

Title VI School Year 2024-2025

Grades Served: K-12

Project Director: Sandy Mummey, Healthy and Equitable School Administrator

Indian Education Graduation Rate: 87.5% (20-21) 50% (21-22) 80% (22-23)

Indian Education 9th On-Track Rate: 71.4% (20-21) 94.7% (21-22) 100% (22-23)

Indian Education CTE Concentrators/Concentrators: 33% (19-20) 25% (20-21)

**Coordinated Services of
Professional Development:**

HSS: AVID College and Career Readiness
Office of Indian Education PD
ODE: Tribal History/Shared History

Dissemination of Assessment Data:

Public Hearing
Indian Education Parent Committee
State Report Card on Website

Additional Uses of Data:

Student Investment Account Meeting Information

Public Hearing Requirement Date:

April 9, 2024

**Description of Meaningful Collaboration
With Tribes:**

Title VI Director Sandy Mummey, Crystal Hinds Title VI TOSA and Confederated Tribes of Siletz Indians Education Staff, Jeff Sweet meet regularly to discuss ideas to support graduation and attendance growth and cultural learning ideas for the Title VI grant and budget, as well as discuss ongoing needs for Title VI students. Concepts generated and added to General Fund, SIA, Title VI, Title I, or High School Success because of collaboration: Specific tutoring support with certified staff, 2) emphasis on middle school student experiences and academic growth and success, 3) concentrated effort for exposure and pathway opportunities for career and technical education, community colleges, and apprenticeship programs, 4) career readiness support in applications, interviews, and job skills training, 5) collaboration in communication with families about academic support and enrichment opportunities, 6) K-3 reading intervention, strategies, and enrichment, 6) consistent programming for students and families

Projects:

Increase Academic Achievement:

Indian Education will partner with Title VI for specific elementary reading nights that also teach and model reading strategies that can be used in the home. Books will be provided to all of the

families in the program, regardless of their ability to attend the family night. Middle and High School students will have access to certified tutors via Zoom or in person for content areas. Students will have access to Indian Education Specialists for 1:1 or small group peer tutoring and academic support.

Increase knowledge of cultural identity and awareness:

Indian Education will review healthy food options, cooking, sustainability, and healthy choices throughout literacy workshops and family nights.

Increase school attendance rate:

Indian Education specialists will work directly with building attendance teams to provide an additional resource to work with students and families. Staff will continue to receive culturally responsive training to increase communication and support for families.

Increase graduation rate:

Indian Education specialists will attend building level 9th Grade on Track Team meetings to support student academic needs and find ways to partner for academic success.

Indian Education specialists will support students on campus during summer school for specific course completion.

Indian Education specialists, building counselors, and building principals will attend specific training on recruiting and supporting students in career and technical education and advanced courses, as well as utilize building-wide reading data to monitor student academic progress and support students in mastering necessary skills for their college and/or career pathway.

Increase career readiness skills:

Indian Education specialists, building counseling departments, and work experience staff will work directly with students to support skills in resume and application development, interview skills, and on-the-job skill development for employment.

Increase college enrollment:

LCSD will work directly with Oregon Coast Community College to increase enrollment in CTE pathways, dual credit courses, and Early College course opportunities for students while enrolled with LCSD. Indian Education specialists will support students with college, trade school, and apprenticeship visits, applications, and resources.

Budget:

		Title VI
Personnel	1 TOSA Indian Education, 1 Indian Education Coordinator	\$110,549
Contractual	Purchased Services: SVS/Eddyville	\$4651

Budget		
Indirect Costs	Rate: 4%	\$4800
TOTAL		\$120,000

Additional Assessment Data Use

In Title I and Title VI partnered reading nights, we will be adding a focus on strategies that families can use in the home to support early literacy acquisition. We will provide training for site attendance teams on cultural awareness for attendance supports

Using data, we will increase our exposure and opportunity in the CTE fields of study and career readiness skills (resumes, applications, interviews, etc.) and train staff on equitable practices in course recruitment and retention in academic and CTE advanced courses.

Section 427 of the General Education

LCSD identified the following barriers for Title VI and implemented steps and support for students, families, and staff and made every effort to not discriminate based on race, religion, sex, etc., while providing equal access to all and the means to ensure equal access.

Geographical Distance: The large county makes access to Title VI Parent Committee meetings difficult. A Zoom or hybrid format is now used for all meetings so Parent Committee members can access the meeting and take part in the process either in person or online.

Staff Transportation: The need for staff transportation from site to site caused lost contact time with students and a hardship for staff travel. Staff numbers were increased to reduce travel time for all staff and staff are compensated for their travel.

Technology: All students in LCSD were provided with technology. Culturally responsive literature was purchased and provided at all K-6 schools for families and students.

Access to Courses: Counselors and administrators receive training on equitable access to courses to work on scheduling so students needing additional services because of disability or language barriers are not excluded from opportunities. Staff schedule to provide assistance to students in need of support to access learning opportunities in all courses.

Language: Students and families complete a home language survey. We have spoken with the Siletz Tribe about supporting tribal students with native language/home language support. This is an important step in providing an equitable education experience. All students will receive family night materials, not just those who are able to attend.

As stated above, LCSD is braiding funds with Oregon Student Investment Account and High School Success to provide staff to work with students across the county and in all schools. This increase in staff allows for more student contact and family support. These positions work closely with families to ensure they have access to technology, food, and mental health services. The staff has also been working closely with building counselors and administration to support student schedules so that they are able to attend cultural enrichment and education groups and have it not impact their education in a negative way. We have continued training for counselors and administrators on supporting equitable recruitment and retention in CTE and advanced courses. We also are adding a concentrated effort on career readiness skills that are explicitly taught and supported to help students overcome barriers to employment and career pathways. We will also continue to provide hybrid Parent Committee meetings to remove the need to travel long distances to participate in meetings (via Zoom). All students will receive family night materials, not just those who are able to attend. This started during COVID when all events were virtual and is a practice that will continue to support family involvement and equitable access to strategies and materials.