



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1c

**Meeting Date:** June 4, 2015

**Subject:** California High School Exit Examination (CAHSEE) Waiver Petitions

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Strategy and Innovation Office

**Recommendation:** Approve CAHSEE Waiver Petitions

**Background/Rationale:** Education Code 60851(c)(1) allows a parent or guardian of a student with a disability, who has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score request, to submit a request for a waiver of the requirement to successfully pass the high school exit examination. The school district governing board may then waive the requirement to successfully pass one or both subject matter sections of the high school exit examination for a pupil with a disability if the principal certifies to the governing board of the school district that the pupil has all of the following:

1. An Individualized Education Program (IEP) or Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)) was in place that required the modifications to be provided when taking the high school exit examination.
2. Sufficient high school level coursework either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit examination.
3. Student has obtained a passing score on the high school exit examination while using a modification.

The Board of Education of Sacramento City Unified District approved a waiver process for the CAHSEE, in accordance with EC 60851 (c)(1), on January 19, 2006. The district's process is the following:

1. Special Education student's IEP team meets and determines appropriate instructional accommodations and/or modifications for the student.
2. Student takes the CAHSEE with modifications in English-Language Arts (ELA), Math, or both sections.
3. Student earns an equivalent of a passing score on the ELA, Math, or both sections of the CAHSEE with the use of modifications.
4. Parent/Guardian of the eligible student submits a CAHSEE waiver request to the high school principal.
5. High school principal certifies all the requirements for the waiver petition are met and sends the waiver petition packet to the Assessment, Research and Evaluation Office prepares and reviews the waiver packet with the eligible student's principal.
6. Assessment, Research and Evaluation Office prepares the waiver petitions for Sacramento City Unified School District Board of Education approval.

**Financial Considerations:** N/A

**LCAP Goal(s):** College and Career Ready Students

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** N/A

**Submitted by:** Olivine Roberts, Ed.D., Chief Academic Officer;  
Robin Martin, Director, Assessment, Research

**Approved by:** Olivine Roberts, Ed.D., Chief Academic Officer

# Board of Education Executive Summary

## Strategy and Innovation Office and Academic Office

California High School Exit Exam (CAHSEE) Waiver Petitions

June 04, 2015



### I. Overview/History of Department or Program

After determining that local proficiency standards, established pursuant to *EC* Section 51215 (repealed January 1, 2000), were generally set below a high school level and were not consistent with the state's content standards, the Legislature indicated its intent to set higher standards for high school graduation. In proposing the CAHSEE, the Legislature's primary goal was to "...significantly improve pupil achievement in high school and to ensure that pupils who graduate from high school can demonstrate grade level competency in reading, writing, and mathematics..." (Senate Bill 2, Section 1[b]). *EC* Section 60850 (Chapter 1, statutes of 1999-2000, S.B.2, O'Connell) authorized the CAHSEE to be developed in accordance with State Board of Education (SBE)-adopted content standards in ELA and mathematics.

The CAHSEE consists of two sections: English–language arts (ELA) and mathematics. The ELA part addresses state content standards through grade ten. In reading, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. In writing, this covers writing strategies, applications, and the conventions of English (e.g., grammar, spelling, and punctuation). The mathematics part of the CAHSEE addresses state standards in grades six and seven and Algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra. Students are also asked to demonstrate a strong foundation in computation and arithmetic, including working with decimals, fractions, and percents.

All California public school students, except eligible students with disabilities, must satisfy the CAHSEE requirement, as well as all other state and local requirements, in order to receive a high school diploma. The CAHSEE regulations specify accommodations and modifications that students with disabilities must be permitted to use if specified in the student's Individualized Education Program (IEP) or Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)) or Section 504 plan. The IEP or plan must specify that these modifications or accommodations can be used on the CAHSEE. Students who use a modification and earn the equivalent of a passing score on one or both parts of the CAHSEE have not passed. However, the CAHSEE requirement can be satisfied by passing the examination or, for eligible students with disabilities, by meeting the exemption requirement pursuant to California *Education Code (EC)* Section 60852.3, or receiving a local waiver pursuant to *EC* Section 60851(c). Upon parent/guardian request, the principal may request a local waiver of the CAHSEE requirement from their local school board.

### II. Driving Governance:

Pillar I of the district's strategic plan and Goal One of the Local Control and Accountability Plan (LCAP) is to prepare students for college and career readiness.

### III. Budget:

NA



#### **IV. Goals, Objectives and Measures:**

To afford all students with equal and appropriate access to successfully participate in all mandated standardized assessments. In order to meet this objective, any approved accommodation or modification is made available to students for use during assessments.

#### **V. Major Initiatives:**

Students with disabilities receive specialized academic instruction and related services designed to meet their special education needs, as recommended in their Individualized Education Program (IEP) or Section 504 Plan. Use of modifications for assessments, as designated in student IEPs or Section 504 Plans, are provided only after all resources of the general education program have been considered and implemented, as appropriate. The district strongly encourages students to continue taking the CAHSEE and to take advantage of CAHSEE instructional services. Many of our students continue to take advantage of support services and have taken the CAHSEE with accommodations or modifications.

#### **VI. Results:**

Upon waiver approval by Sacramento City Unified School District Board of Education, 21 students with disabilities in the Class of 2015 will graduate with a standard high school diploma having met all state and local graduation with requirements.

#### **VII. Lessons Learned/Next Steps:**

Continue to monitor current legislative activity (SB 172), which would in result suspension of the administration of the high school exit examination and removal of the high school exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school for each pupil completing grade 12, for the 2016–17, 2017–18, and 2018–19 school year, or when the approved high school exit examination is no longer available.