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Willows High School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest
DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Willows High School
Street	203 North Murdock Avenue
City, State, Zip	Willows, CA 95988
Phone Number	(530) 934-6611
Principal	David Johnstone
E-mail Address	djohnstone@willowsunified.org
Web Site	www.willowsunified.org/whs
CDS Code	11-62661-1132851

District Contact Information	
District Name	Willows Unified School District
Phone Number	530.934.6600
Superintendent	Mort Geivett, Ed.D.
E-mail Address	mgeivett@willowsunified.org
Web Site	www.willowsunified.org

School Description and Mission Statement (School Year 2017-18)

Willows High School is a four-year comprehensive high school. It is located in Glenn County in the Northern Sacramento Valley. Willows High School is one of four schools in the Willows Unified School District with an approximate enrollment of 463.

Willows High School was granted a three year WASC accreditation in 2015 and prides itself in preparing students for several different avenues beyond high school. On the average, 40% of each class over the last five years took the SAT and 19% took the ACT as part of their preparation for higher education; the many Career Technical Education Programs offered at the school provides students options for vocational pathways.

There is a full slate of athletic teams from freshmen sports to varsity sports for both males and females to participate in at Willows High School. These include football, volleyball, swimming, tennis, basketball, wrestling, soccer, track, golf, baseball and softball. The high school is a member of the Sacramento Valley League under the direction of the Northern Section of the California Interscholastic Federation. In addition to the athletics program, there are clubs and leadership organizations such as Cultural Awareness Club, Friday Night Live, S.W.A.T. (Students Working Against Tobacco), Future Farmers of America, California Scholastic Federation, Willows High Music Club, Interact Club, Academic Decathlon, and the Spanish Club.

In a recent parent survey, the parents indicated they feel a sense of involvement, feel welcome and they support the school and its goals. There are two active parent/community support organizations, the Music Boosters and the Willows High School Boosters. Both organizations provide invaluable assistance in the operation of the athletic, academic and music programs. Each year the Willows High Boosters' clubs donate approximately $20,000 annually to those programs. Also, each year the parents of the seniors organize a Sober Grad Night. In addition, there are many organizations and service clubs that provide scholarships and educational grants to our deserving graduating seniors. We continue to improve and upgrade our access to the world of knowledge via computer technology and the Internet for our staff and students. We are preparing to meet the challenge of our changing local student population and the curricular changes that are being implemented by the school board, the State Department of Education and the Governor. We are committed to providing the best education possible for all our students in a safe, inviting atmosphere designed with our students' success in mind.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 9	126
Grade 10	117
Grade 11	106
Grade 12	109
Total Enrollment	458

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	2
Asian	5.2
Filipino	0.2
Hispanic or Latino	46.3
Native Hawaiian or Pacific Islander	0.7
White	43.7
Two or More Races	1.1
Socioeconomically Disadvantaged	56.6
English Learners	13.3
Students with Disabilities	14.4
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	29	28	27	70
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 05-04-2017

Based on requirements from the Williams Legislation, all students are to have the most current textbooks and the textbooks must be aligned to the standards. In all core curriculum areas, the most current, standards aligned textbooks have been purchased and every student has a textbook.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Language Network 9-11, Language of Literature (McDougall Littell) 9-12 Edge Reading, Writing & Language (Hampton-Brown) 101 Great American Poems & Great Short Stories by American Women (Dover) Building Real Life Englisj Skills (National Textbook Co.)	Yes	0
Mathematics	Accelerated Math, Basic Mathematics (Fearon), Algebra 1, Algebra 2 (Prentice Hall), Geometry, Pre-Calculus, Calculus (Prentice Hall), CPM (College Preparatory Mathematics), Algebra (AGS), Core Connections, Integrated 1 & 2 (CPM)	Yes	0
Science	Modern Biology, Chemistry, Physics, Earth Systems, Biology Living Systems, Chemistry (Glencoe, Holt, Prentice Hall, Mosby, & AGS))	Yes	0
History-Social Science	AP US History, American Reconstruction, Enduring Vision, The Americans, World History Patterns of Interaction (Houghton-Mifflin & McDougal Littell)	Yes	0
Foreign Language	Realidades 1, 2, 3, A (Prentice Hall), Tu Mundo (Heath), The Joy of Signing (Gospel Pub. House)	Yes	0
Health	Human Sexuality, Nutrition & Fitness, Sports Medicine (Goodheart Wilcox & Thomson Delmar)	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Willows High School Construction Dates:
Ag Building – Unit 600 - 1947
Main Building/Boiler – 200 - 1948
Garage - 1950
Ag Storage/Greenhouse 1963
Cafetorium/Gym Unit – 100 - 1965
Industrial Arts Shops – Units 400-500 - 1976
Counseling – enclosed, was a porch in 1967

Willows High School prides itself in being a safe, clean, well-kept campus. Two full-time custodians clean the school on a daily basis with the restrooms being cleaned daily. District-wide maintenance and grounds personnel are available to all schools in the district, providing well-groomed landscaping and ensuring that the facilities are always in operational order.

In the summer of 2017, our district started utilizing our Measure B Bond with upgrades in facilities at Willows High School. They started with new roofing school-wide and school-wide wiring for access to high speed internet. Future plans are for painting the school in the Fall, and planned for 2018 include new gym bleachers, a new HVAC system and upgrades, and remodeled girls and boys locker rooms/bathrooms. Also, our district is committed to technology and providing resources and tools for our students in the means of chrome carts.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<table>
<tr><th colspan="5">School Facility Good Repair Status (Most Recent Year)
Year and month of the most recent FIT report: 09/11/2017</th></tr>
<tr><th rowspan="2">System Inspected</th><th colspan="3">Repair Status</th><th rowspan="2">Repair Needed and
Action Taken or Planned</th></tr>
<tr><th>Good</th><th>Fair</th><th>Poor</th></tr>
<tr><td>**Systems:** Gas Leaks, Mechanical/HVAC, Sewer</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Interior:** Interior Surfaces</td><td></td><td></td><td>X</td><td>Lockers are dented and abused. Showers are not in good shape.</td></tr>
<tr><td>**Cleanliness:** Overall Cleanliness, Pest/ Vermin Infestation</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Electrical:** Electrical</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Restrooms/Fountains:** Restrooms, Sinks/ Fountains</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Safety:** Fire Safety, Hazardous Materials</td><td>X</td><td></td><td></td><td></td></tr>
<tr><td>**Structural:** Structural Damage, Roofs</td><td>X</td><td></td><td></td><td>New overlay done on the roof in summer 2017.</td></tr>
<tr><td>**External:** Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>X</td><td></td><td></td><td></td></tr>
</table>

Overall Facility Rating (Most Recent Year)

<table>
<tr><th colspan="5">Year and month of the most recent FIT report: 09/11/2017</th></tr>
<tr><th rowspan="2">Overall Rating</th><th>Exemplary</th><th>Good</th><th>Fair</th><th>Poor</th></tr>
<tr><td></td><td></td><td>X</td><td></td></tr>
</table>

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	43	42	32	27	48	48
Mathematics (grades 3-8 and 11)	3	12	20	21	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	105	95.45	41.9
Male	53	51	96.23	33.33
Female	57	54	94.74	50
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	48	47	97.92	27.66
White	55	52	94.55	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	55	91.67	36.36
English Learners	24	23	95.83	13.04
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	110	105	95.45	12.38
Male	53	51	96.23	9.8
Female	57	54	94.74	14.81
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	48	47	97.92	4.26
White	55	52	94.55	19.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	60	55	91.67	9.09
English Learners	24	23	95.83	0
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	30	--	33	31	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Career Technical Education Programs (School Year 2016-17)

Some high schools offer courses intended to help students prepare for the world of work. These career technical education courses (CTE is formerly known as vocational education) are open to all students.

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	375
% of pupils completing a CTE program and earning a high school diploma	4%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	88%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	96.35
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	20.24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
9	23.8	20.6	31.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents have many opportunities to become involved in their child's education: Back to School Night, Project Night/Open House, Willows High Booster Club, Music Booster Club, School Site Council, English Language Advisory Committees, and as a Parent Volunteer in the classroom and through the many clubs on campus.

Please contact the school principal, David Johnstone at 530-934-6611, to find out how you can participate.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
Dropout Rate	5.5	6.5	1.2	11.3	10.3	5	11.5	10.7	9.7
Graduation Rate	91.74	92.47	97.65	84.68	85.98	93.07	80.95	82.27	83.77

Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	**District**	**State**
All Students	98.82	92.16	87.11
Black or African American	100	100	79.19
American Indian or Alaska Native	100	75	80.17
Asian	100	80	94.42
Filipino	0	0	93.76
Hispanic or Latino	95.45	89.09	84.58
Native Hawaiian/Pacific Islander	100	100	86.57
White	100	97.06	90.99
Two or More Races	0	0	90.59
Socioeconomically Disadvantaged	87.5	77.78	63.9
English Learners	100	77.78	55.44
Students with Disabilities	100	93.24	85.45
Foster Youth	0	0	68.19

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Suspensions	4.75	2.75	10.39	2.73	2.43	8.64	3.79	3.65	3.65
Expulsions	0	0	0	0	0	0	0.09	0.09	0.09

School Safety Plan (School Year 2017-18)

An extensive school safety plan, updated annually, in accordance with SB 187, has been developed and implemented. This plan includes the following emergency procedures: traumatic incidents, imminent danger procedure-Code Red, evacuation/relocation procedure, civil defense/disorder, bomb threat/bomb emergency, earthquake, chemical spill, crime in progress, and fire/explosion. Staff and students practice fire, earthquake, and the Code Red Lockdown each semester. Teachers and students are familiar with the procedures. Safety is high priority at Willows High School. The plan was reviewed and updated September, 2017.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2009-2010
Year in Program Improvement*	Year 5	Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	17	17	9		18	14	10	2	15	20	8	1
Mathematics	18	12	6	2	19	11	7	2	14	21	8	
Science	21	4	7		24	4	8	1	22	5	7	3
Social Science	21	6	9		19	8	8	1	21	5	9	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.75	252
Library Media Services Staff (Paraprofessional)	1.0	N/A
Nurse	0.32	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,788	$2,160	$8,172	$73,986
District	N/A	N/A	$40,488	$78,595
Percent Difference: School Site and District	N/A	N/A	-79.8	-7.4
State	N/A	N/A	$6,574	$62,381
Percent Difference: School Site and State	N/A	N/A	37.8	23.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2016-17)

We are required to report financial data from the 2016-17 school year by the California Department of Education. More recent financial data is available on request from the district office. It is important to note when comparing Teacher and Administrative Salaries, these salaries include BOSS (Benefits on Salary Schedule).

Spending per Student:

To make comparisons possible across schools and districts of varying sizes, we first report our overall spending per student. We base our calculations on our average daily attendance (ADA) for the 2016-17 school year.

We've broken down expenditures by the type of funds used to pay for them. Unrestricted funds can be used for any lawful purpose. Restricted funds, however, must be spent for specific purposes set out by legal requirements or the donor. Examples include funding for instructional materials and teacher and principal training funds.

Next to the figures for the district and state averages, we show the percentage by which the school's spending varies from the district and state averages. For example, we calculate the school's variance from the district average using this formula:

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$56,860	$41,164
Mid-Range Teacher Salary	$75,360	$61,818
Highest Teacher Salary	$96,467	$84,567
Average Principal Salary (Elementary)	$107,420	$96,125
Average Principal Salary (Middle)	$118,929	$103,336
Average Principal Salary (High)	$104,501	$101,955
Superintendent Salary	$148,772	$126,855
Percent of Budget for Teacher Salaries	40%	32%
Percent of Budget for Administrative Salaries	6%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

Advanced Placement (AP) Courses (School Year 2016-17)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
English	1	N/A
Social Science	1	N/A
All courses	2	6.7

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Time is set aside for their continuing education and professional development. Collaboration days are scheduled every other Wednesday with additional staff meetings to discuss and implement the direction for addressing standards, common assessments, and overall student performance based on prior years CST and CAASPP scores, and to prepare for WASC Accreditation. Professional Learning Communities and collaboration are an important part of our academic process because academic excellence is important to us.

We have also implemented instructional rounds with some instructional practices as our focus. We have three coaches working and supporting staff. Seven days during the school year are set aside for instructional rounds where the coaches go into classrooms with other teachers to observe and discuss the instructional practices seen throughout the day. Lunchtime is set aside for an opportunity to collaborate and dissect the things seen in the different classrooms.

Professional development is also encouraged and funded through the Educator Effectiveness Grant. This has allowed teachers the opportunity to find subject specific development and support rather than administration trying to find something that works well for the majority of the staff. It also allows for a more personalized approach which administration really encourages.