



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
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General Information

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

The Fortuna Union High School District is located in Humboldt County, California. Humboldt County has totaled five hundred twenty-five (525) cases with thirty-one (31) hospitalizations and eight (8) deaths. However, the community at large has taken precautions to lower the spread of the virus. When the coronavirus first hit in March, the District Board made the decision to shift to distance learning for the remainder of the 2019-20 school year. The District has held several meetings, published surveys and created a re-opening work group to formulate and communicate our plans for the 2020-21 school year.

The FUHSD Board of Trustees made the initial decision to come back to in-person learning for the start of 2020-21 school year. The District held more meetings regarding this initial decision. At a special board meeting on July 28, 2020, the FUHSD Board of Trustees made the final decision to open the school year with in-person learning. Options were given to parents who chose not to attend in person. The District, in conjunction with Public Health and Humboldt County Office of Education, created a School Site Specific Protection Plan for each of its sites. The District has implemented many safety protocols, including daily screenings and symptoms checks.

Stakeholder Engagement

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

The Fortuna Union High School District created a survey for parents, students, and staff to solicit feedback and communication regarding the Learning Continuity Plan. In order to reach as many parents and students as possible, FUHSD broadcast through an all-call to encourage and inform the parents and students of the survey. FUHSD sent postcards both in English and Spanish to parents and students. The surveys were in both English and Spanish. All of our board meetings are public with a Public Comment section and public comment on each agenda item to encourage feedback and communication. The District staff is actively participating in each stakeholder meeting to garner input: staff meetings, DELAC meetings, advisory committee meetings, etc.

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

The Fortuna Union High School District has held all of its meetings with a virtual component, via Zoom. The District posted all of its meetings well in advance to ensure ample opportunity for participation.

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

The Fortuna Union High School District received the following feedback from the stakeholder groups: ensuring digital access both with devices and connectivity, safety measures to protect both staff and students, options for distance learning, professional development on using technology in the classroom, providing mental health services to both students and staff, and access to meals.

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

The Fortuna Union High School District's Learning Continuity and Attendance Plan was wholly influenced by the specific stakeholder input. The summary of the stakeholder input was included in the plan in its entirety.

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.]

Fortuna Union High School District is offering in-person instruction, with options for parents choosing to not send their student to in-person classes.

Fortuna High is offering in person, in classroom learning five (5) days per week. Classes are being taught synchronously with distance learners logging on via zoom. Staff teach two periods per day for a duration of 2 hrs 15 min. Class sizes have been reduced to a number of 25 or less students, some attend live in person some attend synchronous via distance learners. Adding sections and keeping class sizes low allow for social distancing needed to safely provide in person learning. PPE devices including masks, shields, barriers, sanitizer, and disinfection measures are all being implemented in order to provide in person learning.

Academy of the Redwoods is offering a hybrid instructional model with students attending on-campus learning on average two days per week and they engage in synchronous distance learning the remainder of the week. We offer three periods a day, the first is 90 minutes and the second and third are each 80 minutes for both on-campus and remote learners. Students who are identified as needing additional support may be encouraged to attend an additional day of on-campus learning as we are able to accommodate. This hybrid model allows for not only geographically neutral instruction, but also helps to keep our in-person class size of 15 and under assuring our ability to maintain physical distance within the classroom. Following recommended safety protocols, including the use of appropriate PPE, daily health screenings, regular hand washing, and use of sanitizer in addition and increased cleaning allows us to offer on-campus instruction. Families also have the option of requesting distance only learning. These students participate in mostly synchronous instruction remotely during the school week.

East High School is offering in-person instruction five days a week. In-person students attend from 8:30 AM to 12:30 PM. Students that opt out of in-person instruction are offered an alternative educational program that limits their exposure to other students. In-person instruction is delivered in the same manner as it has been in the past, with COVID-19 protocols. Students are required to wear facial coverings and desks are setup to insure social distancing.

FUHSD recognizes the importance of hands on learning that is essential to the success of a CTE course offering. The circumstances that ensued with the Spring semester led to a significant skills gap in learning for students enrolled in the various pathways. CTE teachers were tasked with identifying the skill sets that were not presented in the Spring, to determine a course of action when school resumes. Initial assessments were given in the concentrator and capstone courses and teachers developed a modified plan for instruction for the 2020-21 school year. The model adopted by the district that includes the block schedule allows CTE teachers to provide those modifications while also presenting current year curriculum. Longer, uninterrupted class periods allow the CTE students the opportunity to focus on skill attainment and mastery.

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

Description	Total Funds	Contributing
Approximately 12-14 staff members daily from 7:20 am - 8:20 am are providing health and temperature screenings to all students attending in-person instruction. Students are given daily tickets that they turn into their first period class to confirm screening. No touch high volume thermometer stands were purchased along with the daily tickets, symptom posters in English and Spanish, and handheld no touch thermometers.	73,000	

Description	Total Funds	Contributing
<p>Each teacher was given a no touch thermometer, cloth face-mask, face shield with draping, gallon of hand sanitizer, cleaner, rag, desk partitions, standing partition, box of disposable masks and cloth masks for students. The district purchased a washing machine and dryer to launder the rags used to clean classrooms and buses daily. Additional face shields, gloves, tissues, wipes, sanitizer, batteries for thermometers, cleaning solution and rags were purchased to have on hand for increased need. Plexiglass partitions were installed at site's office locations and all staff was provided with a reusable face-mask, hand sanitizer and face-shields as requested. Posters in English and Spanish were printed and displayed across all three campuses regarding social distancing, masks, hand washing, symptoms etc. Markings were put down to indicate required distancing in the cafeteria line and bus pickup location. A new service line was purchased for the cafeteria that provides for increased sanitation.</p>	57,286	
Air Filtration HVAC system upgrades for Fortuna Union High School Site	24,000	

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.]

All classes at Fortuna High are being offered synchronously to distance learners. Doing this allows distance learners as close to in class experience as possible. Students are required to log in during the same time as in person learners. If there are issues prohibiting students from logging in synchronously then an asynchronous option is provided. Assignments are being submitted electronically using Google Classroom.

As an experienced one to one school, the Academy of the Redwoods will continue to use Google Classroom to anchor all instructional materials. All students can find necessary class materials in addition to daily content and announcements in each of their classes' Google Classroom. Classes are being offered synchronously for distance learners to increase engagement and interaction of on-campus and

distance learners. Synchronous instruction is delivered via Zoom and often on-campus learners are also on Zoom in order to allow for small group work in break out rooms for both on and off-campus learners. Distance only learners are invited to request on-campus learning days at any time.

East High School Distance Learners are using the same curriculum as our in-person learners. Each student is assigned one teacher as their advisor. Every student is contacted each day by their advisor to coordinate one on one or group sessions with individual subject matter teachers.

While in-person instruction is the best possible mode of instruction for CTE curriculum, FUHSD recognizes that not all students are able to participate in this way. The distance learning model includes Zoom sessions that occur simultaneously with regular class session. In addition, the CTE pathways have been engaged in making specific accommodations to provide a continuity of instruction and learning and ensure that all students have equal access to the CTE curriculum.

1. Auto, Metal, Building and Construction: Individual students are being scheduled in afternoon time slots for work in the shops when appropriate and all health and safety guidelines can be followed. Inspection sheets and class documents are scanned to be added to google classroom, and zoom demonstrations take place in the regular scheduled class periods.
2. Culinary: Weekly take home boxes for students complete with food items and other necessary supplies are being sent home for student use.
3. Agriculture: Lab kits are sent home to allow students to complete hands on activities and science based labs at home.
4. ICT: Software licensing and programs have been purchased to accommodate distance learners.

All programs have coordinated with the district to allow time for pick up and the delivery of materials. When needed, transportation and other arrangements have been made to allow full access by all students.

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.]

Our LEA has provided devices to all students enrolled at Fortuna High. School conducted survey of enrolled students to determine accessibility issues so they could be addressed. Over 90 percent of students have an internet connection.

Academy of the Redwoods is a one to one program and our LEA has provided each student with a Chromebook for use at home and at school. All-school communications were sent in addition to family surveys inquiring about connectivity at home. Families/students who have indicated connectivity issues were contacted by our school counselor to document and address their individual needs. Due to our rural area, some families are unable to access the internet due to their geographical location. In this case, we were able to help families locate areas near their home where WiFi access was available. Our LEA has ordered hot-spots for qualifying students who are in need to provide internet services at their home as available. Over 92% of students are able to access the internet on their own.

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.]

Teachers take roll for in person and distance learners daily. Attendance is reported to attendance secretary where it is tracked. Students who are not turning work and are not engaged are referred to counselors and administration. Teachers, Counselors, and Administrators are contacting students who are not participating. Methods include Email, Phone, and Google Classroom contacts. In cases where none of these measures are effective the school resource office is making home visits.

Academy of the Redwoods teachers take roll for each class for both on-campus and distance learners who are participating via Zoom. Parent/guardians whose student is marked absent receive a daily phone call home, often, the student will also receive an additional phone call or email outreach. School staff is actively tracking and reaching out to students who are not participating in one or more classes. In each of these cases, we work to address that individual student's needs. This includes offering schedule changes, increased academic advising, and other appropriate support services.

CTE teachers have been monitoring student participation and progress in a variety of ways that are more specific to the nature of a CTE program.

1. Students take pictures of finished projects and send to the instructor for grading.
2. Project journals are kept with detailed logs of hours spent on skills based activities.
3. Instructors have developed video tutorials and assessments for student in their classes.
4. Work based learning hours are being logged with assistance from local industry partners where appropriate.

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.]

The district has hired a part time employee to provide technology professional development. This person provides individual and group professional development.

Academy of the Redwoods staff participated in professional development opportunities during the beginning of the year staff duty days. Additionally, time is spent at our weekly staff meeting sharing distance learning resources and addressing related concerns.

CTE teachers have engaged in a variety of professional development activities that are more specific to the needs of CTE programs.

1. Collaboration sessions with other CTE teacher in the same sector.
2. CTE On-line trainings and activities.
3. Local district support through the technology outreach coordinator.
4. Support from district CTE director and staff.

Staff Roles and Responsibilities

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

This has effectively changed what every single person is doing on our entire campus. Teaching synchronous and asynchronous and in person learning has changed everything. Attendance and accounting has also been drastically changed. Changes include but are not limited to teachers and other staff members facilitating daily health screenings and enforcing new safety protocols in addition to adapting instruction to meet the needs of both in-person and remote learners.

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.]

The district continues to monitor all students on IEP and EL students to make sure they are making progress to goals of graduation. Many services have been adapted to meet the needs of students while learning both on and off campus. The district has also gone to great lengths to ensure access to food services 5 days a week for all students regardless of whether or not they are on campus or remote learners.

Additional support for students with unique needs will be provided by the CTE teachers in a variety of formats.

1. Scheduled hands on learning time with scheduled sessions for individual or small group learning.
2. Transportation for students to attend after school day sessions when necessary.
3. Hands-on learning supplies and take home kits for at home labs.
4. Continued outreach and support via phone calls and email.
5. Flexible curriculum design to allow for a variety of experiences that demonstrate skill attainment.

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

Description	Total Funds	Contributing
Chromebook for every student and related expenses to support and protect the devices	\$236,977	
Wi-Fi Hotspot devices and monthly connection fees for qualifying students on distance learning that lack connectivity due to financial constraints	\$10,000	Yes
Additional 1.4 FTE staffing to support distance learners and additional 0.4 FTE staffing to support technology professional development for teachers	\$153,657	

Description	Total Funds	Contributing
Distance learning curriculum licenses	\$18,000	

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.]

Fortuna High has added sections to reduce class size allowing teachers to give more individual attention to students. The school has also purchased enough devices to be a one to one school helping to ensure that students can access education remotely. Teachers are being provided with professional development to effectively deliver in-person and distance learning synchronously. Fortuna High uses common assessments in math to identify holes in student learning and adjusts instruction to mitigate the learning loss experienced do to closures last year.

As we move to the new school year, we will be administering discipline-specific common assessments to determine present student academic levels. Teachers will be using this data to identify areas of strengths and needs as a first step in mitigating learning loss. Academy of the Redwoods will continue to utilize it's Tier system and assign students an advisory contact who will monitor their progress. Students will be engaged in personalized learning pathways including goal setting to meet their individual academic goals.

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.]

Fortuna High has moved to a block style of instruction allowing students to concentrate on specific subjects and allows teachers to spend more continuous time with students. Specific counseling staff have been assigned to monitor the progress of EL students and additional counseling staff have been assigned to foster youth and homeless students. Case managers have been assessing students with IEP's to ensure that they are making progress on their annual goals.

Academy of the Redwoods is a small program with only 1 to 3 teachers per discipline. In each case, our staff as a whole in addition to individual departments have met to discuss and evaluate vertical articulation and address any gaps in learning experienced during shelter in place last spring. Additionally, our Tier System allows for the monitoring of all individual student progress and students in need are assigned a Course Support or Math Lab period. Identified students are also provided with additional academic advising and engagement strategies. Appropriate case managers continue to assess and monitor progress of students who have IEP's to assure they are on track to meet their learning goals. Our site Foster/Homeless Youth Liaison is monitoring and addressing the needs of this unique population. Teachers are also available for office hours and/or check in times to help support students who need additional guidance.

East High School is a credit recovery style continuation school, not a discipline school. East High's regular program is designed to help students accelerate credit recovery, so they can graduate on time, so learning loss mitigation has always been built into our program. Our English learners are supported by our full time bi-lingual aide and also take EL classes on the comprehensive campus. East High also employs a full time Educational Specialist that tracks and supports our students with exceptional needs. East High has a full time Student Support Counselor that supports our low income, foster youth and homeless students.

Longer and more concentrated class periods will help to mitigate the effects of pupil learning loss. The following strategies will be implemented to address learning loss in the CTE programs while accelerating learning. These strategies assist with the needs of English Learners, low income students, foster youth, students with exceptional needs, and those experiencing homelessness.

1. 2-hour block periods that provide an uninterrupted lab session for students to focus on skill attainment.
2. Additional small group or individual lab experiences that reinforce learning.
3. Outreach and additional personal tutoring hours for students.
4. Home learning kits for students to have access to hands-on experiential learning methods.
5. Video tutorials developed by instructors.
6. Software licensing and products that allow for additional supports and learning.

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.]

Fortuna High school will be using progress, and semester grades to assess the effectiveness of learning loss supports. School will also be using benchmark assessments and writing samples in Math and English to assess student progress.

Academy of the Redwoods staff meets weekly to discuss and monitor student academic and behavior to determine what additional support is needed. Students are required to monitor their own progress and reflect on their weekly engagement by submitting a learning log to their assigned teacher. Staff will use progress grades and semester grades to assess individual student progress as well as identify any program wide patterns of deficiency.

The effectiveness of the CTE specific strategies implemented will be determined by conducting formative assessments early and often. Teachers will work to modify delivery of instruction based on student progress and success. Continual outreach to students and follow up on missed assignments will also help monitor the success of the strategies.

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.]

The Fortuna Union High School District believes that social emotional health and support are vital to our goal of educating the “whole child.” As part of our plan we use the services of multiple counselors, both academic and student services. Our student services counselors, of which we have two, are responsible for many things.

These include:

- Providing support for student/family and offer services during IEP, SST and 504 meetings.
- Crisis Intervention- through one on one counseling, group counseling, brief psycho social assessment, referrals to outside support agencies.
- Collaboration with other staff on student/family support.
- Foster/McKinney Vento youth support services.
- Home visits if needed.
- Case management.
- Present/implement prevention models (i.e. suicide, substance use, self-harm)
- Provide additional support for distance learners and Independent Study students

Certificated and Classified Staff has begun the process of becoming trauma-informed. With the support of administration and counseling staff, student behavior and needs will be looked at through a more trauma informed lens and both staffs will be continuing to receive professional development on trauma informed implementation strategies.

Certificated staff has also been doing daily check-ins as a way to gauge student's daily social emotional status. Fortuna High School has also implemented a program called PACK. Positive-Accountable-Connected-Kind. This includes lesson plans at the beginning of the year and beginning of second semester and includes monthly activities that are all about creating relationships between teachers and staff. East High School is beginning to implement some restorative justice strategies. Academy of the Redwoods continuously works on creating an environment where all these students feel safe and part of a special community.

Many district staff has been seeking professional development in the areas of Trauma Informed Education, Social Emotional Learning and building a better school culture. All of these areas will continue to be areas of professional development and are part of Fortuna High School's WASC plan.

CTE programs will address the social and emotional well-being by providing experiences for students to interact in a social way through the CTSO component of the programs. FFA and Skills USA activities are planned to engage CTE students through fun and interactive forms of group experiences. Leadership development will continue to be embedded in the curriculum that fosters social interaction. Students will have the opportunity to participate in virtual leadership conferences, activities, and events sponsored by the local, region, and state organizations in both FFA and Skills USA. Accommodations will be made for students who have limited access to technology to ensure equal access for all students.

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.]

East High School uses a three-tiered re-engagement strategy for students who are absent from distance learning. Tier one is that the advisor contacts the parents or other authorized contacts. Tier two is our Student Support Counselor reaches out to the family. Tier Three is the administration works with the appropriate local governmental agencies to contact the family and support student engagement. East High School also has a full time Bi-lingual Aide that supports non-English speaking families during this process.

Fortuna High has systems in place to perform outreach to students who are not meeting requirements. A common Google doc has been created identifying students who are not engaged. Teachers phone home to make initial contact, this is followed up with communication from school counseling staff and finally by administration via phone, email, and Google chat.

Fortuna High also utilizes the student support counselor, and student resource officer to make home visits to students who are not logging in for synchronous learning or turning in asynchronous work. Fortuna High uses our bilingual counseling staff, bilingual aid, and translates documents into Spanish for EL learners. Fortuna High also communicates with families via parent information nights about learning expectations, including a specific night for parents of our EL students.

One of the Academy of the Redwoods' re-engagement/educational accessibility strategies is to ensure students have access to online curriculum and instructional support through google classroom. All new students participate in a Chromebook boot camp at the beginning of each year to learn how to use their Chromebook device as well as become familiar with the Google Apps for Education used, including Google Classroom. Students are assigned a Tier level which allows them to receive appropriate scaffold supports. At weekly staff meetings, teachers identify students of concern and the adult responsible for following up with them. Students can also self identify as needing additional support through their Tier logs or direct communication with teachers and/or our academic counselor.

Regular communication with our school community is provided through our daily announcements, Facebook page and website. Informational Zoom meetings were also held for parents/guardians at the beginning of the school year related to safety measures and programming. The district provides translated documents as needed for Spanish speaking families and EL learners. Additionally, the Program Director provides regular updates through email. Written communication also sent to parents/guardians includes, but is not limited to IEPs, 505 Plans, progress reports, and semester grades. Any student who is not regularly engaging in available synchronous instruction is identified and contacted by a trusted teacher, the academic counselor, and/or the program administrator. These students are continually monitored until they are back on track.

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.]

The District's school food service program continues to operate the National School Lunch Program and School Breakfast Program throughout the pandemic by offering remote meals for all students. Distance learners remote meal service includes three, four and 5-day meal packs with a pre-order form. Students on a hybrid-learning model are receiving 3-day meal packs on Tuesday and Thursday and a 4-day meal pack on Friday. Distance learners at all sites may pick up a 5-day pack at Fortuna High School's 14th street parking lot weekly. Meal packs include menu and storing/heating instructions. For students participating in in-person instruction they can pick up prepackaged meals from the cafeteria daily at breakfast and lunch. All meals are reimbursable meals compliant with the nutritional guidelines as provided by the USDA.

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
10.27%	\$1,010,314

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.]

The Fortuna Union High School District is committed to meeting the needs of all students, especially the needs of foster youth, English learners, and low-income students. With the district offering in-person classes, the needs of all students are being met. The district has secured WiFi hot spots. We have prioritized the foster youth, English learners, and low-income students to get these devices. The district

has recently purchased enough Chromebooks for the entire district to go one-to-one devices. All of the services used by these student groups are on site and usable.

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

The Fortuna Union High School District expects to receive approximately \$1,010,314 in supplemental/concentration funding for the 2020-2021 school year to spend on services for the district's 51.32% unduplicated student population (Low Income, English Learners, Homeless and Foster Youth).

In order to support East High's Low Income and Homeless/Foster Youth student percentage of 71.64%, they receive increased individualized instruction due to the staffing of one full time bilingual paraprofessional.

The FUHSD continues to provide a variety of additional supports and services to further support low-income students and Homeless/Foster Youth students within the district. These include access to student-support counselors (<https://www.socialworkers.org/LinkClick.aspx?fileticket=vvUJM-JNAEM%3D&portalid=0>) at each school site (1.0 FHS, .2 AR, and .8 East), access to college/career instruction at AR (.2) and CTE advising at Fortuna High. The Fortuna High Student Support Counselor also serves as the Foster Youth Liaison for the district. Access to college/career instruction and CTE advising is especially valuable support for Low-Income and Homeless/Foster Youth students, who may not have access to related support at home.

The FUHSD continues to support transportation and food services at expenses beyond state reimbursement. These extra services help ensure low-income students are at school (<http://www.americanschoolbuscouncil.org/issues/access-to-learning>) and able to learn without the distraction of hunger (<http://frac.org/programs/national-school-lunch-program>).

FUHSD will employ a Dean of Students, School Psychologist and a Bilingual campus wide supervisor. These three positions will contribute toward a positive school climate, pupil engagement in the school community, and support of students with social and emotional needs.

In order to support English Learners, the FUHSD continues to provide English Language Development instruction (.4) at Fortuna High and offers courses for native Spanish speakers (.2). One full time bilingual aide will also continue to be staffed in order to support English Language development and support the academic achievement of English Learners. To facilitate appropriate academic counseling and effective home-to-school communication, the FUHSD employs a bilingual counselor at Fortuna High and allocates a stipend for additional translation services. The bilingual counselor facilitates district CELDT/LPAC testing.

