Scott Peden
District 5

Regular Meeting
Second and/or Fourth
Thursday of each month

Date:        June 27, 2016

Lydia Southwell
Educational Policy Development Director
Office of Equal Educational Opportunity – FL DOE
644 Turlington Building
Tallahassee, Florida  32399-0400

Dear Ms. Southwell,

The 2015-16 Equity Update for Santa Rosa District Schools follows this cover letter.  A copy is being sent via US mail to your office as well as this electronic copy being sent to your staff.  If you have any questions, please contact me.


Sincerely,

William S. Emerson
Assistant Superintendent for Curriculum, Instruction and Assessment

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# SANTA ROSA DISTRICT SCHOOLS (0057)

Hard Copy sent via US Mail to DOE  July 22, 2016
Electronic Copy sent to DOE        July 22, 2016

## SUBMITTED TO:
## OFFICE OF EQUAL EDUCATIONAL OPPORTUNITY STAFF

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Educational Policy Development Director
Office of Equal Educational Opportunity
Florida Department of Education
644 Turlington Building
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Submitted to Santa Rosa District School Board for Review and Approval:

JULY 21, 2016
DATE

Original being sent US Mail                    Original being sent US Mail

_____                  _____
Jennifer Granse, Chairperson                   Tim Wyrosdick, Superintendent

# Table of Contents

# 2015-16 Annual Equity Update Shell

## PART I: PROCEDURAL REQUIREMENTS:

**A. Changes to Policies or Procedures**
*Submit any revised policies or procedures.*
School Board Policy 2.72 Nondiscrimination Policy – REVISED POLICY ATTACHED
Harassment Policy 2.70 and 5.321 REVISED POLICIES ATTACHED
AIDS/HIV Policy 5.63 NO CHANGES
Grievance or complaint procedure Policy 6.35 – NO CHANGES

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

    **1. <u>Annual Notification of Nondiscrimination for Vocational Education Programs</u>**
    **Explain how annual notification of nondiscrimination is disseminated/published; and submit copies of materials that include the annual notification of nondiscrimination for vocational programs.**
    Student Handbooks; Locklin Technical Center Brochures; Code of Student Conduct; District Website.
    SEE ATTACHMENTS

    **2. <u>Continuous Notification of Nondiscrimination</u>**
    **Identify documents used to provide the continuous notification of nondiscrimination; and submit copies of materials that include the continuous notification of nondiscrimination.**
    School Board Policy 2.72 is posted at all work sites. It is also accessible to the general public via the School Board website at:
        **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. Did we have an on-site review?

**B.** Any other items identified on the current or past monitoring work plans as incomplete.

    ADD Monitoring Work Plan updates.

## PART III: STUDENT PARTICIPATION

### <u>EVALUATION OF METHODS AND STRATEGIES:</u>

**(1) <u>Grades 9-12, Advanced Placement (AP), IB and AICE</u>**
The following percentages reflect within race/ethnicity calculations for students enrolled in AP/IB/AICE courses. In 2011-12, 10% of Whites, 3% of Blacks, 10% of Hispanics, 8% of White Males, 2% of Black Males, and 7% of Hispanic Males were enrolled. In 2015-16, 13% of Whites (an increase of 3 percentage points), 6% of Blacks (an increase of 3 percentage points), 12% of Hispanics (an increase of 2 percentage points), 12% of White Males (an increase of 4 percentage points), 4% of Black Males (an increase of 2 percentage points), and 9% of Hispanic Males (an increase of 2 percentage points) were enrolled.

## Grades 9-12 Total Enrollment 2015-16 ( 8,539 )

| White | Black | Hispanic |
|-------|-------|----------|
| 6763 & 79% | 463 & 5% | 561 & 7% |

| Whites In AP/IB/AICE 2011-12 10% (609) | Whites In AP/IB/AICE 2012-13 11% (728) | Whites In AP/IB/AICE 2013-14 12% (733) | Whites In AP/IB/AICE 2014-15 16% (1027) | Whites In AP/IB/AICE 2015-16 13% (910) |
|---|---|---|---|---|
| White Males In AP/IB/AICE 2011-12 8% (281) | White Males In AP/IB/AICE 2012-13 10% (338) | White Males In AP/IB/AICE 2013-14 11% (353) | White Males In AP/IB/AICE 2014-15 15% (484) | White Males In AP/IB/AICE 2015-16 12% (420) |
| Blacks In AP/IB/AICE 2011-12 3% (14) | Blacks In AP/IB/AICE 2012-13 5% (23) | Blacks In AP/IB/AICE 2013-14 6% (27) | Blacks In AP/IB/AICE 2014-15 9% (36) | Blacks In AP/IB/AICE 2015-16 6% (28) |
| Black Males In AP/IB/AICE 2011-12 2% (5) | Black Males In AP/IB/AICE 2012-13 5% (13) | Black Males In AP/IB/AICE 2013-14 5% (12) | Black Males In AP/IB/AICE 2014-15 8% (17) | Black Males In AP/IB/AICE 2015-16 4% (10) |
| Hispanics In AP/IB/AICE 2011-12 10% (41) | Hispanics In AP/IB/AICE 2012-13 11% (47) | Hispanics In AP/IB/AICE 2013-14 12% (59) | Hispanics In AP/IB/AICE 2014-15 15% (69) | Hispanics In AP/IB/AICE 2015-16 12% (65) |
| Hisp. Males In AP/IB/AICE 2011-12 7% (14) | Hisp. Males In AP/IB/AICE 2012-13 8% (15) | Hisp. Males In AP/IB/AICE 2013-14 8% (17) | Hisp. Males In AP/IB/AICE 2014-15 11% (24) | Hisp. Males In AP/IB/AICE 2015-16 9% (23) |

**Evidence of Success**

*The evaluation reveals progress in increasing enrollment in AP/IB/AICE courses for Black and Hispanic students in grades 9-12. Black students increased by 3 percentage points, from 3% in 2011-12 to 6% in 2015-16; Hispanic students also increased by 2 percentage points, from 10% to 12% for the same time period.*

*An evaluation shows that last year's goal was not met for Black nor Hispanic students. It is important to note that there was a consistent decrease in all males enrolling in AP/AICE coursework last year. Our district only has one school which offers AICE curriculum and this school will not be offering the AICE curriculum next year. It will be vitally important for this school to encourage the students enrolled in the AICE curriculum to enroll in Advanced Placement courses in order for our enrollment numbers in this area to remain consistent and/or show and increase.*

**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.

High Schools are soliciting feedback from minority students to determine AP courses these students would be interested in enrolling.

High Schools continue to provide student access to on-line virtual AP coursework.

The schools have increased 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 of our students.

During the spring registration process counselors are encouraging minority students who are attempting to enroll in honors courses to consider enrolling in an AP course. Also students who have achieved higher levels of success in their general coursework are being encouraged to attempt AP courses.

High Schools are promoting Advanced Placement coursework to all students through presentations during the registration period.

**Accountability Measure and Timelines**
*Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2016-17 School Year.*
*Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2016-17 School Year.*
*Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2016-17 School Year.*
*Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2016-17 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 2011-12, 15% of Whites, 6% of Blacks, 10% of Hispanics, 13% of White Males, 6% of Black Males and 9% of Hispanic Males were enrolled. In 2015-16, 17% of Whites (an increase of 2 percentage points), 8% of Blacks (an increase of 2 percentage points), 10% of Hispanics (an increase/decrease of 0 percentage points), 15% of White Males (an increase of 2 percentage points), 5% of Black Males (a decrease of 1 percentage point), and 10% of Hispanic Males (an increase of 1 percentage point) were enrolled.

### *Grades 9-12 Total Enrollment 2015-16 ( 8,539 )*

| White | Black | Hispanic |
|---|---|---|
| 6763 & 79% | 463 & 5% | 561 & 7% |

| Whites In DE 2011-12 | Whites In DE 2012-13 | Whites In DE 2013-14 | Whites In DE 2014-15 | Whites In DE 2015-16 |
|---|---|---|---|---|
| 15% (958) | 21% (1332) | 20% (1308) | 21% (1346) | 17% (1153) |

| White Males In DE 2011-12 | White Males In DE 2012-13 | White Males In DE 2013-14 | White Males In DE 2014-15 | White Males In DE 2015-16 |
|---|---|---|---|---|
| 13% (429) | 18% (588) | 18% (590) | 19% (643) | 15% (511) |

| Blacks In DE 2011-12 | Blacks In DE 2012-13 | Blacks In DE 2013-14 | Blacks In DE 2014-15 | Blacks In DE 2015-16 |
|---|---|---|---|---|
| 6% (25) | 11% (47) | 12% (49) | 9% (38) | 8% (39) |

| Black Males In DE 2011-12 | Black Males In DE 2012-13 | Black Males In DE 2013-14 | Black Males In DE 2014-15 | Black Males In DE 2015-16 |
|---|---|---|---|---|
| 6% (14) | 9% (23) | 8% (18) | 7% (15) | 5% (13) |

| Hispanics In DE 2011-12 | Hispanics In DE 2012-13 | Hispanics In DE 2013-14 | Hispanics In DE 2014-15 | Hispanics In DE 2015-16 |
|---|---|---|---|---|
| 10% (40) | 15% (63) | 16% (80) | 15% (70) | 10% (58) |

| Hisp. Males In DE 2011-12 | Hisp. Males In DE 2012-13 | Hisp. Males In DE 2013-14 | Hisp. Males In DE 2014-15 | Hisp. Males In DE 2015-16 |
|---|---|---|---|---|
| 9% (19) | 13% (26) | 12% (26) | 11% (24) | 10% (26) |

**Evidence of Success**
The evaluation reveals progress in increasing enrollment in Dual Enrollment courses for Black and Hispanic students in grades 9-12. Black students increased by 2 percentage points, from 6% in 2011-12 to 8% in 2015-16; Hispanic students enrolled is the same 10% for the same time period.
An evaluation shows that last year's goal was not met for Black nor Hispanic students. It is important to note that there was a consistent decrease in all males enrolling in dual enrollment coursework last year. Schools will encourage male students to consider dual enrollment courses.

**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.
In the 2016-17 articulation agreement with our local state college, 10th grade students will now be allowed to enroll in on-line dual enrollment courses.
Schools will actively recruit adjunct professors to teach dual enrollment courses on their campus to increase the number of courses taught and help meet the needs of more students.
During the spring registration process counselors are encouraging minority students who are attempting to enroll in honors courses to consider enrolling in a dual enrollment course. Also students who have achieved higher levels of success in their general coursework are being encouraged to attempt dual enrollment courses.
High Schools are promoting dual enrollment coursework to all students through presentations during the registration period and at college night/college fairs, etc.

**Accountability Measure and Timelines**
Increase the number of Black students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2016-17 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2016-17 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2016-17 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 1 percentage point by the 2016-17 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 and DE 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. In 2015-16, 50% of Whites (a decrease of 1 percentage point), 30% of Blacks (an increase of 2 percentage points), 41% of Hispanics (a decrease of 6 percentage points), 46% of White Males (an increase of 9 percentage points), 25% of Black Males (an increase of 11 percentage points), and 35% of Hispanic Males (an increase of 7 percentage points were enrolled.

*Grades 9-12 Total Enrollment 2015-16 (8,539)*

| White | Black | Hispanic |
|---|---|---|
| 6763 & 79% | 463 & 5% | 561 &7% |

| Whites | Whites | Whites |
|---|---|---|
| All Level 3 | All Level 3 | All Level 3 |
| 2013-14 | 2014-15 | 2015-16 |
| 51% (3307) | 49% (3205) | 50% (3384) |

| White Males | White Males | White Males |
|---|---|---|
| All Level 3 | All Level 3 | All Level 3 |
| 2013-14 | 2014-15 | 2015-16 |
| 37% (1251) | 45% (1502) | 46% (1565) |

| Blacks | Blacks | Blacks |
|---|---|---|
| All Level 3 | All Level 3 | All Level 3 |
| 2013-14 | 2014-15 | 2015-16 |
| 28% (118) | 30% (125) | 30% (137) |

| Black Males | Black Males | Black Males |
|---|---|---|
| All Level 3 | All Level 3 | All Level 3 |
| 2013-14 | 2014-15 | 2015-16 |
| 14% (33) | 25% (57) | 25% (61) |

| Hispanics | Hispanics | Hispanics |
|---|---|---|
| All Level 3 | All Level 3 | All Level 3 |
| 2013-14 | 2014-15 | 2015-16 |
| 47% (235) | 46% (217) | 41% (230) |

| Hisp. Males | Hisp. Males | Hisp. Males |
|---|---|---|
| All Level 3 | All Level 3 | All Level 3 |
| 2013-14 | 2014-15 | 2015-16 |
| 28% (62) | 40% (86) | 35% (94) |

**Evidence of Success**
The evaluation reveals that the enrollment for Black students enrolled in Dual Enrollment courses in grades 9-12 has increased by 2 percentage points, from 28% in 2013-14 to 30% in 2015-16. However, the enrollment for Hispanic students has decreased by 6 percentage points, from 47% to 41% for the same time period. However, the enrollment for Black/Hispanic males in Dual Enrollment courses in grades 9-12 has increased by 11 percentage points for Black males from 14% in 2013-14 to 25% in 2015-16. The number of Hispanic males enrolled has increased 7 percentage points from 28% in 2013-14 to 35% in 2015-16.

**Methods and Strategies**
We have established mentoring programs at our high schools having the largest minority (black & Hispanic) 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.
During the spring registration process counselors are encouraging minority students who have achieved higher levels of success in their general coursework to attempt AP, Dual Enrollment, and Honors classes.
High Schools are promoting rigorous coursework to all students through presentations during the registration period and at college night/college fairs, etc.

**Accountability Measure and Timelines**
Increase the number of Black students in grades 9-12 enrolling in all level 3 and DE courses by 1 percentage point by the 2016-17 School Year.
Increase the number of Hispanic students in grades 9-12 enrolling in all level 3 and DE courses by 1 percentage point by the 2016-17 School Year.
Increase the number of Black Male students in grades 9-12 enrolling in all level 3 and DE courses by 1 percentage point by the 2016-17 School Year.
Increase the number of Hispanic Male students in grades 9-12 enrolling an all level 3 and DE courses by 1 percentage point by the 2016-17 School Year.

# PART IV: GENDER EQUITY IN ATHLETICS

## Athletics Compliance Verification

**A.** Attach a **Compliance Verification Form** for the district (only one for the district, **not** one for each school), signed by the superintendent. **(ATTACHED)**

**B.** Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. **(ATTACHED)**

**C.** If the monitoring forms indicate that schools are 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**, signed by the principal. **(ATTACHED)**

**D.** If the district submitted corrective action plans as part of the 2014-15 Equity Update, it should submit updated Corrective Action Plans to show the current status/progress of the corrective actions and evidence of completion.

# PART V: EMPLOYMENT EQUITY

**A.** Complete the following chart 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 ROSA0057 | | 2015-16 School District Administrative Positions | | | | | |
|---|---|---|---|---|---|---|---|
| Administrative Positions | Total | # & % Black | # & % Hispanic | # & % White | # & % Other | # & % Female | # & % Male |
| Student Demographics | 28230 | 1400 (4.95%) | 1848 (6.54%) | 22450 (79.52%) | 2532 (8.95%) | 13639 (48%) | 14578 (52%) |
| District-Level Administrators | 26 | 1 (3%) | 0 (0%) | 24 (92%) | 0 (0%) | 15 (58%) | 11 (42%) |
| Principals | 33 | 0 (0%) | 0 (0%) | 33 (100%) | 0 (0%) | 16 (48%) | 17 (52%) |
| Asst. Principals | 39 | 2 (5%) | 1 (3%) | 33 (92%) | 0 (0%) | 24 (62%) | 15 (38%) |
| Teachers | 1701 | 43 (2%) | 10 (1%) | 1612 (96%) | 36 (2%) | 1397 (82%) | 304 (18%) |
| Guidance Counselors | 57 | 2 (4%) | 0 (0%) | 55 (96%) | 0 (0%) | 54 (95%) | 3 (5%) |

**B.** Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions.

Hispanic and "other" racial groups are underrepresented in the administrative areas whereas, Hispanic, "other" and males are underrepresented in the teacher and guidance positions.

**C.** Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions.

Santa Rosa County routinely addresses this area and works with area minority groups to increase the percentage of administrators and teachers in each group. We also attend recruiting events at local universities and colleges to try to attract additional teachers who are males or minorities. SRCDS recognizes that we need to continue efforts in recruiting and hiring minorities. The SRCSD is currently reemploying a Minority Task Recruitment Committee (as it has done in the past) to discuss strategies and recruitment methods to address the populous that is under represented in our work force.

# PART VI: 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. NONE

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

| District: | 2015-16 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: | 2015-16 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.** If the district conducts single-sex education program, please submit the completed signed **Single-Sex Evaluation Verification Form. (See page 11.)**

# PART VII: 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?