

California
Profile of State High School Exit Exam Policies

<i>State exit exam policy</i>	All students must pass the California High School Exit Examination (CAHSEE) prior to graduation in addition to meeting course requirements.
Type of test	Comprehensive standards-based
Purpose	The purpose of the CAHSEE is to: <ul style="list-style-type: none"> • Improve student achievement in high school • Help ensure that students who graduate from high school can demonstrate grade-level competency in reading, writing, and mathematics
Major changes in exit exam policy since the 2009-10 school year for financial reasons	None
Major changes in exit exam policy since the 2009-10 school year for <i>other</i> reasons	None
Year first administered	The CAHSEE was first administered in 2001 to volunteer grade 9 students (class of 2004). In October 2001, this option for grade 9 students was removed, beginning with the 2002 administration. The CAHSEE was next administered in spring 2002 to all grade 10 students who had not passed it during the spring 2001 administration. The CAHSEE was revised in 2003 and the revised exam was first administered in 2004 to the class of 2006.
Year diplomas first withheld	Diplomas were first withheld in 2006, except for students with disabilities who met the criteria for a local waiver, or two one-year exemptions set forth in state law by SB 517 (for the class of 2006) and SB 267 (for the class of 2007). Students with disabilities are required to achieve passing scores on the CAHSEE starting with the class of 2008. Another exemption was established beginning in 2009-10. Students with disabilities are eligible for a local waiver if they take the CAHSEE with modifications and score 350 or higher. See Education Code Section 60851 (c) for more information about the local waiver process. In addition, The Budget Act of 2009-10 (Assembly Bill X4 2, Chapter 2, Statutes 2009) added

	California <i>Education Code (EC)</i> Section 60852.3 which states that eligible students with a disability are exempt from the requirement to pass the CAHSEE as a condition of receiving a diploma of graduation or a condition of graduation from high school. An eligible student, as defined in the law, is a student with an individualized education program (IEP) or Section 504 plan that indicates that the student has satisfied or will satisfy all other state and local requirements and is scheduled to receive a high school diploma on or after July 1, 2009.
Subjects tested on exam	English language arts and mathematics
Subjects required for graduation	English language arts and mathematics
Grade exam first administered	10 th
Grade(s) exam aligned to	The English language arts part of the exam addresses state content standards through grade 10. The mathematics part addresses state content standards in grades 6 and 7 and in Algebra I.
Number of retakes allowed <i>before</i> the end of grade 12	Students who progress through grades 10-12 have up to seven retake opportunities, in addition to the first administration in grade 10.
Number of retakes allowed <i>after</i> grade 12	Post-grade 12 students who complete all graduation requirements except passing the CAHSEE may continue to retake the exam up to five times per year as returning grade 12 students or up to three times per year as adult education students, with no limits on retesting opportunities until they meet the CAHSEE requirement.
Is the exit exam used for No Child Left Behind (NCLB) accountability purposes?	Results from the first administration in grade 10 are used to meet the high school testing requirements of NCLB.
Is the same cut score used for graduation and NCLB accountability purposes?	No. Beginning with the February 2004 test administration, the definition of proficient performance for NCLB purposes was set at 380 (scaled score) for both English language arts and math—higher than the exit exam passing score of 350 for each part.
Considerations given to changing the cut score	None

<p>needed to pass the exam for graduation purposes in the past year</p>	
<p>Alternate paths to graduation for students other than English language learners (ELLs) or students with disabilities</p>	<p>Yes. Students can participate in the California High School Proficiency Examination (CHSPE) and the General Educational Development Test (GED®). The CHSPE is a voluntary test that assesses proficiency in basic reading, writing, and mathematics skills taught in public schools. Eligible persons who pass the CHSPE are awarded a Certificate of Proficiency by the California State Board of Education. The test is given in English only. California law requires that the Certificate of Proficiency be equivalent to a high school diploma. A student who receives a Certificate of Proficiency may, with verified parental approval, leave high school early. The Certificate of Proficiency, however, is not equivalent to completing all course work required for regular graduation from high school. If a student is planning to continue his or her studies in a college or university, they should contact the admissions office of the institution they plan to attend so that the student may understand that institution’s admission requirements, including whether or not the Certificate of Proficiency will be sufficient for admission.</p> <p>The GED testing program is an international partnership involving the GED Testing Service, each of the 50 states and the District of Columbia, the Canadian provinces and territories, the U.S. insular areas, the U.S. military and federal correctional institutions, and the Veterans Administration hospitals.</p> <p>The GED Testing Service establishes the test administration procedures and passing standards. All jurisdictions administer the GED tests and award their high school credentials to adults who meet the GED test’ passing standards and any other additional jurisdictional requirements.</p>
<p>Determination of eligibility to pursue these alternate paths to graduation</p>	<p>The California Education Code states that students with disabilities may take the exam with accommodations/modifications, and the local education governing boards decide whether to grant waivers for eligible students.</p> <p>Local education boards make decisions on local waivers. Local education authorities are required to report waiver data annually to the California Department of Education and the state board of education.</p>

	<p>The local school districts determine if students are eligible for the CAHSEE exemption.</p> <p>Students elect to participate in the GED® or the CHSPE. Students must meet the eligibility requirements of these tests in order to participate.</p>
<p>Number and percentage of students who used alternate paths in 2010-11 school year</p>	<p>California does not have the 2010-11 school year information at this time. We anticipate collecting this data in October 2011.</p>
<p>Alternate paths to graduation specifically for English language learners</p>	<p>No. There are, however, accommodations for English language learners taking the exit exam. English learners may hear test directions translated into their native language. English learners may have additional supervised breaks, may be tested separately with other English learners, and may use English-to-primary language glossaries/word lists.</p> <p>The document containing the accommodations for English learners is Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2009) can be found on the state Web site at:</p> <p>http://www.cde.ca.gov/ta/tg/hs/accomod.asp</p>
<p>Number and percentage of ELL students using alternate paths in the 2010-11 school year</p>	<p>California does not collect data regarding accommodations used by English language learners on the exit exam. However, the state does not consider accommodations as an alternate path.</p>
<p>Alternate paths to graduation specifically for students with disabilities</p>	<p>Yes. Beginning with the 2009–10 school year, eligible students with disabilities are exempt from the requirement to pass the CAHSEE as a condition of graduation from high school (<i>Education Code [EC] Section 60852.3</i>). An eligible student, as defined in the law, is a student with an individualized education program or Section 504 plan that indicates that the student has satisfied or will satisfy all other state and local requirements to receive a high school diploma on or after July 1, 2009.</p> <p><i>EC Section 60852.3</i> states that this exemption shall last until the California State Board of Education (SBE) makes a determination that alternative means, by which an eligible student with a disability may demonstrate the same level of academic achievement in the content standards required for passage on the CAHSEE, are not feasible or that alternative means are</p>

	<p>implemented. On July 14, 2010, the SBE determined that alternative means are feasible, and on February 9, 2011, adopted permanent regulations extending the implementation date to July 1, 2012. The exemption from meeting the CAHSEE requirement remains in place until alternative means are implemented.</p> <p>More information about the exemption is available at:</p> <p>http://www.cde.ca.gov/ta/tg/hs/cahseefagexempt.asp</p> <p>Eligible students with disabilities who wish to meet the CAHSEE requirement by passing the examination and have earned the equivalent of a passing score while taking the CAHSEE with a modification may choose to apply for a waiver of the CAHSEE requirement from their local school board (EC Section 60851[c]). (Although the waiver option is still in effect, the exemption under EC Section 60852.3 eliminates the need for the waiver for students who are eligible for the exemption.)</p> <p>At the request of a student’s parent or guardian, a school principal must submit to the local school governing board a request for a waiver of the requirement to pass the part(s) of the CAHSEE on which a modification was used and the equivalent of a passing score was earned. For the local board to waive the CAHSEE requirement, the principal must certify that the student has met the following conditions:</p> <ol style="list-style-type: none"> 1. An IEP or Section 504 plan is in place that requires the modifications to be provided to the student when taking the CAHSEE. 2. The student has either satisfactorily completed or is in progress towards completing high-school-level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the CAHSEE. 3. The student has an individual score report showing that the student has received the equivalent of a passing score on the CAHSEE while using a modification.
<p>Number and percentage of students with</p>	<p>California does not have the 2010-11 school year information at this time. We anticipate</p>

disabilities using alternate paths in 2010-11 school year	collecting this data in October 2011.
Is the exit exam used by postsecondary institutions for undergraduate admission purposes?	No
Is the exit exam used by postsecondary institutions for placement purposes?	No
Are students who meet a certain standard on the state exit exam granted exemptions on college placement exams?	No
Can students receive any form of postsecondary education course credit for their performance on the exit exam?	No
Access to initial and cumulative pass rates on high school exit exams	California records pass rates on the exit exam in the Independent Evaluation of the CAHSEE Reports found at http://www.cde.ca.gov/ta/tg/hs/evaluations
State participation in the Common Core State Standards (CCSS)	California has adopted the CCSS in both English language arts and math.
CCSS testing consortia membership	California is a member of SMARTER Balanced.
Impact of adoption of the CCSS on high school exit exam policies	The state will have to align its current test to the CCSS and decide whether to maintain its rigor at current levels.
Plans to replace or realign current exit exam in English language arts with a new assessment aligned to the CCSS	The decision would require legislation.
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<p>math with a new assessment aligned to the CCSS</p>	
<p>Plans to maintain current exit exams in subjects other than English language arts and math once the Common Core State Standards are fully implemented</p>	<p>The decision would require legislation.</p>
<p>Will changes in state exit exams mentioned above make the exams more rigorous, less rigorous, or about the same?</p>	<p>The state has signed on with the SMARTER Balanced Assessment Consortium as a governing state which maintains that the exams will maintain its rigor at the current levels. However, the decision to replace or realign the current exams with a new assessment aligned to the CCSS would require legislation.</p>
<p>Preparation for students and teachers to transition to new exam</p>	<p>The state is implementing the CCSS and has currently introduced legislation to help prepare for the transition to the new exam. The decision to replace or realign the current exams with a new assessment aligned to the CCSS would require approved legislation.</p>