

Date of Hearing: June 28, 2023

ASSEMBLY COMMITTEE ON EDUCATION  
Al Muratsuchi, Chair  
SB 293 (Grove) – As Amended April 20, 2023

**SENATE VOTE:**

**SUBJECT:** Pupil assessments: California Assessment of Student Performance and Progress: statewide results

**SUMMARY:** Requires the California Department of Education (CDE) to make statewide summative assessment results publically available on or before October 15<sup>th</sup> of each year. Specifically, **this bill:**

- 1) Requires the CDE to make statewide summative assessment results publically available on or before October 15<sup>th</sup> of each year.
- 2) Requires the State Board of Education (SBE) to adopt regulations that outline a calendar for delivery and receipt of summative assessment results at the pupil, school, grade, district, county, and state levels. Requires the calendar to include delivery dates to the CDE, consistent with the deadline requiring the CDE to make statewide summative assessment results publically available on or before October 15<sup>th</sup> each year.

**EXISTING LAW:**

- 1) Establishes the California Assessment of Student Performance and Progress (CAASPP), which consists of the following assessments:
  - a) The Smarter Balanced Assessment Consortium (SBAC), which assesses ELA and mathematics;
  - b) The California Alternative Assessment (CAA), which may be administered only to special education students as required by their IEP;
  - c) The California Science Tests (CAST); and
  - d) The California Spanish Assessment (CSA) for Spanish Language Arts.
- 2) Requires the SBAC to be administered in grades 3 through 8, inclusive, and grade 11. (Education Code (EC) 60640)
- 3) Requires the SBE to adopt regulations that outline a calendar for delivery and receipt of summative assessment results at the pupil, school, grade, district, county, and state levels. Requires the calendar to include delivery dates to the department and to LEAs. Requires the calendar for delivery to provide for the timely return of assessment results, and consider the amount of paper-and-pencil administered assessments and number of items requiring hand scoring. Requires the calendar to also ensure that individual assessment results are reported to LEAs within eight weeks of receipt by the contractor for scoring. (EC 60641)

- 4) Requires the CAASPP operational achievement tests to be administered to each pupil at some time during the following available testing windows:
  - a) Requires, unless otherwise stated in regulations, the available testing window to begin on the day in which 66% of the school's or track's annual instructional days have been completed, but no earlier than the second Tuesday in January of each year, and authorizes testing to continue up to and including the last day of instruction for the regular school's or track's annual calendar, but in no case later than July 15<sup>th</sup>, or the next weekday following the 15<sup>th</sup> if the 15<sup>th</sup> is not a weekday.
  - b) Requires the California Alternative Assessment (CAA) for science to be administered annually beginning on a date in September as determined by the CDE through the last day of instruction for the regular school's or track's annual calendar, but in no case later than July 15<sup>th</sup> or the next weekday following the 15<sup>th</sup> if the 15<sup>th</sup> is not a weekday.
  - c) Requires LEA testing windows to have a minimum of 25 instructional days. (California Code of Regulations, Title 5 (5 CCR) 855)

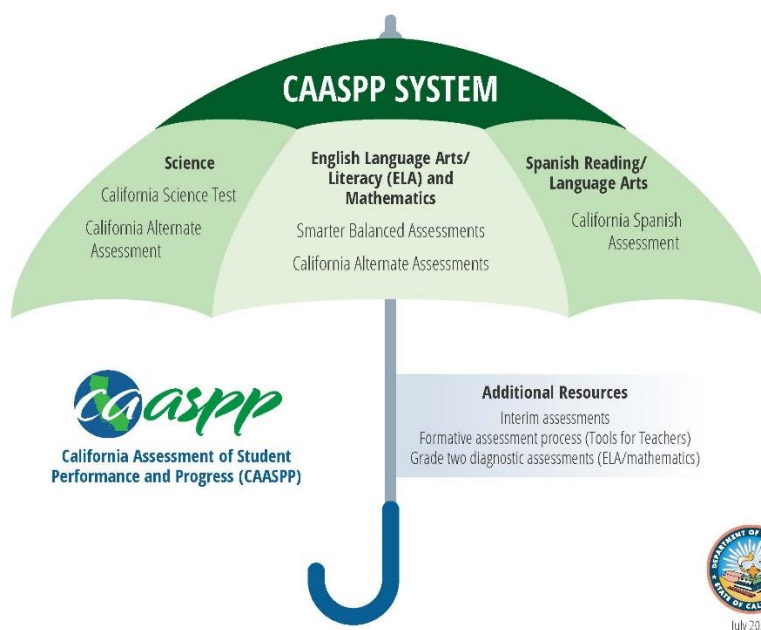
**FISCAL EFFECT:** According to the Senate Appropriations Committee, pursuant to Senate Rule 28.8, negligible state costs.

**COMMENTS:**

***Need for the bill.*** According to the author, “Delaying the release of student test scores makes it more difficult for teachers, academics, researchers, and policymakers to make decisions or investments to improve student performance. SB 293 will create more transparency and help us understand where students are struggling so we can get them the help they need.”

This bill was motivated by the delay in releasing the results of the statewide summative assessments to the public in 2022, reasoning that they wanted to release the assessment results simultaneously with the Dashboard. According to EdSource, “Since California first released Smarter Balanced scores in 2015, the [CDE] has consistently released them separately and sooner than the other Dashboard data. Dates ranged from the last week in August through the first week in October. The exception was the 2020-21 school year, when results were released in January 2022 with Dashboard indicators. Because of the pandemic, districts had a choice of giving local assessments or the Smarter Balanced tests; districts with enrollments totaling fewer than a quarter of the state’s students chose that option and the resulting data was “limited in both scope and use,” the [CDE] said in a news release at the time. No test was given in 2019-20 because of the pandemic.” In response to requests from advocates, the media, and others, the CDE ultimately released the public results of the statewide summative assessments in October 2022, in advance of the Dashboard release.

***CAASPP.*** The CAASPP was established in the 2013-14 school year. The primary purpose of the CAASPP System is to assist teachers, administrators, students, and parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types.



The CAASPP System includes the following summative assessments:

- **SBAC.** The SBAC is a computer-assisted assessment in ELA and mathematics that is administered in grades 3 through 8, inclusive, and grade 11. SBAC scores are used as part of the state's accountability system, in particular the California School Dashboard, which uses SBAC scores along with other state and local performance measures to evaluate school and LEA performance. All LEAs are required to administer the SBAC assessments to all students except those who opt out (as permitted by existing state law) and special education students who qualify for an alternative assessment. The SBAC is an untimed test, which means students can take as long as they need to complete it.
- **CAA for ELA/Literacy and Mathematics.** The CAAs for ELA and mathematics are a measure of what students know and can do using alternate achievement standards. Known as the Core Content Connectors, these standards are aligned with the Common Core State Standards for ELA and mathematics. This assessment is designed for students with the most significant cognitive disabilities. Students are eligible to take the CAA only if it is indicated in their active IEP. The CAAs for ELA and mathematics are administered to all eligible students in grades 3–8 and grade 11.
- **CAST.** In accordance with the federally required science assessments, and in alignment with the Next Generation Science Standards (NGSS), the CAST is administered in grades 5 and 8 and once in high school (i.e., grade ten, eleven, or twelve). Students with an IEP indicating assessment with an alternative test take the CAA for Science.
- **CAA for Science.** The CAA for Science is designed for students with the most significant cognitive disabilities and measures what students know and can do in science. This assessment is aligned with alternate science standards, called the Science Core Content Connectors, which are drawn from the California NGSS. Students are eligible to take the

CAA for Science only if it is indicated in their active IEP. Eligible students take the CAA for Science in grades 5 and 8 and one time in high school (i.e., grade 10, 11, or 12).

- *California Spanish Assessment.* The CSA measures a student’s competency in Spanish language arts in grades 3–8 and high school in order to provide student-level data in Spanish competency. Any students in grades 3–8 and high school seeking a measure to recognize their Spanish-specific reading, writing mechanics, and listening skills may take this assessment.

**CAASPP timelines and reporting.** For the 2022-23 school year, the statewide testing window for LEAs is January 10<sup>th</sup> through July 17<sup>th</sup>, 2023. All LEAs complete their testing within the statewide testing window. LEAs receive their summative CAASPP results beginning in June through September depending on each LEA’s testing window and when they complete all testing (including ELA, math, science, all alternate assessments for ELA, math, and science as well as Spanish assessment).

Statewide summative CAASPP results are posted to the CAASPP website in the fall of each year. The CAASPP website also includes access to test administration systems, training resources and materials, and important dates regarding administering the CAASPP tests. CAASPP results are used to populate the statewide indicators on the California School Dashboard, which is traditionally released in the winter for the prior school year.

**California Schools Dashboard.** The Dashboard is an online tool that reports school and LEA performance and progress on both state and local measures. State measures apply to LEAs and charter schools, and student groups, and are based on data that is collected consistently across the state. Local measures apply at the LEA and charter school level and are based on data collected at the local level. Charter schools are displayed as their own LEA on the Dashboard independent of their authorizer. The state and local measures are drawn from the ten priority areas of the LCFF. The data displayed on the Dashboard is used to determine which LEAs and charter schools receive Differentiated Assistance (DA) by COEs and the Statewide System of Support (SOS). Eligibility for DA is based on the LEA and school performance on the state performance indicators (or colors) on the Dashboard.

**The Committee may wish to consider** that the May Revision includes a provision to gradually move up the annual release date of the Dashboard to October 15<sup>th</sup> by the 2026-27 school year, in order for policymakers at the state and local level to inform decision-making at an earlier point of the school year.

**Arguments in support.** The Association of California School Administrators writes, “Local education agencies (LEAs) use data to make informed decisions on many issues, including how to effectively distribute resources to maximize support for students. A mandatory and early publication of the CAASPP data will be more valuable to LEAs as they will be able to make meaningful decisions sooner. Additionally, SB 293 also increases transparency for communities. Parents and guardians will better understand how well their children are performing and how best to help them.”

**Related legislation.** AB 751 (O’Donnell) of the 2019-20 Session would have established the Pathways to College Act, which would have required the Superintendent of Public Instruction to approve one or more nationally recognized high school assessments that an LEA could, at its

own discretion, administer in lieu of the grade 11 Smarter Balanced Summative Assessment. This bill was vetoed by the Governor, with the following message:

Encouraging student access to college and reducing the student testing burden in high school are laudable goals. However, I am concerned that replacing the state's high school assessment with the Scholastic Aptitude Test (SAT) or American College Test (ACT) will have the opposite effect. Specifically, their use exacerbates the inequities for underrepresented students, given that performance on these tests is highly correlated with race and parental income, and is not the best predictor for college success.

It is important to remember that over the last several years California has made great strides towards establishing a coherent accountability system. Measuring how students throughout the state perform on our state's assessments, including the grade 11 assessment, provides critical information to students, families, educators, and our state.

Finally, our K-12 system and public universities continue to discuss the potential for using of California's grade 11 state assessment for college admissions or eligibility purposes in the future. This would be a better approach to improving access to college for underrepresented students and reducing testing fatigue.

AB 908 (O'Donnell) of the 2019-20 Session would have required the CDE to acquire and offer, at no cost to LEAs, an online bank of state standardized test items from prior years for teachers to use in the classroom. The bill would have required the item bank be available online and include information about the academic standard the item tests; items from different grade levels; and scoring rubrics, answer keys and sample student responses. This bill was held in the Assembly Appropriations Committee.

AB 1792 (Salas) of the 2019-20 Session would have required the CASPP to be composed of a consortium summative assessment in ELA and mathematics, be provided for grades 3 to 9, and once during grades 9 to 12, inclusive, and would have required science grade level assessments in grades 5, 8, and 10. This bill was held in the Assembly Education Committee.

AB 3233 (Kiley) of the 2017-18 Session would have allowed certain grade 11 assessment scores to be reported in the Dashboard as a local academic indicator if all grade 11 pupils take the assessment. This bill was held in the Senate Appropriations Committee.

AB 1951 (O'Donnell) of the 2017-18 Session would have required the CDE to approve one or more nationally recognized high school assessments that a LEA could administer in lieu of the Smarter Balanced Assessment Consortium (SBAC) assessment in grade 11, commencing with the 2020-21 school year. This bill would have required the CDE to provide funding to an LEA choosing to administer the alternative assessment that is the lesser of the costs of the SBAC or the alternative assessment. This bill would have specified that the scores on the alternative assessment will be included as part of the state's existing accountability system. This bill was vetoed by the Governor, with the following message:

Since 2010, California has eliminated standardized testing in grades 9 and 10 and the high school exit exam. While I applaud the author's efforts to improve student access to college and reduce "testing fatigue" in grade 11, I am not convinced that replacing the state's high

school assessment with the Scholastic Aptitude Test or American College Test achieves that goal.

Our K-12 system and our public universities are now discussing the possible future use of California's grade 11 state assessment for college admission purposes. This is a better approach to improving access to college for underrepresented students and reducing “testing fatigue.”

**REGISTERED SUPPORT / OPPOSITION:****Support**

Association of California School Administrators  
California Chamber of Commerce  
California Charter Schools Association  
California Parents Union  
California Policy Center  
Californians for Equal Rights Foundation  
Kern County Superintendent of Schools Office  
Los Angeles County Office of Education  
Natomas USD for Freedom  
Sierra Sands Unified School District  
Stand Up Sacramento County  
Taft Union High School District  
Tehachapi Unified School District

**Opposition**

None on file

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