

For 2020-21 the school will receive an estimated **\$41,337 from the school land trust fund**. This is money earned from state-owned lands that is divided among all public schools. It represents about 1.5% of our annual budget. **The parents must review and approve how this money is spent.**

We propose that we use the trust land dollars in 2020-21 to continue our **student advisory program**. The specific goal is:
Improve reading skills, graduation rate, college and career placement, academic achievement, technology skills, attendance and study habits by supporting and strengthening the school-wide advisory program.

Advisory meets 109 minutes per week and is focused on college and career readiness, technology readiness, and community readiness, with specific objectives for each grade level. The funds will pay for up to 12% of teacher salary and fringe benefits for up to 15 advisory teachers. The actual cost of advisory is about \$86,000, so the trust land funds pay for only a portion of it. We have used trust land funds for this purpose nearly every year. We expanded advisory in 2018-19 to include a structured non-fiction reading program, which we plan to continue. In 2020-21 we will revise and formalize the progression of computer skills and career preparation content taught in advisory.

We will measure the success of the advisory program with the following measures:

Growth in Reading Inventory scores.

Percent of graduates who apply for FAFSA and college or other training.

Four- and five-year graduation rate.

Percent of Ds and Fs compared to all grades awarded.

Overall and grade level attendance and tardy rates.

Percent of students with attendance lower than 80% and lower than 90%.

State test median growth percentiles by subject.

We used the 2018-19 funds and are using the 2019-20 land trust funds for the same purpose: To support our advisory program. Here are the progress measures from 2018-19:

91% of the 35 graduates completed a FAFSA application. 80% of the graduates completed a college application.

The four-year graduation rate for the class of 2019 was 41.3%. The five year graduation rate for the class of 2018 was 63.3%. The four-year rate is down but the 5-year rate is up compared to the previous year.

7.5% of grades awarded were Ds; 5.5% were Fs. This is a little higher than last year, and higher than our average.

The overall attendance rate was down to only 88%, the lowest rate we have had.

Chronic poor attendance was up: 9.1% had attendance less than 80%, 31.4% had attendance less than 90%. We made MORE efforts to address poor attendance, but we had an influx of older students with attendance problems, and we are no longer able to make juvenile court referrals for truancy.

Median growth percentiles on state end-of-level tests were: For English, 43; for math, 36, and for science, 41. English is up a somewhat and math and science down somewhat from the previous year. Fewer students are taking the tests because 11th and 12th graders are not included, and this may account for the fluctuations.

We administered the Reading Inventory for the first time in December and then in April. Average growth was low, at 14 points, and 35% of students reaching the standard growth target of 35 or more points. (But these numbers have improved noticeably in the 2019-20 school year).