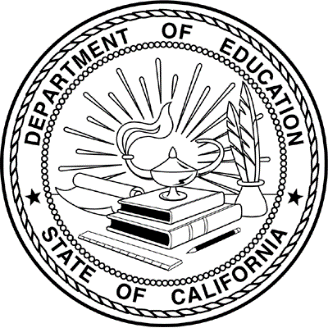
# California Department of Education Report to the Governor, the Legislature, and the Department of Finance: California Assessment of Student Performance and Progress Annual Implementation Update and Five-year Cost Projection



**Prepared by the**

**Assessment Development and Administration Division**

**Instruction, Measurement, and Administration Branch**

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*Description*: Annual update on the implementation of the California Assessment of Student Performance and Progress, covering the 2021 calendar year and providing a 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 appropriate policy committees in each house

*Due Date*: On or before March 1 of each year

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## Executive Summary

California *Education Code* (*EC*) 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. This report, covering the 2021 calendar year, is divided into the following sections:

* + **Program Information**—Background information on the CAASPP System, including its history, purpose, and components
* **Implementation Update**—A brief discussion of CAASPP implementation activities during the 2021 calendar year
* **Contract Costs**—Costs and other information regarding the various types of CAASPP contracts, including state-managed services contract costs, extending through fiscal year (FY) 2024–25.
* **Apportionment Costs**—Annual CAASPP apportionment reimbursements to local educational agencies (LEAs).
* **Five-year Cost Projection**—Projected annual CAASPP contract and LEA apportionment costs; includes a timeline of the assessments that are anticipated to be a part of each CAASPP test administration and the projected costs, per FY, for the overlapping test administration activities.

## Program Information

The CAASPP System was established in *Education Code* (*EC*) sections 60640–49 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 to the Legislature an update on an implementation plan, a five-year cost projection, and a 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 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 Tools for Teachers, a compendium of formative assessment resources for instruction and professional learning—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

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 federal Every Student Succeeds Act (ESSA), enacted on December 10, 2015, and the Elementary and Secondary Education Act of 1965 (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 and mathematics—assessments are administered annually in grades three through eight and once in high school.
* For science—assessments are administered annually in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve)

CAASPP assessments were used to meet federal requirements in 2020–21 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 contracts for the development, purchase, or administration of the CAASPP tests are subject to approval by the California Department of Education (CDE), SBE, and the Department of Finance (DOF) *EC* Section 60643(b)(1). The SBE approval must be obtained for the following work components:

* The test blueprints—excluding Consortium assessments— which specify 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

### The Education Testing Service (ETS) contract also calls for the development of a plan for continuous improvement. ETS worked with the CDE to create a plan that supports continuous improvement of the California Assessment System, which includes CAASPP. In addition to opportunities for improvement identified in the plan, ETS proposed opportunities for program improvements that have emerged over. More 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 2020–21.

Table 1. CAASPP Required Assessments Administered in 2020–21, by Grade and Content Area

| **Test** | **Type** | **Students** | **Grades** | **Content Area(s)** |
| --- | --- | --- | --- | --- |
| 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 ELA assessment) | 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) (recently arrived English learner students are exempted from the ELA assessment) | 3–8 and 11 | ELA and mathematics |
| CAST | Computer-based test | 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 science1 | Computer-based test | 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 |

1 Many LEAs remained in remote learning in 2020–21 but the CAAs were required to be administered in person. As a result, an insufficient number of students were administered the CAA for science for the CDE and its testing contractor to complete the necessary development work to operationalize the CAA for science.

Table 2. Optional CAASPP Assessments and Assessment Tools Available in 2020–21, by Grade and Content Area

| **Test/Tool** | **Type** | **Students** | **Grades** | **Content Area(s)** |
| --- | --- | --- | --- | --- |
| Smarter Balanced Interim Assessments | Computer-based  test | All students | Kindergarten through grade 12 (K–12) | ELA and mathematics |
| Tools for Teachers | N/A | All students | K–12 | ELA and mathematics and science |
| CSA | Computer-based test | All students | 3–8 and high school | Spanish reading/ language arts |

### Impact of the Novel Corona Virus 2019 on Statewide Assessments for 2020–21

On April 3, 2020, the US Department of Education (ED) invited states to apply for a Federal Funding Flexibility Waiver as a part of the Coronavirus Aid, Relief, and Economic Security Act.

In addition, in December 2020, the ED invited states to request a similar waiver under Section 8401(b) of the ESEA for the 2020–21 school year and fiscal year (FY) 2020 Title IV, Part A funds.

Starting in December 2020 and continuing through January 2021, the CDE met with interest holder groups to discuss flexibilities to consider for statewide testing. These meetings resulted in a request that the CDE pursue a waiver for the required administration of the state standardized tests for the 2020–21 school year. If a waiver from testing and reporting results is not possible, they recommended providing LEAs with the option to use local and/or interim assessments to evaluate student learning progress. Associations participating in these discussions included:

* California County Superintendents Educational Services Association
* Association of California School Administrators
* Orange County Department of Education
* California Association of Suburban School Districts
* California Association of School Business Officials
* California Federation of Teachers
* California School Boards Association
* Los Angeles County Office of Education
* San Diego Unified School District
* Corona-Norco Unified School District
* California Teachers Association

In February 2021 the SBE held a special meeting to further discuss flexibilities and consider actions. At this meeting, the SBE directed the CDE to pursue:

* + Prepare a waiver, consistent with the federal template, regarding the flexibilities offered by ED for accountability and school identification, which includes decoupling accountability from this year’s assessments and waiving the requirement that the Academic Achievement indicator be adjusted to account for a participation rate below 95 percent as applicable
  + Extend the 2020–21 test administration window for both the CAASPP and English Language Proficiency Assessments for California (ELPAC) to July 30, 2021, as applicable.
  + Prepare a general waiver of the CAST for the school year. Create a policy means to provide assessment information this school year to parents, educators, and the public.
  + Develop a waiver proposal to bring back to the Board that focuses on a plan for assessments that provide data to parents, educators, and the public which monitor the progress of students in ELA and mathematics, and that will propose a means for uniform reporting of that data in both aggregated and disaggregated forms.

In March 2021 the CDE recommended and the SBE approved that for the 2020–21 school year LEAs be allowed to use the most viable option for assessment in their local context, including the Smarter Balanced Summative Assessments and the CAAs for ELA and mathematics, or other diagnostic benchmarks, or interim assessments that:

* Are aligned with the California Common Core State Standards for ELA and mathematics
* Are available to assess students in grades three through eight and grade eleven
* Are uniformly administered across a grade span, school, or district
* Provide results that can be reported to parents/guardians, educators about individual students, and to the public by school and by district and are disaggregated by student group

The CAST, the CAA for Science, and the CSA continued to be available for any LEA to use during the 2020–21 school year.

This policy received broad support from organizations representing educators, parents, government officials, community-based organizations, and civil rights organizations.

Under this policy, California continued to provide the Smarter Balanced Summative Assessments and the CAAs for ELA and mathematics as well as the CAST, the CAA for Science, and the ELPAC to all LEAs. The CDE offered weekly office hours and real-time technical assistance to facilitate the administration of the assessments. In addition, to collect and report quality data regarding student learning and progress to parents, educators, and the public where circumstances did not make administration of the state summative assessments the most viable option within the local context, the SBE approved the use of other diagnostic or interim assessments that were aligned with California standards and would provide results that could be reported to parents/guardians, educators, and the public.

On April 2, 2021, the CDE and the SBE sent a letter to the ED to confirm a conversation between the CDE, SBE, and ED in which California affirmed that it would continue to offer state summative assessments. This letter can be found on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/waiverltr2021apr02.asp>.

On April 6, 2021, the ED responded to the CDE and SBE letter regarding the state’s plan for administering statewide assessments in reading/language arts, mathematics, and science, as required under ESEA Section 1111(b)(2)(B)(i), to all public elementary and secondary school students in the state. The ED confirmed that, based on the information provided, its understanding was that a waiver was not required at that time because California was administering all of its required assessments, and all school districts were required to administer the statewide summative assessments except in any instances in which the state concluded that administering the assessments was not viable because of the novel coronavirus 2019 (COVID-19) pandemic. This letter can be found on the CDE Every Student Succeeds Act web page at <https://oese.ed.gov/files/2021/04/CA-assessment-response-letter.pdf>.

The CDE recognized that the statewide participation rate may be lower than in prior years. The CDE also confirmed that students who were unable to attend school safely in person because of the pandemic should not be brought into school buildings for the sole purpose of taking a test. In cases in which students were unable to take the statewide summative assessments, the SBE encouraged districts to use other assessments—interim, diagnostic, or formative assessments—to measure student learning and progress and to provide information to parents and educators. Those assessments do not replace statewide summative assessments, but they serve to provide valuable information to meet our goal of maximizing the number of students for whom we have quality data this year.

Information regarding California's plan to implement the ESSA can be found on the CDE Every Student Succeeds Act web page at <https://www.cde.ca.gov/re/es/>.

On July 2, 2021, the ED invited states to apply for a waiver to allow LEAs to carry over more than 15 percent of their FY 2020 Title I, Part A funds. In addition, the waiver would allow California to extend for itself and its subgrantees the period of availability of FY 2019 funds for programs included in the consolidated State Plan. More information about these waivers can be found on the CDE COVID-19 Federal Funding Flexibility web page at <https://www.cde.ca.gov/re/es/covid19fundflex.asp>.

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

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

## Implementation Update

### Content Standards

No changes for this reporting period.

### Periodic Updates of Assessment Developments

The 2021 activities carried out in support of periodic updates of assessment developments were as follows:

* In January, the SBE approved the proposed goals and priorities to be included in the California Assessment System Request for Qualifications, Stage Three—Formal Written Submission. In addition, the CDE provided information on the 2020 Assessment Coordinator Survey Report as well as the 2020 California Assessment Post-Conference Report. The CDE also provided the SBE information on program developments and updates on the timeline for availability of initial and summative assessments; 2020–21 test administration options and considerations; pretest workshops for coordinators; CAST and CAA for Science updates; the posting of the science resources on the Tools for Teachers website; interim assessment hand scoring workshops for teachers; the release of the new Smarter Annotated Response Tool; and the fall administration of the 2019–20 Summative ELPAC.
* In February, the SBE approved the CDE’s request to pursue flexibility on or a waiver of assessment, accountability, and school identification and federal funding flexibility requirements.
* In March, the SBE approved the CDE’s request to pursue assessment flexibilities, and a waiver of accountability and reporting requirements for the 2020–21 administration. In addition, the SBE approved the emergency regulations for the CAASPP and the ELPAC.
* In May, the SBE approved the proposed 2020–21 apportionment rates for the CAASPP and ELPAC. In addition, the CDE provided a summary of program activities, including updates on the spring test administration, the CAST constructed-response annotated example guides, CAA for Science, development of science formative resources for teachers, CAASPP federal peer review, CAASPP Independent Evaluation Reports, ELPAC administration training information, interim and formative assessment training support for educators, and enhancements to the California Educator Reporting System (CERS).
* In July, the SBE approved the CDE to proceed with the California Assessment System Request for Qualifications, Stage Four—Negotiations. In addition, the CDE provided an update to the SBE on the CAASPP System program activities which includes the CAST, CAA for Science, Initial ELPAC, and the California High School Proficiency Examination.
* In September, the SBE approved the proposed revisions to the blueprints for the Smarter Balanced Summative Assessments for ELA and mathematics. In consultation with the Consortium and testing contractor ETS, the CDE proposed the revisions to the blueprints in order to offer adjusted forms for those assessments to reduce testing time in 2021–22 as well as the burden on students and teachers due to the continued impact of the COVID pandemic. The CDE also provided the SBE information on program developments and updates related to the CAST, CAA for Science, Tools for Teachers, Smarter Balanced Interim Assessments, the federal peer review, the Alternate ELPAC, use of assessments for accountability in upcoming years, and the national and international assessments.
* In November, the SBE approved the negotiated contract with ETS for the administration of the CAASPP and the ELPAC. The SBE also approved the release of up to 10 percent withheld for the 2020–21 ETS contract as well as the 2020–21 Regents of the University of California, Santa Cruz contract.
* In December, the CDE provided updates on the Assessment and Accountability Meeting Series and a new outreach approach to provide greater assistance to LEAs.

### Informational Materials

The 2021 activities in support of informational materials were as follows:

* The CDE, in coordination with testing contractor 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, pretest workshops, and the Using Assessment Data Training series—communicated key information to LEAs and were reported in CAASPP update items.
* The CDE met with the Regional Assessment Network (RAN), a subcommittee of the Curriculum and Instruction Steering Committee (CISC) 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.
* The CDE met monthly with representatives from California educational associations to share assessment-related topics and receive feedback to help inform the ongoing work of the CDE ADAD.
* The CDE participated in four Bilingual Coordinators Network meetings to share assessment updates and gather feedback from stakeholders. CDE staff attend these meetings throughout the year.
* The CDE participated in two Consortium collaboration meetings and two Technical Advisory Committee (TAC) meetings. Member states met virtually to collaborate, plan, and prepare for the implementation of and ongoing enhancements to the Smarter Balanced assessments, covering such topics as item and test development, scoring, and reporting. The TAC members provided guidance on technical assessment matters pertaining to the validity, reliability, accuracy, and fairness of those assessments.
* Throughout the year, the CDE weekly newsletter *Assessment Spotlight* was disseminated to all ELPAC coordinators and CAASPP listserv subscribers—a total of more than 17,830 recipients—to alert them to the latest information about the testing programs.
* During February and March, the CDE offered Interim Assessment Hand Scoring Workshop sessions for teachers; understanding the process of hand scoring Smarter Balanced assessment items is a way for teachers to deepen their understanding of the content standards, strengthen their evaluation of student work, and use student results to inform teaching and learning.
* In April, the CDE and ETS implemented a new strategy of conducting weekly “Office Hours” and “Coffee Sessions” to provide timely updates to the field about testing. These virtual activities offered opportunities for LEA staff to ask their questions about the spring assessments and multiple administration options and receive up-to-the-minute answers. Office Hours included updates, a topic of interest, and time for questions and answers, while Coffee Sessions were entirely dedicated to answering questions about the assessments.
* In July, August, October, and November, the CDE offered a virtual Interim and Formative Assessment Training Series. This training for classroom teachers and administrators focused on 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 formative assessment resources on the Tools for Teachers website to support teaching and learning.
* In August and September, the CDE hosted a series of sessions for the Assessment and Accountability Information meeting for CAASPP, ELPAC, and accountability coordinators.
* In October, the CDE held its third annual California Assessment Conference (CAC) virtually. This conference for classroom teachers 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 November, ETS converted to a more individualized support model, based on the RAN structure, for its work with LEAs. ETS’s new California Outreach Team consists of 13 LEA "Success Agents," 11 of whom are assigned to existing regions based on the RAN structure. Another Success Agent handles the larger LEAs as a single group. The final Success Agent focuses on helping LEAs with Security and Test Administration Incident Reporting System cases, orders, tracking, and other issues.

### Interest Holder Input

The 2021 implementation activities in support of interest holder input were as follows:

The CDE conducted monthly meetings with the Assessment Stakeholder Committee to provide a forum for sharing information about state assessment-related developments and receiving feedback. The members of this committee included representatives from key California educational associations:

* + Advisory Commission on Special Education
  + Association of California School Administrators
  + California Association of Bilingual Educators
  + California Federation of Teachers
  + California Parent-Teacher Association
  + California School Boards Association
  + California Science Teachers Association
  + California Small School District Association
  + California Teachers Association
  + Californians Together
  + Special Education Local Plan Area Association
* Bi-monthly meetings were held in 2021 with the CISC’s RAN, consisting of representatives from all 11 of the network’s regions throughout California. This group meets bi-monthly following the SBE meetings. The CDE ADAD highlighted the latest developments and activities for all statewide assessments at each meeting. The 2021 meeting dates were as follows:
  + January 20
  + March 24
  + May 19
  + September 15
  + November 17

#### Sample, Practice, and Training Tests

The 2021 implementation activities in support of sample, practice, and training tests were as follows:

* In February, the Consortium 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 was updated to allow users to print sample test items.

This website presents a variety of item types used in Smarter Balanced assessments to measure what students know and can do. The samples are not intended to be used as practice tests; rather, stakeholders can use them to better understand how Smarter Balanced assessments measure 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 for ELA and mathematics
  + CAAs for ELA and mathematics
  + CAST
  + CAA for Science
  + CSA
  + In September, scored and annotated student examples for selected constructed response items, intended to be used in conjunction with the CAST Practice Test Scoring Guide, were posted on the Online Practice Test Scoring Guides and Directions for Administration web page at <https://www.caaspp.org/ta-resources/practice-training.html#cast>.

### Regulations

CAASPP and ELPAC emergency regulations were approved by the SBE in March. The existing regulations specify start and end dates for the statewide testing windows. CAASPP regulations indicate that an LEA may administer the assessments only up to the last day of the LEA’s regular school’s or track’s annual instructional calendar. The emergency regulations extended the CAASPP and ELPAC test administration window for all LEAs through July 30, 2021, for the testing year only. This provided LEAs with flexibility for testing outside of their current instructional year, resulting in LEAs having more time for testing, either in person or remotely, during the COVID-19 pandemic.

### Contracts

The 2021 implementation activities in support of the California Assessment System contract were as follows:

* In January, the SBE authorized the CDE, pursuant to stage three, to request a formal written submission from the two potential contractors that passed stage two. This formal written submission was to contain a proposed scope of work, a draft proposed budget, and a transition plan, contingent on the availability of an appropriation for this purpose.
* In July, the SBE gave their approval to begin contract negotiations with the highest-ranked potential contractor from stage three. Staff from the SBE, the DOF, and the CDE participated in the contract negotiations with ETS which took place from August 2021 through October 2021.
* In November, the SBE gave approval for the proposed contract with ETS for the administration of the CAASPP and the ELPAC and authorized CDE staff to make technical edits to the contract documents as needed prior to its execution.

### Technology Readiness

The 2021 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, all of the 164 BIIG 1.0 projects were completed; of the 267 BIIG 2.0 projects, 258 were completed.
* 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 the CAST, CAAs, and CSA.

### 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

For the administration, all CAASPP results were reported through Student Score Reports, CERS, and the Test Results for California Assessments website. If a school opted to administer a local assessment in lieu of the Smarter Balanced summative assessments for ELA and mathematics, the aggregate results were reported in the School Accountability Report Card.

For the Smarter Balanced assessments for ELA and mathematics, Student Score Reports traditionally feature an overall achievement level as well as individual claim results. Claim results are the subscores that report how a student performed in areas within the overall content area. For example, the reported claims for ELA are Reading, Writing, Listening, and Research/Inquiry. Due to the fewer number of items on the adjusted blueprints for the Smarter Balanced Summative Assessments for ELA and mathematics, individual student claim results were not reported on Student Score Reports.

### Peer Review Status

The CDE’s assessments are required to undergo a federal peer review process during which the CDE submits to the ED documents demonstrating that California’s assessments meet the federal requirements for validity, reliability, and fairness established for states by ESSA. As new assessments become operational, the CDE must provide additional evidence for peer review, covering each assessment that is required under ESSA. Peer review is often an iterative process, with states submitting additional evidence to meet the requirements as the evidence becomes available. The four possible outcomes are: “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 status of each California assessment subject to the peer review process is as follows:

* **Smarter Balanced Summative Assessments for ELA and mathematics**—In June 2016, the CDE, in collaboration with the Consortium, submitted evidence for peer review of these assessments. The outcome of this submission was a rating of “substantially meets requirements.” The CDE is awaiting additional feedback from the ED on supplementary evidence that was submitted in December 2020. The CDE has not yet heard back from ED pertaining to the supplementary evidence submitted. The CDE, in partnership with the Consortium, will also submit supplemental evidence related to the adjusted blueprints in 2023.
* **CAAs for ELA and mathematics**—In December 2017, the CDE submitted peer-review evidence for these assessments, which were first administered operationally in 2016. More than 150 documents were submitted to the ED, 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.” The CDE is awaiting additional feedback from the ED on supplementary evidence that was submitted in December 2020. The CDE has not yet heard back from ED pertaining to the supplementary evidence submitted.
* **CAA for Science**—Due to the COVID-19 pandemic, the number of students administered the CAA for Science in the 2020–21 school year was insufficient to complete the necessary development work to operationalize the CAA for Science. The CDE expects the first operational field test assessment to be in 2021–22.
* **CAST**—The CAST was first administered operationally in 2018–19. The CDE submitted over 200 documents in support of the CAST peer review in December 2021. The CDE is awaiting feedback from the ED on this submission.

### Independent Evaluation

*EC* Section 60649 required the CDE to contract for a three-year independent evaluation of the CAASPP System to provide interim annual reports, a final report on the activities, and an analysis of the three-year independent evaluation. The independent evaluation work for the CAASPP assessments was completed by the Human Resources Research Organization (HumRRO) and ran from 2018 through 2020. Reports from the independent evaluation are posted on the CDE CAASPP and Technical Reports web page at <https://www.cde.ca.gov/ta/tg/ca/caaspprptstudies.asp>.

### Smarter Balanced Summative Assessments, Interim Assessments, and Tools for Teachers

The 2021 implementation activities in support of the Smarter Balanced Summative Assessments, interim assessments, and Tools for Teachers were as follows:

**Summative Assessments**

* Educators from Consortium member states convened virtually for several annual development activities, including item writing training, item review, data review, and range finding. California educators participated in these events.
* In March, the Consortium convened a Remote Proctoring Policy Task Force to establish use cases regarding how interim assessments might support remote learning. The task force will develop strategies and procedures for risk reduction during the remote administration of all Smarter Balanced assessments. The task force considered the following issues:
  + Distance teaching and learning
  + Accessibility and equity
  + Student and adult interactions
  + Consortium and member responsibilities
* In December, the Consortium approved the remote administration of summative assessments for the 2020–21 school year.

**Interim Assessments**

* During the 2020–21 school year, the interim assessments remained an option for use during distance learning. Over 200 interim assessments were available, including 38 new focused Interim Assessment Blocks (IABs) for ELA and mathematics for grades three through eight and high school.
* By December 31, 2021, over 1.6 million interim assessments had been administered since the beginning of the 2021–22 school year. This count is significantly higher than the approximately 700,000 interim assessments administered within the same time frame during the previous school year.

**Tools for Teachers**

* In 2021, Tools for Teachers provided instructional lesson plans and professional learning activities using the formative assessment process with embedded strategies for instructional differentiation.
* In 2021, the CDE conducted science formative assessment resource development workshops, adding 36 science instructional resources for kindergarten through grade five to Tools for Teachers. As of December 31, 55 science instructional resources were available in Tools for Teachers to educators in California LEAs.
* In 2021, the Consortium added over 70 new ELA and mathematics professional learning resources and instructional resources for grades three through twelve. These included 38 new Connections Playlists that are aligned with the new focused IABs, which feature over 60 new instructional resources for ELA and mathematics.
* In 2021, the CDE launched the Tools for Teachers Shared Practices Webinar Series to promote formative assessment practices in the classroom. The webinars focused on specific topics—from supporting English learners with Tools for Teachers to using science instructional resources in the classroom—and featured educators who shared their practices in using the formative assessment resources available in Tools for Teachers.
* In December 2021, the CDE “Tools for Teachers and Other Formative Assessment Online Tools: At-a-Glance” flyer (<https://www.cde.ca.gov/ta/tg/sa/documents/t4tformativetools.pdf>) was provided to the field, describing online tools from the CDE to help educators gauge their students’ learning and determine next steps for instruction. All of the tools listed are available to educators in California LEAs.

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

The 2021 implementation activities in support of the CAAs for ELA and mathematics included the following:

* Educators from throughout the state convened virtually for item writing and item review workshops. These workshops supported the ongoing development work for the CAAs for ELA and mathematics by refreshing the item banks and providing practice tests.

### California Science Test

The 2021 implementation activities in support of the CAST were as follows:

* On January 12, the CAST operational assessment became available to LEAs.
* In February, the CDE presented virtually to members of the CISC updates on the CAST.
* In March, the CDE presented virtually at the California Association of Bilingual Education conference, providing updates on the CAST and responding to participants’ questions.
* In April, the CDE conducted the virtual “Science Summit: Update on the CAST,” presenting to participants who included national science experts.
* In April, nine 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.
* In April, the CDE presented virtually to CISC science committee members, providing updates on the CAST.
* In May, the CDE and ETS met virtually with California educators for an item review workshop to review test questions for future use on the CAST.
* In May, the CDE conducted a virtual science instructional resources workshop with California educators to develop science resources to be added to Tools for Teachers.
* In May, the CDE presented to California educators at the fourth Annual Virtual Next Generation Science Standards (NGSS) Leadership Conference, themed “Stories on Equity, Social Emotional Learning, Formative Assessments, and Language During the Pandemic.” The CDE provided information related to the CAST.
* In June, the CDE and ETS conducted a virtual data review workshop with science educators to review data on the performance of CAST field items.
* In July, the CDE and ETS conducted a virtual item writing workshop with science educators to write test questions for future use on the CAST.
* In September, the CDE conducted the Science Resources Independent Development Cycle meeting with California educators to develop more science instructional resources for the elementary grades to add to Tools for Teachers. The development was expanded to include middle and high school instructional resources. As of January 2022, there were 57 science instructional resources available on Tools for Teachers.
* In October, the CDE met virtually with California educators for a Coffee Session during the CAC to answer questions about the science assessments.
* In October, the CDE presented virtually at the California Science, Technology, Engineering, Arts, and Mathematics (STEAM) symposium to California science educators about key information on the CAST in relationship to the CA NGSS.
* In November, the CDE conducted the webinar “Making Elementary Science Sizzle with Tools for Teachers” for California educators. The webinar included an overview of the Tools for Teachers website and interviews with California educators who helped develop the Tools for Teachers science resources.
* In November, the CDE presented in person at California Educational Research Association, providing the results of a study that investigated the relationship between the CAST score and science course-taking. The study assessed the concurrent validity of the CAST in terms of other CAASPP test scores in ELA and mathematics as well as data on students' GPAs in science courses and the number of credits taken in science.
* In December, the CDE presented in person and virtually to CA NGSS Collaborative members, providing updates on the CAST assessment system (formative, interim, summative), including the implementation of the revised blueprint in 2022; describing the process and criteria used to develop science instructional resources for Tools for Teachers; and discussing the new contract work with ETS scheduled to begin July 1, 2022, including IABs for science and CAST innovation performance tasks embedded in learning.
* In December, the CDE submitted the CAST peer review documents to the ED.

### California Alternate Assessment for Science

The 2021 implementation activities in support of the CAA for Science were as follows:

* On September 8, 2020, the CAA for Science test became available to LEAs.
* In February 2021, CDE staff presented virtually to CISC members, providing updates on the CAA for Science.
* In March, the CDE presented virtually at the California Association of Bilingual Education conference, providing updates on the CAA for Science and responding to questions from participants.
* In March, the CDE and ETS conducted a virtual range achievement level descriptor (ALD) review meeting with California special education and science educators who reviewed and provided feedback on the proposed range ALDs. These ALDs were used in the 2021 standard setting.
* In April, the CDE presented virtually to CISC science committee members, providing updates on the CAA for Science.
* In April, the CDE and ETS conducted an item writing workshop, held virtually, with California special education and science educators who wrote test questions for future use on the CAA for Science.
* In August, the CDE and ETS conducted a virtual CAA for Science standard-setting workshop with California special education and science educators. Participants took part in the standard-setting process and made threshold-score recommendations to be presented to the SBE in September 2022.
* In October, the CDE met virtually with California educators for a Coffee Session during the CAC to answer questions about the science assessments.
* In October, the CDE presented virtually at the California STEAM symposium to California science educators about the CAA for Science in relationship to the Science Connectors, which are the alternate standards for science.

### California Spanish Assessment

The 2021 implementation activities in support of the CSA were as follows:

* In June, the CDE conducted a data review meeting with California educators to discuss the performance of items that had been field-tested in the spring 2021 administration.
* In October, the CDE conducted a virtual item review meeting with California educators to review items for the content, bias, and sensitivity of new test items in preparation for field testing in 2021.

### 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

There were no changes for this reporting period.

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

With the sunset of the Standardized Testing and Reporting Program for ELA and mathematics in 2013, the requirement that students in grade two participate in the summative assessment was eliminated. To ensure that teachers have information about the developing language arts and computational skills of their grade two students, *EC* Section 60644 required the CDE to gather information regarding existing diagnostic assessments, evaluate that information to ensure that the legal requirements and other criteria are met, and to make the information available to LEAs.

The requirement was met in 2014 as described in the CDE memo to the SBE carrying the subject line “Plan for Senate Bill 247 Grade Two Diagnostic Test List” (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-oct14item03.doc>). The CDE continues to receive inquiries from testing vendors about the possible inclusion of their assessment on the list that appears on the CDE Grade Two Diagnostics Assessments web page (<https://www.cde.ca.gov/ta/tg/da/>). The CDE’s response to those inquiries is that funds must be appropriated by the Legislature to repeat the evaluation. Apportionment records show that over 150,000 students are administered these assessments during most testing years.

## Contract Costs

CAASPP contract costs require SBE approval and are contingent on the review of the contract by the 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 multiyear, sole-source contract with costs based on an annual fee structure for Consortium services provided by a Consortium-selected contractor. 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 realignment, 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 Tools for Teachers, which also are for K–12 teachers’ optional use.

The current CDE contract with the Regents of the University of California, on behalf of the Santa Cruz campus, for the Consortium 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 FY.

Table 3. Consortium-Managed Services Contract Costs

| **Fiscal Year** | **Total Cost** | **Package** | **Per-Student Rate** | **Students1** |
| --- | --- | --- | --- | --- |
| 2017–18 | $9,550,000 | Summative, Interim, and Digital Library | $6.20 Summative and  $3.35 Interim and Digital Library | 1 million (cap) |
| 2018–19 | $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) |
| 2019–20 | $9,550,000 membership fee and $369,865 educator reporting activities | Summative, Interim, Digital Library,3 and educator reporting | $6.20 Summative and  $3.35 Interim and \*Digital Library | 1 million (cap) |
| 2020–21 | $9,550,000 membership fee and $518,780 educator reporting activities | Summative, Interim, Tools for Teachers, and educator reporting | $6.20 Summative and  $3.35 Interim and Tools for Teachers | 1 million (cap) |
| 2021–22 | $9,550,000 membership fee and $531,346 educator reporting activities | Summative, Interim, Tools for Teachers, and educator reporting | $6.20 Summative and  $3.35 Interim and Tools for Teachers | 1 million (cap) |

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 CERS for CAASPP.

3 The Digital Library, which previously was the formative assessment component of the Smarter Balanced Assessment System, was replaced by Tools for Teachers in June 2020.

***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 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 2015–16 through 2017–18 test administrations. In January 2018, the SBE approved the renewal of the contract with ETS for a period of two years to cover the 2018–19 and 2019–20 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 2020–21 and 2021–22 test administrations. This extension was used to incorporate the ELPAC assessments into the California Assessment System.

The 2018–19 Budget Act provided approximately $82.8 million for the ongoing administration of all components of the CAASPP System. Some key enhancements were 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 Student Score Reports for LEAs and their authorized student information system (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 and posted the CAST Practice Test Constructed Response Annotated Examples in January 2021.

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

Table 4.State-Managed Services Contract Costs

| **Fiscal Year** | **Total Cost** | **Cost Breakdown per Test Administration** |
| --- | --- | --- |
| 2017–18 | $77,273,778 | * $5,754,766 for 2016–17 test administration costs * $71,519,012 for 2017–18 test administration costs |
| 2018–19 | $82,754,000 | * $5,380,178 for 2017–18 test administration costs * $77,373,822 for 2018–19 test administration costs |
| 2019–20 | $76,846,831 | * $1,578,399 for 2018–19 test administration costs * $75,268,432 for 2019–20 test administration costs |
| 2020–21 | $76,565,323 | * $2,369,536 for 2019–20 test administration costs * $74,195,787 for 2020–21 test administration costs |
| 2021–22 | $76,674,757 | * $2,651,082 for 2020–21 test administration costs * $74,023,675 for 2021–22 test administration costs |
| 2022–23 | $3,000,000 | * $3,000,000 for 2021–22 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 as the responsible bidder with the lowest cost bid was HumRRO. In December 2020, the contract was amended, extending the contract through June 30, 2022. The total contract amount is $2,244,000.

Evaluation activities include five studies: CAST Alignment Study, Impact on Instruction and Student Learning Case Study, CAA for Science Alignment Study, ELPAC Alignment Study, and Alternate ELPAC Alignment Study.

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

Table 5.Independent Evaluation Contract Costs

| **Fiscal Year** | **Total Cost** |
| --- | --- |
| 2018–19 | $681,000 |
| 2019–2020 | $767,000 |
| 2020–21 | $574,000 |
| 2021–22 | $222,000 |

## 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 FY, 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.

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 330 LEAs will receive an apportionment for the grade two diagnostic assessment in the 2020–21 school year.

In May 2021, the SBE approved the LEA apportionment rates for CAASPP for the 2020–21 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 2020–21 CAASPP Testing

| **Assessment** | **Per-Pupil Rate** | **Estimated**  **2020‒21 Pupil Population** | **Estimated Apportionment** |
| --- | --- | --- | --- |
| Smarter Balanced Summative Assessments for ELA and mathematics | $4.00 | 3,276,000 | $13,104,000 |
| CAST | $2.00 | 1,585,000 | $3,170,000 |
| CAAs for ELA and mathematics | $5.00 | 36,300 | $181,500 |
| CAA for Science | $5.00 | 15,500 | $77,500 |
| CSA | $5.00 | 20,000 | $100,000 |
| Grade 2 diagnostic assessments (*EC* Section 60644) | $2.52 | 455,000 | $1,146,600 |
| Students not tested due to medical emergency & parent/guardian exemptions | $1.00 | 24,000 | $24,000 |
| Total: | N/A | 5,411,800 | $17,803,600 |

## 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). State-managed services contract costs include funding for the development of the CAST, the CAA for Science, and the CSA. The costs for 2020–21 and 2021–22 include reporting the results of the CAAs for ELA, mathematics, and science. Table 7 and Table 8, on the following page, provides an updated five-year projection of CAASPP contract and apportionment 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** |
| --- | --- | --- | --- | --- |
| 2020–21 | $10.1 million | $76.6 million | $760,0001 | $87.5 million |
| 2021–22 | $10.1 million | $76.7 million | $760,0002 | $87.6 million |
| 2022–23 | $10.1 million | $76.7 million | $760,000 | $87.6 million |
| 2023–24 | $10.1 million | $76.7 million3 | NA4 | $86.8 million |
| 2024–25 | $10.1 million | $76.7 million | NA4 | $86.8 million |

1 Total reflects a one-time membership credit applied toward the costs to develop CERS for CAASPP.

2 Contract cost estimates for 2021–22 are based on current contractobligations. Actual contract costs for 2021–22 and future years will be determined through a future competitive bid process.

3 Contract costs for 2022–23 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 2022–23 and future years will be determined through a future competitive bid process.

4 There is no contract for an independent evaluator in these years.

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

| **Fiscal Year** | **LEA Apportionment Cost** | **Test Administration Reimbursed** |
| --- | --- | --- |
| 2020–21 | $17.8 million | 2019–20 test administration |
| 2021–22 | $17.8 million | 2020–21 test administration |
| 2022–23 | $17.8 million | 2021–22 test administration |
| 2023–24 | $17.8 million | 2022–23 test administration |
| 2024–25 | $17.8 million | 2023–24 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 FY 2020–21, including approximately $16.7 million in estimated costs for the CAASPP System.

The 2021 Budget Act appropriation of $16.7 million is sufficient funding for the CAASPP apportionments to LEAs for the specified CAASPP assessments. However, due to the impact of the COVID-19 pandemic, many LEAs determined that it was not viable to administer CAASPP summative assessments. Therefore, the appropriation was reduced by $14.8 million to account for the students not tested.

### Cost Projection Variations of Proposed Budgets, 2021–25

The 2017 Budget Act, 2018 Budget Act, and 2019 Budget Act all provided sufficient funding for CAASPP contract costs and apportionment costs. The total Budget Act funding, per year, for various CAASPP contract costs, were as follows:

* 2017—$87.7 million
* 2018—$86.1 million
* 2019—$87.5 million
* 2020—$87.1 million
* 2021—$86.9 million

### 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 FY.

Table 9.CAASPP Timeline

| **Fiscal Year** | **Test Administrations** | **Operational Assessments** | **Assessments Undergoing Census or Sample Pilot and Field Testing** |
| --- | --- | --- | --- |
| 2020–21 | 2019–20 test administration1 2020–21 and  test administration | Smarter Balanced ELA and mathematics, CAAs for ELA and mathematics, CAST, CSA | CAA for Science2 |
| 2021–22 | 2020–21 test administration and  2021–22 test administration | Smarter Balanced ELA and mathematics, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |
| 2022–23 | 2021–22 test administration and  2022–23 test administration | Smarter Balanced ELA and mathematics, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |
| 2023–24 | 2022–23 test administration and  2023–24 test administration | Smarter Balanced ELA and mathematics, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |
| 2024–25 | 2023–24 test administration and  2024–25 test administration | Smarter Balanced ELA and mathematics, CAAs for ELA and mathematics, CAST, CAA for Science, CSA | None |

1 CAASPP testing was suspended in 2020 due to the COVID-19 pandemic.

2 Due to the suspension of testing, the implementation of the CAA for Science as an operational assessment was delayed.