**California Department of Education**

# Report to the Governor, the Legislature, and the Department of Finance:

# California Assessment of Student Performance and ProgressAnnual Implementation Update and Five-Year Cost Projection



**Prepared by the**

**Assessment Development and Administration Division**

**Instruction and Measurement Branch**

**March 2020**

*Description*: Annual update on the implementation of the California Assessment of Student Performance and Progress covering the 2019 calendar year and five-year projection of costs

*Authority*: California *Education Code* Section 60604(b)

*Recipient*: The Governor, the Legislature, the Legislative Analyst’s Office, the Department of Finance, the State Board of Education, and the respective Chairpersons of the appropriate fiscal subcommittees considering budget appropriations and the appropriate policy committees in each house

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## Executive Summary

California *Education Code* Section 60604(b) requires that the State Superintendent of Public Instruction annually update the Legislature on an implementation plan, five-year cost projection, and timeline for implementing the California Assessment of Student Performance and Progress (CAASPP) System.

The“Program Information” section of this report provides background information regarding the CAASPP System, including its history, purpose, and components.

The “Implementation Update” section provides a brief discussion of CAASPP implementation activities during the 2019 calendar year.

The “Contract Costs” section provides costs and other information regarding the various types of CAASPP contracts, including state-managed services contract costs, extending through fiscal year 2021–2022.

The “Apportionment Costs” section provides information on annual CAASPP apportionment reimbursements to local educational agencies (LEAs).

The “Five-Year Cost Projection” section provides information on projected annual CAASPP contract and LEA apportionment costs. It includes a timeline of the assessments that are anticipated to be a part of each CAASPP test administration and the projected costs, per fiscal year, for the overlapping test administration activities.

Any questions regarding this report or requests for copies should be directed to
Mao Vang, Director, Assessment Development and Administration Division, by phone at 916-319-0803 or by email at mvang@cde.ca.gov.

This report, along with reports from previous years, is available on the California Department of Education CAASPP web page at <https://www.cde.ca.gov/ta/tg/ca/caasppimplementation.asp>.

## Program Information

The California Assessment of Student Performance and Progress (CAASPP) System was established in statute (California *Education Code* [*EC*] sections 60640–60649) in 2013 per Chapter 489, Statutes of 2013 (Assembly Bill 484, Bonilla) and became effective on January 1, 2014, with technical amendments per Chapter 32, Statutes of 2014 (Senate Bill 858, Committee on Budget and Fiscal Review)*.*

The purpose of the CAASPP System is to provide a system of assessments that primarily assists teachers and administrators in promoting high-quality teaching and learning through the use of a variety of assessment approaches. The statute provides for the development and administration of assessments through the use of technology where feasible.

This report provides information about the CAASPP System as it relates to
*EC* Section 60604(b), which requires the State Superintendent of Public Instruction to develop and annually provide for the Legislature an update on an implementation plan, five-year cost projection, and timeline for implementing the CAASPP System.

Per *EC* Section 60605.7, California joined the Smarter Balanced Assessment Consortium (Consortium) in June 2011 as a governing state, working on the development of English language arts/literacy (ELA) and mathematics assessments. As stipulated in *EC* Section 60640(b)(1), the Consortium assessments measure the Common Core State Standards (CCSS) for ELA and mathematics adopted by the California State Board of Education (SBE). The three components of the Smarter Balanced Assessment System—summative assessments, interim assessments, and Digital Library of formative assessment tools—are designed to support teaching and learning throughout the year.

As addressed in state law, the CAASPP summative assessments include the following:

* Smarter Balanced Summative Assessments for ELA and mathematics
* California Alternate Assessments (CAAs) for ELA, mathematics, and science for students with the most significant cognitive disabilities, as designated in their individualized education program (IEP)
* California Science Test (CAST)
* California Spanish Assessment (CSA) for Spanish reading/language arts (RLA)

The CAASPP summative assessments are computer-based tests that measure what students know and can do. They produce scores that can be aggregated and disaggregated for the purpose of informing parents/guardians, local educational agencies (LEAs), the public, and the state about students’ achievement in their learning of the California academic content standards. The CAASPP summative assessments (1) provide individual student results to students, parents/guardians, and teachers;
(2) produce school-, district-, and county-level results that allow for the monitoring of schools’ progress; and (3) produce results to meet the requirements of the Every Student Succeeds Act (ESSA), enacted on December 10, 2015, and the Elementary and Secondary Education Act (ESEA), enacted in 1965. Under the federal requirements of ESSA, all states accepting Title I federal funds for use by LEAs must assess students as follows:

* For ELA/Literacy and mathematics, an assessment administered annually in each of grades three through eight and once in high school
* For science, an assessment administered annually in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve)

CAASPP tests were used to meet federal requirements in 2018–2019 through the administration of the following:

The Smarter Balanced Summative Assessments and the CAAs for ELA and mathematics in grades three through eight and grade eleven

The CAST and CAA for Science in grades five and eight and one time in high school (All grade twelve students who had not yet taken a science assessment in high school were required to take the CAST or the CAA for Science.)

All contracts for the development, purchase, or administration of the CAASPP tests are subject to approval by the SBE. SBE approval must be obtained for the following work components:

* The test blueprints—*excluding* Consortium assessments—specifying the standards to be assessed and the number of items to be tested for each standard included in the tests
* The achievement levels used in the CAASPP System and the threshold scores—*excluding* Consortium assessments—used to identify students’ achievement levels
* The regulations; testing period; calendar of when results are to be delivered to the state, LEAs, and parents/guardians; and when results are to be posted for the public

*EC* Section 60649 also requires (1) the development of a three-year plan for continuous improvement of the CAASPP System, with the approval of the SBE; and (2) the California Department of Education (CDE) to contract for a three-year independent evaluation of the CAASPP System that will provide interim annual reports, a final report on the activities, and an analysis of the three-year independent evaluation. In December 2019, the *CAASPP 2019 Independent Evaluation Report* was posted on the CDE CAASPP Technical Reports and Studies web page at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>.

Additional information regarding the CAASPP is available on the CDE CAASPP System web page at <http://www.cde.ca.gov/ta/tg/ca/>.

Table 1, below, and Table 2, on the following page, identify the required and optional CAASPP assessments that were administered in 2018–2019.

**Table 1:** CAASPP Required Assessments Administered in 2018–2019, by Grade and Content Area

| **Test** | **Type** | **Students** | **Grades** | **Content Areas** |
| --- | --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for ELA and mathematics | Computer-adaptive test | All students, unless they have an IEP indicating an alternate assessment (recently arrived English learner students are exempted from the assessment for ELA) | 3–8 and 11 | ELA and mathematics |
| CAAs for ELA and mathematics | Computer-based test | Students with the most significant cognitive disabilities whose IEP indicates assessment with an alternate test (i.e., CAA) | 3–8 and 11 | ELA and mathematics |
| CAST | Computer-basedtest | All students, unless they have an IEP indicating an alternate assessment (i.e., CAA for Science) | 5 and 8 and once in high school | Science |
| CAA for Science–field test | Computer-basedtest | Students with the most significant cognitive disabilities whose IEP indicates assessment with an alternate test (i.e., CAA for Science) | 5 and 8 and once in high school | Science |

**Table 2:** Optional CAASPP Assessments and Assessment Tools Available in 2018–2019, by Grade and Content Area

| **Test/Tool** | **Type** | **Students** | **Grades** | **Content Areas** |
| --- | --- | --- | --- | --- |
| Smarter Balanced Digital Library Formative Assessment Tools | N/A | All students | K–12 | ELA and mathematics |
| Smarter Balanced Interim Assessments | Computer-based test | All students | K–12 | ELA and mathematics |
| CSA | Computer-based test | Any student seeking a measure of Spanish reading/language arts  | 3–8 and high school | Spanish RLA |

## Implementation Update

Activities for the implementation of the CAASPP System began in 2010 with the SBE’s adoption of the CCSS for ELA and mathematics. Over the past nine years, the CDE and the SBE have made significant strides toward fully implementing a comprehensive assessment system—the CAASPP System—to include the development and administration of the CAAs for ELA and mathematics as well as the development and administration of the CAST, the CSA, and the CAA for Science.

In November 2018, the SBE approved an amendment to the CAASPP contract to integrate the work related to the development and administration of the English Language Proficiency Assessments for California (ELPAC). There are references to ELPAC in various communications throughout this report. However, the purpose of this report is to focus on the assessments of the CAASPP System.

Brief implementation updates on the CAASPP activities during the 2019 calendar year are presented in this section.

### **Content Standards**

No changes for this reporting period.

### **Periodic Updates of Assessment Developments**

The 2019 activities carried out in support of periodic updates of assessment developments were as follows:

* In January, the CDE provided the SBE with information for approval of the 2019 LEA apportionment rates for the CAASPP and an update on program activities (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item08.docx>).
* In March, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item03.docx>).
* In April, the CDE provided the SBE with an Information Memorandum that gave an update on the Smarter Balanced Summative Assessment blueprints for ELA and mathematics (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-apr19item01.docx>).
* In May, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the proposed high-level test design (HLTD) for the transition of the Initial and Summative ELPAC to computer-based tests, the proposed HLTD for the development of the computer-based Initial and Summative Alternate ELPAC, and proposed revisions to the computer-based Summative ELPAC blueprints (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01.docx>).
* In June, the CDE provided the SBE with an Information Memorandum that included the draft accessibility resources for operational testing for the Initial and Summative ELPAC and the Alternate ELPAC based on the transition to an online test delivery system (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun19item03.docx>).
* In July, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item02.docx>).
* In August, the CDE provided the SBE with an Information Memorandum that gave an update on the CAA for Science (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug19item01.docx>).
* In August, the CDE provided the SBE with an Information Memorandum that gave an update on the CSA standard-setting plan (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug19item02.docx>).
* In August, the CDE provided the SBE with an Information Memorandum that gave an update on the notice received from the U.S. Department of Education (ED) informing the CDE that the statewide percentage of students taking the alternate assessment based on alternate academic achievement standards exceeded 1.0 percent (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug19item03.docx>).
* In September, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the CAASPP and computer-based ELPAC summative Student Score Reports (SSRs) and the California Spanish Assessment preliminary score reporting ranges (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03.docx>)
* In October, the CDE provided the SBE with updates on the CAST standard-setting plan and a summary of related activities conducted before and after the convening of the CAST July/August 2019 Standard-Setting Workshop (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad01.docx>).
* In October, the CDE provided the SBE with updates on the new resources added to the Digital Library and on the efforts made to support educators, including the California Educator Reporting System (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad02.docx>).
* In October, the CDE provided the SBE with information on the public release of the CAASPP and ELPAC 2018–2019 student results (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad03.docx>).
* In November, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the CAST threshold scores (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item06.docx>).
* In December 2019, the CDE provided the SBE with updates on the CAST studies and analyses of the multistage adaptive test, screener, matrix sampling for group-level reporting, and time students need to complete the CAST (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad01.docx>).

### **Informational Materials**

The 2019 activities in support of informational materials were as follows:

* The CDE, in coordination with testing contractor Educational Testing Service (ETS), provided opportunities for teacher participation in the form of item writing workshops, item review workshops, data review, and range finding. In addition, outreach activities—webcasts and pretest and post-test workshops—communicated key information to LEAs and were reported in CAASPP update items, as indicated in the “Periodic Updates of Assessment Developments” section of this report.
* The CDE met with the Regional Assessment Network, a subcommittee of the Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Association, every two months during the year to elicit feedback on informational materials and activities under development for all California assessments. This committee also is charged with disseminating information on behalf of the CDE.
* In support of the SBE, the CDE Assessment Development and Administration
Division (ADAD) met bi-monthly throughout the year with the Advisory Committee on Special Education to update the committee on assessment activities and developments, especially those related to accessibility.
* The CDE met monthly with representatives from California educational associations to share assessment-related topics and receive feedback to help inform the ADAD’s ongoing work.
* The CDE participated in four Bilingual Coordinators Network meetings to share assessment updates and gather feedback from stakeholders. CDE staff attend these meetings annually.
* The CDE participated in two Consortium collaboration meetings and four Technical Advisory Committee (TAC) meetings. Member states met to collaborate, plan, and prepare (e.g., item and test development, accommodations, technology) for the implementation of and ongoing enhancements to the Smarter Balanced assessments. The TAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on those assessments.
* Throughout the year, the CDE weekly informational newsletter, *Assessment Spotlight*, was disseminated to all CAASPP coordinators and CAASPP listserv subscribers, alerting them to the latest information about the testing program, reaching more than 16,700 subscribers.
* In February, the CDE led a discussion of the design of the CAST and introduced the item specifications at the District Science Leadership Network: Access and Equity Around Assessments.
* In February and March, the CDE presented key information on the development of the CAST at the California Teachers Association—Good Teaching Conferences, where participants learned how to read and use an item specification and deconstructed a California Next Generation Science Standards performance expectation.
* In July and August, the CDE offered the CAASPP Summer Institute at eight regional locations throughout the state. Each of the two-day workshops trained LEA staff—primarily teachers—in the design of Smarter Balanced Interim Assessment items, the use of the Smarter Balanced rubrics to score student responses, and how to use the interim assessments and Digital Library to support teaching and learning.
* In October, the CDE held its first California Assessment Conference, designed specifically for classroom teachers. The conference offered opportunities for participants to explore the connection between assessments and classroom instruction, hear from other educators about their experiences with the comprehensive assessment system, and learn how to utilize assessment resources.
* In December, the CDE presented to California science educators at the California Science, Technology, Engineering, Art, Math (STEAM) Symposium how to deconstruct California Next Generation Science Standards Performance Expectations by employing item specifications used in the development of the CAST questions.

### **Stakeholder Input**

The 2019 implementation activities in support of stakeholder input were as follows:

* Monthly meetings with the Assessment Stakeholder Committee, whose members include representatives from key California educational associations—
	+ Advisory Commission on Special Education
	+ Association of California School Administrators
	+ California Parent-Teacher Association
	+ California Federation of Teachers
	+ California School Boards Association
	+ California Science Teachers Association
	+ California Small School District Association
	+ California Teachers Association
	+ Californians Together
	+ Special Education Local Plan Area Association
	+ California Association of Bilingual Educators

Meetings with representatives from these organizations provided a regular forum for sharing information about state assessment-related developments and receiving feedback from key education stakeholders.

* Bi-monthly meetings also were held in 2019 with the Curriculum and Instruction Steering Committee’s Regional Assessment Network, consisting of representatives from all 11 of the network’s regions throughout California. This group meets monthly following the SBE meetings. The CDE ADAD highlighted the latest developments and activities for all statewide assessments at each meeting. The 2019 meeting dates were as follows:
	+ January 16
	+ March 20
	+ May 15
	+ September 18
	+ November 12
* The ADAD regularly made presentations in 2019 to the Advisory Committee on Special Education. Topics highlighted current developments for all assessments, with particular emphasis on the CAAs for ELA, mathematics, and science; the accessibility resources for the Smarter Balanced Summative Assessments for ELA and mathematics; and the CAST. The 2019 meeting dates included the following:
	+ February 21
	+ April 17
	+ June 20
	+ August 8
	+ October 10

#### Sample, Practice, and Training Tests

The 2019 implementation activities in support of sample, practice, and training tests were as follows:

* In August, Smarter Balanced released an update to its Sample Items website, located at [http://sampleitems.smarterbalanced.org](http://sampleitems.smarterbalanced.org/), which allows parents/guardians, educators, and other stakeholders to explore and interact with sample questions. Viewers can use search filters to quickly find items on the basis of grade, subject, claim, or item type.

The website presents a variety of item types used in Smarter Balanced assessments to measure what students know and can do. These samples are not intended to be used as practice tests; rather, stakeholders can use them to better understand how Smarter Balanced measures college- and career-readiness content.

* The CAASPP Online Practice and Training Tests Portal, located at <http://www.caaspp.org/practice-and-training/index.html>, provided practice and training tests as well as scoring guides that mirror the depth and breadth of the content of the operational test. Educators, students, parents/guardians, and other stakeholders can view and try out the tests in the same way students encounter them on the Smarter Balanced Summative Assessments. The portal offers the following practice and training tests:
	+ Smarter Balanced Summative Assessments (ELA and mathematics)
	+ CAAs (ELA and mathematics)
	+ CAST
	+ CAA for Science
	+ In November, new online practice tests and updated training tests were made available for the CAST. One test per grade/grade span (grade five, grade eight, and high school) is available. In addition, three performance tasks—one from each science domain—were included in the CAA for Science field test online training performance task, assessing two Science Connectors—Life Sciences and Physical Sciences. CSA training tests became available for the first time.

### **Regulations**

In January 2019, the SBE approved the commencement of the rulemaking process, including a 45-day public comment period in response to proposed CAASPP regulations. In May, the SBE approved the commencement of a 15-day public comment period for revisions to the proposed regulations, during which no comment was received and the proposed regulations were deemed adopted. The regulations were approved by the Office of Administrative Law in July.

Updates to the CAASPP regulations included the following:

* + Addition of embedded and non-embedded accessibility resources
	+ Removal of the due date for LEA transmission of apportionment information reports
	+ Clarification on electronic record-keeping
	+ Addition of new directions for defining LEA responsibility for making SSRs available to parents/guardians when the students have transferred from their testing LEA to another LEA

The *California Code of Regulations* for the CAASPP can be found on the Westlaw California Code of Regulations web page located at <https://govt.westlaw.com/calregs/>.

### **Contracts**

In January, the SBE approved the amendment of the CAASPP contract.

### **Technology Readiness**

The 2019 implementation activities in support of technology readiness were as follows:

* The CDE continued to assist the K–12 High-Speed Network with the implementation of the Broadband Infrastructure Improvement Grant (BIIG) program. As of December 31, 2019, all of the 164 BIIG 1.0 projects were completed; of the 214 BIIG 2.0 projects, 202 were completed. A fourth round of the BIIG 2.0 projects was in the bid process. Both BIIG 1.0 and BIIG 2.0 grant awards are meant to be spent by June 30, 2020.
* The CDE continued to work with its contractor to enhance the Assessment Technology Platform solution to implement efficiencies and improve user experience with the California Assessment Delivery System, including all components required to deliver the Smarter Balanced and non-Smarter Balanced assessments, which include CAST, CAAs, and CSA.
* On May 7, 2019, a record number of more than 680,000 California students took the online CAASPP assessments concurrently. This number far exceeded the peak during the 2017–2018 school year of nearly 570,000 concurrent test takers. ETS has maintained the capacity of the California Assessment Delivery System to support 2,000,000 concurrent users. While we anticipate an increase in the concurrent users for the spring 2020 testing period with the inclusion of ELPAC in the California Assessment System, we anticipate that the planned capacity, as well as processes for turning off non-essential testing modules as required by the CAASPP and ELPAC test regulations, will support the expected spring 2020 increase.

### **Test Security**

No test security incidents occurred that compromised the integrity of the assessments for this reporting period.

### **Performance Standards**

There were no changes for this reporting period.

### **Reporting of Results**

The 2019 implementation activities to support the reporting of results (which can be found on the Test Results for California’s Assessments web page at <https://caaspp-elpac.cde.ca.gov/caaspp/>) were as follows:

* In February, the results from the 1.0 percent threshold survey were released. This file listed the LEAs that reported they may exceed the 1 percent threshold for alternate assessments for the 2018‒2019 test administration.
* In October, the results were released publicly for the Smarter Balanced Summative Assessments for ELA and mathematics as well as the CAAs for ELA and mathematics. The State Superintendent announced that California students had improved slightly since 2017–2018 while expressing concern that improvement was less consistent across the score range in the later grades of seven, eight, and eleven (see October 9, 2019, CDE News Release at <https://www.cde.ca.gov/nr/ne/yr19/yr19rel68.asp>). The results are available at the state, county, district, and school levels for all students as well as disaggregated for student groups.

The CDE ADAD staff created the following additional statewide data summaries of Smarter Balanced Summative Assessments for ELA and mathematics results for local use—

* + Summary data for all students and specific student groups as well as cross-tabulations by specific student groups.
	+ Average scale score changes by grade. These tables display the average scale score change of matched students from one grade to the next to assist with interpreting student gain scores at different grade levels.
* In December, the 2018–2019 accessibility reports for the Smarter Balanced Summative Assessments for ELA and mathematics and the CAST were completed and made available. The reports included charts for the counts of students who were assigned designated supports or accommodations, aggregated statewide by grade, by LEA, and by school. Within each table, the accessibility resources counts were aggregated further by combinations of English learner designation and special education or Section 504 plan status.

The CDE is working in coordination with ETS to continue the transition to electronic CAASPP SSRs. Electronic SSRs provide LEAs with the flexibility to determine the delivery method of the SSRs to parents/guardians. For example, an LEA can make SSRs available to parents/guardians through its student information system (SIS) parent portal instead of printing and mailing them. This new electronic option reduces the turnaround time for delivering SSRs to LEAs and the costs associated with the handling and mailing of them to parents/guardians. Contractual cost savings from the electronic delivery of reports allows for the expansion of translations of the reports to several languages beyond English and Spanish.

In addition, the electronic delivery offers more flexibility to increase the amount of information in the SSR, enhances the presentation of information (e.g., color, spacing, format), and increases accessibility for parents/guardians who may have a visual impairment.

The change to electronic delivery is being phased in over a three-year period to provide LEAs with the information and time needed for a successful transition. The transition is taking place in the following phases:

* **Phase one—pilot (2017–2018).** During phase one, the CDE and testing contractor ETS solicited volunteers to participate in the phase one pilot to test the technology solution for delivering electronic CAASPP SSRs to parents/guardians. ETS worked with the seven LEAs and two SIS vendors that volunteered. All LEAs, including those that participated in the pilot, received paper SSRs during
phase one.
* **Phase two—initial implementation (2018–2019).** During phase two, the CDE and ETS worked with all LEAs to implement the electronic delivery of CAASPP SSRs statewide. While the default delivery method for 2018–2019 CAASPP SSRs was electronic, LEAs that demonstrated a strong need for continued paper SSRs because of technology constraints were able to request support to assist them with the cost of ordering printed SSRs through an application process. For LEAs that wished to purchase paper SSRs, ETS provided the supplemental service of printing SSRs for a fee.
* **Phase three—full implementation (2019–2020).** During phase three, all LEAs will use the electronic reporting process, either by delivering the reports to parents/guardians electronically or by printing them locally and then distributing them to parents/guardians. LEAs that demonstrate a strong need for continued paper SSRs because of technology constraints may request support to assist them with the cost of ordering printed SSRs through an application process. For LEAs that wish to purchase paper SSRs, ETS will provide the supplemental service of printing SSRs for a fee.

### **Peer Review Status**

#### Federal Peer Review Submission Update

The CDE is required to submit to the ED documents demonstrating that California’s assessments meet the requirements for validity, reliability, and fairness established for states by the ESSA. As new assessments become operational, the CDE must provide additional evidence for peer review, covering each assessment that is required under ESSA. The peer-review process is often an iterative one, with states submitting additional evidence to meet the requirements as it becomes available. The status of each California assessment subject to the peer review process is described below.

* **Smarter Balanced Summative Assessments for ELA and Mathematics.** In June 2016, in collaboration with the Smarter Balanced Assessment Consortium, the CDE submitted evidence for peer review of the Smarter Balanced Summative Assessments for ELA and mathematics. There are four possible outcomes of the peer review: meets requirements, substantially meets requirements, partially meets requirements, and does not meet requirements. Both “meets requirements” and “substantially meets requirements” are passing results for peer review. The outcome of this submission was a rating of “substantially meets requirements.” As part of the review, the ED requested additional evidence related to the monitoring of assessment processes for students with special education needs, and the final pieces of evidence will be submitted in early 2020.
* **CAAs for ELA and Mathematics.** In December 2017, the CDE submitted peer-review evidence for the CAAs for ELA and mathematics, which were first administered operationally in 2016. More than 150 documents were submitted, covering the test development process, test alignment, test administration, test and data security, reporting of results, and analyses of test performance. The outcome of this submission was a rating of “substantially meets requirements.” As part of the review, the ED requested additional evidence for both ELA and mathematics related to the statistical dimensionality of the assessments and the process for determining the scoring reliability for items based on rubrics for the next peer review submission cycle in December 2020.
* **CAA for Science.** The first operational administration of the CAA for Science is the 2019–2020 school year. The ED has requested that the CDE submit evidence in December 2020. However, because the *CAA for Science Technical Report* will not be complete until early 2021, the CDE will request an extension from the ED of this date to spring 2021.
* **CAST.** The CAST was first administered operationally in 2018–2019. The ED has requested that the CDE complete the first submission of evidence for the CAST for the next peer review submission cycle in December 2020.
* **Summative ELPAC.** The CDE will provide the first submission of evidence for the Summative ELPAC in spring 2021, following the first computer-based administration of the Summative ELPAC in spring 2020. (The Initial ELPAC is not subject to the federal assessment peer review process.)

### **Independent Evaluation**

The 2019 implementation activities in support of the independent evaluation were as follows:

* Pursuant to *EC* Section 60649, as the independent evaluator of the CAASPP System (from July 2018 through December 2020), the Human Resources Research Organization (HumRRO) continued its three-year independent evaluation to provide objective technical advice and consultation on activities supporting the implementation of the CAASPP System.
* HumRRO produced the *CAASPP 2019 Independent Evaluation Report,* which describes the work conducted during the year. The report was posted on the CDE CAASPP Technical Reports and Studies web page at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>.
* HumRRO conducted the CAST and CAA for Science alignment workshops to review and evaluate the assessments relative to their respective standards and blueprints. The alignment study reports will be available in 2020.
* HumRRO produced the *CAASPP 2019 Impact on Instruction and Student Learning Case Study,* summarizing the findings from year one of the two-year evaluation. The 2019 report will be posted in early 2020 on the CDE CAASPP Technical Reports and Studies web page at[https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp.](https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp)

### **Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library**

The 2019 implementation activities in support of the Smarter Balanced Summative Assessments, Interim Assessments, and Digital Library were as follows:

**Summative Assessments**

* The Consortium field-tested new performance tasks for both ELA and mathematics. The items were integrated into the 2018–2019 administration of the Smarter Balanced Summative Assessments. Field testing of new items will continue into the 2019–2020 test administration.
* Educators from Consortium member states convened for several annual development activities, including item writing training, item review, data review, and range finding. California educators participated in these educator involvement opportunities.
* In September, Smarter Balanced released a new web tool called the Smarter Content Explorer for desktop and mobile devices. This web tool helps to bridge the gap between the language used by test developers and the language used in classrooms every day, allowing educators to filter content by CCSS, target, or claim. Educators can identify the content assessed and what students are expected to know on any of the Smarter Balanced Interim and/or Summative Assessments using this new tool. The Smarter Content Explorer is available through the Smarter Balanced website at [http://ContentExplorer.SmarterBalanced.org](http://contentexplorer.smarterbalanced.org/).

**Interim Assessments**

* More than 11.3 million Smarter Balanced Interim Assessments were administered across more than 1,700 California LEAs in the 2018–2019 school year. As of December 26, 2019, a total of 3.6 million interim assessments had been started across 1,162 LEAs for the 2019–2020 school year.
* Smarter Balanced introduced a new type of Interim Assessment Block (IAB) called the focused IAB. Focused IABs assess even smaller bundles of content than many of the original IABs in order to give teachers more specific information about what students know and can do so they can plan the next steps for instruction.
* California educators now have access to 42 new focused IABs—three for each of grades three through eight and high school for ELA and mathematics. Additional focused IABs are anticipated to be available in the next few years.
* To support educators in measuring the progress of high school students in meeting college and career readiness standards, Smarter Balanced introduced grade-specific cut scores for the high school Interim Comprehensive Assessments (ICAs). As a result, four additional ICAs now are available at the high school level—two ICAs each for both grades nine and ten, one for ELA, and one for mathematics.

**Digital Library**

* The Consortium added 42 new Connections Playlists to the Digital Library. There are now 150 Digital Library Connections Playlists available, one for each IAB. The 42 new playlists are aligned with the new focused IABs, which feature 126 new instructional resources for ELA and mathematics. Samples are available on the Smarter Balanced Digital Library web page, which transitioned to Tools for Teachers in 2020, at <https://www.smartertoolsforteachers.org/>. These playlists, developed in collaboration with educators from Consortium member states, support educators in their use of the Smarter Balanced Interim Assessments in conjunction with resources from the Digital Library.

### **California Alternate Assessments for English Language Arts and Mathematics**

The 2019 implementation activities in support of the CAAs for ELA and mathematics were as follows:

* Ongoing development work for the CAAs for ELA and mathematics included
(1) the removal of the educator survey that had followed the conclusion of each alternate assessment; and (2) refreshing item banks and practice tests.
* In May, the CDE met with California educators to analyze the results of field test items to improve overall test quality. In part, that improvement included the reduction of text complexity and refinement of alternate text for students with visual impairments, which resulted in the creation of guidelines to address language complexity for test items used in the 2018 test administration.
* In October, CAA test results for ELA and mathematics were reported to LEAs.

### **California Science Test**

The 2019 implementation activities in support of the CAST were as follows:

* In January, an in-person item writing workshop was conducted in Sacramento with 17 California science educators participating. The educators received training on how to write test questions for future CAST administrations.
* On January 8, the CAST first operational assessment became available to LEAs; availability extended through the LEAs’ selected testing window or July 15, 2019, whichever came first. The CAST was administered to all students enrolled in grades five and eight and to all grade twelve students who did not take the 2017–2018 CAST field test. LEAs also had the option to administer the CAST to high school students in grades ten and eleven. High school students may take the CAST only once. The test consisted of approximately 44–65 items and, on average, took about two hours to administer to students. More than 1.5 million students were administered the CAST.
* In February and March, HumRRO conducted an alignment study with 18 California science educators to evaluate the CAST test items and their alignment with the California Next Generation Science Standards Performance Expectations.
* In March, California science educators reviewed grade-specific range achievement level descriptors that would be used as one of the resources for the standard-setting workshop in July/August 2019.
* In May, ETS conducted a two-day item review meeting with 15 California science educators to review items and performance tasks that may be field-tested during the 2019–2020 administration of the CAST.
* In May, a virtual meeting for CAST range finding was conducted with California science educators to review training and benchmark materials for the hand-scoring of constructed-response items.
* In June, ETS conducted a virtual two-day data review meeting with 10 California science educators to review item statistics obtained from the 2018–2019 administration of the operational CAST items and determine whether there were items that should be revised or excluded from the 2019–2020 CAST.
* In July, an item review workshop was conducted with California educators who have a science background. This review was for braille practice test items for students who have a visual impairment.
* In July/August, ETS conducted a standard-setting workshop with 45 California science educators who participated in determining draft preliminary threshold scores to go to the SBE for approval in November 2019.
* In August, ETS conducted a two-day in-person item review meeting with California science educators and national experts on the assessment of students with visual impairment to conduct a comparability study of the items that were “twinned” to be accessible for the low-vision student population.
* In December, SSRs were provided to LEAs for distribution to parents/guardians.

### **California Alternate Assessment for Science**

The 2019 implementation activities in support of the CAA for Science were as follows:

* On January 8, the CAA for Science field test became available to LEAs; availability extended through the LEAs’ selected testing window or July 15, 2019, whichever came first. This test consisted of three performance tasks. More than 19,100 students were administered the CAA for Science field test.
* All students eligible to take the alternate assessment for science in grades five and eight and all eligible grade twelve students who did not take the 2017–2018 CAA for Science, year two pilot were administered the CAA for Science field test. LEAs also had the option to administer the alternate assessment to eligible high school students in grades ten and eleven. High school students may take the CAA for Science only once. The test consisted of three performance tasks, with 10 items per performance task, for a total of 30 items and 33 total points.
* In April, ETS conducted a three-day performance task review with 10 California special education and science educators.
* In July, ETS conducted a virtual data review meeting with California special education and science educators who participated in the data review process to assess the performance of items on the CAA for Science and recommend whether these items should be used operationally.
* In November, HumRRO conducted an alignment study with 16 California science educators to evaluate the CAA for Science test items and their alignment with the alternate science standards that were derived from the California Next Generation Science Standards Performance Expectations.

### **California Spanish Assessment**

The 2019 implementation activities in support of the CSA were as follows:

* In January, California educators participated in an item writing workshop in preparation for the 2020 operational administration of the CSA.
* On April 1, the CSA operational test became available to LEAs; availability extended through the LEAs’ selected testing window or July 15, 2019, whichever came first. The operational CSA was administered to all students enrolled in grades three through eight and high school. It consisted of 52 items and, on average, took about two hours to administer to students. More than 39,000 students were administered the operational CSA.
* In April, a data review workshop was conducted with California educators to review items that were statistically flagged from the 2018–2019 field test in preparation for the first operational administration of the CSA.
* In May, California educators participated in a CSA passage and item review meeting to review field test items for content, bias, and sensitivity.
* In August, California educators who are Spanish bilingual and biliterate and have experience teaching Spanish participated in a standard-setting workshop. Participants were to evaluate the degree to which the threshold scores and achievement levels of the CSA accurately distinguish between levels of the students’ Spanish competency. This standard-setting panel proposed threshold scores based on their professional judgment.
* In October, a virtual meeting for CSA range finding was conducted with California educators to review training and benchmark materials for the local hand-scoring of constructed-response items.

### **California Educator Reporting System**

In fall 2019, the California Educator Reporting System (CERS) became the new name for the system previously known to LEAs as the Interim Assessment Reporting System. This secure system is used by California LEA staff to view individual and aggregate student results from the Smarter Balanced Interim Assessments for ELA and mathematics. Over the next two years, CERS will become the “one-stop shop” for LEA staff to access individual and aggregate student results from all CAASPP and ELPAC assessments, with the exception of the Initial ELPAC.

As of December 27, 2019, historical results from the Summative ELPAC and the Smarter Balanced Summative ELA and mathematics assessments have been available in CERS. By spring 2022, results from all CAASPP and ELPAC assessments will be available to LEAs in CERS, with a daily feed of results for each assessment.

To support LEAs in training staff on how to use CERS, the CDE, through its interagency agreement with the Regents of the University of California, on behalf of the Santa Cruz campus, has developed a training tool called the CERS Sandbox. Introduced in July 2019, the Sandbox helps educators become familiar with the features and functions of CERS in a non-secure environment. The Sandbox offers users virtually the same features and functions as CERS. It uses practice test items along with mock student data and can be used individually or in group training environments. The Sandbox is available on a public website ([http://CERSsandbox.smarterreporting.org](https://rdw-stage-reporting.rdw.smarterbalanced.org/sandbox-login?sandbox=CA_S023)), and no log in credentials are needed.

### **Early Assessment Program**

Grade eleven Smarter Balanced Summative Assessment results continued to be used for the Early Assessment Program in collaboration with the California State University and participating California Community Colleges.

### **California Assessment of Student Performance and Progress Expansion**

The CDE continued the development of the CAA for Science, the CAST, and the CSA.

### **Grade Two Diagnostic Assessments for Language Arts and Mathematics**

No changes for this reporting period.

## Contract Costs

CAASPP contract costs require SBE approval and are contingent on the review of the contract by the Department of Finance (DOF) during contract negotiations. Per *EC* Section 60643, the CDE, in consultation with the SBE, may make material amendments to the contract that do not increase the contract cost. Contract amendments that increase contract costs may be made only with the approval of the CDE, the SBE, and the DOF. As of the date of this report, the CAASPP System includes the following contracts: (1) Consortium-managed services; (2) state-managed services; and (3) independent evaluation.

### **Smarter Balanced Consortium-Managed Services Contract**

The Consortium-managed services contract is a multi-year, sole-source contract with costs based on an annual fee structure for Consortium services provided by a Consortium-selected contractor. For the 2017–2018 through 2019–2020 test administrations, the selected contractor is the Regents of the University of California, on behalf of the Santa Cruz campus. This contract provides California with access to Smarter Balanced Summative Assessment items for statewide testing; the ongoing refreshment of Smarter Balanced test items, validation research, blueprint alignment, accommodations and accessibility research, and so forth; access to Smarter Balanced Interim Assessments (for K–12 teachers) for optional use; and access to formative tools in the Smarter Balanced Digital Library (also for K–12 teachers) for optional use.

The current CDE contract with the Regents of the University of California, on behalf of the Santa Cruz campus for Smarter Balanced, began on July 1, 2017, and will end on June 30, 2022. In November 2018, the SBE approved a request by the CDE to amend the contract to include activities related to the reporting of assessment results to educators. In July 2019, the contract was amended to include the reporting activities, and the total contract stands at $50.3 million for a period of five years, which includes a total of $1.8 million for CAASPP-related educator reporting activities. It is anticipated that the annual cost for the membership will not exceed the current annual cap of $9.55 million.

Table 3, on the following page, provides a breakdown of the current Regents of the University of California, on behalf of the Santa Cruz campus, contract costs per fiscal year.

**Table 3:** Consortium-Managed Services Contract Costs

| **Fiscal Year** | **Total Cost** | **Package** | **Per-Student Rate** | **Students[[1]](#footnote-2)** |
| --- | --- | --- | --- | --- |
| 2017–2018 | $9,550,000 | Summative, Interim, and Digital Library | $6.20 Summative and $3.35 Interim and Digital Library | 1 million (cap) |
| 2018–2019 | $9,550,000 membership fee and $02 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and $3.35 Interim and Digital Library | 1 million (cap) |
| 2019–2020 | $9,550,000 membership fee and $369,865 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and $3.35 Interim and Digital Library | 1 million (cap) |
| 2020–2021 | $9,550,000 membership fee and $518,780 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and $3.35 Interim and Digital Library | 1 million (cap) |
| 2021–2022 | $9,550,000 membership fee and $531,346 educator reporting activities | Summative, Interim, Digital Library, and educator reporting | $6.20 Summative and $3.35 Interim and Digital Library | 1 million (cap) |

### **State-Managed Services Contract**

The state-managed services contract is a multi-year contract for the annual administration of all CAASPP assessments, including the Smarter Balanced Consortium assessments. This contract was competitively bid through a Request for Submission process with input from CDE and SBE staff. In that process, the SBE designated the contractor. As allowed in state law, the final Scope of Work and budget were then negotiated and approved by the CDE, the SBE, and the DOF.

The current state-managed services contractor is ETS. The contract was awarded in May 2015 for the 2015–2016 through 2017–2018 test administrations. In January 2018, the SBE approved the renewal of the contract with ETS for a period of two years to cover the 2018–2019 and 2019–2020 CAASPP test administrations. In November 2018, the SBE approved an amendment to the renewed contract with ETS for an additional two-year period to cover the 2020–2021 and 2021–2022 test administrations.

The 2018–2019 Budget Act provided approximately $82.8 million for the ongoing administration of all components of the CAASPP System. Some key enhancements are as follows:

* Expanded the capacity of the CAASPP Assessment Delivery System from the previous dedicated support for 500,000 concurrent users to the dedicated support for 2,000,000 concurrent users
* Piloted access to SSRs for LEAs and their authorized SIS vendors in electronic formats suitable for loading directly into their local SIS
* Explored additional studies and analyses to inform CAASPP assessments
* Performed the calculations to inform growth models
* Developed practice tests and updated training tests for the CAST
* Developed training performance tasks for the CAA for Science

Table 4, on the following page, provides a breakdown of the current contract costs per fiscalyear.

Table 4.State-Managed Services Contract Costs

| **Fiscal Year** | **Total Cost** | **Cost Breakdown per Test Administration** |
| --- | --- | --- |
| 2017–2018 | $77,273,778 | * $5,754,766 for 2016–2017 test administration costs
* $71,519,012 for 2017–2018 test administration costs
 |
| 2018–2019 | $82,754,000 | * $5,380,178 for 2017–2018 test administration costs
* $77,373,822 for 2018–2019 test administration costs
 |
| 2019–2020 | $76,846,831 | * $1,578,399 for 2018–2019 test administration costs
* $75,268,432 for 2019–2020 test administration costs
 |
| 2020–2021 | $76,687,323 | * $2,369,536 for 2019–2020 test administration costs
* $74,317,787 for 2020–2021 test administration costs
 |
| 2021–2022 | $76,674,757 | * $2,651,082 for 2020–2021 test administration costs
* $74,023,675 for 2021–2022 test administration costs
 |
| 2022–2023  | $3,000,000 | * $3,000,000 for 2021–2022 test administration costs
 |

### **Independent Evaluation Contract**

The independent evaluation contract is a multi-year contract to provide independent, objective technical advice and consultation on activities to be undertaken in implementing the CAASPP System per *EC* Section 60649. The contract requires interim annual evaluation reports and a final report on the activities and analysis of the three-year evaluation, including recommendations to ensure the quality, fairness, validity, and reliability of the assessments. This contract was competitively bid through a Request for Proposal process with input provided by CDE and SBE staff. The contractor selected was HumRRO, as the responsible bidder with the lowest cost bid. The contract term is July 1, 2018, to December 31, 2020. The total contract amount is $1.8 million.

Evaluation activities include three studies: California Science Test Alignment Study, Impact on Instruction and Student Learning Case Study, and California Alternate Assessment for Science Alignment Study.

Table 5, below, provides a breakdown of the current contract costs, per fiscal year.

**Table 5.** Independent Evaluation Contract Costs

| **Fiscal Year** | **Total Cost** |
| --- | --- |
| 2018–2019 | $681,000 |
| 2019–2020 | $767,000 |
| 2020–2021 | $353,000 |

## Apportionment Costs

The CAASPP apportionment costs are funded in the annual Budget Act as part of the assessment apportionments schedule that includes funding for apportionments to LEAs for the CAASPP System. State testing apportionments for any particular year are not paid to LEAs until the following fiscal year, after all testing has been completed for the school year and the final number of students tested has been certified by the LEAs. *EC* Section 60640(l)(2) states that the SBE shall annually establish the amount of funding to be apportioned to LEAs for specified CAASPP assessments, which include the optional CSA. However, state law does not authorize LEA apportionments for the optional Smarter Balanced Interim Assessments or Digital Library.

State law (*EC* Section 60644) also specifies that the savings realized from the elimination of the grade two standards-based achievement tests shall be used by LEAs to administer, at the option and cost of the LEA, a grade two diagnostic assessment identified by the CDE as meeting the requirements of *EC* Section 60644. State CAASPP regulations authorize the CDE to provide this funding to LEAs through the annual CAASPP apportionment process. Approximately 290 LEAs received apportionments for the grade two diagnostic assessment in the 2017–2018 school year.

In January 2019, the SBE approved the LEA apportionment rates for CAASPP for the 2018–2019 school year. The estimates for the CAST and the CAA for Science are based on the estimated number of students tested in grade ten or grade twelve only—students in these grades are not required to take an additional CAASPP test. The estimates for the Smarter Balanced Summative Assessments and CAAs for ELA and mathematics apportionments already include an LEA apportionment reimbursement for students in grades five, eight, and eleven who also will take the CAST or CAA for Science. Table 6, on the following page, provides a breakdown of estimated apportionment costs by assessment.

Table 6.Estimated Apportionment Costs for 2018‒2019 CAASPP Testing

| **Assessment** | **Per-Pupil Rate** | **Estimated** **2018‒2019 Pupil Population** | **Estimated Apportionment**  |
| --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for ELA and mathematics | $4.00 | 3,300,000 | $13,200,000 |
| CAST | $2.00 | 1,500,000 | $3,000,000 |
| California Alternate Assessments for ELA and mathematics | $5.00 | 40,000 | $200,000 |
| CAA for Science | $5.00 | 27,500 | $137,500 |
| CSA | $5.00 | 10,000 | $50,000 |
| Grade 2 diagnostic assessments(*EC* 60644)  | $2.52 | 420,000 | $1,058,400 |
| Students not tested due to medical emergency & parent/guardian exemptions | $1.00 | 24,900 | $24,900 |
| Total: | N/A | N/A | $16,611,900 |

## Five-Year Cost Projection

The annual Budget Act provides funding for both contract costs and LEA apportionment costs. Cost projections are refined annually as contracts are negotiated and approved and as activities are completed for each implementation phase of the CAASPP System.

Cost projections for the state-managed services contract are from the approved state-managed CAASPP contract services (see Table 4, p. 25). State-managed services contract costs include funding for the development of the CAST, the CAA for Science, and the CSA. The costs for 2018–2019 and 2019–2020 will include reporting the results of the CAAs for ELA, mathematics, and science. Table 7, below, provides an updated five-year projection of CAASPP contract costs.

Table 7.Five-Year Projection of CAASPP Contract Costs

| **Fiscal Year** | **Consortium-Managed Services Cost** | **State-Managed Contract Cost** | **Independent Evaluation Cost** | **Total CAASPP Contract Cost** |
| --- | --- | --- | --- | --- |
| 2018–2019 | $9.6 million | $82.8 million | $681,000 | $93.2 million |
| 2019–2020 | $9.9 million | $76.9 million | $767,000 | $87.6 million |
| 2020–2021 | $10.1 million | $76.7 million | $760,000[[2]](#footnote-3) | $87.6 million |
| 2021–2022 | $10.1 million | $76.7 million | $760,0002 | $87.6 million |
| 2022–2023 | $10.1 million | $76.7 million3 | $760,000 | $87.6 million |

Table 8, below, provides an updated five-year cost projection for CAASPP LEA apportionments.

Table 8.Five-Year Projection of CAASPP LEA Apportionment Costs

| **Fiscal Year** | **LEA Apportionment Cost** | **Test Administration Reimbursed** |
| --- | --- | --- |
| 2018–2019 | $16.5 million | 2017–2018 test administration |
| 2019–2020 | $16.6 million | 2018–2019 test administration |
| 2020–2021 | $17.8 million | 2019–2020 test administration |
| 2021–2022 | $17.8 million | 2020–2021 test administration |
| 2022–2023 | $17.8 million | 2021–2022 test administration |

These projections are based on the current, approved CAASPP apportionment rates.
The SBE may modify the amount to be apportioned in subsequent years to address changes to LEA test administration activities. Any adjustment to the CAASPP apportionment rates that will increase the total amount apportioned annually will require DOF approval. The CDE provided the DOF with estimated assessment apportionments for fiscal year 2018–2019, including approximately $15.5 million in estimated costs for the CAASPP System.

The 2019 Budget Act appropriation of $15.5 million is sufficient funding for the CAASPP apportionments to LEAs for the specified CAASPP assessments.

## Cost Projection Variations of Proposed Budgets, 2016–2019

The 2016 Budget Act, 2017 Budget Act, 2018 Budget Act, and 2019 Budget Act all provided sufficient funding for CAASPP contract costs and apportionment costs. The 2016 Budget Act provided a total of $93.03 million for various CAASPP contract costs. The 2017 Budget Act provided a total of $87.73 million for CAASPP contract costs. The 2018 Budget Act provided a total of $86.1 million for CAASPP contract costs. The 2019 Budget Act provided a total of $87.5 million for CAASPP contract costs.

## California Assessment of Student Performance and Progress Timeline

The CAASPP timeline shown in Table 9, below, provides information on the assessments that are anticipated to be a part of each CAASPP test administration per fiscal year.

Table 9.CAASPP Timeline

| **Fiscal Year** | **Test Administrations** | **Operational Assessments** | **Assessments Undergoing Census or Sample Pilot and Field Testing** |
| --- | --- | --- | --- |
| 2018–2019 | 2017–2018 test administration and 2018–2019 test administration | Smarter Balanced, CAAs for ELA and mathematics, CAST, and CSA | Field test: CAA for Science and CSA |
| 2019–2020 | 2018–2019 test administration and 2019–2020 test administration | Smarter Balanced, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |
| 2020–2021 | 2019–2020 test administration and 2020–2021 test administration | Smarter Balanced, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |
| 2021–2022 | 2020–2021 test administration and 2021–2022 test administration | Smarter Balanced, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |
| 2022–2023 | 2021–2022 test administration and 2022–2023 test administration | Smarter Balanced, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |

1. California tests approximately 3.2 million students annually with Smarter Balanced summative assessments.

2 Total reflects a one-time membership credit applied toward the costs to develop the CERS for CAASPP. [↑](#footnote-ref-2)
2. Contract costs for 2020–2021 include $353,000 in current contractobligations and a projected $408,000 in contract costs for a new independent evaluation contract. Actual contract costs for 2020–2021 and future years will be determined through a future competitive bid process.

2 Contract cost estimates for 2021–2022 are based on current contractobligations. Actual contract costs for 2021–2022 and future years will be determined through a future competitive bid process.

3 Contract costs for 2022–2023 include $3 million in current contract obligations, as shown in table 4, and a projected $73.7 million in contract costs. Actual contract costs for the 2022–2023 and future years will be determined through a future competitive bid process. [↑](#footnote-ref-3)