

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|--------------------------------------|------------------------------------|------------------------------------|
| Scott Valley Unified School District | Micheline Miglis Superintendent | mmiglis@svusd.us (530) 468-2727 |

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

THE DISTRICT

Scott Valley Unified School District was established July 2007 and is comprised of Etna High School, Scott Valley Junior High, Etna Elementary School, Fort Jones Elementary School and Scott River High School. The district also serves students from Forks of Salmon School District when they matriculate to Etna High School, considered a necessary small school. We offer Preschool and adult education as well as alternative secondary school options. The well-educated community of Scott Valley highly values education, athletic and extra curricular events, and actively supports its schools. It is noteworthy that many teachers and staff attended schools here when they were young and have returned to live in Scott Valley, raise their families, and teach and work here. The district is home to 655 students.

THE COMMUNITY

Scott Valley, Siskiyou County, is nestled among three mountain ranges in the most beautiful part of Northern California. The valley and its surroundings are known for its hunting, fly fishing, skiing, back-packing and hiking, gold-panning, rock climbing and camping. The many family farms produce alfalfa, grains, milk and beef as well as alpaca wool. Cows, horses and mules share the wealth of feed with the deer. At one time, the area had a large timber industry which has declined recently.

The communities served by the Scott Valley Unified School District are Fort Jones on the north end of the valley, Quartz Valley to the west, Greenview in the middle with Etna and Callahan to the south. These communities have many houses of worship, small businesses, recreation areas, restaurants, civic organizations and medical offices. Several nationally known camps share the mountains and rivers with the communities. It is a wonderful place to raise children in a safe, clean, and wholesome environment. Families have ranched here in the valley for 150 years or more and many of the staff members were born and raised in the area. The valley communities are a short trip to Yreka and the southern Oregon communities of Ashland and Medford. Southern Oregon University and the Shakespearean Festival are located in Ashland, an hour's drive from Fort Jones. Outdoor recreational activities abound in all four distinct seasons. College of the Siskiyous, a California community college, is located in Yreka and Weed, California, ranging from a 20 to 45 minute drive from Fort Jones. Scott Valley is also home to Quartz Valley Indian Reservation and students from the Reservation attend our public schools.

Schools are the centerpiece of the community and COVID-19's forced school closures had a sudden and tremendous impact on our District. In March, 2020, in order to prioritize the safety, health and well-being of students, teachers, staff and administrators, Scott Valley Unified School District transitioned the entire district and all school sites

to a distancing learning/remote working instructional model. Teachers delivered instruction and assessed students using Zoom and Google Meets platforms and a variety of resources including paper packets, file boxes and crates, and mailboxes. Grab and Go meal distribution commenced at 3 locations across Scott Valley.

During the school closures between the middle of March, 2020 and the end of the school year, students struggled with the lack of social interaction, affecting their social well being and daily routines, and they missed their teachers and peers. The school closures took a toll on the staff as well. Teachers shifted to an unfamiliar manner of teaching and interacting with their students. COVID-19 affected incomes, family health concerns, family and community dynamics, and work and food insecurity was impacted.

Unlike most districts in California, Scott Valley Unified School District was able to return to in-person teaching and learning in the Fall of 2020 with a distance learning option. Because Siskiyou County had not been and is not on the state's monitoring list (now known as *California for All* and *The Dashboard*) and with the passing of Senate Bill 98, the Board of Trustees voted unanimously to adopt two instructional models: In-Person and Distance Learning. This decision was influenced by stakeholder input of the Return-to-School Task Force and with the informed recommendation of the Superintendent.

The Scott Valley Unified School District recognizes the unique and distinctive conditions shaping return-to-school opportunities and challenges accompanying the 2020-2021 school year. Our District's response to COVID-19 is grounded in evidence-based processes and practices unique to our context. As County conditions change, we may adapt our protocols to address the challenges and opportunities generated by such variation. Scott Valley Unified School District remains committed to working with state and local public health agencies to ensure continuity of education. While conditions related to regional variation may change, we are unwavering in our promise to students, families, and staff. In anticipation that conditions are likely to change, the Learning Continuity and Attendance Plan should be considered a living document.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

On June 16, 2020, an open invitation to serve on the Return-to-School Task Force was extended to parents/guardians, certificated and classified staff, and administrators. The purpose of the *Task Force* was to provide input to the superintendent on determining the reopening of school and how learning could be conducted during the 2020-2021 school year. The Task Force met weekly and adhered to the requirements to wear masks and maintain social distancing. Zoom was also used to support attendance. On August 19, 2020, the Scott Valley Unified School District's *Reopening Plan for Fall 2020* was unanimously adopted by the Board of Trustees.

At the school level, principals convened teams of teachers (Site Leadership Team) and worked with support staff, to address site level adjustments and accommodations, such as hallways, cohort groupings, recess and lunch schedules, egress and ingress.

All schools held required parent/family orientation meetings, with COVID-19 compliance measures, to provide necessary and useful information to parents/families and students about returning to school in Fall 2020.

[A description of the options provided for remote participation in public meetings and public hearings.]

Zoom and in-person meetings were two options available to participating members of the Return-to-School Task Force. Agendas for School Board meetings are posted according to the Brown Act and individuals interested in attending remotely may contact District Secretary Julie Hogun via email at jhogun@svusd.us. Since Siskiyou County is not on the monitoring list, recent School Board meetings have been held in public, in person, with COVID-19 compliance measures for meetings held in public.

[A summary of the feedback provided by specific stakeholder groups.]

The Task Force relied on these foundational documents to inform and guide their work:

- 1) Stronger Together, issued June 8
- 2) COVID-19 CA Public Health, issued June 5 and revised June 29
- 3) CA School Boards Association, issued June 9
- 4) CA County Superintendents CCSESA, issued June 2
- 5) Association of CA School Administrators, issued May 28
- 6) Senate Bill 98 enacted into law effective July 1, 2020
- 7) COVID-19 Industry Guidance re-issued July 17
- 8) COVID-19 and Reopening In-Person Learning Framework issued July 17

As a result of analyzing these documents, participating in small group and break-out sessions, and considering the local context, noting that Siskiyou County had not been on the state's monitoring list, the Task Force considered

- * In Person Instruction, to the greatest extent possible
- * Distance Learning
- * Hybrid Instruction (Blended Model)

Overwhelming, the In-Person and Distance Learning models were valued and promoted forward.

Following the results of the collaboration of the Task Force, electronic surveys were deployed to parents/families, certificated, classified, and non-represented administrators. Additionally, the Superintendent met with both collective bargaining associations various times.

Parents/families were administered two surveys. The first, to assess learning model preference. The data was reported to the Governing Board. The second survey was to determine families' final selection: In-Person or Distance-Learning. In between the two survey's classified and certificated management worked on their respective plans for departments or schools, respectively. The second and final survey for families outlined many details and specifics helpful for making an informed choice.

The leadership of the Scott Valley Teachers Association teamed with the District Negotiation Team (Human Resources, Chief Business Officer and Superintendent) to address the survey for certificated teaching staff. The collaboration resulted in a mutually supportive survey which included details and specifics found in the family survey and identified conditions according to the Center for Disease Control (CDC) determined to denote greater risk.

The leadership of the Classified School Employees Association Chapter No. 859 and District Negotiation Team (Human Resources, Chief Business Officer and Superintendent) to similarly address a survey for classified support staff (and unrepresented staff). The determination was to use the same survey administered to the certificated teaching staff with subtle edits pertinent to classified employees.

In summary, the Scott Valley Unified School District surveyed stakeholders as a result of the Board of Trustees' unanimous action to reopen schools in person, with the optional distance learning alternative. Principals and the Superintendent analyzed progress every step of the way identifying areas of success, grown, positive experiences and best practices, needs for professional development, additional resources, supports for complying with COVID-19 regulations, readiness to implement, ideas to support our students, and modifying site/school procedures to ensure COVID-19 compliance.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Finally, stakeholder input thoroughly influenced the Learning Continuity and Attendance Plan. Scott Valley Unified School District engaged families, teachers, classified support staff, and principals and other relevant stakeholders in the school community to format and implement plans that considered the following:

- * **Student, Family and Staff Population:** Who are the student, family and staff populations who will be impacted by or can serve as partners in implementing any of the safety and COVID-19 compliance measures?
- * **Ability to Implement or Adhere to Measures:** Do staff, students and families have the tools, information, resources and ability to successfully adhere to or implement the new measures?
- * **Negative or unintended Consequences:** Are there any negative or unintended consequences of implementing the measures and how can those be mitigated?

Also, resulting from specific stakeholder input, the **Scott Valley Unified School District Guiding Principles for Reopening Fall 2020** were developed. They are:

- 1) The safety, health and well-being of students, teachers, and staff remains a priority.
- 2) Transitioning to a cumbersome, completely online learning environment in spring 2020 was exacerbated by increased parental burden and pressure, food insecurity, isolation from other caring adults and peers, and limited or non-existent extra-curricular activities and competitions.
- 3) Access to healthy foods and opportunities to participate in physical activity are imperative to helping to reduce the risks of severe social emotional distress, illness, and desperation.
- 4) Teachers, principals, and school/district staff are considered essential workers.
- 5) Students deserve to be known by a caring school adult by name, by need, by skill and to have access to and interact with their teachers, peers, support staff, and principals.
- 6) Though perspectives vary and solutions are imperfect and continue to evolve, we share the common goal of supporting our children to thrive.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The Scott Valley Unified School District is presently operating by offering in-person instruction. Over two-thirds of the student population are currently in school in-person. Teachers and staff are increasing wellness checks and monitoring students whether in-person or through distance learning. The first few weeks of school provides all staff in every position and role the opportunity to reconnect with students, establish and re-establish relationships, form cohort groups, develop teams, and engage students' heart.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Deploy <i>One to One</i> devices: whether in person or for distance learning, all students are or will be assigned a Chromebook or Tablet-like device, to use in class and to have in the event that we need to move to 100% distance learning. | 67,235 | Yes |

| Description | Total Funds | Contributing |
|---|-------------|--------------|
| Additional staffing required to deploy One to One devices. | 3,369 | Yes |
| Device carrying cases. | 5,217 | Yes |
| Professional development: Teachers received or will receive training for Google Classroom, Google Meets, MyON, Freckle, Acellus Academy, UC Scout, Aeries SES, social emotional learning, for example. | 1,931 | Yes |
| MyON and Freckle software licenses (Renaissance Learning): supplemental resources to TK-8th grade core programs. | 9,680 | Yes |
| Personal Protection Equipment (PPE) for all students and staff. Examples include but are not limited to: Hand washing stations, hand sanitizers and sanitizing stations, soap, tissues, disposable gowns, face coverings, air scrubbers, stanchions. Site specific materials and resources, including but not limited to decals and signage. | 150,000 | Yes |
| Individual meal serving trays. | 5,000 | Yes |
| Fresh and accessibly drinking water. | 12,000 | Yes |
| Adjustments made to the after school program (ASES funded). | 4,500 | Yes |

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Students in the Scott Valley Unified School District are monitored for student engagement and interaction on a daily and weekly basis by teachers, principals and school office staff. Teachers either teach in-person or in distance learning, at this time. This supports teachers' ability to focus exclusively on one instructional delivery model, according to their respective teaching credential. Some students continue to attend Scott Valley Options with Independent Study; not to be confused with distance learning. Preschool is offered in a hybrid model and most parents/families have preferred distance learning.

The roles and responsibilities of all instructional staff of the Scott Valley Unified School District to fully comply with Education Code Section 43502 as amended with SB 98 on June 30, 2020, is the urgent necessity and expectation. This statute outlines the requirements to deliver, "in-person instruction...under the immediate physical supervision and control of an employee of the local educational agency..." and will "offer classroom-based instruction wherever possible...and offer content aligned to grade-level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction...for the purpose of instruction, progress monitoring, and maintaining school connectedness." Instructional staff is required to document daily participation for each student on each instructional day, and daily participation is used to track attendance and may include, but is not limited to any of the following: evidence of participation in online activities, completion of regular assignments, completion of assessments, and/or contacts between employees of the District and the student or parents/guardians.

At this time, with only 9 instructional days into the new school year, plans are underway to ensure an articulated plan, regardless of method of delivery, for instructional continuity for pupils, if a transition between in-person instruction and distance learning is necessary. The Superintendent is scheduled to begin the planning phase with principals the week of September 14, 2020. A Contingency Plan will be developed to ensure clear and articulated decision-making with respect to COVID-19 positive diagnosis results in 100% distance learning. Student Progress Monitoring Conferences will be held at each school whereby the principal will meet with each teacher and review progress of each student in every class.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

The Scott Valley Unified School District shifted quickly and moved to a *One to One* deployment for the 2020-2021 school year. Students in the distance learning model were prioritized and received a device the week before school started. Parents/Families were presented with a Chromebook/Tablet User Agreement. Anyone with any needs related to accessing connectivity have been provided connectivity or can contact Julie Hogun, District Secretary at jhogun@svusd.us or call the District Office (530) 468-2727. Students in school for in-person instruction are receiving devices as quickly as the purchases are received in the District Office. Library Media Techs are the first tier contact for students with specific device and connectivity needs and are able to respond efficiently or contact the Technology Department, as needed and enter a ticket in the system. At this time, all student shave access to a device or have received their One to One device.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Scott Valley Unified School District will monitor student engagement in live contacts and synchronous instructional minutes through Google Class and Google Meets and Aeries. Teachers are monitoring participation of students. Principals work with teachers to ensure parity of time value of pupil work compared with in-person instruction.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development is ongoing and collaborated through the Siskiyou County Office of Education, Glenn County Office of Education and other local partners in the region. Trainings have either been provided or will be provided in: Aeries, Google Class, Google Meets, Distance Learning, MyOn, Feckle, Renaissance learning, Accelerated Reader, Clever, Acellus Academy, UC Scout, social emotional learning, Stem Scopes, Student Monitoring Conferences and the student informational system, Aeries.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The roles and responsibilities of affected staff as a result of COVID-19 and the opening of the new school year in Scott Valley first and foremost require full compliance with SB98. Other impacts include: cohort assignments and groups, the requirement that all staff wear face coverings at all times except for eating, drinking or when alone in classroom, monitor daily and weekly engagement (for distance learning), new/adjusted daily school schedules to reduce the number of students at recess or lunches, new/identified areas for recess and lunches, changes in use of science labs or computer labs, kindergarten teachers teaching students in their own individual desks, reduction or the suspension of group work or team work, and suspension of elimination of volunteers in schools. In particular, at Etna High School, the Scott Valley Unified School District implemented a "concentrated" block schedule with a shortened day per the minimum number of daily instructional minutes. Teachers teach 3 blocked periods every day and not all subjects are offered in the first semester, however, the semester is equal to a year-long class. This has impacted the teachers and students due to the new and modified traditional block schedule.

In one instance, grant funding to implement CTE guidance counseling may look different in the first semester than in the second semester and while the eventual outcomes will be met, they may be met differently than pre-COVID-19 times.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Support for students with unique needs continues in the adopted instructional models. The District has a Spanish language interpreter available for students and parents, as needed. Pupils with exceptional needs continue to receive their services in partnership with Siskiyou County Office of Education and Scott Valley Unified School District staff. Individual Educational Plans and 504 Plans that needed modification due to parent choice of instructional program have been adjusted as necessary. Students in foster care or who may be experiencing homelessness are prioritized for funding and support. The District works closely with the designated leaders and support staff of the Quartz Valley Indian Reservation, as well.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| Access to devices and connectivity. | 45,000 | Yes |
| Additional certificated staffing for Distance Learning teaching (salaries and benefits). | 621,078 | Yes |
| Classified staffing for Distance Learning (salaries and benefits). | 31,651 | Yes |

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

All students in the Scott Valley Unified School District will participate in universal screenings and diagnostic assessments. Students will be monitored and targeted interventions to fill learning gaps will be identified and determined through district-wide Student Progress Monitoring Conferences.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Scott Valley Unified School District will implement strategies to address learning loss and accelerate learning progress. Teachers will assess students' work and provide tutorial instruction or extra help. The Board of Trustees approved a minimum day schedule along with the Re-opening Plan and it is expected and implied through the minimum day schedule that teachers meet to collaborate and ensure alignment of in-person instruction and instructional pacing of curriculum with distance learning. It is also that expectation that with the minimum day schedule, teachers address learning loss of students within the professional work day before their duty day ends. Principals will monitor these efforts, provide support, meet with teachers regularly, intervene with greater or less guidance, as needed. The Superintendent will assess regularly and meet with principals in *One to One* meetings. Student Monitoring Conferences will be implemented formally two times per year, facilitate by principals.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Scott Valley Unified School District will utilize the diagnostic assessments to measure the effectiveness of our services and supports. Formal and informal assessments will guide decision making for service or supports. Student Monitoring Conferences will provide time and space to address learning loss.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

| Description | Total Funds | Contributing |
|--|-------------|--------------|
| [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | | |

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Scott Valley Unified School District believes that everyone in the District has the capacity and responsibility to monitor and support the mental health and social and emotional well-being of pupils and other staff during the school year, especially during the pandemic and most especially in light of the unique opportunity to largely work and teach and learn in person in Scott Valley. The Scott Valley Unified School District prioritizes the well-being of all. Families, students and staff can reach out to respective designees: students have access to their teachers, principals, and at Etna High School, the HS Counselor and HS Dean of Students. Families in crisis or turmoil can contact community agencies as applicable, the Quartz Valley Indian Reservation, and/or trusted member of the Scott Valley Unified School District staff. The district partners with Anav Tribal Health Clinic. In the small, tight knit communities of Scott Valley, most support and resources are accessed through word-of-mouth. We are a frontier, mountain community and our greatest resource are our own people. Schools utilize Second Step and social-emotional lessons will begin within the first month of schools.

During district wide Student Progress Monitoring Conferences, facilitated by principals with direct oversight of the Superintendent, students will be reviewed by name and by need for their social emotional well-being as well.

The district makes resources available to staff such as Employee Assistance Program, MD Live, Company Nurse, Keenan and Associates, and the Human Resources Coordinator.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Teachers, school secretaries, HS Counselor, HS Dean, and Principals provide direct services to students and families when students are disengaged, absent, experiencing trauma, to support pro-social bonding, and who are at risk of learning loss. The Quartz Valley Indian

Reservation provides a full-time outreach worker who serves as a liaison and family support specialist between the families and the District. The District uses social media to support communication, a tool valued by this community.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Scott Valley Unified School District will continue to provide daily meals to students in the current instructional model (In-Person and Distance Learning) and when it is necessary to move to 100% Distance Learning, meal service will continue. The district recognizes that families struggle with food insecurity and commits to doing everything possible to reduce this stress that could afflict our students. Meals are offered in "grab and go" for students receiving instruction in the distance learning model; and, individual, disposable trays have been purchased for in-person meals to comply with COVID-19 sanitation. Fresh drinking water is available, as well.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

| Section | Description | Total Funds | Contributing |
|---|--|-------------|--------------|
| [The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section] | [A description of what the action is; may include a description of how the action contributes to increasing or improving services] | | |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

| | |
|--|--|
| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
| 9% | 820,727 |

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

With supplemental and concentration funding in the amount of \$820,727, low income students, foster youth and English Learners will receive increased services by the Minimally Proportionality Percentage of 9% through increased restorative justice and PBIS services, increased CTE pathways courses, increased standards based professional development for teachers and paraprofessionals, and added devices to provide access to standards based curriculum and instruction as well as continued purchases of curriculum to support CCSS implementation. Further, we will have increased support services through increased aide time in the classroom and contracts for additional counseling through ANAV Tribal Services and Lassen Counseling. Further, we will be contracting for truancy and chronic absentee support through the Siskiyou County Office Probation Department, to support our students who are experiencing attendance issues.

Scott Valley Unified has chosen to provide these actions and services on a district wide basis; however, for the most part they are designated so as to inherently aid and support its largest subgroup; low income students. These services will be increased and improved upon through systematic implementation of services, on-going evaluation and data-monitoring through an umbrella of support of a layered intervention as determined by stakeholders, staff members, administration and board members.

The needs of students who are designated as "low income" are prioritized, for example, when ensuring access to connectivity. Students designated as English Learners based on the Home Language Survey and the ELPAC, receive extra language development support.

Some of the specific actions and services which are principally directed at low income and foster youth include.

- Professional development related to Trauma Informed Schools and Crisis Prevention Intervention remains a priority

- Differentiated Instruction time at the elementary level (EES and FJES) which targets specific areas of weakness.

- Employing a Title I paraprofessional at each elementary school (EES and FJES).

- Enrichment and support courses every day, for two sections at Scott Valley Junior High

- A low performing student paraprofessional at Etna High School and Scott Valley Junior High School

- Math and English Tutorial classes at EHS.

- Contracted therapy services through ANAV and an outside Counseling group.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

The current number of foster youth in the Scott Valley Unified School District is 2. Eligible students are monitored by the principal and superintendent and services are rendered through the District Office, as needed. English Learners in the Scott Valley Unified School District are less than 10. Eligible students receive extra support. Primary language material may be purchased if needed. Interpretation service is available. A classified paraprofessional is hired (Title 1) for students meeting the criteria for low income students and works with students that exhibit learning gaps or require additional school connectivity. A Spanish language interpreter is hired and available to work with families who are limited in English and with students who are English learners. Counseling from Anav, Lassen Services, professional development for teachers, supplemental programs and services.