

Willows High School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	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
Email Address	djohnstone@willowsunified.org
Website	www.willowsunified.org/whs
County-District-School (CDS) Code	11-62661-1132851

Entity	Contact Information
District Name	Willows Unified School District
Phone Number	530.934.6600
Superintendent	Mort Geivett, Ed.D.
Email Address	mgeivett@willowsunified.org
Website	www.willowsunified.org

School Description and Mission Statement (School Year 2019-20)

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 494.

Willows High School was granted a six year WASC accreditation in 2018 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 77% 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, cross country, 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 Key Club, FCCLA, Meats (Math, Engineering, Arts, Technology, Steam) Club (Robotics), Friday Night Live, S.W.A.T. (Students Working Against Tobacco), ESPORTS, Future Farmers of America, California Scholastic Federation, Willows High School 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 three active parent/community support organizations, the Music Boosters, FFA Boosters, and the Willows High School Boosters. All three 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 2018-19)

Grade Level	Number of Students
Grade 9	117
Grade 10	113
Grade 11	121
Grade 12	115
Total Enrollment	466

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	3.2
Asian	4.1
Filipino	0.4
Hispanic or Latino	47.6
Native Hawaiian or Pacific Islander	0.4
White	42.1
Two or More Races	1.5
Socioeconomically Disadvantaged	60.9
English Learners	7.5
Students with Disabilities	14.6
Foster Youth	0.2
Homeless	6.2

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	27	26	26	72
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	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 05/02/2019

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 Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Language of Literature (McDougall Littell) 9-12 Edge Reading, Writing & Language (Hampton-Brown)	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 - 3 (CPM 2015-16)	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 (Houghton-Mifflin & McDougal Littell), United States History, The 20th century, World History, The Modern World , Voyages in World History AP Edition	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 (Goodheart, Wilcox)	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 August of 2018, our district utilized our Measure B Bond with upgraded facilities at Willows High School. They completed the cafeteria restroom and flooring, 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 technology funding.

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

Year and month of the most recent FIT report: 09/19/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	HVAC Controls are old and outdated. They frequently have issues and will not call for heat or cooling when it is needed.
Interior: Interior Surfaces	Fair	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Boys restroom has cracks in the wall tiles and the urinal closes to the exterior wall has broke due to the ground shifting. The bathrooms smell bad of urine.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	39	51	25	31	50	50
Mathematics (grades 3-8 and 11)	5	15	19	20	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	113	113	100.00	0.00	51.33
Male	56	56	100.00	0.00	46.43
Female	57	57	100.00	0.00	56.14
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	47.46
Native Hawaiian or Pacific Islander					
White	46	46	100.00	0.00	60.87

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races					
Socioeconomically Disadvantaged	68	68	100.00	0.00	44.12
English Learners	18	18	100.00	0.00	5.56
Students with Disabilities	13	13	100.00	0.00	7.69
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	112	100.00	0.00	15.18
Male	56	56	100.00	0.00	19.64
Female	56	56	100.00	0.00	10.71
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	59	59	100.00	0.00	8.47
Native Hawaiian or Pacific Islander					
White	45	45	100.00	0.00	24.44
Two or More Races					
Socioeconomically Disadvantaged	68	68	100.00	0.00	2.94
English Learners	18	18	100.00	0.00	0.00
Students with Disabilities	13	13	100.00	0.00	0.00
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Career Technical Education Programs (School Year 2018-19)

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 2018-19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	404
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	55.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

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

UC/CSU Course Measure	Percent
2018-19 Pupils Enrolled in Courses Required for UC/CSU Admission	98.93
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	30.53

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	26.8	19.6	40.2

Note: Percentages are not calculated and double dashes (--) appear in the table 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 school site.

Opportunities for Parental Involvement (School Year 2019-20)

Parents have many opportunities to become involved in their child's education: Back to School Night, Project Night/Open House, Willows High Booster Club, FFA Boosters, 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 2015-16	School 2016-17	School 2017-18	District 2015-16	District 2016-17	District 2017-18	State 2015-16	State 2016-17	State 2017-18
Dropout Rate	1.2	4.6	2	5	5.8	4.5	9.7	9.1	9.6
Graduation Rate	97.6	92.6	94.9	93.1	90.1	91.8	83.8	82.7	83

For the formula to calculate the 2016-17 and 2017-18 adjusted cohort graduation rate, see the 2018-19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	10.4	6.1	7.7	8.6	7.5	5.5	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

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, 2019.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	15	20	8	1	17	13	12		18	13	10	1
Mathematics	14	21	8		16	18	6	2	20	10	10	
Science	22	5	7	3	22	6	7	1	24	5	6	1
Social Science	21	5	9	2	23	6	6	3	21	10	5	4

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	310.7

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10,153	\$1,090	\$9,063	\$69,145
District	N/A	N/A	\$8,769	\$80,708
Percent Difference - School Site and District	N/A	N/A	3.3	-15.4
State	N/A	N/A	\$7,506.64	\$64,732.00
Percent Difference - School Site and State	N/A	N/A	37.8	23.9

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

We are required to report financial data from the 2018-19 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 2018-19 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 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$60,840	\$43,574
Mid-Range Teacher Salary	\$80,635	\$63,243
Highest Teacher Salary	\$103,220	\$86,896
Average Principal Salary (Elementary)	\$123,999	\$103,506
Average Principal Salary (Middle)	\$126,160	\$108,961
Average Principal Salary (High)	\$131,148	\$108,954
Superintendent Salary	\$162,551	\$136,125
Percent of Budget for Teacher Salaries	38%	30%
Percent of Budget for Administrative Salaries	6%	6%

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

Advanced Placement (AP) Courses (School Year 2018-19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	1	N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	3	7.9

Note: 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)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13 Part days; 2 Full days	13 Part days; 2 Full days	13 Part days; 2 Full days

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 CAASPP scores, and to excel with our 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 two coaches working and supporting staff. Six 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 District's Professional Development Funds. 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.