



Climbing Towards College & Career Readiness

School Accountability Report Card (SARC) 2011 - 2012



An annual report to the community about teaching, learning, test results, resources, and measures of progress in our school

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I. Principal's Message and Overview

The School Accountability Report Card is issued annually for each school in the State of California and provides an assessment of selected conditions related to the school, its resources, its successes, and the areas in which improvements may be needed.

As you read this report for our school, I believe that a picture will emerge of a school dedicated to the teaching profession, a qualified faculty that is professionally and personally committed to meeting the learning needs of students, and a student body which is motivated to perform well.

Our school puts forth efforts to involve parents and community and to keep them informed. As a parent or community member, you may be interested in additional information regarding the school or parent/community involvement. For such information, please call the school office.

The Ararat Charter School community, including staff, parents, students, and community members, is dedicated to working together to ensure a quality learning experience for all children who enter through our doors.

Sincerely,

Vahé Boujekian
Principal

Grade Range:

K-5

Calendar:

Traditional

Academic

**Performance Index
(API)**

878

County Average: 608

State Average: 518

Student Enrollment:

254

Teachers:

14

Full-time: **13**

Part-time: **1**

County Average: 30

State Average: 26

Students per Teacher:

23

District Average: 23.7

State Average: 20.4

Executive Summary School Accountability Report Card 2011-12

For Ararat Charter School

Address:	Campus 1: 6555 Sylmar Ave., Van Nuys, CA, 91401-6202	Phone(s):	818-994-2904
	Campus 2: 13400 Erwin Street, Van Nuys, CA 91401		818-787-8521
Principal:	Mr. Vahé Boujekian	Grade Span:	K-5

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2011-12 school year. School finances and school completion data are reported for the 2011-12 school year as well. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011-12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

II. About this School

Ararat Charter School (ACS) is committed to educate students to their maximum potential in an environment that actively engages students in rigorous and relevant programs, promotes academic excellence and values cultural and linguistic diversity and creative expression. Developing and nurturing the whole child is the primary objective of all Ararat Charter School programs. What makes Ararat Charter School unique is that two languages other than English are taught: Armenian and Spanish. Ararat Charter School believes that students will gain better access to global opportunities if they are multilingual.

The goal of Ararat Charter School is to achieve academic excellence in an environment that emphasizes critical thinking, self-inquiry, and collaboration. Our students will engage in fine arts programs, such as visual and performing arts. They will acquire literacy in information technology. Building individuals with good character is important for ACS and therefore our students will be encouraged to demonstrate positive attitudes and learn to appreciate not only their own culture, but cultures different from their own. Teaching students about good citizenship is important and students will be taught to act with a sense of civic responsibility and demonstrate social consciousness.

Ararat Charter School has a comprehensive standards based assessment program. Student achievement is monitored using the following types of assessments: 1) Formative assessments; 2) Standards-based benchmark assessments; 3) STAR. These assessments are based on a five point Academic Performance Level (APL): Advanced, Proficient, Basic, Below Basic, and Far Below Basic. Based on these aggregate multiple measures, ACS teachers and staff use the summative assessment data to codify the level of mastery of students in the four subject areas of English language arts, math, science, and social studies. The data is used to make instructional decisions, allocate resources, and plan for acceleration and interventions.

In order to reinforce great work that students are doing, ACS has monthly Award Assemblies to applaud students who are achieving academically, for students who show good character traits, and for those whose attendance is exemplary.

Creating good citizens is important for the Ararat Charter School community and involvement in community outreach projects assists ACS students to reach out and feel empowered to help others. Friday clothing drives assist Focus on Children Now, yearly Thanksgiving food drives help the needy at the LA Mission, and children learn that “small change makes a big difference” during the month of February when change is collected for the Leukemia and Lymphoma society. In addition to this, ACS is committed in helping the environment through a partnership with the Armenia Tree Project.

III. Overview

Student Enrollment

Group	Enrollment
Number of students	254
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.8%
Hispanic or Latino	4.3%
Native Hawaiian or Pacific Islander	0.0%
White	95.3%
Two or More Races	0.0%
Socioeconomically Disadvantaged	70.9%
English Learners	72.8%
Students with Disabilities	1.6%

Teachers

Indicator	Teachers
Teachers with full credentials	15
Teachers without full credentials	0.0
Teachers Teaching Outside Subject Area of Competence	0.0
Misassignments of Teachers of English Learners	0.0
Total Teacher Misassignments	0.0

Student Performance

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	68.0%
Mathematics	80.0%
Science	0.0%
History-Social Science	0.0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2012 Growth API Score (from 2012 Growth API Report)	878
Statewide Rank (from 2011 Base API Report)	5
Met All 2012 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 17 of 17
2012-13 Program Improvement Status (PI Year)	Not in PI

*The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

School Facilities

Summary of Most Recent Site Inspection

Building

Our campus, including all classrooms, rest rooms, and cafeteria are up to code and are kept exceptionally clean and safe for all students and staff by our outstanding and hardworking custodians.

Repairs Needed

No major repairs needed at this time.

Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0.0
Mathematics	0.0
Science	0.0
History-Social Science	0.0
Foreign Language	0.0
Health	0.0
Visual and Performing Arts	0.0
Science Laboratory Equipment (grades 9-12)	N/A

School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$5,022.00
District	\$4,594.00
State	\$5,455.00

School Accountability Report Card

Reported Using Data from the 2010–11 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

IV. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

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, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

V. About This School

Contact Information (School Year 2012-13)

School		District	
School Name	Ararat Charter	District Name	Los Angeles Unified
Street	Campus 1: 6555 Sylmar Avenue	Phone Number	(213) 241-1000
City, State, Zip	Van Nuys, CA, 91401-6202	Web Site	www.lausd.net
Phone Number	818- 994-2904	Superintendent	John Deasy
Street	Campus 2: 13400 Erwin Street	E-mail Address	superintendent@lausd.net
City, State, Zip	Van Nuys, CA, 91401		
Phone Number	818-787-8521		
Principal	Mr. Vahé Boujekian	CDS Code	19647330121079
E-mail Address	principal@araratcharterschool.com		

VI. School Description and Mission Statement

Our Mission

The Mission at Ararat Charter School is our commitment to educate students to their maximum potential in an environment that actively engages students in rigorous and relevant programs, promotes academic excellence and values cultural and linguistic diversity, and creative expression. Developing and nurturing the whole child is the primary objective of all Ararat Charter School programs

Our Vision

- Achieve academic excellence in an environment that emphasizes critical
- Thinking, self-inquiry, and collaboration
- Engage in Fine Arts programs, such as visual and performing arts
- Acquire literacy in information technology
- Demonstrate positive attitudes and acquire appreciation of cultural diversity
- Act with a sense of civic responsibility and demonstrate social consciousness

VII. Opportunities for Parental Involvement 2011-2012

Ararat Charter School has a very involved parent community. Parents are welcome to volunteer in all classrooms every day. Every classroom has a parent representative that coordinates the individual classroom parent volunteer schedule. Parents participate in all field trips as chaperones to help support the teachers and ensure students' safety. Our PIC (Parent Involvement Committee) is an active group that meets regularly to plan various school functions. Ararat Charter School also has an active School Leadership Council, Human Resources Committee, Curriculum Committee, and Health and Safety Committee.

To participate in any of the above opportunities, contact the school principal.

VIII. Student Enrollment 2011-12

Student Enrollment by Grade Level - 2011-12 School Year

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	67	Grade 8	N/A
Grade 1	27	Ungraded Elementary	N/A
Grade 2	66	Grade 9	N/A
Grade 3	28	Grade 10	N/A
Grade 4	26	Grade 11	N/A
Grade 5	N/A	Grade 12	N/A
Grade 6	N/A	Ungraded Secondary	N/A
Grade 7	N/A	Total Enrollment	254

Student Enrollment by Subgroup - 2011-12 School Year

Group	Percent of Total Enrollment
Black or African American	0.4%
American Indian or Alaska Native	0.0%
Asian	0.0%
Filipino	0.8%
Hispanic or Latino	4.3%
Native Hawaiian or Pacific Islander	0.0%
White	95.3%
Two or More Races	0.0%
Socioeconomically Disadvantaged	70.9%
English Learners	72.8%
Students with Disabilities	1.6%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*			Avg. Class Size	2011-12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	N/A	N/A	N/A	N/A	20.0	3	0	0	22.0	0	3	0
1	N/A	N/A	N/A	N/A	20.0	1	0	0	22.0	0	3	0
2	N/A	N/A	N/A	N/A	20.0	1	0	0	22.0	0	3	0
3	N/A	N/A	N/A	N/A	N/A	1	0	0	28.0	0	1	0
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26.0	0	1	0
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Other	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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

IX. School Climate 2011-12

School Safety Plan - 2011-12 School Year

The safety of all students is a priority at Ararat Charter School. Classroom space is used to support our instructional program. The campus is secured daily at the beginning of the instructional day. All visitors to our campus must enter from the main entrance. Visitors are required to sign in at the office and wear a visitor’s badge. Emergency drills are routinely held for earthquake and fire preparedness for our students and staff. As required by California Education Code (CDC), Section 35294, the school’s Safe School Plan was drafted and reviewed with staff on the following dates:

Safe School Plan	Date Drafted	Date Reviewed with staff
Volume 1 Prevention Programs	8/01/2010	3/24/2011
Volume 2 Emergency Procedures	8/01/2010	10/12/2010

School Safety Plan

This section provides information about the comprehensive safety plan. Ararat Charter School’s Comprehensive School Plan and Process, which is compliant under SB187 and the National Incident Management System, will be updated annually and includes all emergency response procedures. As per these plans, in the case of an emergency, parents will be notified via the “Public Information” representative who will be responsible for the formation and release of information to the news media and other appropriate agencies and personnel. All information and briefing material released by the “Public Information” representative will have been approved by the “Incident Commander” and will include:

- Determining the appropriate means by which to notify parents and media: radio broadcast, local television, ALERT website, school website, phone distribution lists, etc.
- Preparing information summary on media coverage and parents for command post personnel
- Providing press briefings and news releases as appropriate
- Arranging for meetings between news media and incident personnel as directed by the Incident Commander
- Maintaining a log of all activities

A Professional Development training on Safety and Emergency Preparedness is held at the start of the school year for all staff. Ararat Charter School Site Safety and Emergency Operation Plans are issued to all staff at the beginning of the year. Throughout the school year, regular training sessions are held related to school safety as an integral part of the school’s professional development plan.

School-wide drills in preparation for fires, earthquakes, and intruders on campus, are conducted once a month.

The administration is responsible for the oversight of routine maintenance and for ensuring that all required inspections are up to date. In accordance with the Facilities Use Agreement with the Los Angeles Unified School District all major maintenance projects are managed by the District and routine maintenance jobs are the responsibilities of the School.

At the beginning of each school year and on an as-needed basis, representatives of Los Angeles School District and Ararat Charter School conduct a facilities walk-through to identify and address safety issues that need to be corrected. Throughout the year the administrator verifies that the school fire and other alarms are operational and can be heard throughout the campus. Annually, a fire inspection is also conducted with the Los Angeles Fire Department. Major and routine maintenance and repairs of the school are addressed on an on-going basis throughout the year.

Progressive Discipline

Ararat Charter School has a Progressive Discipline Plan delineated in the school’s discipline policy. Ararat Charter School’s Discipline Policy seeks to create a learning community where all work together to create a safe, respectful, responsible, and caring environment. The discipline plan states the rights and responsibilities of students, parents, teachers, support staff, and administration. The standards of behavior are explicitly stated in this plan for every area of the school such as the hallways, restrooms, lunch areas, and playground. Ararat Charter School believes in positive reinforcement and has a number of ways of “catching kids being good.” During monthly award assemblies students receive awards for displaying the 6 pillars of character, among them being citizenship. At Ararat Charter School, the positive is accentuated over the negative and parents are involved in the progressive discipline plans for individual students.

Suspensions and Expulsions

Rate*	School 2008-09	School 2009-10	School 2010-11	District 2009-10	District 2010-11	District 2011-12
Suspensions	N/A	N/A	0.0	6.2	5.7	4.8
Expulsions	N/A	N/A	0.0	0.0	0.0	0.0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

X. School Facilities 2011-12

School Facility Conditions and Planned Improvements (School Year 2012-13)

Ararat Charter School takes great effort to ensure that the school is clean, safe and functional within the available resources. The administration has established cleaning standards for our facility in assigning and inspecting custodial work. Food service, classrooms and restroom facilities are given highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions are scheduled on a less than daily frequency and as needed.

To determine the condition of our facilities, Los Angeles Unified School District sent experts from the Maintenance and Operation Department to perform inspections.

The following were their findings.

School Facility Good Repair Status – 2012-13 School Year

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			None – No apparent problems
Interior: Interior Surfaces		X			None – No apparent problems
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			None – No apparent problems
Electrical: Electrical		X			None – No apparent problems
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			None – No apparent problems
Safety: Fire Safety, Hazardous Materials		X			None – No apparent problems
Structural: Structural Damage, Roofs		X			None – No apparent problems
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			None – No apparent problems
Overall Rating	X				

Note: Cells shaded in black do not require data.

XI. Teachers

Teacher Credentials

Teachers	School 2009-10	School 2010-11	School 2011-12	District 2011-12
With Full Credential	N/A	9	14	28,060
Without Full Credential	N/A	0	0	767

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010-11	2011-12	2012-13
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.

Core Academic Classes Taught by Highly Qualified Teachers - 2011-12 School Year

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Here you will find key facts about our teachers during the 2011-2012 school year. Please note that these facts are based on evaluations our staff conducted in accordance with the Williams Consent Decree.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	100.00%	0.00%
High-Poverty Schools in District	89.7%	10.3%
Low-Poverty Schools in District	95.1%	4.9%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

XII. Support Staff

Academic Counselors and Other Support Staff (School Year 2011-12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	N/A	N/A
Counselor (Social/Behavioral or Career Development)	As Needed	
Library Media Teacher (librarian)	0.0%	
Library Media Services Staff (paraprofessional)	0.0%	
Psychologist	3.0%	
Social Worker	As Needed	
Nurse	20.0%	
Speech/Language/Hearing Specialist	10.0%	
Resource Specialist (non-teaching)	5.0	
Computer Lab teacher	40.0%	
Other	As Needed	

Note: Cells shaded in black 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.

Specialized Resource Staff

Our school may employ social workers, speech and hearing specialists, school psychologists, nurses, and technology specialists. These specialists often work part-time or on an “as needed” basis at our school and some may work at more than one school in the county. Their schedules will change as our students’ needs change. For these reasons, the staffing counts you see here may differ from the staffing provided today in this school. For more details on statewide ratios of counselors, psychologists, or other pupil services staff to students, see the California Department of Education (CDE) Website. Library facts and frequently asked questions are also available there.

XIII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012-13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 08/16/2010

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Imagine It! - 2010	Yes	0.0%
Mathematics	Envision - 2010	Yes	0.0%
Science	FOSS - 2010	Yes	0.0%
History-Social Science	California Vista - 2010	Yes	0.0%
Physical Education	SPARKS - 2012	Yes	0.0%
Foreign Language	Viva El Espanol – Spanish - 2010 Aybennaran – Armenian - 2012 Mayreni Lezoo – Armenian - 2012	Yes	0.0%
Visual and Performing Arts	Meet The Masters - 2010	Yes	0.0%



XIV. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$9,048.00	\$4,026	\$5,022.00	\$46,362.00
District			\$4,594.00	\$67,084.00
Percent Difference – School Site and District			9.1%	-44.7%
State			\$5,455.00	\$68,835.00
Percent Difference – School Site and State			-8.62%	-48.5%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. *Basic/unrestricted* expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2011–12)

Title I (IASA)

Title I funds are used to support effective, research based educational strategies that close the achievement gap for students not meeting the state’s challenging academic standards in English Language Arts and Mathematics. Title I funds are distributed to schools with a minimum of 40% poverty on a per-pupil basis. Based on an analysis of student achievement data, Title I resources may be used for professional development, supplemental instruction and intervention, parental involvement, personalization and support for students with at-risk behavior.

Title V - PCSGP

The federal Charter Schools Program (CSP), authorized by 20 U.S. Code sections 7221-7221j, is administered by the U.S. Department of Education (ED). It is a discretionary grant program, and each state is required to complete for available funding every three years. States that are awarded these federal funds distribute them in grants to charter school developers to assist in the development and initial operations of newly established or conversion into high quality charter schools. California was awarded \$300 million in grant funds for 2010-2015.

The California Department of Education (CDE) will award approximately 90 Planning and Implementation (P/I) grants each year for the next five years, pending annual allocations from the ED.

SPED AB602 State and IDEA Federal Funds

SPED funds are used to support Free Appropriate Public Education (FAPE), to ensure that each child with disabilities is served appropriately, at no expense to the parent. Each child is assured of his/her rights of education with non-disabled peers to the maximum extent appropriate to the needs of both. The right of parent participation, and challenge, in all aspects of assessment, identification and placement is assured; involves mediation or administrative hearing procedures and complaint procedure in case of disputes.

Teacher and Administrative Salaries (Fiscal Year 2010-11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,455
Mid-Range Teacher Salary	\$63,553	\$66,043
Highest Teacher Salary	\$78,906	\$85,397
Average Principal Salary (Elementary)	\$106,214	\$106,714
Average Principal Salary (Middle)	\$116,011	\$111,101
Average Principal Salary (High)	\$113,459	\$121,754
Superintendent Salary	\$275,000	\$223,357
Percent of Budget for Teacher Salaries	35.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at

<http://www.cde.ca.gov/ds/fd/cs/>.

XV. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at

<http://star.cde.ca.gov>.



Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12	2009-10	2010-11	2011-12
English-Language Arts	N/A	49%	68%	41%	44%	48%	52%	54%	56%
Mathematics	N/A	62%	80%	39%	43%	44%	48%	50%	51%
Science	N/A	0%	0%	43%	47%	51%	54%	57%	60%
History-Social Science	N/A	0%	0%	33%	37%	39%	44%	48%	49%

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.



Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English- Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	48%	44%	51%	39%
All Students at the School	68%	80%	0%	0%
Male	62%	81%	0%	0%
Female	74%	79%	0%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	0%	0%	0%	0%
Filipino	0%	0%	0%	0%
Hispanic or Latino	0%	0%	0%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	68%	79%	0%	0%
Two or More Races	0%	0%	0%	0%
Socioeconomically Disadvantaged	65%	81%	0%	0%
English Learners	63%	75%	0%	0%
Students with Disabilities	0%	0%	0%	0%
Students Receiving Migrant Education Services	0%	0%	0%	0%

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.

XVI. Accountability

Academic Performance Index (API)

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school’s statewide and similar schools’ API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change 2009-10	Actual API Change 2010-11	Actual API Change 2011-12
All Students at the School	N/D	B	77 -A
Black or African American	N/D	N/D	N/D
American Indian or Alaska Native	N/D	N/D	N/D
Asian	N/D	N/D	N/D
Filipino	N/D	N/D	B
Hispanic or Latino	N/D	B	B
Native Hawaiian or Pacific Islander	N/D	N/D	N/D
White	N/D	B	A
Two or More Races	N/D	N/D	B
Socioeconomically Disadvantaged	N/D	B	A
English Learners	N/D	B	A
Students with Disabilities	N/D	N/D	B

Note: “N/D” means that no data were available to the CDE or LEA to report. “B” means the school did not have a valid API Base and there is no Growth or target information. “C” means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	District	Number of Students	State
All Students at the School	119	878	416,460	728	4,664,264	815
Black or African American	0		36,627	696	313,201	748
American Indian or Alaska Native	0		1,395	757	31,606	766
Asian	0		16,488	909	404,670	922
Filipino	0		10,31	863	124,824	893
Hispanic or Latino	2		312,515	723	2,425,230	770
Native Hawaiian or Pacific Islander	0		1,443	792	26,563	809
White	116	874	36,849	874	1,221,860	879
Two or More Races	0		600	805	88,428	878
Socioeconomically Disadvantaged	103	875	344,647	728	2,779,680	767
English Learners	84	867	197,134	677	1,530,297	764
Students with Disabilities	2		53,956	554	530,935	671

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2011-12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page:

<http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	N/A	2004-2005
Year in Program Improvement	N/A	Year 4

Note: Cells shaded in black do not require data.

XVII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Ararat Charter School teachers form a learning community as professional educators who consistently strive to align their teaching with state standards and to meet student needs. Professional development and frequent reflection on teaching methods is integrated throughout the school year. The principal and team leaders plan the year-long calendar for staff development, prioritizing areas based on student data, school goals, as well as teacher needs.

Designed into ACS school calendars are ten staff development days prior to the beginning of the school year. During these days, new teachers are introduced to the school policies/procedures, school mission, trained on the laptops that are provided to them by the school, and given a curricular overview of the programs by the Superintendent/Principal and the teacher experts. These staff development days are also ideal for the entire staff to receive training in a cohesive manner prior to the start of the year.

In addition to this ten-day staff development opportunity, Ararat Charter School also has Tuesdays designed as staff development days. Teachers are also encouraged to seek off-site trainings and workshops to support their professional goals that are set as a part of their annual evaluation.

It is through a carefully planned staff development program and the dedication of our teacher-experts that all staff at ACS are supported and encouraged in their professional growth.

Here you'll see the amount of time each year we set aside for their continuing education and professional development.

<i>Year</i>	<i>Professional Development Full Days</i>	<i>Professional Development 1.5 Hour Sessions</i>
2011-2012	14.0	25

This table includes professional developments that are conducted 10 days prior to the start of school year; 6 full-day staff development sessions and approximately 25 Tuesdays of teacher training during the school year.

Ararat Charter

Los Angeles Unified

School Accountability Report Card, 2011-2012

Provided by the Ed-Data Partnership

For more information visit www.ed-data.org