

# César Chávez Charter School

## School Accountability Report Card

### Reported for School Year 2008-09

*Published During 2009-10*

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**César Chávez Charter School**  
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The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on 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.

**Santa Barbara School Districts**  
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#### **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. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

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## About This School

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### **School Description and Mission Statement (School Year 2008-09)**

This section provides information about the school, its programs and its goals

César Estrada Chávez Dual Language Immersion Charter School's vision embraces the languages and cultures of our students and uses these linguistic assets and cultural affirmations as foundations for building long-term academic success and preparing them to become productive citizens in an increasingly multicultural world. The foundation of César Chávez Charter School is a dual-language immersion program. We provide a child-centered program that strengthens academic achievement, accelerates second language acquisition, and creates a diverse, mutually supportive community of learners. All of our students, English-speaking as well as Spanish-speaking, will attain fluency and literacy in Spanish and English. A rigorous curriculum challenges students to learn concepts and skills that support their achievement, confidence, and well-being, and allow them to make positive and creative contributions to society.

The mission of César Estrada Chávez Dual Language Immersion Charter School is to develop bi-literate, multicultural students whose strong academic and cultural foundation prepares them to meaningfully participate in their families, their community and their world to create a more just and equitable society. To reach these goals, César Chávez Charter School will develop, in partnership with parents, the skills, determination, desire and ability to complete high school and achieve success in college, university or whatever endeavors that are undertaken in life.

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César Estrada Chávez Charter School opened in the year 2000. The school campus is located next to Franklin Elementary School. The auditorium/cafeteria at Franklin is shared with the César Chávez school community. The Eastside Public Library is within one block and is an important resource for the school. The school currently serves a population of 255 students from various ethnic backgrounds, with a majority of the students Latino. Most students enter the school with fluency in a single language (either English or Spanish), although many are bilingual. As a school of choice, the school draws students from several geographical areas within the Santa Barbara community, primarily the Eastside. We enroll two kindergarten classrooms each year using a public, random lottery as the enrollment requests exceed the available spaces. The school day begins at 8:00 a.m. with a 2:30 p.m. dismissal time for kindergarten students and a 3:00 p.m. dismissal for grades 1-6. Thursday afternoon is an early dismissal day with all students leaving at 12:00 p.m., creating time for teacher planning, preparation and staff development.

After school activities include the Santa Barbara Recreational Afterschool Program, Girl's Inc. (whose van provides transportation from the school to the Girl's Inc. site on Ortega), Franklin Children's Center after school care, Putting It Back program for third and fourth graders sponsored by the Endowment for Youth Committee, Science Club, and Homework Club.

César Chávez Charter School (CCCS) is committed to achieving the highest possible academic and personal growth coupled with the pedagogy of learning two languages and learning in two languages. Students learn the qualities of good citizenship, how to care for the environment, and how to function in a linguistically and culturally diverse society. This thoroughly bilingual, culturally affirming environment fosters student learning and long-term success.

Our 50:50 dual language immersion program design is based on nationally researched successful programs. All students learn to read in their primary language first and then in third grade add on second language literacy. Math, science, social science, and all other subjects are taught in English or Spanish on an alternate week basis. Students receive instruction in the California content standards as do all students in the district; however, our students develop the vocabulary and concepts in two languages.

In year one of the program CCCS served 40 students. Though we've grown a lot since that time, we plan to always be a small school where parents and teachers work closely to achieve our goals. Our slogan "Sí se puede" translates as "Yes it can (be done)." We work with our students every day so that yes, we can celebrate and retain language and cultural traditions while also achieving academic excellence.

### **Opportunities for Parental Involvement (School Year 2008-09)**

This section provides information about opportunities for parents to become involved with school activities.

Parents with questions are welcome to stop in the office or call at any time. Parents are expected to participate in school activities five hours per month. Most parents volunteer in the classroom while others serve on the School Site Council, English Learners Advisory Council /Padres Adelante, and Governance Council.

Organized annual activities in which parents participate include family picnic/BBQ, Downtown Holiday Parade, yard sales, Jog-a-thon, César Chávez birthday celebration, and Día de las Madres. We depend on our parents for help with these extra-curricular events and for their input into daily operations of the school.

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### Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	40
Grade 1	41
Grade 2	40
Grade 3	37
Grade 4	37
Grade 5	36
Grade 6	24
<b>Total Enrollment</b>	<b>255</b>

### Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	0.8 %
American Indian or Alaska Native	0.4 %
Asian	0.4 %
Filipino	%
Hispanic or Latino	83.9 %
Pacific Islander	%
White (not Hispanic)	10.2 %
Multiple or No Response	4.3 %
Socioeconomically Disadvantaged	74 %
English Learners	68 %
Students with Disabilities	10 %

### Average Class Size and Class Size Distribution

This table displays, by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2006-07			2007-08			2008-09					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
<b>K</b>	20.0	2			21.0		2		20.0	2		
<b>1</b>	20.5	1	1		19.0	2			20.5	1	1	
<b>2</b>	20.0	2			17.0	2			19.0	2		
<b>3</b>	19.5	2			17.5	2			19.5	2		
<b>4</b>	27.0		1		25.0		1		24.0		2	
<b>5</b>									25.0		1	
<b>6</b>									24.0		1	
<b>4-8</b>	30.0		1		25.0		2					

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### School Climate

#### School Safety Plan (School Year 2008-09)

This section provides information about the school's comprehensive safety plan.

**Date of Last Review/Update:** March 2009

**Date Last Discussed with Staff:** March 2009

Our school safety plan outlines the supervision of children in the event of an emergency. It includes procedures for dangerous campus intrusion ("lock-down"), earthquakes, bomb threats, chemical accidents, and explosions. First aid kits, fire extinguishers, and emergency supplies are restocked each year.

#### Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
<b>Suspensions</b>	0	1.6	1.2	3.1	4.7	4.1
<b>Expulsions</b>	0	0	0	0	0	0

### School Facilities

#### School Facility Conditions and Planned Improvement (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

César Chávez Charter School maintains a safe, clean environment for its students, staff, and volunteers. Visitors on campus are required to check in at the office. Teachers and instructional assistants supervise students at arrival, recess, lunch, and dismissal.

Our custodian cleans the restrooms and classrooms daily, while the district provides regular maintenance to the buildings and grounds. All toilets are in working order. Currently we share facilities with Franklin Elementary School. As our enrollment continues to increase we will require additional classroom and playground space. We have a facilities use agreement with the district per Proposition 39.

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### School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		√			
<b>Interior:</b> Interior Surfaces		√			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation		√			
<b>Electrical:</b> Electrical		√			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		√			Non-operational drinking fountain.
<b>Safety:</b> Fire Safety, Hazardous Materials		√			
<b>Structural:</b> Structural Damage, Roofs		√			Floor boards in restroom are rotting.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences		√			
<b>Overall Rating</b>		√			<b>Date of inspection:</b> January 2010

## Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2006-07	2007-08	2008-09	2008-09
<b>With Full Credential</b>	10	14	13	302
<b>Without Full Credential</b>	0	0	0	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0	---

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2007-08	2008-09	2009-10
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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**Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)**

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	100	0
<b>High-Poverty Schools in District</b>	100	0
<b>Low-Poverty Schools in District</b>	100	0

**Support Staff**

**Academic Counselors and Other Support Staff (School Year 2008-09)**

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
<b>Psychologist</b>	.2
<b>Nurse</b>	.1
<b>Speech/Language/Hearing Specialist</b>	As needed
<b>Resource Specialist (non-teaching)</b>	.5

**School Finances**

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)**

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the Certificated Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,865	\$721	\$7,144	N/A

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<b>District</b>	\$5,119	\$70,363
<b>Percent Difference Between School Site and District</b>	+40%	N/A
<b>State</b>	\$5,512	\$65,905
<b>Percent Difference Between School Site and State</b>	+30%	N/A

### Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are provided at the school through either categorical funds or other sources.

Local donors/foundations support our visual arts, dance, and music programs. We are a United Way designated donation program and are currently seeking funds for playground equipment.

### Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries can be on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

<b>Category</b>	<b>District Amount</b>	<b>State Average For Districts In Same Category</b>
<b>Beginning Teacher Salary</b>	\$42,705	\$40,786
<b>Mid-Range Teacher Salary</b>	\$64,731	\$65,726
<b>Highest Teacher Salary</b>	\$76,556	\$85,230
<b>Average Principal Salary (Elementary)</b>	\$106,815	\$106,548
<b>Average Principal Salary (Middle)</b>	\$113,858	\$112,237
<b>Average Principal Salary (High)</b>	\$118,274	\$121,617
<b>Superintendent Salary</b>	\$181,725	\$191,155
<b>Percent of Budget for Teacher Salaries</b>	37.9%	40.6%
<b>Percent of Budget for Administrative Salaries</b>	4.7%	5.3%

## Student Performance

### California Standards Tests

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs 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 ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for 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 CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. 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. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including

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the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2008 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

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

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
English-Language Arts	26	19	28	43	45	51	43	46	50
Mathematics	34	25	30	50	52	56	40	43	46
Science	0	36	22	37	49	49	38	46	50

### Standardized Testing and Reporting Results by Student Group – Three Year Comparison

#### English-Language Arts

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	English-Language Arts		
	2006-07	2007-08	2008-09
Hispanic or Latino	21	13	22
White (Not Hispanic)	*	69	62
Male	14	15	21
Female	37	21	33
Economically Disadvantaged	15	3	19
English Learners	15	10	16
Students with Disabilities	*	*	31

#### Mathematics

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Mathematics		
	2006-07	2007-08	2008-09
Hispanic or Latino	29	19	25
White (Not Hispanic)	*	75	67
Male	37	29	23
Female	31	23	36
Economically Disadvantaged	18	8	20
English Learners	27	17	22
Students with Disabilities	*	*	23

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### Science

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Group	Science		
	2006-07	2007-08	2008-09
Hispanic or Latino	0	16	21
Male	*	*	17
Female	*	40	29
Economically Disadvantaged	*	*	12
English Learners	*	0	14

### California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting the healthy fitness zone on all six fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	15.2	30.3	33.3

## Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (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. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	1	1	1
Similar Schools	1	1	1

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### Academic Performance Index Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	25	-19	6	647
Hispanic or Latino	30	-26	6	614
Socioeconomically Disadvantaged			46	590
English Learners	44	-7	0	589

### Adequate Yearly Progress

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

- Participation rate on the state's standards-based assessments in English-language arts (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)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	Yes
Percent Proficient - Mathematics	No	No
API	Yes	Yes

### Federal Intervention Program (School Year 2009-10)

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 (English-language arts 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. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement Implementation	2009-10	2004-05
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	---	6
Percent of Schools Currently in Program Improvement	---	42.9

**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.

	2006-07	2007-08	2008-09
<b>School days dedicated to school-wide professional development</b>	0	0	0

**National Assessment of Educational Progress**

**National Assessment of Educational Progress**

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities (SD) and English language learners (ELL) is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the National Assessment of Educational Progress Web page at <http://nces.ed.gov/nationsreportcard/>.

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE National Assessment of Educational Progress (NAEP) Web page at <http://www.cde.ca.gov/ta/tg/nr/>.

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**National Assessment of Educational Progress Reading and Mathematics Results by Grade Level – Aggregated**

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight.

Subject and Grade Level	Average Scale Score		State Percent at Achievement Level		
	State	National	Basic	Proficient	Advanced
Reading 2007, Grade 4	209	220	30	18	5
Reading 2007, Grade 8	251	261	41	20	2
Mathematics 2009, Grade 4	232	239	41	25	5
Mathematics 2009, Grade 8	270	282	36	18	5

**National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level – Aggregated**

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

Subject and Grade Level	State Participation Rate		National Participation Rate	
	Students With Disabilities	English Language Learners	Students With Disabilities	English Language Learners
Reading 2007, Grade 4	74	93	65	80
Reading 2007, Grade 8	78	92	66	77
Mathematics 2009, Grade 4	79	96	84	94
Mathematics 2009, Grade 8	85	96	78	92