

# 2016-17 Annual Equity Update Shell

## PART I: PROCEDURAL REQUIREMENTS:

### A. Changes to Policies or Procedures

**NO CHANGES**

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

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

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. Continuous Notification of Nondiscrimination

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://sites.santarosa.k12.fl.us/policy/toc.htm>

### C. Notice for Availability of Reasonable Accommodations to Applicants for Employment

*Submit copies of webpages or printed materials for applicants for employment that include the notice that reasonable accommodations are available for qualified applicants with disabilities during the application and interview process. The notices should also include contact information for requesting the accommodations. **SEE ATTACHMENTS***

## PART II: INCOMPLETE ITEMS OR PENDING ACTIONS

### A. Any Items identified during equity on-site review. **No incomplete items.**

### B. Any other items identified on the current or past monitoring work plans as incomplete. **No incomplete items.**

## 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 2012-13, **11%** of Whites, **5%** of Blacks, **11%** of Hispanics **10%** of White Males, **5%** of Black Males, and **8%** of Hispanic Males were enrolled. In **2016-17**, **16%** of Whites (an **increase** of **5** percentage points), **11%** of Blacks (an **increase** of **6** percentage points), **17%** of Hispanics (an **increase** of **6** percentage points), **13%** of White Males (an **increase** of **3** percentage points), **8%** of Black Males (an **increase** of **3** percentage points), and **11%** of Hispanic Males (an **increase** of **3** percentage points) were enrolled.

**Note:** The 2016-17 enrollment data for ELL students is to be used as baseline data and to identify enrollment gaps.

**Grades 9-12 Total Enrollment 2016-17 (8732)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>	
<b>6,901 &amp; 79%</b>	<b>465 &amp; 5%</b>	<b>608 &amp; 7%</b>	<b>33 &amp; .003%</b>	
Whites	Whites	Whites	Whites	Whites
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2012-13	2013-14	2014-15	2015-16	2016-17
<b>11% (728)</b>	<b>12% (773)</b>	<b>16% (1027)</b>	<b>13% (910)</b>	<b>16.24% (1,121)</b>
White Males	White Males	White Males	White Males	White Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2012-13	2013-14	2014-15	2015-16	2016-17
<b>10% (338)</b>	<b>11% (353)</b>	<b>15% (484)</b>	<b>12% (420)</b>	<b>13.39% (472)</b>
Blacks	Blacks	Blacks	Blacks	Blacks
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2012-13	2013-14	2014-15	2015-16	2016-17
<b>5% (23)</b>	<b>6% (27)</b>	<b>9% (36)</b>	<b>6% (28)</b>	<b>11.18% (52)</b>
Black Males	Black Males	Black Males	Black Males	Black Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2012-13	2013-14	2014-15	2015-16	2016-17
<b>5% (13)</b>	<b>5% (12)</b>	<b>8% (17)</b>	<b>4% (10)</b>	<b>8.26% (20)</b>
Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2012-13	2013-14	2014-15	2015-16	2016-17
<b>11% (47)</b>	<b>12% (59)</b>	<b>15% (69)</b>	<b>12% (65)</b>	<b>17.11% (104)</b>
Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE	In AP/IB/AICE
2012-13	2013-14	2014-15	2015-16	2016-17
<b>8% (15)</b>	<b>8% (17)</b>	<b>11% (24)</b>	<b>9% (23)</b>	<b>11.22% (35)</b>
				ELL Students
				In AP/IB/AICE
				2016-17
				<b>3% (1)</b>

**Evidence of Success**

The evaluation reveals progress in increasing enrollment in AP/IB/AICE courses for all male subgroups listed in grades 9-12. White students increased by 5 percentage points, from 11 % in 2012-13 to 16 % in 2016-17; Black students increased by 6 percentage points, from 5 % to 11 % for the same time period. Hispanic students also increased by 6 percentage points, from 11 % to 17 % for the same time period. White male students increased by 3 percentage point, from 10 % in 2012-13 to 13 % in 2016-17. Black male students increased by 3 percentage points, from 5 % to 8 % for the same time period. Hispanic students also increased by 3 percentage points, from 8 % to 11 % for the same time period.

**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.

The four large high schools in our district are either approved AP Capstone schools or they are in the application process. This adds two additional AP courses to their course offerings.

ELL students will be evaluated and encouraged to enroll in AP course offerings that are beneficial to their academic success.

#### 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 2017-18 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage point by the 2017-18 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 2017- 18 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 2017-18 School Year.

#### (2) Grades 9-12, Dual Enrollment (DE)

**Note:** The 2016-17 enrollment data for ELL students is to be used as baseline data and to identify enrollment gaps.

The following percentages reflect within race/ethnicity calculations for students enrolled in Dual Enrollment courses. In 2012-13, **21%** of Whites, **11%** of Blacks, **15%** of Hispanics, **18%** of White Males, **9%** of Black Males, and **13%** of Hispanic Males were enrolled. In 2016-17, **15%** of Whites (a **decrease** of **6** percentage points), **6.67%** of Blacks (a **decrease** of **4** percentage points), **10.36%** of Hispanics (a **decrease** of **4** percentage points), **13.87%** of White Males (a **decrease** of **4** percentage points), **3.72%** of Black Males (a **decrease** of **5** percentage points), and **9.29%** of Hispanic Males (a **decrease** of **3** percentage point) were enrolled.

#### Grades 9-12 Total Enrollment 2016-17 ( 8,732)

White	Black	Hispanic	ELL Students	
<b>6,901 &amp; 79%</b>	<b>465 &amp; 5%</b>	<b>608 &amp; 7%</b>	<b>33 &amp; .003 %</b>	
Whites In DE 2012-13 <b>21% (1,332)</b>	Whites In DE 2013-14 <b>20% (1,308)</b>	Whites In DE 2014-15 <b>21% (1,346)</b>	Whites In DE 2015-16 <b>17% (1,153)</b>	Whites In DE 2016-17 <b>15% (1,056)</b>
White Males In DE 2012-13 <b>18% (588)</b>	White Males In DE 2013-14 <b>18% (590)</b>	White Males In DE 2014-15 <b>19% (643)</b>	White Males In DE 2015-16 <b>15% (511)</b>	White Males In DE 2016-17 <b>13.87% (489)</b>
Blacks In DE 2012-13 <b>11% (47)</b>	Blacks In DE 2013-14 <b>12% (49)</b>	Blacks In DE 2014-15 <b>9% (38)</b>	Blacks In DE 2015-16 <b>8% (39)</b>	Blacks In DE 2016-17 <b>6.67% (31)</b>
Black Males In DE 2012-13 <b>9% (23)</b>	Black Males In DE 2013-14 <b>8% (18)</b>	Black Males In DE 2014-15 <b>7% (15)</b>	Black Males In DE 2015-16 <b>5% (13)</b>	Black Males In DE 2016-17 <b>3.72% (9)</b>
Hispanics In DE 2012-13 <b>15% (63)</b>	Hispanics In DE 2013-14 <b>16% (80)</b>	Hispanics In DE 2014-15 <b>15% (70)</b>	Hispanics In DE 2015-16 <b>10% (58)</b>	Hispanics In DE 2016-17 <b>10.36% (63)</b>
Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males

In DE 2012-13 <b>13% (26)</b>	In DE 2013-14 <b>12% (26)</b>	In DE 2014-15 <b>11% (24)</b>	In DE 2015-16 <b>10% (26)</b>	In DE 2016-17 <b>9.29% (29)</b>
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ELL Students  
In DE  
2016-17  
**3.03% (1)**

### Evidence of Success

An evaluation shows that last year's goal was not met for none of the subgroups listed. It is important to note that there has been a consistent decrease in all males enrolling in dual enrollment coursework last year while all students in the subgroups have shown an increase in enrollment in advanced placement courses. Schools will encourage male students to consider dual enrollment courses in addition to advanced placement courses.

### Methods and Strategies

*Identify the targeted methods and strategies to be used for the next period to increase enrollment for minority and ELL students in dual enrollment courses, and to close enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Strategies should include specific action steps by the schools/district to close enrollment gaps.*

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

Since the 2016-17 articulation agreement with our local state college, 10<sup>th</sup> 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.

ELL students will be evaluated and encouraged to enroll in Dual Enrollment course offerings that are beneficial to their academic success.

### Accountability Measure and Timelines

*Provide accountability measures and timelines for increasing enrollment for black, Hispanic, black male, Hispanic male and ELL students in dual enrollment courses, and closing enrollment gaps for black, Hispanic, black male, Hispanic male and ELL students. Timelines may be over multiple years.*

Increase the number of Black students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2017- 18 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2017-18 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2017-18 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 1 percentage points by the 2017-18 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 2014-15, **49%** of Whites, **30%** of Blacks, **46%** of Hispanics, **45%** of White Males, **25%** of Black Males, and **40%** of Hispanic Males were enrolled. In 2015-16, **50%** of Whites (an **increase** of **1** percentage point), **30%** of Blacks (an increase/decrease of **0** percentage points), **41%** of Hispanics (a **decrease** of **5** percentage points), **46%** of White Males (an **increase** of **1** percentage points), **25%** of Black Males (an increase/decrease of **0** percentage points), and **35%** of Hispanic Males (a **decrease** of **7** percentage points) were enrolled. In 2016-17, **51%** of Whites (an **increase** of **1** percentage point), **35%** of Blacks (an **increase** of **5** percentage points), **43%** of Hispanics (an **increase** of **2** percentage points), **46%** of White Males (an increase/decrease of **0** percentage points), **27%** of Black Males (an **increase** of **2** percentage points), and **35.26%** of Hispanic Males (an **increase** of **.26** percentage points) were enrolled.

**Grades 9-12 Total Enrollment 2016-17 (8,732)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
<b>6,901 &amp; 79%</b>	<b>465 &amp; 5%</b>	<b>608 &amp; 7%</b>	<b>33 &amp; .003%</b>

Whites All Level 3 2014-15 <b>49% (3,205)</b>	Whites All Level 3 2015-16 <b>50% (3,384)</b>	Whites All Level 3 2016-17 <b>51% (3,531)</b>
White Males All Level 3 2014-15 <b>45% (1,502)</b>	White Males All Level 3 2015-16 <b>46% (1,565)</b>	White Males All Level 3 2016-17 <b>46% (1,606)</b>
Blacks All Level 3 2014-15 <b>30% (125)</b>	Blacks All Level 3 2015-16 <b>30% (137)</b>	Blacks All Level 3 2016-17 <b>35% (162)</b>
Black Males All Level 3 2014-15 <b>25% (57)</b>	Black Males All Level 3 2015-16 <b>25% (61)</b>	Black Males All Level 3 2016-17 <b>27% (65)</b>
Hispanics All Level 3 2014-15 <b>46% (217)</b>	Hispanics All Level 3 2015-16 <b>41% (230)</b>	Hispanics All Level 3 2016-17 <b>43% (259)</b>
Hisp. Males All Level 3 2014-15 <b>40% (86)</b>	Hisp. Males All Level 3 2015-16 <b>35% (94)</b>	Hisp. Males All Level 3 2016-17 <b>35.26% (110)</b>
		ELL Students All Level 3 2016-17 <b>3.03% (1)</b>

**Evidence of Success**

The evaluation reveals that the enrollment for **Black**/Hispanic 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 Black/**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. In 2016-17 the number of Black students has **increased 5** percentage points from **30%** in 2015-16 to **35%** in 2016-17, The number of Hispanic students **increased 2** percentage points from **41%** in 2015-16 to **43%** in 2016-17, The number Black male students **increased 2** percentage points from **25%** in 2015-16 to **27%** in 2016-17 and the number of Hispanic male students increased **.26%** from **35%** of Hispanic Males in 2015-16 to **35.26%** in 2016-17.

**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 are being encouraged 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.

The four large high schools in our district are either approved AP Capstone schools or they are in the application process. This adds two additional AP courses to their course offerings.

ELL students will be evaluated and encouraged to enroll in AP, Dual Enrollment, and other level 3 course offerings that are beneficial to their academic success.

#### **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 points by the 2017-18 School Year.

Increase the number of Hispanic students in grades 9-12 enrolling in all level 3 and DE courses by   1   percentage points by the 2017-18 School Year.

Increase the number of Black Male students in grades 9-12 enrolling in all level 3 and DE courses by   1   percentage points by the 2017-18 School Year.

Increase the number of Hispanic Male students in grades 9-12 enrolling in all level 3 and DE courses by   1   percentage points by the 2017-18 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. (See pages 7-8.) **ATTACHED**
- B. Attach a **Participation Monitoring Form** for each school with an interscholastic athletics program, signed by the principal. Enter the number of male and female athletes for each sport. For varsity teams, enter the number of athletes. For junior varsity/freshmen/B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams. (See page 9.) **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. (See page 10.) **ATTACHED**
- D. If the district submitted corrective action plans as part of the 2015-16 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 Rosa 0057		2016-17 District Administrative and Faculty Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	28909	1450 (5.1%)	1958 (6.77%)	22771 (78.76%)	2730 (9.44%)	14003 (48.44%)	14906 (51.56%)
District-Level Administrators	23	2 (8.7%)	0 (%)	21 (91.3%)	0 (%)	13 (56.5%)	10 (43.5%)
Principals	33	0 (%)	0 (%)	32 (97%)	1 (3%)	15 (45.5%)	18 (54.5%)
Asst. Principals	39	2 (5%)	0 (%)	37 (95%)	0 (%)	25 (64%)	14 (36%)
Teachers	1870	48 (2.6%)	9 (.4%)	1776 (95%)	37 (2%)	1552 (83%)	318 (17%)
Guidance Counselors	49	1 (2%)	0 (%)	48 (98%)	0 (%)	47 (96%)	2 (4%)

B. Review the employment data to identify any racial/ethnic or gender underrepresentation in administrative and faculty positions. **In reviewing current data compared to previous years, our district has improved in our hiring of minority employees who are black, the other ethnicities has remained almost unchanged. Another area of concern is with gender equity. We have closely aligned equity in administrative positions but the equity in faculty number has remained unchanged.**

C. Identify specific methods and strategies used to address any racial/ethnic or gender underrepresentation in administrative, instructional and guidance positions. **This year SRC reconvened our Recruitment Committee to recruit teachers of all ethnicities and genders. We held a recruiting event in the spring that was very successful with an almost even mix of men and women attending. We also had an increase in minority attendance as we reached out to all college and universities within a 300 mile radius. We are continuing to process the data from the event to look for qualified minorities and men to hire.**

## PART VI: SINGLE-SEX SCHOOLS AND CLASSES

Does the district operate single-sex schools or classes? ☐ Yes ☒ 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:	2016-17 Single-Sex Schools	
School Name	Male Enrollment	Female Enrollment
NA		

- 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:	2016-17 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
NA						

- 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? **Students may continue studies working with the school counselor, on-line virtual school, or hospital homebound with doctor orders. TAPP – teenage parent program, child care is provided as long as parent continues education in the Santa Rosa school district with guidelines for attendance. Health care, social services and parent education and transportation opportunities**



are provided for all participants.

- (2) If the district operates a separate program for pregnant and parenting students, how are students informed of the different curricula, services or other options available through the program 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. The Santa Rosa school district does not operate a separate facility for pregnant and parenting students.
- (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 updated at county in-service and via email messages.

## PART IV GENDER EQUITY IN ATHLETICS

### Athletic Compliance Verification Form

District: Santa Rosa County School District

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

5. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity. [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

☒

IN COMPLIANCE

☐

NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act.

\_\_\_\_\_  
TS Wyrosdick  
Signature, Superintendent

\_\_\_\_\_  
5/15/17  
Date

Original Signature page sent via US mail with hard copy of Equity Report.

## 2016-17 MONITORING FORMS (ATTACHED)

**Component 1:** NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport. For varsity teams, enter the number of athletes. **For junior varsity, freshmen and B-teams, enter the number of athletes and, if there is more than one team, enter the number of teams.**

School:	Number of Participants						Number of Participants		
Varsity Teams	Males	Females	Total	Non-Varsity Teams	#	Males	Females	Total	
Baseball				Baseball					
Basketball				Basketball					
Cross Country				Cross Country					
Flag Football/ Football				Flag Football/ Football					
Golf				Golf					
Soccer				Soccer					
Softball				Softball					
Swimming/Diving				Swimming/Diving					
Tennis				Tennis					
Track and Field				Track and Field					
Volleyball				Volleyball					
Wrestling				Wrestling					
Weightlifting				Weightlifting					
<i>Total Varsity Participants</i>				<i>Total JV Participants</i>					
<i>% of Varsity Participants</i>			100%	<i>% of JV Participants</i>				100%	
<b>Total Student Enrollment by Gender 2016-17</b>				<b>Total Student Enrollment by Gender 2016-17</b>					
<b>% Student Enrollment by Gender 2016-17</b>			100%	<b>% Student Enrollment by Gender 2016-17</b>				100%	

**This form must be submitted for each school. Be sure to fill-in the enrollment data. The total percentage of male and female student enrollment should equal 100%.**

**PART IV  
GENDER EQUITY IN ATHLETICS**

**Corrective Action Plan (Attached)**

District: \_\_\_\_\_

School Name: \_\_\_\_\_

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines

We hereby verify that the above corrective action plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

\_\_\_\_\_  
Signature, Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Superintendent

\_\_\_\_\_  
Date

**PART VI**  
**SINGLE-SEX SCHOOLS AND CLASSES**

**Single-Sex Evaluation Verification Form**

District:   **SANTA ROSA 0057**  

I hereby verify that the required evaluations of the single-sex programs and classes offered at the schools listed below were completed, as required by Title IX and Section 1002.311, F.S.

<b>Name of School/Program</b>	<b>Date Single-Sex Program Began</b>	<b>Date Last Evaluation Completed</b>
<b>NONE</b>		

\_\_\_\_\_  
Signature, Superintendent

\_\_\_\_\_  
Date