

School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/fq/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.

Phuong Nguyen, Principal

 Principal, Century High

About Our School

Welcome to Century High School, Home of the Centurions. It is our mission that students will experience a rigorous and comprehensive academic program with access to support services in a nurturing environment where they can strive to develop a strong sense of self, become more resilient, and productive citizens. It is with great enthusiasm that I welcome you back for the new school year. I am truly honored and humbled to be your Principal, and I look forward to working with all of you to make this year a successful school year. Century High School, Home of the proud Centurions, is an Alternative Education Program in the Alhambra Unified School District. Century High School is a designated Model Continuation High School by the California Department of Education for our exemplary practices. We serve 11th and 12th grade students on a newly built high school campus. We deliver rigorous academic programs by a caring, student centered faculty and staff. Students have the opportunity to master high school graduation requirements in an accelerated credit recovery learning environment. In addition to teacher facilitated instruction, students may also access recovery of credit through a digital format with our online learning features. Century High School students may also participate in the Athletic Program, representing our school in flag football, basketball and coed-softball throughout the school year. Partnerships with local California community colleges have enhanced the instructional experience at both schools and have built connections to post-secondary endeavors for each student. Both students and staff take great pride in our school and its accomplishments. We welcome you to our campus and invite you to join our pursuit of excellence. Finally, the faculty and staff look forward to a productive partnership with you and your student to ensure they achieve their highest potential in the upcoming school year. We thank you for your support and look forward to meeting you and working with you to support your student. If you have any further questions, please do not hesitate to contact my office at 626-943-6681. Once again, thank you and let's make this a great year!!!!

Contact

Century High
20 South Marengo Ave.
Alhambra, CA 91801-1947

Phone: 626-943-6680
E-mail: nguyen_phuong@ausd.us

About This School

Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Alhambra Unified
Phone Number	(626) 943-3330
Superintendent	Denise Jaramillo
E-mail Address	jaramillo_denise@ausd.us
Web Site	http://www.ausd.us

School Contact Information (School Year 2018—19)	
School Name	Century High
Street	20 South Marengo Ave.
City, State, Zip	Alhambra, Ca, 91801-1947
Phone Number	626-943-6680
Principal	Phuong Nguyen, Principal
E-mail Address	nguyen_phuong@ausd.us
Web Site	http://www.ausd.us
County-District-School (CDS) Code	19757131930122

School Description and Mission Statement (School Year 2018—19)

Century High School is one of five secondary schools in the Alhambra Unified School District. As a continuation, Century provides instruction and guidance for a diverse population. Students who are sixteen years of age or older may request or are referred to CHS for many reasons. The majority of students have had a number of challenges in their educational career. The staff is trained to improve the behavior and educational ability of all students. Success means a return to the comprehensive high school, a Century High School diploma, or a commitment to continue with college/career goals. The student body averages 130 students. Over 200 students are served during the course of a school year because the population is ever changing. The school faculty consists of a principal, seven teachers, one RSP teacher, one guidance counselor, one Gateway to Success counselor, and eight support staff members. Century High School is a new state of the art campus opened in the Fall of 2011.

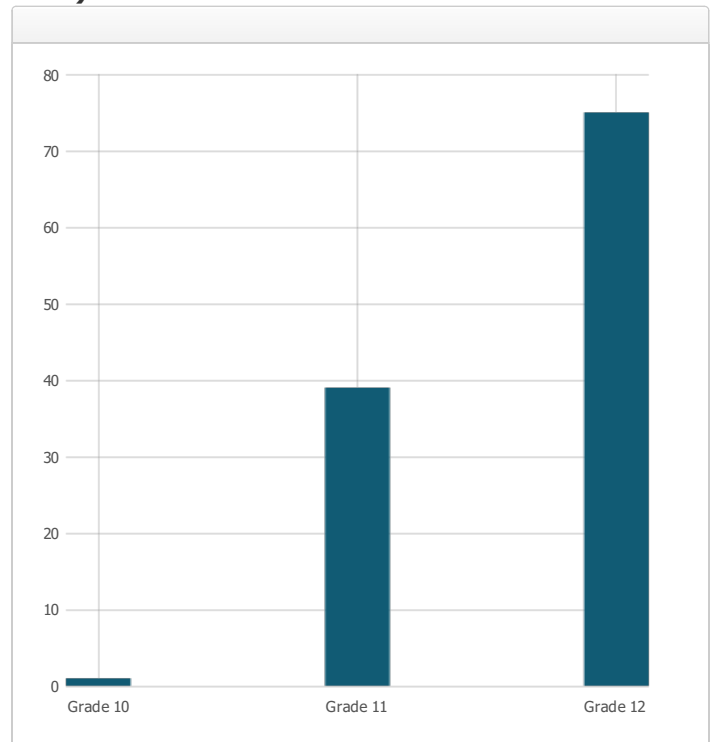
Mission Statement: Century High School students will experience a rigorous and comprehensive academic program with access to support services in a nurturing environment where they can strive to develop a strong sense of self, become more resilient, and productive citizens.

Vision Statement: Century High School is an individualized alternative education program in which students aspire to become responsible citizens, lifelong learners, and critical thinkers trained for the modern workforce.

Last updated: 12/18/2018

Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Grade 10	1
Grade 11	39
Grade 12	75
Total Enrollment	115

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	%
Asian	9.6 %
Filipino	0.9 %
Hispanic or Latino	78.3 %
Native Hawaiian or Pacific Islander	%
White	3.5 %
Two or More Races	6.1 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	80.0 %
English Learners	19.1 %
Students with Disabilities	6.1 %
Foster Youth	6.1 %

A. Conditions of Learning

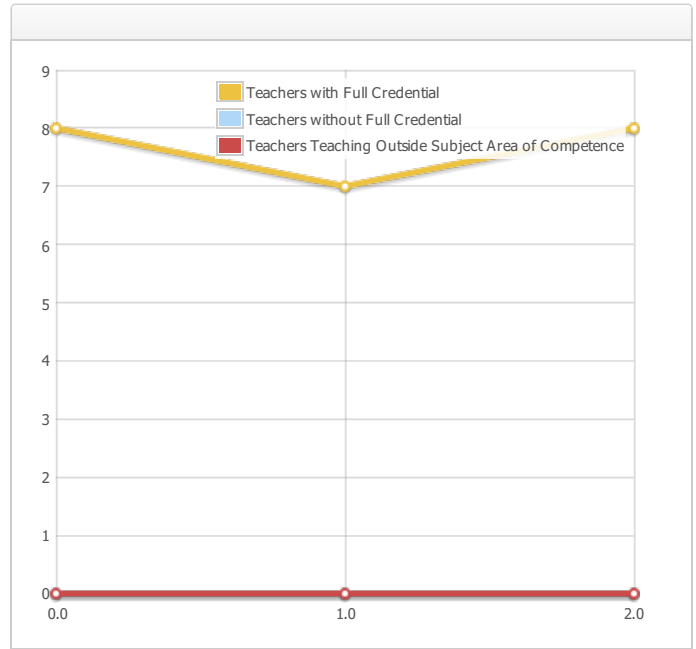
State Priority: Basic

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

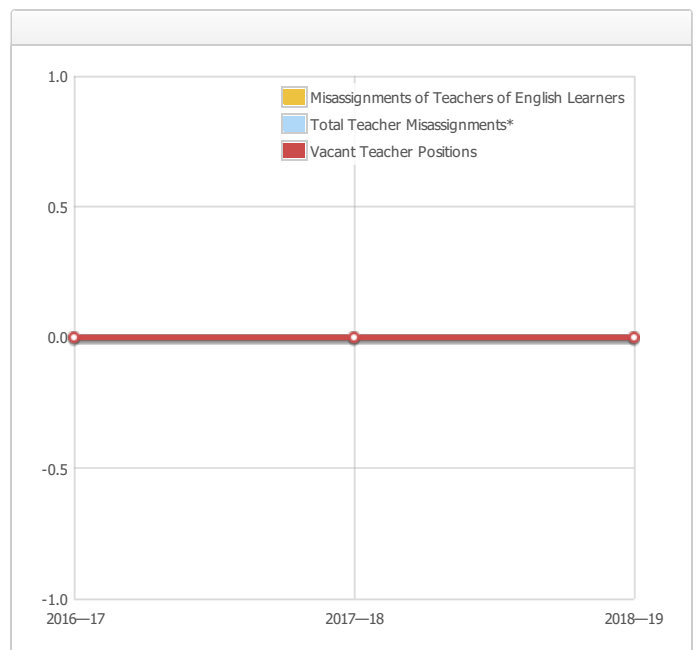
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	7	8	713
Without Full Credential	0	0	0	6
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 12/18/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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.

Last updated: 12/18/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pearson	Yes	0.0 %
Mathematics	Houghton Mifflin Harcourt (HMH)	Yes	0.0 %
Science	Prentice Hall	Yes	0.0 %
History-Social Science	McDougal Littel, 2006 McGraw-Hill, 2006 Prentice Hall, 2006	Yes	0.0 %
Foreign Language	McDougal Littel, 2001 Prentice Hall, 2001 Heinie and Heinie, 2001 US International Press, 2001	Yes	0.0 %
Health			0.0 %
Visual and Performing Arts	Glencoe	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/19/2018

School Facility Good Repair Status

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/Doors/Gates/Fences		

Overall Facility Rate

Year and month of the most recent FIT report:

Overall Rating

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 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	5.0%	10.0%	63.0%	63.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	2.0%	55.0%	55.0%	37.0%	38.0%

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 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	59	59	100.00%	--
Male	32	32	100.00%	9.38%
Female	27	27	100.00%	11.11%
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	11	11	100.00%	27.27%
Filipino				
Hispanic or Latino	43	43	100.00%	6.98%
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	54	54	100.00%	9.26%
English Learners	20	20	100.00%	--
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 2017—18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	58	58	100.00%	1.72%
Male	32	32	100.00%	3.13%
Female	26	26	100.00%	
Black or African American	--	--	--	
American Indian or Alaska Native				
Asian	11	11	100.00%	9.09%
Filipino				
Hispanic or Latino	43	43	100.00%	
Native Hawaiian or Pacific Islander				
White				
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	53	53	100.00%	1.89%
English Learners	20	20	100.00%	5.00%
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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 High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2016–17	School 2017–18	District 2016–17	District 2017–18	State 2016–17	State 2017–18
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: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education (CTE) Participation (School Year 2017–18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	--
Percent of CTE Courses 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
2017–18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	2.8%

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 area of physical education

California Physical Fitness Test Results (School Year 2017—18)

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
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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 school site

Opportunities for Parental Involvement (School Year 2018—19)

Century High School has a long standing tradition of involving parents in their child's educational experience. Each student is met with a counselor or Principal when they first enrolled in school. A mandatory orientation is held at the beginning of the year to go over the guidelines and expectations of Century High School. Parent conferences are held throughout the year to review credits and graduation progress with student and parents. Parents receive student updates from the teachers throughout the school year. Parents are part of the School Site Council and participate in monthly Parent Walkthroughs, Coffee with the Principal, Tea with the Principal, 6 Parent Workshops a year and a FAFSA night. Parents are also encouraged to attend the Annual Back to School Night and Open House as well as parent conferences. All parents are invited to Senior Meetings and Back to Traditional High Schools Meetings.

State Priority: Pupil Engagement

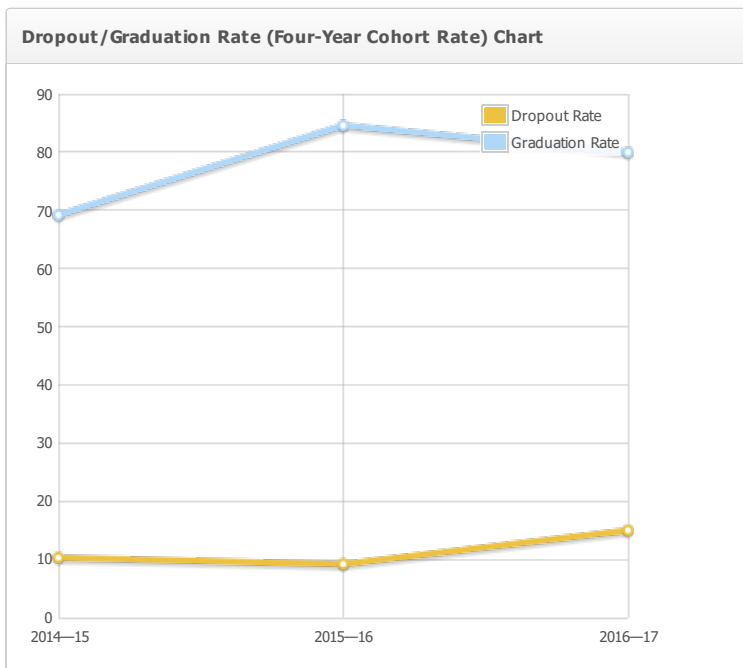
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	10.3%	9.2%	2.6%	1.7%	10.7%	9.7%
Graduation Rate	69.2%	84.6%	94.1%	95.8%	82.3%	83.8%

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	15.0%	2.5%	9.1%
Graduation Rate	80.0%	94.2%	82.7%



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

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Student Group	School	District	State
All Students	59.0%	95.1%	88.7%
Black or African American	0.0%	81.3%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	40.0%	96.6%	94.9%
Filipino	0.0%	100.0%	93.5%
Hispanic or Latino	66.0%	92.8%	86.5%
Native Hawaiian or Pacific Islander	0.0%	100.0%	88.6%
White	0.0%	90.0%	92.1%
Two or More Races	100.0%	100.0%	91.2%
Socioeconomically Disadvantaged	68.4%	98.0%	88.6%
English Learners	80.0%	88.0%	56.7%
Students with Disabilities	100.0%	83.9%	67.1%
Foster Youth	33.3%	54.6%	74.1%

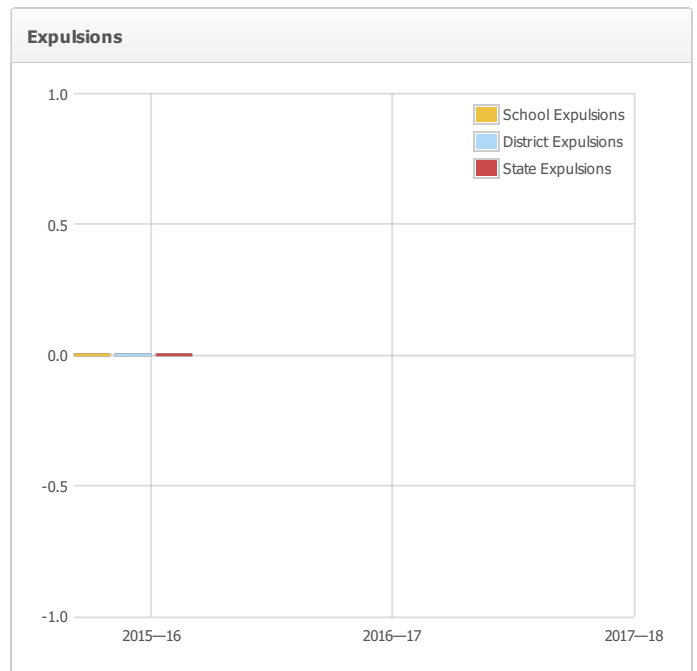
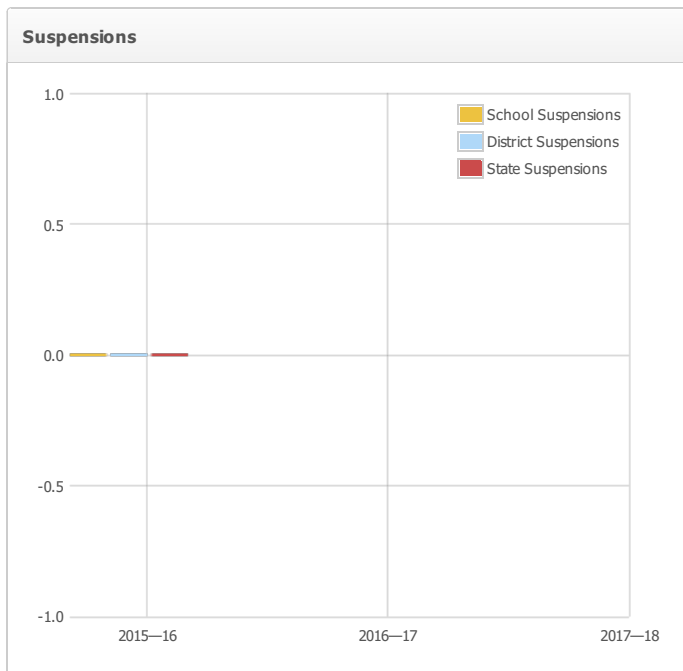
State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	--	--	--	--	--	--	--
Expulsions	--	--	--	--	--	--	--	--	--



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.

Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Last updated: 12/19/2018

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	22.0	8		2
Mathematics	16.0	9		
Science	15.0	8		
Social Science	16.0	10		1

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	8.0	16		
Mathematics	8.0	12		
Science	9.0	7		
Social Science	9.0	15		

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	10.0	11		
Mathematics	12.0	9		
Science	10.0	7		
Social Science	9.0	13		

* 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 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		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.

Last updated: 12/19/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12911.0	\$3606.0	\$9306.0	\$92051.0
District	N/A	N/A	\$6527.0	\$84454.0
Percent Difference – School Site and District	N/A	N/A	42.6%	9.0%
State	N/A	N/A	\$6574.0	\$79665.0
Percent Difference – School Site and State	N/A	N/A	30.6%	15.6%

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

Last updated: 12/19/2018

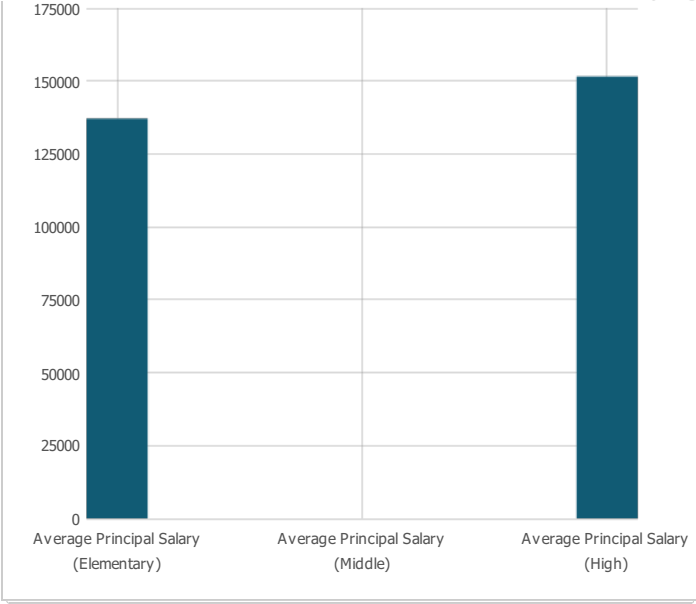
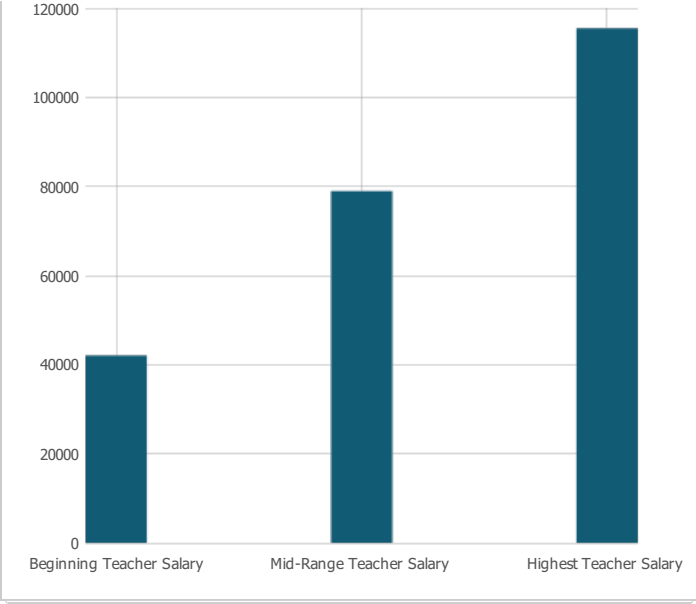
Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,062	\$49,512
Mid-Range Teacher Salary	\$78,943	\$77,880
Highest Teacher Salary	\$115,477	\$96,387
Average Principal Salary (Elementary)	\$137,139	\$123,139
Average Principal Salary (Middle)	\$	\$129,919
Average Principal Salary (High)	\$151,560	\$140,111
Superintendent Salary	\$259,314	\$238,324
Percent of Budget for Teacher Salaries	32.0%	36.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart



Advanced Placement (AP) Courses (School Year 2017—18)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

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

Professional Development

Every school in the Alhambra Unified School District is committed to improvement in student learning. Teachers are actively participating in standards-based professional development, assessment and instructional strategies to help all students meet grade level standards. Alhambra Unified School District offers staff development opportunities to teachers, administrators, and instructional aides. Staff members build teaching skills and concepts through participation in conferences, workshops and collaboration meetings throughout the year.

Throughout the school year, Instructional Specialists as well as consultants provide professional development on district initiatives is provided to teachers through the use of substitutes. This includes: Thinking Maps, Lesson Study, GATE Level II & III training, technology, English Language Development, and transition to Common Core State Standards (CCSS) in ELA and mathematics. At the high school level, all teachers receive professional development on CCSS integration into their subject matter standards with a focus on English Language Arts.

The Alhambra Unified School District offers several programs to support new and veteran teachers in their classroom skills and to ensure continued professional development. Beginning Teacher Support and Assessment (BTSA) Induction provides new teachers with assistance and support over a two-year period. The District's Peer Assistance and Review (PAR) program is designed to assist both veteran and new teachers by providing in-class support.

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