

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education May 2023 Agenda Item #04

## Subject

The California Assessment of Student Performance and Progress and the English Language Proficiency Assessments for California: Approval of the 2022–23 Apportionment Rates and Updates on Program Activities.

## Type of Action

Action, Information, Consent

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the proposed   
2022–23 apportionment rates for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC).

This item provides a summary of developments and updates related to the CAASPP and ELPAC. Attachment 1 provides the CAASPP and ELPAC outreach and professional development activities from January through April 2023.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the following:

1. Per-pupil apportionment rates for the 2022–23 school year (contingent on the availability of an appropriation for this purpose) for the CAASPP tests administered as part of the CAASPP System, as provided in Table 1 of Attachment 2.
2. Per-pupil apportionment rates for the 2022–23 school year (contingent on the availability of an appropriation for this purpose) for the ELPAC tests administered, as provided in Table 2 of Attachment 2.

## Brief History of Key Issues

The following sections detail the CDE’s proposed recommendations to the SBE and provide a summary of developments and updates related to the California Assessment System, which consists of the CAASPP and the ELPAC.

### Proposed 2022–23 Apportionment Rates

California *Education Code* (*EC*) sections 60640(l)(1) and 60810(a)(3) require that the State Superintendent of Public Instruction apportion funds to local educational agencies (LEAs) for the administration of the CAASPP and the ELPAC. The CDE recommends that the SBE approve the per-pupil apportionment rates listed in Tables 1 and 2 of Attachment 2, contingent on the availability of an appropriation for this purpose, for tests administered as part of the CAASPP and the ELPAC during the 2022–23 school year.

Assessment apportionments are not distributed until the following fiscal year, when all testing for the previous year has been completed (i.e., LEAs will be reimbursed in   
2023–24 for testing that occurs in 2022–23). Attachment 3 provides the estimated number of pupils tested per grade, by assessment, and the estimated apportionment cost per assessment based on the proposed per-pupil rates. The assessment apportionment funds are unrestricted funds to reimburse LEAs for the following costs:

* All staffing costs, including the LEA coordinator, the test site coordinators, and staff training and other staff expenses, such as test administration time related to testing
* All expenses incurred at the LEA level and site level related to testing
* All transportation costs for delivering and retrieving tests and test materials within the LEA

All covered costs of the collection and submission of student demographic information are associated with the processes necessary to provide the complete and accurate data required for student group reporting per state regulations.

#### **California Assessment of Student Performance and Progress per-Pupil Apportionment Rates**

The CDE recommends that the SBE approve the following rates for tests administered as part of the CAASPP System during the 2022–23 school year, which are the same as those for the 2021–22 school year.

* Per-pupil administered any portion of the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics—$4.00
* Per-pupil administered any portion of the California Science Test (CAST)—$2.00
* Per-pupil administered any portion of the California Alternate Assessments (CAAs) for ELA and mathematics—$5.00
* Per-pupil administered any portion of the CAA for Science—$5.00
* Per-pupil administered any portion of the California Spanish Assessment (CSA) who is an English learner whose primary language is Spanish, grades three through eight and high school—$5.00
* Per-pupil apportionment rate for CDE-certified grade two diagnostic tests administered at the option and cost of the LEA per *EC* Section 60644—$2.52
* Per-pupil apportionment rate for not tested due to a medical emergency or parent/guardian exemptions—$1.00

#### **English Language Proficiency Assessments for California per-Pupil Apportionment Rates**

The CDE recommends that the SBE approve the following rates for tests administered as part of the ELPAC during the 2022–23 school year, which are the same as those for the 2021–22 school year.

* Per-pupil administered any portion of the Initial and Summative ELPAC, kindergarten through grade two (one-on-one administration)—$5.50
* Per-pupil administered any portion of the Initial and Summative ELPAC, grades three through twelve—$5.00
* Per-pupil in the Initial ELPAC Rotating Score Validation Process, kindergarten through grade twelve—$0.50
* Per-pupil in the Alternate ELPAC operational field test, kindergarten through grade twelve—$5.50

### Updates on Assessment Program Activities

The following sections provide a summary of developments and updates related to the Student Score Report redesign effort and the Smarter Balanced Composite Claim Reporting.

#### **Status of Student Score Report Redesign and Smarter Balanced Composite Claim Reporting**

The CDE and assessment contractor ETS continue work in redesigning the Student Score Reports (SSRs) for the CAASPP and ELPAC.

The goals of the redesign effort are to:

* Improve the reporting of test results provided to students, parents, and guardians and include actionable information.
* Provide students, parents, and guardians with timely access to test results while minimizing distribution efforts for LEAs.

The redesign activities include:

* Focus groups with students, educators, and parents and guardians
* Feedback opportunities from California assessment interest holders
* Input from the CDE and the SBE

In January 2023, ETS subcontractor C2 Research facilitated five separate focus groups consisting of 18 parents, 10 students, 11 educators, and 9 interest holders, respectively. Two separate focus groups were held with parents: one with parents whose primary language is English and another with parents whose primary language is Spanish. Each of the focus groups was observed by both ETS and the CDE and was targeted at eliciting feedback from the specific group regarding their impressions of the current SSRs, priorities in student score reporting and resources, as well as feedback regarding potential concept designs.

Initial impressions of the potential concept designs received positive feedback across all focus groups. While the overall report length was reduced to fewer pages, respondents stated they liked the broader depth of information provided in the report. Respondents also reacted favorably to potential graphical redesigns of the score history section and the possible inclusion of school, district, and state averages. Overall, the concept designs were seen as improving the student score report’s ability in providing parents with a valuable snapshot of their child’s learning, with further detail regarding highlighting areas of success as well as identifying areas with opportunities for improvement.

In 2020–21, 2021–22, and 2022–23 individual claim results were not reported on Smarter Balanced SSRs because the adjusted blueprint did not allow for reliable claim result reporting at the individual student level. However, the Smarter Balanced Assessment Consortium (Consortium) is currently discussing the proposed methodology to report composite claim results for the ELA and mathematics adjusted form blueprint and will be confirming the preferred methodology later this spring. After the Consortium approves the preferred methodology, the 2023–24 SSRs will include composite claim results. Aggregate claim results for student groups of 30 or greater will continue to be available on the Test Results for California’s Assessments website at <https://caaspp-elpac.ets.org/>.

In response to educator requests and federal peer review requirements, the CDE and the Consortium are investigating if composite claim results can be reported reliably at the individual student level using the adjusted blueprint. Potential composite claims for the Smarter Balanced ELA assessment would combine the current Reading and Listening claims into a single Reading and Listening composite claim, while the Writing and Research claims would be combined into a single Writing and Research composite claim. For mathematics, the Concepts and Procedures claim would remain while the other three claims would be combined into a single Mathematical Practices composite claim.

The high-level timeline of ETS activities for the redesign effort is presented in Table 1.

**Table 1. Student Score Report Redesign Timeline for 2023–24**

| Date | Activity |
| --- | --- |
| September–November 2022 | Develop concept design options |
| December 2022–January 2023 | Conduct formal focus groups with the concept design options |
| February 2023 | Provide the CDE with feedback on the concept design options |
| April 2023 | Consortium to discuss the proposed composite claims for ELA and mathematics |
| May 2023 | Consortium to confirm composite claims for ELA and mathematics and provide progress with SBE assessment liaisons |
| June 2023 | Provide a SBE June Memorandum with design updates and SSR excerpts |
| July 2023 | Include the SSR redesign status in the July 2023 SBE meeting item for feedback and discussion |
| August 2023 | Finalize SBE item for September 2023 meeting |
| September 2023 | Present the recommended revisions to the SSRs at the September SBE board meeting for approval |
| October 2023–April 2024 | Program the system with the new SSRs and translate into the required languages other than English |
| Spring 2024 | Release SSRs for the 2023–24 summative assessments |

#### **Assessment-focused Professional Learning Opportunities for Local Educational Agency Staff**

This section provides information on recently released and upcoming CDE-hosted professional learning opportunities that support LEA staff understanding and use of California assessments and related systems.

##### ***California Educator Reporting System Spring Webinars***

In May 2023, to assist LEA staff in preparing to access 2022–23 CAASPP and ELPAC summative assessment results, the CDE—through a contract with the Sacramento County Office of Education—is offering a virtual training titled **Accessing Summative Assessment Results in CERS**. This training consists of three 75-minute facilitated modules, each focusing on a specific set of summative assessments:

* Module One focuses on ELPAC, Alternate ELPAC, and the CSA.
* Module Two focuses on Smarter Balanced ELA and mathematics assessments, and the CAAs for ELA and mathematics.
* Module Three focuses on the CAST and the CAA for science.

Each module covers how to access specific summative assessment results, view, and interpret individual score reports, and understand data features (e.g., Lexile® and Quantile® measures) that are specific to different assessments. This training builds upon the summer and fall 2022 **Introduction to CERS** training which provided coordinators, administrators, and teachers with an overview of CERS.

Further information about the May 2023 Accessing Summative Assessments in CERS training and where to register can be found on the CAASPP Upcoming Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities.html> and the ELPAC Upcoming Training Opportunities web page at <https://www.elpac.org/training/training-opportunities/>.

After the modules are offered, a recording of each module, along with the presentation slides, will be made available on the CAASPP Asynchronous Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities-async.html> and on the ELPAC Asynchronous Training Opportunities web page at <https://www.elpac.org/training/training-opportunities-async/>.

##### ***2023–24 Interim and Formative Assessment Training Series***

On behalf of the CDE, ETS and WestEd will develop and offer the Interim and Formative Assessment Training Series, a key opportunity for teachers and other LEA staff to learn how to leverage the interim and formative components of the Smarter Balanced comprehensive system of assessments to inform teaching and learning. The series will include information about the new 2023–24 CAST and ELPAC interim assessments which will become available to LEAs in September 2023. The complete Interim and Formative Assessment Training Series will begin in July 2023 and continue through the fall.

As during previous years, there will be three modules in this training series. Each module will have a unique focus:

* Module One will focus on the purposes of different types of assessment, including formative assessment and resources such as Tools for Teachers and how they work together to support learning.
* Module Two will focus on how all interim assessments—Smarter Balanced ELA and mathematics, CAST, and ELPAC—and results can be used for classroom application.
* Module Three will focus on how conducting hand scoring for all interim assessments—Smarter Balanced ELA and mathematics, CAST, and ELPAC—can help educators analyze interim assessment written responses, understand expectations, and determine next steps to support learning.

Each module is approximately three hours in length and is designed to be independent of the other modules. Therefore, the understanding of content from one module is not dependent on participation in another. Educators can customize their participation on the basis of the area(s) in which they want further professional learning. All modules will be offered multiple times via live online trainings.

Further information about the training and where to register can be found on the CAASPP Upcoming Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities.html>. After the modules are offered, a recording of each module, along with the presentation slides, will be posted on the CAASPP Asynchronous Training Opportunities web page at <https://www.caaspp.org/training/training-opportunities-async.html> and ELPAC Asynchronous Training Opportunities web page at <https://www.elpac.org/training/training-opportunities-async/>.

##### ***Asynchronous Hand Scoring Training for Educators***

In January 2023, the CDE launched asynchronous training modules for California educators to learn—at a time that is convenient for them and at their own pace—how to hand score the Smarter Balanced Interim Assessment Performance Tasks for ELA and mathematics.

The asynchronous hand scoring training modules—one for ELA and one for mathematics—were developed using content from the CDE’s Interim and Formative Assessment Training Series. They include step-by-step directions, embedded instructional videos, and reflection questions for completing the training independently or as part of a professional learning community. Educators can customize their experience by using hand scoring training materials for any grade level for which the interim assessments are available.

The new self-paced, asynchronous hand scoring training module for ELA can be accessed through the CAASPP web page at <https://www.caaspp.org/training/hs-ela-performance-tasks.html> and the math module can be accessed at <https://www.caaspp.org/training/hs-math-performance-tasks.html>.

## Summary of Previous State Board of Education Discussion and Action

In November 2022, the CDE provided an update regarding the CAASPP and ELPAC Student Score Report redesign process and timeline (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/nov22item12rev.docx>).

In September 2022, the SBE approved the continued use of the CAASPP Smarter Balanced Summative Assessments for ELA and Mathematics adjusted form blueprints, for the 2022–23 administration until the Smarter Balanced Consortium approves any further changes to the adjusted form blueprints; the SBE also approved the 2022–23 CAASPP and ELPAC SSRs (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item04.docx>).

In May 2022, the CDE approved the proposed 2021–22 apportionment rates for the CAASPP and ELPAC, and provided program updates about the CERS training, interim and formative assessment trainings, and Tools for Teachers summer workshops ([<https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item03.docx>](https://www.cde.ca.gov/be/ag/ag/yr22/documents/may22item03.docx)).

## Fiscal Analysis (as appropriate)

The fiscal year (FY) 2022–23 Budget Act provides a total of $72,890,000 ($67,489,000 Proposition 98 General Fund and $5,401,000 federal funds) for CAASPP contract activities and $25,855,000 ($12,290,000 in Proposition 98 General Fund and $13,565,000 in federal funds) for ELPAC contract activities. Funding for 2023–24 and beyond will be contingent on an annual appropriation being made available from the Legislature in future FYs.

The CDE is providing the estimated apportionment costs per test for statewide assessments administered in 2022–23, including approximately $16,278,000 for the CAASPP System, $6,913,000 for the ELPAC, and $1,065,960 for the grade two diagnostics, totaling $24,256,960 for the FY 2023–24 Budget Act. Attachment 3 provides the estimated number of pupils tested per grade, by assessment, and the estimated apportionment cost for the 2022–23 administration.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (10 pages)
* Attachment 2: Proposed 2022–23 per-Pupil Apportionment Rates (2 pages)
* Attachment 3: Estimated 2022–23 Apportionment Costs (2 pages)

# Outreach and Professional Development Activities

The California Department of Education (CDE), in coordination with California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) contractors, ETS, and the Sacramento County Office of Education (SCOE), have provided a variety of virtual outreach activities, including workshops, focus group meetings, and presentations, to prepare local educational agencies (LEAs) for the administration of the CAASPP System and the ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv. The following tables provide descriptions of these virtual outreach and professional development activities from January through April 2023.

## Table 1. Trainings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/10 | Virtual | 477 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 1/12 | Virtual | 550 | Pretest Virtual Training Series—CAASPP What’s New for Testing?  The 2022–23 Pretest Virtual Training Series provided coordinators with the information needed to successfully prepare for and administer the CAASPP and the ELPAC. By request from the field, the content had been modified to be presented over the course of several sessions to provide LEAs with timely information, training, and support throughout the year. |
| 1/17 | Virtual | 176 | Data-Driven Decision-Making Training Series for Educational Leaders Module 2  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 2 covered an overview of the California Educator Reporting System (CERS) and connected the data in CERS to next steps for classroom instruction. |
| 1/18 | Virtual | 172 | Data-Driven Decision-Making Training Series for Educational Leaders Module 2  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 2 covered an overview of CERS and connected the data in CERS to next steps for classroom instruction. |
| 1/24 | Virtual | 162 | Data-Driven Decision-Making Training Series for Educational Leaders Module 2  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 2 covered an overview of CERS and connected the data in CERS to next steps for classroom instruction. |
| 2/9 | Virtual | 503 | Pretest Virtual Training Series—Administering and Monitoring Testing  The 2022–23 Pretest Virtual Training Series provided coordinators with the information needed to successfully prepare for and administer the CAASPP and the ELPAC. By request from the field, the content had been modified to be presented over the course of several sessions to provide LEAs with timely information, training, and support throughout the year. |
| 2/14 | Virtual | 346 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 2/15 | Virtual | 84 | Data-Driven Decision-Making Training Series for Educational Leaders Module 3  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 3 covered how data in CERS can lead to the use of Tools for Teachers, the Smarter Balanced Content Explorer, Lexile and Quantile scores, the Smarter Annotated Response Tool, and information on accessibility resources. |
| 2/21 | Virtual | 120 | Data-Driven Decision-Making Training Series for Educational Leaders Module 3  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 3 covered how data in CERS can lead to the use of Tools for Teachers, the Smarter Balanced Content Explorer, Lexile and Quantile scores, the Smarter Annotated Response Tool, and information on accessibility resources. |
| 2/21 | Virtual | 235 | Supporting Student Success with Interim Assessments and Tools for Teachers  This webinar, intended for all LEA staff, featured California educators sharing how they use Smarter Balanced Interim Assessments and Tools for Teachers resources to support teaching and learning in the classroom. |
| 2/23 | Virtual | 240 | New Coordinator Webinar #4  This webinar, hosted by the SCOE, provided information about the following:   * A review of upcoming coordinator checklist tasks * A deep dive into the Security and Test Administration Incident Reporting System process and types of security incidents * Question and Answer session with experienced coordinators |
| 3/8 | Virtual | 185 | Data-Driven Decision-Making Training Series for Educational Leaders Module 3  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 3 covered how data in CERS can lead to the use of Tools for Teachers, the Smarter Balanced Content Explorer, Lexile and Quantile scores, the Smarter Annotated Response Tool, and information on accessibility resources. |
| 3/14 | Virtual | 477 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 4/11 | Virtual | 477 | CAASPP and ELPAC Coffee Session  Hosted by the CDE and ETS, this virtual Coffee Session offered LEA staff an opportunity to ask questions and receive answers about assessments, trainings, resources, and assessment-related developments. |
| 4/20 | Virtual | 240 | New Coordinator Webinar #5  This webinar, hosted by the SCOE, provided participants with information on completion reports and how to prepare to receive assessment results. |
| 4/24 | Virtual | 185 | Data-Driven Decision-Making Training Series for Educational Leaders Module 4  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, as well as assessment tools. Module 4 covered why a local data-driven decision-making system is important, shared examples, as well as protected team planning time to construct actionable steps for creating or improving a robust local system. |
| 4/27 | Virtual | 185 | Data-Driven Decision-Making Training Series for Educational Leaders Module 4  This training series consists of four 90-minute modules and includes opportunities for attendees to engage with their statewide assessment data, and assessment tools. Module 4 covered why a local data-driven decision-making system is important, shared examples, as well as protected team planning time to construct actionable steps for creating or improving a robust local system. |

## Table 2. Advisory Panel/Review Committee Meetings

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/17–18 and 1/24–26 | Virtual | 21 | California Science Test (CAST) Item Review Meeting  During this meeting, participants reviewed data on the performance of operational items. |
| 2/8 | Virtual | 12 | California Alternate Assessment for Science Item Review Meeting  During this meeting, participants reviewed data on the performance of the operational items from the performance tasks. |
| 2/15 | Virtual | 35 | Winter 2023 ELPAC and CAASPP Technical Advisory Group (TAG) Meeting  The ELPAC and CAASPP TAG met to review psychometric topics related to the California Assessment System. |
| 3/14–15, 3/28–30, and 4/13 | Virtual | 20 | Summative ELPAC Writing Range Finding  Participants scored Writing student samples and identified anchor and training responses to be used in the scoring of the written constructed ‑response field test items. |
| 3/15–16 and 3/21–22 | Virtual | 11 | CAST Item Review Meeting  During this meeting, educators reviewed items to verify alignment with the California Next Generation Science Standards and confirmed grade level appropriateness. |
| 3/21–23 | Virtual | 15–20 | California Alternate Assessments (CAAs) for English Language Arts/Literacy (ELA) and Mathematics Item Review Meeting  California educators participated in a three-day item review meeting to review items developed for future administrations of the CAAs for ELA and mathematics. Educators provided feedback and suggestions on the items developed. |
| 3/24–29 | Virtual | 20 | CAST Range Finding Meeting  Science educators met virtually for a CAST range-finding meeting to score student responses to constructed-response items and identify samples of student responses for training purposes. |
| 3/27 and 4/5 | Virtual | 20 | California Spanish Assessment Item Review Meeting  Participants reviewed items for issues related to content, bias, and sensitivity that may affect the performance of particular groups of students. |
| 4/12 and 4/25 | Virtual | 20 | ELPAC Item Review Meeting  Educators reviewed test items for content, bias, and sensitivity that may affect the performance of particular groups of students. |
| 4/18–20 | Virtual | 20 | Alternate ELPAC Item Review Meeting  Educators reviewed test items for content, bias, and sensitivity that may affect the performance of particular groups of students. |
| 4/25–27 | Denver, CO | 50 | Smarter Balanced Collaboration Conference and Technical Advisory Committee (TAC) Meeting  California joined other Smarter Balanced Assessment Consortium members and Smarter Balanced staff to collaborate and discuss Smarter Balanced assessment activities. TAC members provided guidance on technical assessment matters pertaining to validity, reliability, accuracy, and fairness on Smarter Balanced assessments. |

## Table 3. Presentations by CDE Staff

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/19 | Virtual | 18 | Assessment Interest Holder Meeting  The Assessment Development and Administration Division (ADAD) provided updates on the CAST and the ELPAC Interim Assessments Blueprints and the field test of the Observation Protocol for Teachers of English Learners |
| 1/25 | Virtual | 25 | Regional Assessment Network Meeting  The ADAD provided updates on activities and test developments. |
| 2/16 | Virtual | 21 | Assessment Interest Holder Meeting  The ADAD provided analysis on Alternate ELPAC Reclassification Threshold, updates on embedded performance tasks for the CAST and updates on California high school proficiency and the physical fitness test. |
| 3/15 | Virtual | 25 | Regional Assessment Network Meeting  The ADAD provided updates on program activities and developments. |
| 3/16 | Virtual | 25 | Assessment Interest Holder Meeting  The ADAD provided updates on international assessments and the Alternate Assessment Decision worksheet. |
| 3/22–25 | Long Beach | 240 | California Association for Bilingual Education Conference  ADAD provided information on Tools for Teachers, updates on the Initial and Summative ELPAC, and the Initial and Summative Alternate ELPAC, and accessibility resources for state assessments. |
| 4/20 | Virtual | 25 | Assessment Interest Holder Meeting  Pilot test—setting accessibility resources using an application programming interface. |

# Proposed 2022–23 per-Pupil Apportionment Rates

The California Department of Education recommends that the California State Board of Education approve the proposed 2022–23 per-pupil apportionment rates, contingent on the availability of an appropriation for this purpose, for the California Assessment of Student Performance and Progress (CAASPP), as shown in Table 1, and the English Language Proficiency Assessments for California (ELPAC), as shown in Table 2.

## Table 1. Proposed 2022–23 California Assessment of Student Performance and Progress per-Pupil Apportionment Rates

| **CAASPP Assessment** | **Proposed** **per-Pupil Apportionment Rate** |
| --- | --- |
| Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and/or Mathematics | $4.00 |
| California Science Test | $2.00 |
| California Spanish Assessment | $5.00 |
| California Alternate Assessments (CAAs) for ELA and/or Mathematics | $5.00 |
| CAA for Science | $5.00 |
| Grade two diagnostic assessments for ELA and/or mathematics | $2.52 |
| Students not tested due to a medical emergency or parent/guardian exemptions | $1.00 |

## Table 2. Proposed 2022–23 English Language Proficiency Assessments for California per-Pupil Apportionment Rates

|  |  |
| --- | --- |
| **ELPAC Assessments** | **Proposed** **per-Pupil Apportionment Rate** |
| Initial, kindergarten through grade two (one-on-one administration) | $5.50 |
| Initial, grades three through twelve | $5.00 |
| Initial Alternate ELPAC, kindergarten through grade twelve (one-on-one administration) | $5.50 |
| Initial Rotating Score Validation Process, kindergarten through grade twelve | $0.50 |
| Summative, kindergarten through grade two (one‑on‑one administration) | $5.50 |
| Summative, grades three through twelve | $5.00 |
| Summative Alternate ELPAC, kindergarten through grade twelve (one-on-one administration) | $5.50 |

# Estimated 2022–23 Apportionment Costs

Tables 1 and 2 provide estimated 2022–23 apportionment costs for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC), respectively, if the California State Board of Education elects to approve the California Department of Education’s recommended per-pupil apportionment rates.

## Table 1. Proposed 2022–23 California Assessment of Student Performance and Progress per-Pupil Apportionment Rates, Estimated Pupil Population, and Estimated Apportionment Costs

| **Assessment** | **Proposed**  **per-Pupil**  **Rate** | **Estimated 2022–23 Pupil Population** | **Estimated Apportionment Cost** |
| --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and/or Mathematics | $4.00 | 3,190,000 | $12,760,000 |
| California Science Test | $2.00 | 1,507,000 | $3,014,000 |
| California Spanish Assessment | $5.00 | 47,000 | $235,000 |
| California Alternate Assessments (CAAs) for ELA and/or Mathematics | $5.00 | 34,000 | $170,000 |
| CAA for Science | $5.00 | 15,000 | $75,000 |
| Grade two diagnostic assessments for ELA and/or mathematics | $2.52 | 423,000 | $1,065,960 |
| Students not tested due to a medical emergency or parent/guardian exemptions | $1.00 | 24,000 | $24,000 |
| **Total:** | – | – | **$17,343,960** |

## Table 2. Proposed 2022–23 English Language Proficiency Assessments for California per-Pupil Apportionment Rates, Estimated Pupil Population, and Estimated Apportionment Costs

| **ELPAC Assessments** | **Proposed** **per-Pupil**  **Rate** | **Estimated 2022–23 Pupil Population** | **Estimated Apportionment Cost** |
| --- | --- | --- | --- |
| Initial, kindergarten through grade two (one-‑on-one administration) | $5.50 | 154,000 | $847,000 |
| Initial, grades three through twelve | $5.00 | 57,000 | $285,000 |
| Initial Alternate ELPAC, kindergarten through grade twelve (one-on-one administration) | $5.50 | 1,000 | $5,500 |
| Initial Rotating Score Validation Process, kindergarten through grade twelve | $0.50 | 14,000 | $7,000 |
| Summative, kindergarten through grade two (one-‑on-one administration) | $5.50 | 350,000 | $1,925,000 |
| Summative, grades three through twelve | $5.00 | 750,000 | $3,750,000 |
| Summative Alternate ELPAC, kindergarten through grade twelve (one-on-one administration) | $5.50 | 17,000 | $93,500 |
| **Total:** | – | – | **$6,913,000** |