

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of Education March 2020 Agenda Item #07

## Subject

The California Assessment of Student Performance and Progress System and the English Language Proficiency Assessments for California: Approval of the 2019−2020 Apportionment Rates and an Update on Assessment Program Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

The California Department of Education (CDE) seeks approval of the proposed 2019−2020 apportionment rates, outlined in this agenda item, for the California Assessment of Student Performance and Progress (CAASPP) and the English Language Proficiency Assessments for California (ELPAC). The CDE also includes in this item an update on assessment program activities, with details on CAASPP and ELPAC test administration, federal peer review submission, and CAASPP and ELPAC program contract procurement.

## Recommendation

The CDE recommends that the California State Board of Education (SBE) approve the following, contingent on the availability of an appropriation for this purpose:

1. The 2019–2020 school year per-pupil apportionment rates for the CAASPP tests administered as part of the CAASPP System, as provided in table 1 of Attachment 2.
2. The 2019–2020 school year per-pupil apportionment rates for the ELPAC tests administered, as provided in table 2 of Attachment 2.

## Brief History of Key Issues

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, respectively, to enable LEAs to administer the assessments. 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 2019–2020 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 2020–2021 for testing that occurs in 2019–2020). The assessment apportionment funds are unrestricted funds to reimburse LEAs for the following costs:

1. 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
2. All expenses incurred at the LEA level and site level related to testing
3. All transportation costs for delivering and retrieving tests and test materials within the LEA

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

The following sections detail the CDE’s proposed recommendations to the SBE and provide a summary of developments and updates related to the CAASPP and ELPAC programs.

### 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 2019–2020 school year, which are the same as those for the 2018–2019 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 Assessment (CAA) 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 (EL) whose primary language is Spanish in grades three through eight and high school—$5.00
* Per-pupil apportionment rate for preparing and providing required electronic test registration information to the contractor prior to the beginning of the LEA’s testing window for pupils mandated to be tested who were then not tested due to a significant medical emergency or parent/guardian exemption—$1.00
* 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

### English Language Proficiency Assessments for California Per-Pupil Apportionment Rates

The current Initial ELPAC apportionment rate is $5.00 per pupil, and the current Summative ELPAC apportionment rate is $5.00 per pupil, both as approved by the SBE in November 2017.

The CDE recommends that the SBE approve an increase of $0.50 per pupil to the apportionment rate for the Initial ELPAC in kindergarten and grade one and for the Summative ELPAC in kindergarten through grade two for the 2019–2020 school year. The total apportionment rate, if approved, would be $5.50 per pupil for each assessment in those grade spans. One-on-one administrations of the Initial ELPAC in kindergarten and grade one and of the Summative ELPAC in kindergarten through grade two require additional time and resources for LEAs. The apportionment rates for grades two through twelve on the Initial ELPAC and grades three through twelve on the Summative ELPAC remain unchanged.

In addition, the CDE recommends that the SBE approve an apportionment rate of $0.50 per pupil for select students who participate in the Rotating Score Validation Process (RSVP) for the Initial ELPAC. The purpose of the RSVP is to produce item statistics for the Initial ELPAC, validate scores, and provide technical assistance to LEAs for scoring. To accomplish this, a sample of Speaking and Writing responses from 10 percent of LEAs are collected and a second score to the responses is assigned. A report is then developed to show the agreement between the locally assigned scores and the testing contractor scores. This report is provided to participating LEAs through the Test Operations Management System. This proposed increase in apportionment will help cover the additional time and resources necessary to manage the added responsibilities of the RSVP.

The CDE-recommended 2019–2020 ELPAC apportionment costs and rates are displayed in table 2 of Attachment 2.

### Update on Assessment Program Activities

The following sections provide details on the CAASPP and ELPAC program updates.

#### California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Program Updates

The CAASPP statewide testing window opened on January 14, 2020, and the Summative ELPAC statewide testing window opened on February 3, 2020. The following table displays the eligible grade levels and the anticipated number of students that will test, by assessment program.

**2019–2020 CAASPP and ELPAC Test Administration**

| **Assessment** | **Eligible Grades** | **Anticipated Number of Students to Test** |
| --- | --- | --- |
| Smarter Balanced for ELA | 3–8 and 11 | 3,276,000 |
| Smarter Balanced for mathematics | 3–8 and 11 | 3,276,000 |
| CAA for ELA | 3–8 and 11 | 36,300 |
| CAA for mathematics | 3–8 and 11 | 36,300 |
| CAST | 5 and 8 and high school (i.e., 10, 11, or 12) | 1,585,000 |
| CAA for Science | 5 and 8 and high school (i.e., 10, 11, or 12) | 15,500 |
| CSA | 3–8 and high school (i.e., 9, 10, 11, and 12) | 20,000 |
| Summative ELPAC | K−12 | 1,200,000 |

##### Smarter Balanced Interim Assessments

Interim assessments are a part of the Smarter Balanced assessment system to support teaching and learning throughout the year. The CDE continues to see a year-over-year increase in LEA use of interim assessments. As of January 30, 2020, nearly 4.7 million interim assessments had been started across 1,395 LEAs across the state. These numbers exceed the counts from this time last year, during which approximately 4.1 million interim assessments were started across 1,334 LEAs on January 30, 2019.

##### California Science Test

The independent evaluator, Human Resources and Research Organization (HumRRO), conducted an alignment study with 18 California Science educators in February and March 2019. This alignment study confirms the level of CAST item alignment with the California Next Generation Science Standards (CA NGSS) and is an integral study for federal peer review. The results from the CAST alignment study will be available in May 2020.

##### California Alternate Assessment for Science

The CAA for Science, aligned with the Core Content Connectors that are linked with the CA NGSS, is administered to students with the most significant cognitive disabilities whose individualized education program indicates the use of an alternate assessment.

In January 2018, the SBE approved the CAA for Science general achievement level descriptors (ALDs) and blueprint. General ALDs articulate the goals and rigor at a high level and are most often used by policymakers. The CAA for Science ALDs and blueprints can be found on the SBE web page at https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06.docx and at https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item06a1.docx.

In March 2020, ETS will convene a meeting with California science and special education educators to review and provide feedback on the grade-level range ALDs (i.e., grades five, eight, and high school). The grade five ALDs are based on the alternate standards (i.e., CA NGSS Core Content Connectors, commonly referred to as Science Connectors) in grades three through five; the grade eight ALDs are based on the Science Connectors in grades six through eight; and the high school ALDs are based on the Science Connectors in grades nine through twelve. These ALDs delineate students’ science content knowledge at each of the three levels (i.e., Understanding, Foundational Understanding, and Limited Understanding), and are developed to be consistent with the SBE-approved CAA for Science general ALDs. Based on educator feedback, these revised range ALDs will serve as a basis for the CAA for Science standard setting work to be conducted in August 2020. The standard setting process will inform how proposed threshold scores for the CAA for Science are derived. The CAA for Science threshold scores will be presented to the SBE for approval at the November 2020 SBE meeting.

Results from the CAA for Science alignment study, conducted in November 2019 by independent evaluator HumRRO, will be available in August 2020. This alignment study will confirm the level of CAA for Science item alignment with the alternate standards derived from the CA NGSS and is an integral study for federal peer review, as described below.

#### Federal Peer Review Submission Update

The CDE is required to submit to the US Department of Education (ED) documents demonstrating that California’s assessments meet the requirements for validity, reliability, and fairness established for states by the Every Student Succeeds Act (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.)

#### California Assessment of Student Performance and Progress and English Language Proficiency Assessments for California Program Contract Procurement

The CDE is utilizing a four-stage process to procure the next assessment contract for five administrations of the CAASPP and ELPAC programs. (The current assessment contract includes administrations through July of 2022.) The goal of this approach is to identify an assessment contractor with the capacity and experience to successfully implement California’s CAASPP and ELPAC systems. The process is competitive and open, utilizing standardized scoring criteria. The process concentrates significant effort on determining whether potential contractors are qualified to provide the critical components of the assessment programs. This approach reduces the risk of negotiating with a potential contractor that lacks the skills, technology, and expertise to perform the mandatory services required by the assessment contract.

##### Stage One—Qualification

The purpose of this stage is to provide potential contractors with background information related to California’s current assessment system and to identify potential contractors with a minimum level of capacity and experience for inclusion in the next procurement round.

Stage One will utilize a Request for Qualifications (RFQ) submission, which is an opportunity for potential contractors to respond, in writing, with a summary of their qualifications in each of the key areas. RFQ submissions will be evaluated according to predefined criteria, and potential contractors will be scored using both a pass/fail qualification and point-based qualification.

##### Stage Two—Mandatory Demonstration

During Stage Two, the CDE will invite those potential contractors who successfully passed Stage One to complete a set of activities that will determine their readiness to provide assessment services that are critical to California. This process will provide potential contractors with the opportunity to run formal tests on their products and obtain measurable results to be submitted to the CDE for evaluation. The evaluation of the RFQ submissions will utilize predefined criteria.

Critical capabilities for demonstration may include the following:

* Ability to render all item types on each of the supported operating systems for the secure browser
* Compatibility of all item types with the Question and Test Interoperability specification standards to ensure, transferability of items from one technology solution to another
* Ability of the Test Delivery System to capture, score, and produce an accurate output file of test results based on a predetermined set of inputs
* Demonstration of successful implementation of all accessibility criteria
* Documentation of technology solution testing results related to system capacity (number of concurrent users) and performance (speed of response to users)

Once the evaluation of each submission is complete, the CDE will provide an overview of the process and scoring to the SBE and ask the SBE to consider approving a potential contractor to move the process forward to Stage Three. This also will provide the CDE and SBE with an opportunity to identify priorities for Stage Three.

##### Stage Three—Formal Written Submission

Stage Three is an opportunity for a potential contractor to develop a draft scope of work and a draft budget considering the priorities identified by the SBE and CDE. These drafts will be the basis for contract negotiations and will be considered against the assessment system requirements and priorities.

##### Stage Four — Negotiations

The final scope of work and budget will be negotiated by the CDE, the SBE staff, and the Department of Finance. Contract funding is contingent on appropriation in the annual Budget Act. After negotiations with the contractor are completed, the resulting draft contract for five administrations will be taken back to the SBE for final consideration and approval.

##### Procurement Schedule

The following schedule is tentative and subject to change.

| **Activity** | **Action Date** |
| --- | --- |
| Stage One: RFQ Released | March 2020 |
| Contractor Webinar (overview of process) | March 2020 |
| Stage One: Submission Due | April 2020 |
| Stage One: Submission Evaluation | May 2020 |
| Stage Two: Mandatory Demonstration Released | Summer 2020 |
| Stage Two: Submission Due | Summer/Fall 2020 |
| Stage Two: Submission Evaluation | Fall 2020 |
| SBE Action: Approval to Negotiate | Fall/Winter 2020 |
| Stage Three: Invitation to Submit Draft Contract | Fall/Winter 2020 |
| Stage Three: Evaluation of Submission | Summer 2021 |
| Stage Four: Contract Negotiation | Fall 2021 |
| SBE Action: Approval of Contract | Winter 2021 |

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

In February 2020, the CDE provided notification of an issue with the scoring and reporting of the grade six writing extended responses in the 2018–19 California Assessment of Student Performance and Progress Smarter Balanced English language arts/literacy (ELA) test (<https://www.cde.ca.gov/BE/pn/im/documents/feb20memoadad03.docx>).

In February 2020, the CDE provided the SBE with reports from the Sacramento County Office of Education of attendee feedback from the annual CAASPP coordinator survey and the first annual California Assessment Conference. These reports provide key information and recommendations for the CDE to consider in determining future outreach efforts to meet the needs identified by LEAs (<https://www.cde.ca.gov/BE/pn/im/documents/feb20memoadad02.docx>).

In February 2020, the CDE provided the SBE with an update on 2018–2019 public releases for the CAST and the CSA and the preliminary indicators for the CAA for Science (<https://www.cde.ca.gov/BE/pn/im/documents/feb20memoadad01.docx>).

In January 2020, the SBE approved revisions to the CAST blueprint and the Student Score Reports (SSRs) for the Initial ELPAC, and the CDE provided the SBE with CAASPP and ELPAC program updates (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item05a3.pdf>).

In December 2019, the CDE provided the SBE with CAST updates on the results from studies and analyses conducted by testing contractor ETS, which included: the multistage adaptive test, the screener, the use of matrix sampling, and the time needed for students to complete the CAST

(<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad01.docx>)

(<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad01a01.docx>).

In December 2019, the CDE provided the SBE with information on the *CAASPP 2019 Independent Evaluation Report* (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad03.docx>).

In December 2019, the CDE provided the SBE with information on the public release of the 2018–19 ELPAC results (<https://www.cde.ca.gov/be/pn/im/documents/dec19memoadad02.docx>).

In November 2019, the SBE approved the CAST threshold scores. In addition, the CDE provided the SBE with program updates related to the CAA for Science, the CAASPP independent evaluation annual report, the ELPAC, the 2019 California Assessment Conference, the Smarter Content Explorer, and the status of the Broadband Infrastructure Improvement Grant (BIIG) (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item06.docx>).

In October 2019, 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 2019, 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 California Educator Reporting System (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad02.docx>).

In October 2019, 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 October 2019, the CDE provided the SBE with information on the Site Administrator Survey and the *Site Administrator Feedback Sessions Report* (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoadad04.docx>).

In September 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the CAASPP and computer-based ELPAC summative SSRs and the CSA preliminary reporting scale score ranges (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a2.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item03a3rev2.docx>).

In August 2019, the CDE provided the SBE with updates on the development of the first operational administration of the CAA for Science and the upcoming development activities and test format for the 2019–2020 CAST administration (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-aug19item01.docx>).

In July 2019, the CDE provided the SBE with a summary of events and developments related to the CAASPP System and ELPAC activities and displayed the enhancements to the CAASPP and ELPAC public reporting website (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>).

In June 2019, 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 May 2019, 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 April 2019, 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 March 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the HLTD for the Initial and Summative ELPAC computer-based delivery and the Alternate ELPAC (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item03.docx>).

In February 2019, the CDE provided the SBE with an information memorandum that gave an update on the ELPAC threshold score review study (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-feb19item01.docx>).

In January 2019, the CDE provided the SBE with updates on the CAASPP System and ELPAC activities. The SBE approved the 2019 LEA apportionment rates for CAASPP (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item08.docx>).

## Fiscal Analysis (as appropriate)

The 2019–2020 Budget Act includes the funding necessary for 2019–2020 CAASPP and ELPAC administration contract activities. The Governor’s proposed 2020–2021 Budget Act includes the funding necessary for the 2020–2021 CAASPP and ELPAC administration contract activities. Funding for 2021–2022 and beyond will be contingent on an annual appropriation being made available from the Legislature in future fiscal years.

For fiscal year 2019–2020, $24.5 million was appropriated for assessment apportionments for 2018–2019 testing. The CDE provided the Department of Finance with estimated costs per each test for statewide assessment apportionments to be administered in 2019–2020, including approximately $17.8 million for the CAASPP System and $7.5 million for the ELPAC, totaling approximately $25.3 million for the development of the proposed 2020–2021 Governor’s Budget.

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 Governor’s 2020–2021 proposed budget has sufficient funding of $25,304,000 to cover the proposed CAASPP and ELPAC per-pupil rates. Should the enacted Budget Act of 2020–2021 not include sufficient funding, the CDE would provide revised per-pupil apportionment rates for the SBE’s consideration at the September SBE meeting.

The 2019–2020 Budget Act provides a total of $87,537,000 in multiple CAASPP System contract costs, which includes $76,846,831 in funding for the ETS CAASPP contract activities and $369,866 for the University of California, Santa Cruz (UCSC) California Educator Reporting System (CERS) contract activities.

The 2019–2020 Budget Act, along with supplemental funds from 2018–2019 for the ELPAC, provides a total of $36,793,235 in funding for ELPAC contract obligations, which includes $36,362,323 for the ETS ELPAC contract activities and $426,641 for the UCSC CERS contract activities.

## Attachment(s)

* Attachment 1: Outreach and Professional Development Activities (9 Pages)
* Attachment 2: Proposed Per-Pupil Apportionment Rates (2 Pages)
* Attachment 3: Estimated 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, has provided a variety of outreach activities, including in-person workshops, focus group meetings, and presentations, throughout the state to prepare local educational agencies (LEAs) for the administration of the CAASPP System and ELPAC. In addition, the CDE continues to release information regarding assessment program updates, including weekly updates, on its website and through listserv email. The following tables provide descriptions of outreach and professional development activities during January and February 2020.

**Table 1. Trainings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/13 | Sacramento | 160 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the California Science Test (CAST), the California Alternate Assessments (CAAs), the California Spanish Assessment (CSA), and the Initial and Summative ELPAC. |
| 1/14 | Riverside | 85 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the Initial and Summative ELPAC. |
| 1/16 | Los Angeles | 133 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the Initial and Summative ELPAC. |
| 1/21 | Camarillo | 129 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the Initial and Summative ELPAC. |
| 1/24 | Redding | 80 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the Initial and Summative ELPAC. |
| 1/28 | San Diego | 75 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the Initial and Summative ELPAC. |
| 1/30 | Fresno | 123 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the Initial and Summative ELPAC. |
| 1/31 | San Jose | 80 | 2019−2020 CAASPP/ELPAC Pretest Workshop  Workshop to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the Initial and Summative ELPAC. |
| 1/31 | Webcast | 144 | 2019−2020 CAASPP/ELPAC Pretest Webcast  Webcast to provide attendees information needed to successfully prepare for and administer the Smarter Balanced Summative Assessments, the CAST, the CAAs, the CSA, and the ELPAC. |
| 2/18 | Webinar | 125 | New Coordinator Webinar  This webinar for new CAASPP and ELPAC coordinators consisted of a coordinator checklist review and an interactive question and answer session. |

**Table 2. Advisory Panel/Review Committee Meetings**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/13−15 | Sacramento | 50 | CSA and CAST Item Writer Workshop  Professional development opportunity for educators to learn how to write test items for the computer-based CSA and CAST. |
| 1/27−28 | Sacramento | 20 | ELPAC Transition Review Panel Meeting  California kindergarten through grade two educators reviewed the process of transitioning the ELPAC from paper−pencil test to computer-based assessments. |
| 1/30−31 | Sacramento | 20 | ELPAC Transition Review Panel Meeting  California grades three through twelve educators reviewed the process of transitioning ELPAC from paper−pencil test to computer-based assessments. |
| 2/3−6 | Sacramento | 20 | ELPAC Item Review Meeting  Educators reviewed items for content, bias, and sensitivity. |
| 2/5 | Sacramento | 35 | ELPAC Technical Advisory Group (TAG) Meeting  The ELPAC TAG met to review psychometric topics related to the ELPAC. |
| 2/6−7 | Sacramento | 35 | CAASPP TAG Meeting  The CAASPP TAG met to review psychometric topics related to CAASPP |
| 2/7 | Sacramento | 135 | Community of Practice—Science Subcommittee Meeting  The CDE provided updates on the CAST, including results and key messaging about the first operational administration of the CAST, important updates about the revisions to the SBE-approved CAST blueprint and design, and the upcoming work to develop new formative assessment resources for science. |
| 2/21 | Sacramento | 5−7 | ELPAC TAG Meeting  The ELPAC TAG met to review psychometric topics related to the ELPAC. |
| 2/25−27 | Sacramento | 35 | CAA for English Language Arts/Literacy and Math Item Writer Workshop  Participants received training on how to write items, and then wrote items that may be used in future versions of the CAA. |
| 2/25−27 | Sacramento | 25 | CAA for Science Item Writer Workshop  Professional development opportunity for educators to learn how to write test items for the CAA for Science. |
| 2/25−27 | Sacramento | 20 | Alternate ELPAC Item Writer Workshop  Professional development opportunity for educators to learn how to write test items for the Alternate ELPAC. |

**Table 3. Presentations by CDE Staff**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 1/15 | Sacramento | 25 | Regional Assessment Network Meeting  Assessment Development and Administration Division provided updates on activities and test developments. |
| 1/16 | Webinar | 14 | Statewide Assessment Stakeholders Meeting  Information provided on the January State Board meeting decisions and actions, current Assessment Division activities, and the California Score Interpretation Study for the CSA. |
| 2/11 | Anaheim | 300 | Innovating for Equity Summit:  “CAASPP and ELPAC: All About Accessibility”  This presentation provided the most current information regarding accessibility resources for the CAASPP and ELPAC and covered the accessibility resource categories, the range of students who benefit from the use of accessibility resources, and a practical approach to the assignment of accessibility resources.  “Looking Ahead to the Computer-Based ELPAC”  This presentation provided the most up-to-date information on the transition of the Summative ELPAC to a computer-based format, including the new public reporting web site, exciting changes resulting from the field test, and the latest resources to assist LEAs in preparing to administer the computer-based ELPAC.  “Leveraging the Full Suite of Smarter Balanced System Components”  This presentation provided an overview of the Smarter Balanced Assessment System and described an approach teachers can use to leverage summative, interim, and formative components of the system to support curriculum, instruction, and assessment. Special focus was given to the Smarter Content Explorer tool and connecting student results on the Smarter Balanced Interim Assessments with resources from the Digital Library to support all learners. |
| 2/14 | Riverside County Office of Education | 100 | The Next Generation Science Standards (NGSS) Leadership Conference brought district leadership teams together with California leaders in science education to support the transition and implementation of the NGSS. The presentation at this conference, a collaboration of the San Bernardino County Superintendent of Schools, Riverside County Office of Education, the Southern California Association of Science Specialists, the Inland Area Science Project, and the Region 10 District Science Leadership Network–Community of Practice, provided an overview of the CAST, updates on the CAST blueprint, an initial summary of CAST results, and guidance on using CAST item content specifications to guide the development of locally created assessments. |
| 2/18−19 | New Orleans, Louisiana | 70 | State Collaborative on Assessment and Student Standards Meeting: Assessing Special Education Students (ASES)  The ASES national collaborative addresses the inclusion of students with disabilities in standards, policy development, implementation, curriculum, instruction, assessment, and accountability systems and the effects of these systems on educational equity for all students. |
| 2/20 | Webinar | 14 | Statewide Assessment Stakeholders Meeting  Information provided on the State Board memoranda for February and current Assessment Division activities. |
| 2/19–21 | Monterey | 35 | Curriculum and Instruction Steering Committee (CISC) Leadership Symposium:  “Fostering Continuing Improvement Using Smarter Balanced Resources”  The annual CISC Leadership Symposium is dedicated to strengthening leadership and systems, continuous improvement, and preparing students for future success. |
| 2/21−22 | Irvine | 50 | The 39th Annual California Resource Specialists Plus Convention:  “Accessibility Resources: Meeting the Needs of All Learners”  This presentation on accessibility resources categories covered the range of students who benefit from accessibility resources and a practical approach to assignment of accessibility resources. |
| 2/28 | Sacramento | 75-85 | Bilingual Coordinator’s Network  This presentation provided the latest information on the computer-based Summative ELPAC, Alternate ELPAC, and CSA. |

**Proposed Per-Pupil Apportionment Rates**

The California Department of Education recommends that the California State Board of Education approve the 2019–2020 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 2019–2020 CAASPP Per-Pupil Apportionment Rates

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

Table 2. Proposed 2019–2020 ELPAC Per-Pupil Apportionment Rates

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

**Estimated Apportionment Costs**

Tables 1 and 2 provide estimated 2019–2020 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 2019–2020 CAASPP Per-Pupil Apportionment Rates and Costs

| **Assessment** | **Proposed Per-Pupil Rate** | **Estimated 2019–2020** **Pupil Population** | **Estimated Apportionment Cost** |
| --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for English Language Arts/Literacy (ELA) and Mathematics | $4.00 | 3,276,000 | $13,104,000 |
| California Science Test | $2.00 | 1,585,000 | $3,170,000 |
| California Spanish Assessment | $5.00 | 20,000 | $100,000 |
| California Alternate Assessments (CAAs) for ELA and Mathematics | $5.00 | 36,300 | $181,500 |
| CAA for Science | $5.00 | 15,500 | $77,500 |
| Grade two diagnostic assessments for ELA or mathematics | $2.52 | 455,000 | $1,146,600 |
| Students not tested due to medical emergency & parent/guardian exemptions | $1.00 | 24,000 | $24,000 |
| **Total:** | - | - | **$17,803,600** |

Table 2. Proposed 2019–2020 ELPAC Per-Pupil Apportionment Rates and Costs

| **ELPAC Assessments** | **Proposed Per-Pupil Rate** | **Estimated 2019–2020 Pupil Population** | **Estimated Apportionment Cost** |
| --- | --- | --- | --- |
| Initial kindergarten and grade one (one-on-one administration) | $5.50 | 170,000 | $935,000 |
| Initial, grades two–twelve | $5.00 | 60,000 | $300,000 |
| Initial Rotating Score Validation Process, kindergarten–twelve | $0.50 | 23,000 | $11,500 |
| Summative, kindergarten–grade two (one-on-one administration) | $5.50 | 450,000 | $2,475,000 |
| Summative, grades three–twelve | $5.00 | 750,000 | $3,750,000 |
| **Total:** | - | - | **$7,471,500** |