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MALIA M. COHEN  
CALIFORNIA STATE CONTROLLER

October 2, 2023

Heather Halsey, Executive Director  
Commission on State Mandates  
980 Ninth Street, Suite 300  
Sacramento, CA 95814

**Re: Incorrect Reduction Claim**

*California Assessment of Student Performance and Progress (CAASPP)*, 22-1401-I-01  
Education Code Section 60640, as amended by Statutes 2013, Chapter 489 (AB 484) and  
Statutes 2014, Chapter 32 (SB 858); California Code of Regulations, Title 5, Sections 850,  
852, 853, 853.5, 857, 861(b)(5), and 864, as added or amended by Register 2014, Nos. 6, 30,  
and 35

Fiscal Years: 2015-2016 and 2016-2017  
Fresno Unified School District, Claimant

Dear Ms. Halsey:

The State Controller's Office is transmitting our response to the above-named IRC.

If you have any questions, please contact me by telephone at (916) 327-3138.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Kurokawa".

LISA KUROKAWA, Chief  
Compliance Audits Bureau  
Division of Audits

**RESPONSE BY THE STATE CONTROLLER’S OFFICE  
TO THE INCORRECT REDUCTION CLAIM (IRC) BY  
FRESNO UNIFIED SCHOOL DISTRICT**

**California Assessment of Student Performance and Progress Program**

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Note: References to Sections and IRC page numbers relate to the district’s Incorrect Reduction Claim filed on December 21, 2022, as follows:

- Section 6 – Written Detailed Narrative – Pages IRC00001 to IRC000012
- Section 7 – Documentary Evidence and Declarations – Pages IRC000013 to IRC000042
- Section 8 – Claiming Instructions – Pages IRC000043 to IRC000083
- Section 9 – Final State Audit Report or Other Written Notice of Adjustment – IRC000084 to IRC000110
- Section 10 – Reimbursement Claims – Pages IRC000111 to IRC000122

Tab 1

1 **OFFICE OF THE STATE CONTROLLER**

3301 C Street, Suite 725

2 Sacramento, CA 95816

3 Telephone No.: (916) 327-3138

4 BEFORE THE

5 COMMISSION ON STATE MANDATES

6 STATE OF CALIFORNIA

8 INCORRECT REDUCTION CLAIM (IRC)

9 ON:

10 *California Assessment of Student Performance and Progress (CAASPP),*

11 Education Code Section 60640, as amended by  
12 Statutes 2013, Chapter 489 (AB 484) and  
13 Statutes 2014, Chapter 32 (SB 858); California  
14 Code of Regulations, Title 5, Sections 850,  
15 852, 853, 853.5, 857, 861(b)(5), and 864, as  
16 added or amended by Register 2014, Nos. 6,  
17 30, and 35

18 FRESNO UNIFIED SCHOOL DISTRICT, Claimant

No.: IRC 22-1401-I-01

AFFIDAVIT OF BUREAU CHIEF



I, Lisa Kurokawa, make the following declarations:

- 1) I am an employee of the State Controller's Office (SCO) and am over the age of 18 years.
- 2) I am currently employed as a bureau chief, and have been so since February 15, 2018. Before that, I was employed as an audit manager for seven years.
- 3) I reviewed the work performed by the SCO auditor.
- 4) Any attached copies of records are true copies of records, as provided by Fresno Unified School District, or retained at our place of business.
- 5) The records include claims for reimbursement, along with any attached supporting documentation, explanatory letters, or other documents relating to the above-entitled Incorrect Reduction Claim.
- 6) A review of the claims filed for fiscal year (FY) 2015-16, and FY 2016-17 started on November 18, 2019 (start letter date), and ended on December 16, 2020 (issuance of the final audit report).

I do declare that the above declarations are made under penalty of perjury and are true and correct to the best of my knowledge, and that such knowledge is based on personal observation, information, or belief.

Date: October 2, 2023

OFFICE OF THE STATE CONTROLLER

By: 

Lisa Kurokawa, Chief  
Compliance Audits Bureau  
Division of Audits  
State Controller's Office

Tab 2

**STATE CONTROLLER’S OFFICE ANALYSIS AND RESPONSE  
TO THE INCORRECT REDUCTION CLAIM BY  
FRESNO UNIFIED SCHOOL DISTRICT**

**For Fiscal Year (FY) 2015-16 and FY 2016-17**

**California Assessment of Student Performance and Progress (CAASPP)  
Education Code Section 60640, as amended by Statutes 2013, Chapter 489 (AB 484) and  
Statutes 2014, Chapter 32 (SB 858); California Code of Regulations, Title 5, Sections 850,  
852, 853, 853.5, 857, 861(b)(5), and 864, as added or amended by Register 2014, Nos. 6, 30,  
and 35**

**SUMMARY**

The following is the State Controller’s Office’s (SCO) response to the Incorrect Reduction Claim (IRC) that Fresno Unified School District (District) filed on December 21, 2022. The SCO performed an audit of the District’s claims for costs of the legislatively mandated CAASPP Program for the period of July 1, 2015, through June 30, 2017. The SCO issued its audit report on December 16, 2020 (**Section 9, IRC000084 to IRC000110**).

The District submitted reimbursement claims totaling \$2,897,066 — \$1,511,445 for fiscal year (FY) 2015-2016 and \$1,385,621 for FY 2016-17 (**Section 10, IRC000111 to IRC000122**). Subsequently, the SCO performed an audit of these claims and determined that \$494,077 is allowable and \$2,402,989 is unallowable primarily because the District claimed reimbursement for ineligible costs.

The following table summarizes the audit results:

Cost Elements	Actual Costs Claimed	Allowable per Audit	Audit Adjustment
<u>July 1, 2015, through June 30, 2016</u>			
Direct costs:			
Salaries and benefits			
Read and view CAASPP materials	\$ 167,331	\$ 167,331	\$ -
Total salaries and benefits	<u>167,331</u>	<u>167,331</u>	<u>-</u>
Materials and supplies			
Computers, browsers, or peripherals	1,504,004	-	(1,504,004)
Total materials and supplies	<u>1,504,004</u>	<u>-</u>	<u>(1,504,004)</u>
Total direct costs	1,671,335	167,331	(1,504,004)
Indirect costs			
	-	6,024	6,024
Total direct and indirect costs	1,671,335	173,355	(1,497,980)
Less offsetting revenues and reimbursements	<u>(159,890)</u>	<u>(146,692)</u>	<u>13,198</u>
Total program costs	<u>\$ 1,511,445</u>	26,663	<u>\$ (1,484,782)</u>
Less amount paid by the State <sup>1</sup>		<u>-</u>	
Allowable costs claimed in excess of amount paid		<u>\$ 26,663</u>	
<u>July 1, 2015, through June 30, 2016</u>			
Direct costs:			
Salaries and benefits			
Assess technology	\$ 80,973	\$ 80,973	\$ -
Read and view CAASPP materials	512,730	512,730	-
Total salaries and benefits	<u>593,703</u>	<u>593,703</u>	<u>-</u>
Materials and supplies			
Computers, browsers, or peripherals	751,335	-	(751,335)
Internet service, network equipment, consultants, or engineers	40,583	-	(40,583)
Total materials and supplies	<u>791,918</u>	<u>-</u>	<u>(791,918)</u>
Total direct costs	1,385,621	593,703	(791,918)
Indirect costs			
	-	20,127	20,127
Total direct and indirect costs	1,385,621	613,830	(771,791)
Less offsetting revenues and reimbursements	<u>-</u>	<u>(146,416)</u>	<u>(146,416)</u>
Total program costs	<u>\$ 1,385,621</u>	467,414	<u>\$ (918,207)</u>
Less amount paid by the State <sup>1</sup>		<u>(1,000)</u>	
Allowable costs claimed in excess of amount paid		<u>\$ 466,414</u>	

Cost Elements	Actual Costs Claimed	Allowable per Audit	Audit Adjustment
<u>Summary: July 1, 2015, through June 30, 2017</u>			
Direct costs:			
Salaries and benefits			
Assess technology	\$ 80,973	\$ 80,973	\$ -
Read and view CAASPP materials	680,061	680,061	-
Total salaries and benefits	761,034	761,034	-
Materials and supplies			
Computers, browsers, or peripherals	2,255,339	-	(2,255,339)
Internet service, network equipment, consultants, or engineers	40,583	-	(40,583)
Total materials and supplies	2,295,922	-	(2,295,922)
Total direct costs	3,056,956	761,034	(2,295,922)
Indirect costs	-	26,151	26,151
Total direct and indirect costs	3,056,956	787,185	(2,269,771)
Less offsetting revenues and reimbursements	(159,890)	(293,108)	(133,218)
Total program costs	<u>\$ 2,897,066</u>	494,077	<u>\$ (2,402,989)</u>
Less amount paid by the State <sup>1</sup>		<u>(1,000)</u>	
Allowable costs claimed in excess of amount paid		<u>\$ 493,077</u>	

<sup>1</sup> Payment amount is current as of August 23, 2023.

## I. CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS PROGRAM CRITERIA

### **Adopted Parameters and Guidelines – March 25, 2016 (Section 8, IRC000076 to IRC000083)**

Education Code Section 60640, as amended by the Statutes of 2013, Chapter 489 (Assembly Bill 484) and the Statutes of 2014, Chapter 32 (Senate Bill 858); and Title 5, California Code of Regulations, sections 850, 852, 853, 853.5, 857, 861(b)(5), and 864, as added or amended by Register 2014, Nos. 6, 30, and 35, established the CAASPP Program and replaced the Standardized Testing and Reporting Program, effective January 1, 2014. The CAASPP Program requires school districts to transition from paper and pencil multiple-choice tests to computer-based tests.

On January 22, 2016, the Commission on State Mandates (Commission) adopted a decision finding that the test claim statutes and regulations impose a reimbursable state-mandated program upon school districts within the meaning of Article XIII B, Section 6 of the California Constitution and Government Code (GC) section 17514.

The Commission adopted the parameters and guidelines on March 25, 2016. The program's parameters and guidelines establish the state mandate and define the reimbursement criteria.

The Commission approved reimbursable activities as follows:

Beginning January 1, 2014, provide “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology requirements.

Beginning February 3, 2014, the local educational agency (LEA) CAASPP coordinator shall be responsible for assessment technology, and shall ensure current and ongoing compliance with minimum technology specifications as identified by the CAASPP contractor(s) or consortium.

Beginning February 3, 2014, notify parents or guardians each year of their pupil’s participation in the CAASPP assessment system, including notification that notwithstanding any other provision of law, a parent’s or guardian’s written request to excuse his or her child from any of all parts of the CAASPP assessments shall be granted.

Beginning February 3, 2014, score and transmit the CAASPP tests in accordance with manuals or other instructions provided by the contractor or the California Department of Education (CDE).

Beginning February 3, 2014, identify pupils unable to access the computer-based version of the CAASPP tests; and report to the CAASPP contractor the number of pupils unable to access the computer-based version of the test.

Beginning February 3, 2014, report to CDE if a pupil in grade 2 was administered a diagnostic assessment in language arts and mathematics that is aligned to the common core academic content standards pursuant to Education Code section 60644.

Beginning February 3, 2014, comply with any and all requests from CAASPP contractors, and abide by any and all instructions provided by the CAASPP contractor or consortium, whether written or oral, that are provided for training or provided for in the administration of a CAASPP test.

Beginning August 27, 2014, the CAASPP test site coordinator shall be responsible for ensuring that all designated supports, accommodations and individualized aids are entered into the registration system.

The Commission also found that the following state and federal funds must be identified and deducted as offsetting revenues from any school district’s reimbursement claim:

Statutes 2013, chapter 48, (\$1.25 billion in Common Core implementation funding), if used by a school district on any of the reimbursable CAASPP activities to support the administration of computer-based assessments.

Funding apportioned by [the State Board of Education (SBE) from Statutes 2014, chapter 25, Line Item 6110-113-0001, schedule (8), for fiscal year 2013-2014 CAASPP costs.

Funding apportioned by SBE from Statutes 2015, chapter 10, Line Item 6110-113-0001, schedule (7) for fiscal year 2014-2015 CAASPP costs.

Statutes 2014, chapter 25 (Line Item 6110-488) and chapter 32 (appropriation for outstanding mandate claims) if used by a school district on any of the reimbursable CAASPP activities.

Statutes 2014, chapter 25, Line Item 6110-182-0001, Provision 2 (appropriation “to support network connectivity infrastructure grants[”]) if used by a school district on any of the reimbursable CAASPP activities.

Any other offsetting revenue the claimant experiences in the same program as a result of the same statutes or executive orders found to contain the mandate shall be deducted from the costs claimed. In addition, reimbursement for this mandate from any source, including but not limited to, service

fees collected, federal funds, and other applicable state funds, shall be identified and deducted from any claim submitted for reimbursement.

### **SCO Claiming Instructions**

In accordance with Government Code sections 17560 and 17561, eligible claimants may submit claims to the SCO for reimbursement of costs incurred for state-mandated programs. The SCO annually issues mandated cost claiming instructions, which contain filing instructions for mandated cost programs.

The July 1, 2016 claiming instructions (**Section 8 – IRC000063 to IRC000075**) are believed to be, for the purposes and scope of the audit period, substantially similar to the version extant at the time the district filed its FY 2015-16 and FY 2016-17 mandated cost claims.

## **II. BACKGROUND OF IRC**

The final audit report for Fresno USD's CAASPP program was issued on December 16, 2020. An incomplete IRC was filed on December 21, 2022, with the Commission on State Mandates (Commission). On April 14, 2023, the Commission filed a "Notice of Complete Incorrect Reduction Claim, Schedule for Comments, and Notice of Tentative Hearing Date."

In the IRC, the district disagreed with the SCO's determination that the district did not comply with the programs parameters and guidelines when claiming reimbursable costs.

The district claimed \$2,295,922 in materials and supplies for the audit period. The SCO found that the entire amount claimed is unallowable because the district did not meet the reimbursement requirements outlined in the program's parameters and guidelines.

The district is not contesting Finding 2 (Unallowable indirect costs related to salaries and benefits) or Finding 3 (Underreported offsetting revenue). The following background and analysis (in response to the district's IRC filing) will only address Finding 1.

## **III. BACKGROUND OF SCO ENGAGEMENT PROCEDURES AND ANALYSIS OF FINDING 1**

### **Existing Inventory Reports for FY 2015-16 and FY 2016-17**

During the initial stages of the engagement, SCO auditors met with district staff to ask for existing inventory reports for the audit period. During that discussion, the IT department generated queries to capture every instance when a student (or staff) logged into a computer. The district self-selected two 90-day periods (March 1, 2015, to June 30, 2015, and March 1, 2016, to June 30, 2016) because they said that is the typically the busiest time of the year when most available computers would be in use for testing purposes. The district stated they felt confident this methodology would capture nearly 100% of computer logins for the generation of the existing inventory reports. We did not disagree with this approach (**Tab 3, page 1 and 2**).

To verify the existing inventory population, we reviewed the CAASPP administrative manual (also called the system requirements manual) for FY 2015-16 (**Tab 4, page 5**) and the CAASPP technical specifications guide for FY 2016-17 (**Tab 5, page 4**). These manuals are updated

yearly and, among other things, document the supported operating systems, minimum requirements, and recommended specifications for computing devices used for testing purposes.

Our review found 13 Windows RT computers that did not meet the minimum specifications for the administration of the program for FY 2015-16, and 5 Windows RT and 19 Windows XP computers (totaling 24) that did not meet the minimum specifications for the administration of the program for FY 2016-17. Those computers were removed from the population (**Tab 3, pages 3 to 21**).

<u>Fiscal Year</u>	<u>Beginning Inventory</u>	<u>Devices Not Meeting Minimum Specifications</u>	<u>Devices Available for Testing</u>
2015-16	31,829	(13)	31,816
2016-17	33,944	(24)	33,920

We also confirmed with the district that the beginning inventory totals only include active devices, and no surplus or disposed devices are included in the count. Essentially, this list represents the most complete inventory totals of computing devices available for testing that meet the minimum specification for the CAASPP program.

#### **Determining assessment period in each fiscal year**

Pursuant to the California Code of Regulations, Title 5 (5 CCR), sections 855(a)(1), 855(a)(2), 855 (a)(3), 855(b), and 855(c), the rules for the establishment of the testing windows for the Smarter Balanced assessments are as follows:

- FY 2015-16, for grades three through eight – The testing window shall begin on the day in which 66% of a school’s annual instructional days have been completed (**Tab 6, page 5**).
- FY 2015-16, for grade eleven – The testing window shall begin on the day in which 80% of the school’s annual instructional days have been completed (**Tab 6, page 5**).

(SCO note – According to the FY 2016-17 CAASPP Online Test Administration Manual, the available testing window “shall begin on the day in which 66 percent of the school’s or track’s annual instructional days have been completed.” This applies for grades three through eight **and** grade eleven (**Tab 7, page 7**).

The instructions further explain (for FY 2015-16):

Sixty-six percent of a school year occurs on the 118<sup>th</sup> instructional day in a 180-day school year, leaving a 12-week regulatory testing window for grades three through eight testing; 80 percent of a school year occurs on the 144<sup>th</sup> instructional day in a 180-day year, leaving a seven-week regulatory testing window for grade eleven testing. LEAs [Local Education Agencies] have the option to select a shorter testing window (**Tab 6, page 5**).

The key takeaway here is the mandated testing window. Testing can begin on the 118<sup>th</sup> day of instruction for students in grades three through eight, and on the 144<sup>th</sup> day for students in grade eleven. LEAs have the option of selecting a shorter testing window, *but it is not mandated*.



Additionally, (for FY 2015-16) the mandated testing window is longer for younger students than those in high school, which the SCO auditors considered at length. The key issue is the availability of computing devices that meet the minimum requirements of the program and are available for student use during the CAASPP testing window. As the program's statement of decision states: "...SBAC's technology requirements guidance states that 'districts might consider pooling more mobile units, like laptops or tablets within their district for transport from one school site to the next as testing windows are staggered across sites.'" (Tab 8, page 8 and 9)

We assessed the impact of selecting the broader testing window (after the 118<sup>th</sup> day of instruction) in comparison to the overall tested student population for the audit period. We also considered the FY 2016-17 inclusion of grade eleven students under the broader testing window. Our analysis showed that approximately 95% of the students tested by the district for the audit period fell within the broader 12-week regulatory testing window. We, therefore, selected the broader testing window when determining the mandated testing window.

### **Determining the sufficiency of existing inventory of computing devices at the beginning of each fiscal year**

The California Department of Education (CDE) has a tool available on its website called the "Smarter Balanced Technology Readiness Calculator" to assist districts to prepare technology resources for computer-based assessments. This web-based calculator estimates the number of days and associated network bandwidth required to administer English Language Arts (ELA) and Mathematics assessments given the existing number of students, number of computers, and number of hours per day computers are available for testing. See the calculator here: <http://www3.cde.ca.gov/sbactechcalc/>

We modeled our analysis using the components of this calculator to estimate the number of computers the district needed to administer ELA and math assessments within the testing window provided by CDE regulations. We then compared the number of computers the district needed to the number of computers available to determine if the district had sufficient existing inventory of computing devices. For our purposes, the number of computers available is the number of existing student computing devices that meet the minimum technology specifications.

Our analysis consisted of five components to determine the sufficiency of existing inventory of computing devices as follows:

1. Number of students testing
2. Number of computers available
3. Computer hours available per day
4. Internet connection speed
5. Testing windows

#### **1. Number of students tested**

We obtained the number of students during the audit period from CDE.

- FY 2015-16 – 36,876 students tested (36,668 ELA (**Tab 9, page 2**) + 208 California Alternate Assessments (**Tab 9, page 5**) (CAA))
- FY 2016-17 – 36,595 students tested (36,352 ELA (**Tab 10, page 2**) + 243 California Alternate Assessments (**Tab 10, page 5**) (CAA))

## **2. Number of computers available**

For our purposes, the number of computers available means the number of computers available for student use that meet the minimum technical requirements of the CAASPP program. For FY 2015-16 the total is 31,816 and for FY 2016-17 the total is 33,920.

## **3. Computer hours available per day**

We set the number of available hours for the testing computers at 2 hours per day (for both fiscal years). Per confirmation with the district by email on February 12, 2020, the district opted to apply the lowest time increment available on the calculator. We did not object.

## **4. Internet connection speed**

The district provided information that showed varying internet speeds among different school groups. Specifically, elementary schools had a 100mbps connection; middle schools had 500mbps; and high schools had 1gbps. We elected to set the internet connection speed at the lowest presented by the district (100mbps).

## **5. Testing window**

We set the testing window at 60 days (12 weeks x 5 days a week), which was the maximum number of days allowed per the testing window (“Sixty-six percent of a school year occurs on the 118th instructional day in a 180-day school year, leaving a 12-week regulatory testing window for grades three through eight testing...”) (**Tab 6, page 5**).

## **Summary of testing results**

For FY 2015-16, the district had 31,816 existing computing devices that met the minimum technology specifications for CAASPP assessments. Our calculation estimates that the district could complete the assessments for 36,876 students in 4.64 days using each computing device for 2 hours per day at the internet speed of 100 Mbps (**Tab 11, page 1**). Using the 60-day testing window, the district only needed 2,459 computing devices to complete the assessments (**Tab 11, page 3**). Comparing the 31,816 existing computing devices to 2,459 computing devices needed, we determined that the district had a sufficient existing inventory of computing devices at the beginning of FY 2015-16.

For FY 2016-17, the district had 33,920 existing computing devices that met the minimum technology specifications for CAASPP assessments. Our calculation estimates that the district could complete the assessments for 36,595 students in 4.32 days using each computing device for 2 hours per day at the internet speed of 100 Mbps (**Tab 11, page 2**). Using the 60-day testing window, the district only needed 2,440 computing devices to complete the assessments (**Tab 11, page 4**). Comparing the 33,920 existing computing devices to 2,440 computing devices needed, we determine that the district had a sufficient existing inventory of computing devices at the beginning of FY 2016-17.

Based on our analysis, we determined that claimed costs totaling \$2,255,339 for the purchase of 5,100 additional computers was not necessary to comply with the mandate. Fresno USD's existing inventory of computing devices available for student use was more than sufficient to complete the CAASPP testing within the mandated testing window.

Additionally, the district also claimed \$40,583 in costs associated with internet services, networking equipment, consultants, or engineers. The district was unable to show how the existing internet service or network equipment was insufficient to administer the CAASPP test to students within the mandated testing window.

Collectively, we found that claimed costs totaling \$2,295,922 were unallowable (**Section 9, IRC000095**).

#### **IV. SCO's response to Fresno USD's Incorrect Reduction Claim (IRC)**

(In an effort to eliminate redundancy, we will not cut and paste the district's entire IRC response. Rather, we will address relevant sections, as appropriate)

In the district's IRC, they state (**Section 6, IRC000007**):

1. Testing Window: The actual testing window the district utilized was 35-day testing period that was permissible and allowed students as much instructional time as possible before taking such a test. (Exhibit 1, 2) The months of March and the first part of April were dedicated for instruction. This period provided approximately 75% more time than what is recommended by the Smarter Balance Calculator (150,000 unique testing days = 2,500 devices x 60 days) since the District is testing in 35 days instead of 60 days. The district needed approximately 263,800 (4,396 devices x 60 days) unique testing days where a student had access to a device to complete the CAASPP testing. (Exhibit 2) The Smarter Balance Calculator assumed that 2,500 devices would be sufficient to complete the test timely and equitably.

If the district were to administer the test over the entire 60-day period, there would be inequities across the district with students taking the test at the end of the testing window would have received additional instruction compared to the students taking the test at the beginning of the test period. In addition, the logistics to transport devices from school site to school site throughout the district during the 35-day testing period requires additional devices. Due to the District's large geographical reach in Fresno County, (six thousand square miles) the District faced logistical challenges moving devices from school to school.

As stated previously, using an accelerated testing window of 35-days to allow students additional instructional time is an option available to LEAs, but it is not mandated.

The district continues (**Section 6, IRC00009 to IRC000010**):

The District purchased 5,100 new devices (not replacements) based on the mitigating factors of testing procedures and test windows that were used when identifying the number of devices needed to test approximately 40,000 students in each of these years ...

The District's supporting documentation, in compliance with the P & G, detailed their "device inventory" that did not have sufficient computing devices to administer the assessment within the testing window provided by the regulations. (P & G p. 19) An inventory of existing devices does not necessarily capture all the information necessary to determine whether a district was

compelled to purchase new devices or install modern technology infrastructure, but it does establish a “baseline” by which to measure the incremental increase in service (and cost) ...

Not all of District’s existing devices were available for testing as they were being used for only instructional purposes in the classroom, primarily for core ELA and Math instruction. As a result, these devices were not taken out of use for student learning for CAASPP testing. To pull these devices away during the CAASPP testing would hinder student’s instruction and ability to learn in the classroom; thus, providing further inequities in student learning.

As clearly stated, the district’s decision to purchase an additional 5,100 new devices was based on mitigating factors, which included test windows. The test windows chosen by the district were discretionary, yet they are being used as justification for the purchase of an additional 5,100 computing devices. The district is treating a voluntary decision as a state mandate.

According to Section IV., “Reimbursable Costs,” of the parameters and guidelines (**Section 8, IRC000078 and IRC000079**):

**Claimants shall maintain supporting documentation showing how their existing inventory of computing devices and accessories, technology infrastructure, and broadband internet service is not sufficient to administer the CAASPP test to all eligible pupils in the testing window, based on the minimum technical specifications identified by the contractor(s) or consortium.**

**Reimbursement is NOT required to provide a computing device for every pupil, for the time to assess each pupil, or for the purchase of other equipment not listed.**

The district did not provide supporting documentation to show how their existing inventory of computing devices were insufficient to administer the CAASPP program to all eligible pupils within the 12-week regulatory testing window. The SCO auditors attempted to gather this documentation at the beginning of the engagement by requesting inventories of computing devices available for student use only.

Based on inventory records provided by the district for FY 2015-16, the district maintained a beginning inventory of 31,829 computing devices. Those computing devices were used to test 36,876 students, a ~.86-to-one computer-to-student ratio. Our analysis using the CAASPP readiness calculator showed that the district needed to maintain only 2,459 computers to complete CAASPP testing within a 60-day testing window (with computer availability set at two hours per day) (**Tab 11, page 3**).

For FY 2016-17, the results were similar. Beginning inventory of computing devices totaled 33,944. These devices were used to test 36,595 students, a ~.93-to-one computer-to-student ratio. The district needed to maintain only 2,440 computers to complete CAASPP testing within a 60-day testing window (with computer availability set at two hours per day) (**Tab 11, page 4**).

Regarding the testing window, the district *opted* to utilize a 35-day testing window, instead of the 60-day testing window due to: 1) inequities amongst the students taking the test at the end of the testing window versus those at the beginning of the test period, and 2) complex logistics necessary to transport computing devices from school site to school site. Shortening the mandated testing window is within the district’s discretion, but it is *not* mandated, nor is the purchase of additional computing devices needed to meet the shortened testing window.

After reviewing the district's IRC response, we used the CAASPP readiness calculator to determine the required number of computers using the district's 35-day testing window. We found that:

- FY 2015-16 – 36,876 students needed 4,215 computers to complete the CAASPP testing within a 35-day testing window (**Tab 11, page 5**).
- FY 2016-17 – 36,595 students needed 4,182 computers to complete the CAASPP testing within a 35-day testing window (**Tab 11, page 6**).

The district further adds (**Section 6, IRC000011**):

SCO audit findings failed to comply the Parameters & Guidelines ("P & G"). Rather SCO arbitrarily and capriciously determined that the number of computing devices the District needed to administer the CAASPP tests are to be solely "based on calculations on the Smarter Balanced Technology Readiness Calculator's formula." (District's Audit Response dated October 29, 2020.) This application is not required in the P & G and is arbitrarily and capricious.

The readiness calculator is a tool that districts can use to meet their obligation of determining if their existing inventory of computing devices was sufficient to administer the CAASPP program. As we have clearly demonstrated, our decision to disallow costs associated with the purchase of additional computing devices and network equipment is not arbitrary, capricious, or lacking evidentiary support. We have considered all relevant factors for making this decision and, with the documentation provided in this IRC response to support our findings, we've demonstrated a rational connection between those factors.

The district concludes their IRC by saying (**Section 6, IRC000012**):

SCO abused their discretion in denying the District's costs claimed for computing devices under Finding 1. The District provided supporting documentary evidence that they supplemented their existing computing devices and the expansion of the existing technology infrastructure due to the testing requirements of CAASPP. It was foreseen during the approval of the test claim and the subsequent parameters and guidelines process it would be necessary for Districts to increase their computing devices.

The District's increase of devices by 15% for the testing of 40,000 students is reasonable and appropriate based on the District's documentation provided to SCO during the audit. SCO failed to rely on the test claim and the P & G that the upgrade of testing devices is inevitable, if somewhat uneven from year to year and from one district to the next. In addition, the technology requirements to implement the assessment were deliberately established as a low entry point to help ensure that technology-purchasing decisions are made based on instructional plans and to increase the likelihood that schools will successfully engage in online testing. A majority of the District's existing infrastructure and device inventory served to administer the online assessments.

We disagree with the district's conclusion. We did not abuse our discretion in denying the costs claimed for computing devices. The district supplemented their existing inventory of computing devices *without considering if their current inventory was sufficient to meet the requirements of the mandated program within the mandated testing window [emphasis added]*.

The district further misinterprets the statement of decision for this program by claiming it would be “necessary” for districts to increase their computing devices (**Tab 8, page 10**):

Thus, [Smarter Balanced Assessment Consortium] SBAC maintains that the assessments, at least for the initial years of implementation, are designed to be compatible with existing technology in which districts have previously invested: “this document is intended to be a living document that provides districts with basic information that is necessary to assist them in their plans for the continued use of legacy systems as instructional resources and as delivery devices for online assessments.” In addition, SBAC notes that the “specifications described in this document are minimum specifications necessary for the Smarter Balanced assessment only,” while technology specifications “to support instruction and other more media-heavy applications are higher than those necessary for the assessment.”

SBAC also acknowledges, however, that some school districts may be required to make new purchases: “There will also be a need in certain scenarios for various districts to consider the purchase of additional computers or computational devices...[m]ost new hardware will naturally fall well into the specifications released so far...” The Commission’s test claim decision acknowledged that the purchase of computing devices, and the eventual upgrade of testing devices is inevitable, if somewhat uneven from year to year and from one district to the next. There is not sufficient evidence in the record, however, to provide a clear picture of what will be required statewide; existing technology integration within some school districts may be sufficient to administer the mandate, while others may be far behind.

To encourage adoption of the CAASPP program on a statewide level, SBAC purposefully designed the assessments to be compatible with existing technology available at many districts but acknowledged some school districts may need to consider purchasing additional computers. We agree. Some districts, after assessing their current inventory of computing devices and software/hardware requirements, may need to make additional purchases. In this instance, Fresno USD did not maintain supporting documentation to show how their existing inventory of computers for student use was not sufficient to administer the CAASPP test within the testing window. Per the program’s parameters and guidelines, that requirement is not optional.

Further, by stating that increasing the number of devices by 15% is reasonable and appropriate is not supported by any evidence in the record. Based on the existing inventory of computing devices available to students, the additional purchases were not required to meet the requirements of the CAASPP program within the mandated testing window.

## **V. CONCLUSION**

The SCO audited Fresno Unified School District’s claims for costs of the legislatively mandated California Assessment of Student Performance and Progress Program (Chapter 489, Statutes of 2013; and Chapter 32, Statutes of 2014) for the period of July 1, 2015, through June 30, 2017. The district claimed \$2,897,066 for costs of the mandated program. Our audit found that \$494,077 is allowable and \$2,402,989 is unallowable because the district claimed reimbursement of ineligible costs.

The Commission should find that (1) the SCO correctly reduced the district’s FY 2015-2016 claim by \$1,484,782; and (2) the SCO correctly reduced the district’s FY 2016-17 claim by \$918,207.

## VI. CERTIFICATION

I declare under penalty of perjury that the foregoing is true and correct to the best of my personal knowledge, information, or belief.

Executed on October 2, 2023, at Sacramento, California, by:

A handwritten signature in cursive script, appearing to read "Lisa Kurokawa", is written over a horizontal line.

Lisa Kurokawa, Chief  
Compliance Audits Bureau  
Division of Audits  
State Controller's Office

Tab 3



Subject	<b>RE: Fresno USD - CAASPP Audit - Existing Computer Inventory</b>
From	<a href="#">Eugene Trofimenko</a>
To	Nguyen, Tien
Sent	Tuesday, February 4, 2020 8:31 AM

**CAUTION:**

This email originated from outside of the organization.  
 Do not click links or open attachments unless you recognize the sender's email address and know the content is safe.

Good morning Tien! Yes, your summary of our discussion and back up information is correct. Thank you for checking!

**Eugene Trofimenko**  
**Fiscal Services**

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2309 Tulare Street  
 Fresno, CA 93721  
 559.457.3537 (PH)  
 559.457.3559 (Fax)

**From:** TTNguyen@sco.ca.gov <TTNguyen@sco.ca.gov>  
**Sent:** Monday, February 3, 2020 4:47 PM  
**To:** Eugene Trofimenko <Eugene.Trofimenko@fresnounified.org>  
**Subject:** FW: Fresno USD - CAASPP Audit - Existing Computer Inventory

Hi Eugene,

Please see the email below which I sent out a couple weeks ago. It basically includes the things we previously discussed on the phone, and nothing new. I just need a confirmation that they're correct. Could you please respond to the email and confirm the items by COB tomorrow 2/4/20?

Thank you!

**Tien Nguyen** | Auditor  
 Office of the State Controller Betty T. Yee  
 Division of Audits, Compliance Audits Bureau  
 3301 C Street, Suite 725A  
 Sacramento, CA 95816 | (916) 323-2975

**From:** Nguyen, Tien  
**Sent:** Thursday, January 23, 2020 4:32 PM  
**To:** 'Eugene Trofimenko' <[Eugene.Trofimenko@fresnounified.org](mailto:Eugene.Trofimenko@fresnounified.org)>  
**Cc:** 'Kaleb Neufeld' <[Kaleb.Neufeld@fresnounified.org](mailto:Kaleb.Neufeld@fresnounified.org)>  
**Subject:** Fresno USD - CAASPP Audit - Existing Computer Inventory

Hello Eugene,

Attached are the lists of existing computer inventory for student use, which the district provided to us in the email dated 12/18/2019.

Please confirm that the 2 lists represent the district's existing computer inventory, for student use, as of 6/30/15 (which is the same as of 7/1/15); and as of 6/30/16 (which is the same as of 7/1/16).

Please also confirm the following:

- The district went over the list to remove any duplicate serial number to ensure that there's not any computer counted multiple times.
- This list only includes active computing devices based on log-ins. Therefore, no surplus or disposed devices are included.
- All computers purchased during the year that were ready for use were also included in this count.
- The district identified student vs. staff computer usage by running queries to determine who logged into the computer. Staff's username includes the word "Staff", and if the log-in username doesn't have the word "Staff", then the system will identify the log-in as for "Student". Besides, students and staff also log-in using different user domain which the system recognizes.
- It's not likely that a computer was used by both student and staff because staff computers require higher speed and specifications.
- The list only includes computing devices and not monitor, projector, and/or other accessories. Each line item represents a log-in instance, and log-in is only identified by computing device and not by other equipment.

Please respond to this request by Wednesday, 1/29/2020.

Best regards,

**Tien Nguyen** | Auditor  
Office of the State Controller Betty T. Yee  
Division of Audits, Compliance Audits Bureau  
3301 C Street, Suite 725A  
Sacramento, CA 95816 | (916) 323-2975

Fresno Unified School District  
 The Legislatively Mandated California Assessment of Student Performance and Progress (CAASPP) Program  
 Audit Period: Fiscal Years (FY) 2015-16 and FY 2016-17  
 Audit ID: S20-MCC-0003  
 Summary of Computing Devices

Purpose: To summarize the number of computing devices with supported OS for CAASPP assessments in each fiscal year

		Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Total	to
FY 2015-16	from							
Computing devices as of July 1, 2015		5,593	1,472	24,668	13	83	31,829	
(-) Unsupported OS for FY 2015-16					(13)		(13)	
Computing devices available for testing in FY 2015-16		5,593	1,472	24,668	-	83	31,816	
	to							
FY 2016-17	from							
Computing devices as of July 1, 2016		2,049	783	31,088	5	19	33,944	
(-) Unsupported OS for FY 2016-17					(5)	(19)	(24)	
Computing devices available for testing in FY 2016-17		2,049	783	31,088	-	-	33,920	
	to							
	to							

Note: Per verification with the district on 2/4/20, the district stated that the above lists only include active computing devices based on student's log-in instances. Therefore, no surplus or disposed devices are included. As a result, there are no disposed computers to be excluded from this population. In addition, the district confirmed that all computers purchased during the year that were ready for use were also included in this count. See district's confirmation email here:

**\*\*The references on this page are unedited from the original working papers\*\***

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
2140	1					1
9100			2			2
10099		27	1			28
10ABS00Q00			12			12
10AF0003US			8			8
10AF000LUS			19			19
10AXS0TC00			46			46
20B20012US			23			23
20B7S28A00			31			31
23426QU		2	1			3
32591T7		38	7			45
325978U			2			2
3259AC5			1			1
3259AD9			1			1
3260EDU			18			18
3311B1U	13	1	14			28
3311C2U		1	32			33
33131A1		183	86			269
3313-1A1		1	1			2
33511C4		32	10			42
33661C4	13	633	239			885
33722FU		23	8			31
367926U		62	1			63
36795MU		34	1			35
36821H4		45				45
58851J1		2				2
62775AU		1				1
68851J1		204	76			280
68852BU		95	31			126
68855TU		38				38
688564U	1	14	13			28
86148WU		1				1
9323AA3	1					1
AY138AA-ABA CQ5320Y	1					1
Dimension 4600i					1	1
E-4000	1					1
E4300	1					1
ET2321I			703			703
ET2325I			1			1
Evo D510 CMT	1					1
Gateway M275					1	1
GX616AA-ABA s3320f	12					12
HP 2000 Notebook PC	6					6
HP 2133	558				8	566
HP 2133	1					1
HP 2133 AN041US ABA	1					1
HP 2133 AN105US	11					11
HP 2140	33					33
HP Compaq 2710p	1					1
HP Compaq 6005 Pro SFF PC	1					1
HP Compaq 6510b GM108UC ABA	1					1
HP Compaq 6515b KA445UT ABA	1					1
HP Compaq 6515b RM198UA	1					1
HP Compaq 6515b RM198UA ABA	37		1		1	39
HP Compaq 6515b RM356UT ABA	20					20
HP Compaq 6530b NA407UC ABA	1					1
HP Compaq 6535b	11		1			12

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
HP Compaq 6710b RM343UA ABA	43					43
HP COMPAQ 6715b	2					2
HP Compaq 6715b AL992US ABA	104	3	5		2	114
HP Compaq 6715b GP034UC ABA	1					1
HP Compaq 6715b GP778US	5		1			6
HP Compaq 6715b GP778US ABA	280		17		1	298
HP Compaq 6715b GP779US ABA	24					24
HP Compaq 6715b GP780US	1					1
HP Compaq 6715b GP780US ABA	82	1	3		2	88
HP Compaq 6715b GP781US ABA	180		11		3	194
HP Compaq 6715b KA449UT ABA	2					2
HP Compaq 6715b KD745US ABA	2					2
HP Compaq 6715b KG780US ABA	3					3
HP Compaq 6715b RM167UT ABA	4					4
HP Compaq 6715b RM177UA ABA	1		1			2
HP Compaq 6715b RM178UA ABA	26					26
HP Compaq 6715b RM315UT ABA	1					1
HP Compaq 6715b RM350UT ABA	34					34
HP Compaq 6720s	2		1			3
HP Compaq 6730b AR236US	1					1
HP Compaq 6730b AR236US ABA	118		40			158
HP Compaq 6730b AW715US ABA	40		6			46
HP Compaq 6730b FH005AW ABA	1					1
HP Compaq 6730b GW687AV	131	1	33			165
HP Compaq 6730b KS178UT ABA			2			2
HP Compaq 6730b NA373UC ABA	1					1
HP Compaq 6735b	273		30			303
HP Compaq 6735b KR993UA	2					2
HP Compaq 6820s	1					1
HP Compaq 6830s	2					2
HP Compaq 6910p	159		39			198
HP Compaq 6910p	22		4			26
HP Compaq 6910p AM071US	2					2
HP Compaq 6910p AM071US ABA	1					1
HP Compaq 6910p RM326UT ABA	2					2
HP Compaq 8510w	1					1
HP Compaq 8710p RM253UA ABA			1			1
HP Compaq dc5100 MTPZ541UA	9					9
HP Compaq dc5700 Microtower	10	2			3	15
HP Compaq dc5700 Small Form Factor	16					16
HP Compaq dc5750 Microtower	1					1
HP Compaq dc5750 Small Form Factor	1		3			4
HP Compaq dc5800 Microtower		21				21
HP Compaq dc5850 Small Form Factor	2					2
HP Compaq dc7100 CMTDX438AV	5					5
HP Compaq dc7100 CMTPJ360UA	31				1	32
HP Compaq dc7100 SFFDX878AV	1					1
HP Compaq dc7100 SFFPC924A		1	5		5	11
HP Compaq dc7100 SFFPJ359UA					4	4
HP Compaq dc7100 SFFPJ361UA	1					1
HP Compaq dc7600 Convertible Minitower	96	1			5	102
HP Compaq dc7600 Small Form Factor	16					16
HP Compaq dc7700 Convertible Minitower	38		21		1	60
HP Compaq dc7700p Convertible Minitower	3				1	4
HP Compaq dc7800 Convertible Minitower	7		1			8
HP Compaq dc7800 Small Form Factor	1		132		1	134
HP Compaq dc7800p Convertible Minitower	26					26

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
HP Compaq Elite 8300 Touch All-in-One PC	78		19			97
HP Compaq nc6120 EU908US ABA	11		3		2	16
HP Compaq nc6120 PR126UA ABA	1					1
HP Compaq nc6120 PT596AA ABA	1					1
HP Compaq nc6120 PZ121UA ABA	1		1			2
HP Compaq nc6220 EU909US ABA	34					34
HP Compaq nc6230 PU985AA ABA	6					6
HP Compaq nc6230 PZ317UA	1					1
HP Compaq nc6230 PZ317UA ABA	18		1			19
HP Compaq nc6230 PZ517UA ABA	4					4
HP Compaq nc6320 EN371UA ABA	5					5
HP Compaq nc6320 RD077AW ABA	1					1
HP Compaq nc6400 EN177UA ABA	1					1
HP Compaq nc6400 GF061US ABA	1					1
HP Compaq nc6400 RB515UA ABA	71	1				72
HP Compaq nc8230 PZ443UA ABA	1					1
HP Compaq nx6110 PR124UA ABA	2					2
HP Compaq nx6125 PZ880UA ABA	2					2
HP Compaq nx6325 EN188UT AB	1					1
HP Compaq nx6325 EN188UT ABA	4					4
HP Compaq nx6325 GJ907US ABA	1					1
HP Compaq nx6325 GJ908US ABA	6				1	7
HP Compaq nx6325 GJ913US ABA	18					18
HP Compaq nx7400 EN353UA ABA	6					6
HP Compaq nx9420 RB550UA ABA	1					1
HP Compaq tc4200 PV984AW ABA	4					4
HP Compaq tc4200 PV985AA ABA	1					1
HP Compaq tc4400 RA296AW ABA	1					1
HP Compaq tc4400 RL875AW ABA	2					2
HP d220 MT DQ867A					12	12
HP d530 CMTDC577AV	8				8	16
HP d530 CMTDG061A					2	2
HP d530 CMTPB134U	12				1	13
HP d530 SFFPB135UA					3	3
HP dc5000 uTDZ216AV					1	1
HP dx5150 SFF	2					2
HP EliteBook 2730p	10					10
HP EliteBook 2730p	1					1
HP EliteBook 2760p	10		2			12
HP EliteBook 6930p	7		18			25
HP EliteBook 8460p	12	1	3			16
HP EliteBook 8470p	1		4			5
HP EliteBook 8730w			1			1
HP EliteDesk 800 G1 SFF	1					1
HP Folio 13 - 2000 Notebook PC	2					2
HP Folio 13 Notebook PC	1					1
HP Mini 1101	51					51
HP Mini 1104	209					209
HP Mini 2102	27					27
HP Mini 5101	47	1	1			49
HP Mini 5102	229		111			340
HP Mini 5103	309		15			324
HP Pavilion dv2700 Notebook PC	1					1
HP Pavilion dv4 Notebook PC	1					1
HP Pavilion dv6500 Notebook PC	1					1
HP Pavilion dv6700 Notebook PC	1					1
HP Pavilion dv9700 Notebook PC			1			1

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
HP ProBook 4520s	280		112			392
HP ProBook 4530s	399		119			518
HP ProBook 4540s	182		86			268
HP ProBook 6450b	1					1
HP ProBook 6455b	3					3
HP ProBook 6550b	91		57			148
HP ProBook 6555b	162	1	168			331
HP ProBook 6555b VM614AV	1					1
HP ProBook 6555b VM614AV AVA	1					1
HP ProBook 6560b	78		36			114
HP ProBook 6570b	32		9			41
HP Stream 11 Pro Notebook PC			8			8
HP Stream Notebook PC 11			1			1
HP Stream Notebook PC 13			2			2
HP TouchSmart 7320 Lavaca-B PC	343		262			605
HP Touchsmart 7320 PC	1					1
HP TouchSmart 9100 Business PC	150		103			253
HP TouchSmart 9300 Elite All-in-One PC			8			8
HP TouchSmart Elite 7320	1					1
HP xw4400 Workstation	4				2	6
HP xw9300 Workstation	1					1
iMac4,1	4					4
iMac7,1	22					22
Latitude E5520	1		1			2
Latitude E6400	1					1
MEGA BOOK S430	1					1
MS-7142	1					1
OptiPlex 170L					2	2
OptiPlex 7020			3			3
OptiPlex 740	3					3
OptiPlex 745	1					1
OptiPlex 760					1	1
OptiPlex 780	6				1	7
OptiPlex 790	1					1
OptiPlex GX280	2					2
OptiPlex GX520	9				5	14
OptiPlex GX620	25					25
OptiPlex SX280					1	1
PCV-RS520UC	1					1
Precision WorkStation 360					1	1
ProLiant ML350 G6		1				1
Satellite A105	1					1
Satellite C655D			1			1
Satellite L755	1					1
Surface 3			1			1
Surface Pro 2			38			38
Surface Pro 3	1		24			25
Surface with Windows RT			41	13		54
T100TA			19,777			19,777
ThinkServer TD340			1			1
TOSHIBA NB205	1					1
TP500LA			652			652
TP500LAG			57			57
UN62			18			18
VGNBZ579TBB	1					1
Vostro 1015	1					1
VPCB11QGX	5					5

Fresno Unified School District  
Computer inventory as of 6/30/2015  
Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
X550JK			2			2
X550LA			782			782
X550LN			373			373
Total	5,593	1,472	24,668	13	83	31,829



Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
9100	4		1		5
10ABS00Q00			40		40
10AD0001US		1			1
10AF0003US			1		1
10AXS0TC00			12		12
10AXS1S600			3		3
20AQ008FUS			1		1
20B7S28A00	1		153		154
20BG0011US	4				4
20CD00B1US			1		1
2121D5U			2		2
23426QU	2	23			25
23539WU		1	3		4
2AA1h			1		1
320-1030	1				1
3238CTO			1		1
32591T7	1	115	8		124
3298A2U		1			1
3311B1U	1				1
3311C2U			1		1
33131A1	2	109	6		117
33511C4	1	33	12		46
33661C4	2	95	12		109
33722FU		1			1
367923U		1			1
367926U		94	7		101
36795MU		36			36
36821H4		7			7
530U3C/530U4C	1				1
648333U	1				1
68851J1	1	42	12		55
68852BU		218	20		238
68855TU		1	1		2
688564U	3	90	17		110
76509LU	2				2
86148CU		1			1
86148WU		2			2
AY138AA-ABA CQ5320Y	5				5
compaq nx9030 PG523UA ABA	1				1
Dimension 4600	1				1
Dimension C521				1	1
E-3400				1	1
E-4600				1	1
ET2321I			66		66
Evo D510 CMT	2			1	3
HP 2000 Notebook PC	1				1
HP 2133	75			1	76
HP 2133 AN105US	3				3
HP Compaq 2710p	2				2
HP Compaq 6005 Pro SFF PC	2				2
HP Compaq 6515b RM198UA ABA	1				1

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
HP Compaq 6530b NA407UC ABA	2				2
HP Compaq 6530b NP886UC ABA	2				2
HP Compaq 6535b	3				3
HP Compaq 6535b GW686AV,HP	1				1
HP Compaq 6710b GF926AW ABA	2				2
HP Compaq 6710b GF939AT ABA	1				1
HP Compaq 6710b GF940AT ABA		1			1
HP Compaq 6710b RM343UA ABA	3				3
HP Compaq 6715b AL992US ABA	53		5		58
HP Compaq 6715b GP778US	2				2
HP Compaq 6715b GP778US ABA	150		8	5	163
HP Compaq 6715b GP779US ABA	26				26
HP Compaq 6715b GP780US ABA	62		3	3	68
HP Compaq 6715b GP781US	1				1
HP Compaq 6715b GP781US ABA	74		2	2	78
HP Compaq 6715b GQ000US ABA			1		1
HP Compaq 6715b KA449UT ABA	1			1	2
HP Compaq 6715b KD745US ABA			1		1
HP Compaq 6715b RM167UT ABA	8				8
HP Compaq 6715b RM177UA ABA	1		1		2
HP Compaq 6715b RM178UA ABA	6	1			7
HP Compaq 6715b RM179UA	1				1
HP Compaq 6715b RM350UT ABA	1				1
HP Compaq 6720s	11				11
HP Compaq 6730b	3		1		4
HP Compaq 6730b AR236US	1				1
HP Compaq 6730b AR236US ABA	108		8	2	118
HP Compaq 6730b AS907US ABA	1				1
HP Compaq 6730b AW715US ABA	25		1		26
HP Compaq 6730b FN021UT ABA				1	1
HP Compaq 6730b GW687AV	270		18		288
HP Compaq 6730b GW687AV ABA	2				2
HP Compaq 6730b KS178UT ABA	1				1
HP Compaq 6735b	202		12	3	217
HP Compaq 6735b AR466US,C6	1				1
HP Compaq 6735b KF688AV	1				1
HP Compaq 6735b KF688AV,HP	1				1
HP Compaq 6820s	2				2
HP Compaq 6910p	28		7		35
HP Compaq 6910p	7				7
HP Compaq 6910p AM071US	1				1
HP Compaq 6910p AM071US ABA	1				1
HP Compaq 8200 Elite CMT PC	1				1
HP Compaq 8510p	1				1
HP Compaq 8510p KR890UA	1				1
HP Compaq 8510w	1				1
HP Compaq 8710p	2				2
HP Compaq 8710p RM253UA ABA	1				1
HP Compaq dc5100 MTEN278UT	3				3
HP Compaq dc5100 MTPM213AV	1			1	2
HP Compaq dc5700 Microtower	4			1	5

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
HP Compaq dc5700 Small Form Factor				1	1
HP Compaq dc5750 Microtower			1		1
HP Compaq dc5750 Small Form Factor	4				4
HP Compaq dc5800 Microtower			1		1
HP Compaq dc5800 Small Form Factor				1	1
HP Compaq dc7100 CMTDX438AV	10			3	13
HP Compaq dc7100 CMTPC929A	1				1
HP Compaq dc7100 CMTPJ360UA	31		1	1	33
HP Compaq dc7100 SFFPC924A	1			2	3
HP Compaq dc7100 SFFPJ359UA				1	1
HP Compaq dc7100 SFFPJ361UA	1			1	2
HP Compaq dc7600 Convertible Minitower	64			11	75
HP Compaq dc7600 Small Form Factor	1			1	2
HP Compaq dc7700 Convertible Minitower	40	1	1	4	46
HP Compaq dc7700 Small Form Factor	4				4
HP Compaq dc7800 Convertible Minitower	6				6
HP Compaq dc7800 Small Form Factor	8		28	1	37
HP Compaq dc7800p Convertible Minitower	7				7
HP Compaq dx2300 Microtower	1				1
HP Compaq Elite 8300 Touch All-in-One PC	16				16
HP Compaq nc2400 ABA	1				1
HP Compaq nc6120 EU908US	1				1
HP Compaq nc6120 EU908US ABA	20			4	24
HP Compaq nc6120 PR125UA ABA				2	2
HP Compaq nc6120 PT596AA ABA	1				1
HP Compaq nc6120 PZ121UA ABA	1				1
HP Compaq nc6220 EU909US ABA				1	1
HP Compaq nc6230 PU984AW ABA	1				1
HP Compaq nc6230 PU985AA ABA	2				2
HP Compaq nc6320 EN368UT ABA	4			3	7
HP Compaq nc6320 EN371UA ABA	2		1		3
HP Compaq nc6320 RD077AW ABA	5			1	6
HP Compaq nc6400 EN177UA ABA	3				3
HP Compaq nc6400 RB515UA	1				1
HP Compaq nc6400 RB515UA ABA	7				7
HP Compaq nc8230 DX443AV	1				1
HP Compaq nc8230 PV406AW ABA	1				1
HP Compaq nc8230 PZ877UA ABA	1				1
HP Compaq nc8430 RB554UT ABA	1				1
HP Compaq nw9440 EZ901AA ABA			1		1
HP Compaq nx6110 PT603AA ABA				2	2
HP Compaq nx6325 EN191UA ABA	1				1
HP Compaq nx6325 GJ907US ABA	6			2	8
HP Compaq nx6325 GJ908US ABA	23		1	4	28
HP Compaq nx6325 GJ913US ABA	9				9
HP Compaq nx6325 RB546UA ABA	1				1
HP Compaq nx7400 EN353UA ABA	22			1	23
HP Compaq nx7400 RM121UT ABA	1				1
HP Compaq nx9420 EV266AA ABA	1				1
HP Compaq nx9420 EV268AA ABA	1				1
HP Compaq nx9420 RB529UT ABA	1				1

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
HP Compaq nx9420 RB548UA ABA	1		1		2
HP Compaq Pro 6300 MT	1				1
HP Compaq tc4200 PV984AW ABA	3				3
HP Compaq tc4200 PZ401UA ABA	1				1
HP Compaq tc4400 EN376AV	2				2
HP Compaq tc4400 RL875AW ABA	3				3
HP d220 MT DQ867A				2	2
HP d530 CMTDB670AV	1				1
HP d530 CMTDC577AV	10			7	17
HP d530 CMTDM883C	1				1
HP d530 CMTPB134U	7			1	8
HP d530 SFFDC578AV				1	1
HP d530 SFFPB135UA				1	1
HP dx5150 MT	4				4
HP EliteBook 2730p	45		3		48
HP EliteBook 2740p	5		1		6
HP EliteBook 2760p	112		2		114
HP EliteBook 8460p	63	3	3		69
HP EliteBook 8470p	25	1	6		32
HP EliteBook 8530p	4		1		5
HP EliteBook 8530w	1				1
HP EliteBook 8540w	1				1
HP EliteBook 8560w	5		2		7
HP EliteDesk 800 G1 TWR	1				1
HP Folio 13 - 2000 Notebook PC	17		2		19
HP Mini 1101	3				3
HP Mini 1104	4				4
HP Mini 2102	5				5
HP Mini 5101	10				10
HP Mini 5102	34	1	1		36
HP Mini 5102	1				1
HP Mini 5103	39				39
HP Pavilion dv2 Notebook PC	1				1
HP Pavilion dv4 Notebook PC			2		2
HP Pavilion dv6 Notebook PC	1				1
HP Pavilion dv9700 Notebook PC	1		1		2
HP ProBook 450 G1	1				1
HP ProBook 4520s	238		12		250
HP ProBook 4525s	4				4
HP ProBook 4530s	273		5		278
HP ProBook 4540s	38		4		42
HP ProBook 4710s	1				1
HP ProBook 6360b	1				1
HP ProBook 6450b			1		1
HP ProBook 6455b	3		1		4
HP ProBook 6545b	6				6
HP ProBook 6550b	344	1	22		367
HP ProBook 6550b	1				1
HP ProBook 6550b VZ245AV	2				2
HP ProBook 6550b VZ245AV ABA	1		1		2
HP ProBook 6555b	611		79		690

Fresno Unified School District  
 Computer inventory as of 6/30/2015  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
HP ProBook 6555b VM614AV	4				4
HP ProBook 6555b WM614AV	1				1
HP ProBook 6560b	303		32		335
HP ProBook 6560b WX750AV	1				1
HP ProBook 6570b	146		10		156
HP rp5700 Business System	1				1
HP SpectreXT Pro 13-b000 PC	1				1
HP TouchSmart 7320 Lavaca-B PC	38		10		48
HP TouchSmart 9100 Business PC	20		13		33
HP TouchSmart 9300 Elite All-in-One PC	2				2
HP TouchSmart Elite 7320 All-in-One	2				2
HP xw4400 Workstation	1			1	2
HP xw8400 Workstation	3		1		4
HP ZBook 17	1				1
Inspiron 1545	2				2
K52F	1				1
Latitude D520				1	1
Latitude D620	1				1
Latitude E6400	1				1
MacBookPro1,1	1				1
OptiPlex 170L				4	4
OptiPlex 3020	1				1
OptiPlex 740	17			1	18
OptiPlex 745				1	1
OptiPlex 780	1				1
OptiPlex 790	2				2
OptiPlex GX280				7	7
OptiPlex GX520				6	6
OptiPlex GX620	1			4	5
p7-1067c	1				1
Precision WorkStation 370	1				1
PY197AV-ABA a1150y				1	1
Satellite C655D	1		3		4
Surface Pro 2			1		1
Surface Pro 3			108		108
SVF15218CXB		1			1
T100TA			565		565
TP500LA			891		891
TP500LAG			16		16
UN62			3		3
Virtual Machine		2			2
Vostro 1015	1				1
X550LA	1		672		673
X550LN			7		7
Total	4,008	883	2,966	109	7,966

Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
9100	2		2			4
10099		4	3			7
10157			4			4
10ABS00Q00			18			18
10AD0001US			1			1
10AF0003US			2			2
10AF000LUS			19			19
10AXS0TC00			53			53
10AXS1S600			20			20
10AXS1S700			7			7
20AQ008FUS			1			1
20B20012US			12			12
20B7S28A00	1		61			62
20BUS45X00			89			89
20DC004CUS			19			19
23426QU		2	2			4
2AA1h	1		2			3
32591T7	1	22	23			46
325978U			2			2
32597HU			1			1
3260EDU			15			15
3298A2U		1				1
3311B1U	2	2	4			8
3311C2U		1				1
33131A1		169	113			282
3313-1A1		1	1			2
33511C4		4	27			31
33661C4	2	322	421			745
367926U		22	1			23
36795MU		10				10
36821H4		13				13
58851J1		2				2
68851J1		112	103			215
68852BU		47	116			163
68855TU		38				38
688564U		8	10			18
80JU			2			2
86148WU			1			1
Äco			1			1
Aspire M5-581T			1			1
B230-BASE-M2		1				1
E-4000	1					1
ET2321I	1		1,031			1,032
ET2323I			33			33
GN583AA-ABA IQ775			1			1
GX616AA-ABA s3320f	9					9
HP 2000 Notebook PC	5					5
HP 2133	63		1			64
HP 350 G2			2			2
HP Compaq 6005 Pro SFF PC	3					3
HP Compaq 6515b RM198UA ABA	2				1	3
HP Compaq 6515b RM356UT ABA	2					2
HP Compaq 6535b	4		1			5
HP Compaq 6710b GF939AT ABA			1			1
HP Compaq 6710b RM343UA ABA	7					7
HP COMPAQ 6715B	1					1
HP Compaq 6715b AL992US ABA	25		5			30

Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
HP Compaq 6715b GP778US			1			1
HP Compaq 6715b GP778US ABA	155		21			176
HP Compaq 6715b GP779US ABA	1					1
HP Compaq 6715b GP780US ABA	24		6			30
HP Compaq 6715b GP781US ABA	35		8			43
HP Compaq 6715b KA449UT ABA	3					3
HP Compaq 6715b KD745US ABA			10			10
HP Compaq 6715b KG780US ABA	2					2
HP Compaq 6715b RM167UT ABA	3		1			4
HP Compaq 6715b RM177UA ABA			2			2
HP Compaq 6715b RM178UA ABA	3					3
HP Compaq 6720s	2		1			3
HP Compaq 6730b AR236US			1			1
HP Compaq 6730b AR236US ABA	56		48			104
HP Compaq 6730b AS907US ABA	1					1
HP Compaq 6730b AW715US ABA	2		31			33
HP Compaq 6730b FH005AW ABA	1					1
HP Compaq 6730b GW687AV	37		32			69
HP Compaq 6730b KS178UT ABA			1			1
HP Compaq 6735b	124		42			166
HP Compaq 6820s	1					1
HP Compaq 6910p	70		45			115
HP Compaq 6910p	11		2			13
HP Compaq 6910p AM071US	1					1
HP Compaq 6910p AM071US ABA	1					1
HP Compaq 8510p KR890UA	1					1
HP Compaq 8710p			1			1
HP Compaq 8710p RM253UA ABA			1			1
HP Compaq 8710w KV633UC			1			1
HP Compaq dc5100 MTPZ541UA	7					7
HP Compaq dc5700 Microtower					3	3
HP Compaq dc5700 Small Form Factor	11					11
HP Compaq dc5750 Microtower	1					1
HP Compaq dc5750 Small Form Factor	2					2
HP Compaq dc5850 Small Form Factor	2					2
HP Compaq dc7100 CMTDX438AV	3					3
HP Compaq dc7100 CMTPJ360UA	23				1	24
HP Compaq dc7100 SFFPC924A					1	1
HP Compaq dc7600 Convertible Minitower	13				1	14
HP Compaq dc7600 Small Form Factor	6				1	7
HP Compaq dc7700 Convertible Minitower	7					7
HP Compaq dc7800 Small Form Factor	1		44		1	46
HP Compaq dc7800p Convertible Minitower	11					11
HP Compaq Elite 8300 Touch All-in-One PC	84		18			102
HP Compaq nc6120 EU908US ABA	1					1
HP Compaq nc6220 EU909US ABA	3					3
HP Compaq nc6230 PZ317UA ABA	3					3
HP Compaq nc6230 PZ517UA ABA	1					1
HP Compaq nc6320 EN371UA ABA	2					2
HP Compaq nc6400 RB515UA ABA	6		3			9
HP Compaq nx6125 PZ222UA ABA	1					1
HP Compaq nx6325 EN188UT AB	1					1
HP Compaq nx6325 EN188UT ABA	2		12			14
HP Compaq nx6325 GJ907US ABA	1					1
HP Compaq nx6325 GJ908US ABA	2					2
HP Compaq nx6325 GJ913US ABA	4					4
HP Compaq nx7400 EN353UA ABA	1		1			2

Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
HP Compaq nx9420 RM149UT ABA			1			1
HP d220 MT DQ867A					3	3
HP d530 CMTDC577AV	1				5	6
HP d530 CMTDG061A					1	1
HP d530 CMTDS059A	1					1
HP d530 CMTPB134U	4					4
HP dx5150 SFF	2					2
HP EliteBook 2730p	34		1			35
HP EliteBook 2760p	1		11			12
HP EliteBook 6930p	1		10			11
HP EliteBook 8460p	7		3			10
HP EliteBook 8470p	1		5			6
HP EliteBook 8530p	1					1
HP EliteDesk 800 G1 SFF	1					1
HP Folio 13 Notebook PC	1					1
HP Mini 1101	11					11
HP Mini 1104	56					56
HP Mini 2102	8					8
HP Mini 5101	15		7			22
HP Mini 5102	35		215			250
HP Mini 5103	75		15			90
HP Pavilion dv2700 Notebook PC	1					1
HP Pavilion dv6500 Notebook PC	1					1
HP Pavilion dv9700 Notebook PC			1			1
HP ProBook 4440s			1			1
HP ProBook 450 G1	1					1
HP ProBook 4520s	65		213			278
HP ProBook 4530s	250		159			409
HP ProBook 4540s	76		180			256
HP ProBook 4545s			1			1
HP ProBook 6455b	1					1
HP ProBook 650 G1			1			1
HP ProBook 6550b	52		62			114
HP ProBook 6550b	1					1
HP ProBook 6555b	72	1	149			222
HP ProBook 6560b	49		33			82
HP ProBook 6570b	6		11			17
HP Stream 11 Pro Notebook PC	1		1,809			1,810
HP Stream Notebook PC 13			2			2
HP TouchSmart 7320 Lavaca-B PC	183		427			610
HP Touchsmart 7320 PC	1					1
HP TouchSmart 9100 Business PC	111		128			239
HP TouchSmart 9300 Elite All-in-One PC			9			9
HP TouchSmart Elite 7320	1					1
HP TOUCHSMART ELITE 7320 ALL IN ONE PC			1			1
HP xw4400 Workstation					1	1
iMac4,1	1					1
iMac7,1	9					9
Inspiron 3646			3			3
Latitude E5520	1					1
Latitude E6400	1					1
LT20	1					1
NY544AA-ABA p6210f	1					1
OptiPlex 7020			3			3
OptiPlex 780	6					6
OptiPlex GX520	4					4
OptiPlex GX620	24					24



Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Students

Model	Windows 7	Windows 8	Windows 8.1	Windows RT	Windows XP	Grand Total
ProLiant ML350 G6			1			1
Satellite A105	1					1
Satellite C655D					3	3
Satellite L305	1			1		2
Surface 3				128		128
Surface Pro 2				24		24
Surface Pro 3				127		127
Surface with Windows RT				24	5	29
T100TA				22,048		22,048
T100TAF				17		17
T100TAM				35		35
TP500LA				557		557
TP500LAB				711		711
TP500LAG				203		203
TP501UA				2		2
U230				2		2
UN62				22		22
VGNBZ579TBB	1					1
Virtual Machine				1		1
Vostro 1015	5					5
VPCB11QGX	1					1
X550JK				1		1
X550LA				770		770
X550LN				386		386
<b>Total</b>	<b>2,049</b>	<b>783</b>	<b>31,088</b>	<b>5</b>	<b>19</b>	<b>33,944</b>

Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
9100	2		1		3
10ABS00Q00			31		31
10AXS0TC00			17		17
10AXS1S600			3		3
10AXS1S700			1		1
20B7S28A00	1		162		163
20BG0011US	4				4
20BUS45X00			68		68
20DC004CUS			1		1
2121D5U			2		2
23426QU	1	18	5		24
23539WU			2		2
2AA1h			1		1
320-1030	1				1
32591T7		90	32		122
33131A1	3	90	21		114
33511C4		23	6		29
33661C4	2	73	36		111
367926U		53	3		56
36795MU		10			10
36821H4		2			2
500-424			1		1
648333U	1				1
68851J1	1	39	17		57
68852BU	1	171	38		210
688564U	3	74	32		109
7650DGU	1				1
80JU			24		24
86143JU			1		1
86148WU			1		1
AY138AA-ABA CQ5320Y	3				3
Dimension 2400				1	1
E-4000	1				1
E4300	1				1
ET2321I			146		146
ET2323I			10		10
Evo D510 CMT	2				2
GG781AA-ABA a6110n			1		1
HP 2000 Notebook PC	1		1		2
HP 2133	10				10
HP Compaq 6515b KA445UT ABA	1				1
HP Compaq 6515b RM356UT ABA	1				1
HP Compaq 6530b NA407UC ABA	2				2
HP Compaq 6535b	2				2
HP Compaq 6710b GF926AW ABA	1				1
HP Compaq 6715b AL992US ABA	15		5		20
HP Compaq 6715b GP778US	1		1		2
HP Compaq 6715b GP778US ABA	99		10	1	110
HP Compaq 6715b GP779US ABA	14		2		16
HP Compaq 6715b GP780US ABA	21		4		25
HP Compaq 6715b GP781US	2				2
HP Compaq 6715b GP781US ABA	35		4		39
HP Compaq 6715b KA449UT ABA	1				1

Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
HP Compaq 6715b KD745US ABA	1				1
HP Compaq 6715b RM167UT ABA	4				4
HP Compaq 6715b RM177UA ABA			1		1
HP Compaq 6715b RM178UA ABA	1	1			2
HP Compaq 6715b RM350UT ABA	3				3
HP Compaq 6720s	5				5
HP Compaq 6730b	2				2
HP Compaq 6730b AR236US ABA	63		18	1	82
HP Compaq 6730b AS907US ABA	1				1
HP Compaq 6730b AW715US ABA	9		5		14
HP Compaq 6730b GW687AV	117		25		142
HP Compaq 6730b GW687AV ABA	1				1
HP Compaq 6730b KS178UT ABA	1		1		2
HP Compaq 6735b	83		28	2	113
HP Compaq 6735b KF688AV	1				1
HP Compaq 6735b KF688AV,HP	1				1
HP Compaq 6910p	13		8		21
HP Compaq 6910p	5				5
HP Compaq 6910p AM071US	1				1
HP Compaq 8200 Elite CMT PC	1				1
HP Compaq 8710p	2				2
HP Compaq dc5700 Microtower	1				1
HP Compaq dc5700 Small Form Factor			1		1
HP Compaq dc5800 Small Form Factor				1	1
HP Compaq dc7100 CMTDX438AV	3			1	4
HP Compaq dc7100 CMTPJ360UA	22		2		24
HP Compaq dc7100 SFFPJ359UA				1	1
HP Compaq dc7600 Convertible Minitower	45		1	4	50
HP Compaq dc7600 Small Form Factor	3				3
HP Compaq dc7700 Convertible Minitower	18	1		2	21
HP Compaq dc7700 Small Form Factor	3				3
HP Compaq dc7700p Convertible Minitower	1				1
HP Compaq dc7800 Convertible Minitower	5		1		6
HP Compaq dc7800 Small Form Factor	1		40		41
HP Compaq dc7800p Convertible Minitower	4				4
HP Compaq dx2300 Microtower			1		1
HP Compaq Elite 8300 Touch All-in-One PC	10		2		12
HP Compaq nc6120 EU908US	1				1
HP Compaq nc6120 EU908US ABA	7			2	9
HP Compaq nc6120 PR125UA ABA				1	1
HP Compaq nc6120 PZ121UA ABA	1				1
HP Compaq nc6230 PU984AW ABA	1				1
HP Compaq nc6230 PU985AA ABA	1				1
HP Compaq nc6230 PZ317UA ABA	1		1		2
HP Compaq nc6320 EN371UA ABA	1		1		2
HP Compaq nc6320 RD077AW ABA	3				3
HP Compaq nc6400 RB515UA ABA	1		1		2
HP Compaq nc8230 PZ443UA ABA			1		1
HP Compaq nc8430 RB554UT ABA	1				1
HP Compaq nw9440 EZ901AA ABA			1		1
HP Compaq nx6325 GJ907US ABA	1				1
HP Compaq nx6325 GJ908US AB	1				1
HP Compaq nx6325 GJ908US ABA	5			2	7

Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
HP Compaq nx6325 GJ913US ABA	9				9
HP Compaq nx6325 RB546UA ABA	1				1
HP Compaq nx7400 EN353UA ABA	2				2
HP Compaq tc4200 PV984AW ABA	1				1
HP Compaq tc4200 PZ401UA ABA	1				1
HP d530 CMTDC577AV	5			1	6
HP d530 CMTDM883C	1				1
HP d530 CMTPB134U	5				5
HP d530 SFFDC578AV				1	1
HP d530 SFFPB135UA				1	1
HP dx5150 MT	1				1
HP dx5150 MTPZ591UA	1				1
HP EliteBook 2730p	12		2		14
HP EliteBook 2740p	1		2		3
HP EliteBook 2760p	59		31		90
HP EliteBook 8460p	29	1	30		60
HP EliteBook 8470p	18		8		26
HP EliteBook 8530p	2		1		3
HP EliteBook 8540w	1				1
HP EliteBook 8560w	3				3
HP EliteDesk 800 G1 TWR	1				1
HP Folio 13 - 2000 Notebook PC	14		2		16
HP Mini 1101	1				1
HP Mini 1104	1				1
HP Mini 2102	2				2
HP Mini 5101	3				3
HP Mini 5102	17		3		20
HP Mini 5102	1				1
HP Mini 5103	45		4		49
HP Pavilion dv1000 EC137UA ABA	1				1
HP Pavilion dv4 Notebook PC			1		1
HP Pavilion dv9700 Notebook PC	1		1		2
HP ProBook 4520s	135		38		173
HP ProBook 4530s	246		19		265
HP ProBook 4540s	26		10		36
HP ProBook 6360b	1				1
HP ProBook 6450b			3		3
HP ProBook 6455b	1				1
HP ProBook 6545b	3		1		4
HP ProBook 6550b	188	1	41		230
HP ProBook 6550b VZ245AV	2				2
HP ProBook 6550b VZ245AV ABA	1				1
HP ProBook 6555b	302		157		459
HP ProBook 6555b VM614AV	2				2
HP ProBook 6555b VM614AV AVA	1				1
HP ProBook 6560b	218		97		315
HP ProBook 6560b WX750AV	1				1
HP ProBook 6570b	125		26		151
HP rp5700 Business System	1				1
HP Stream 11 Pro Notebook PC			48		48
HP TouchSmart 7320 Lavaca-B PC	25		6		31
HP TouchSmart 9100 Business PC	19		15		34
HP TouchSmart 9300 Elite All-in-One PC	1				1

Fresno Unified School District  
 Computer inventory as of 6/30/2016  
 Computers Used by Staff

Model	Windows 7	Windows 8	Windows 8.1	Windows XP	Grand Total
HP TouchSmart Elite 7320 All-in-One	2				2
HP xw8400 Workstation	2				2
HP Z210 Workstation			1		1
HP ZBook 17	1				1
iMac7,1	1				1
K52F	2				2
Latitude D520				1	1
Latitude E5520			1		1
Latitude E5540	1				1
MacBookPro1,1	1				1
OptiPlex 170L				4	4
OptiPlex 3020	1				1
OptiPlex 740	2				2
OptiPlex 790	2				2
OptiPlex GX280	1			3	4
OptiPlex GX520	2			3	5
OptiPlex GX620	1			2	3
p6774y			1		1
p7-1067c	2				2
Precision WorkStation 370	1				1
Satellite C655D			2		2
Surface 3			25		25
Surface Pro 2			4		4
Surface Pro 3			242		242
SVF15218CXB		1			1
T100TA			762		762
T100TAF			3		3
TP500LA			1,279		1,279
TP500LAB			447		447
TP500LAG			97		97
UN62			18		18
Virtual Machine		1	1		2
Vostro 1015	1				1
X550CA			1		1
X550JK			1		1
X550LA	1		679		680
X550LN			10		10
<b>Total</b>	<b>2,251</b>	<b>649</b>	<b>4,949</b>	<b>35</b>	<b>7,884</b>

Tab 4

# CALIFORNIA

Assessment of Student Performance and Progress

---

## System Requirements Manual

### 2015-16 Administration

Summative and Interim Assessments  
Test Administrator Sites  
Student Practice Tests  
Test Operations Management System  
Online Reporting System  
Interim Assessment Hand Scoring System



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### **Acronyms and Initialisms Used in the CAASPP System Requirements Manual**

CAASPP	California Assessment of Student Performance and Progress
CalTAC	California Technical Assistance Center
LEA	local educational agency
TOMS	Test Operations Management System
TTS	text-to-speech



## Section I. Introduction



### What's New in 2015–16

Feature	Change
<b>Updated desktop secure browsers</b>	The secure browser for all platforms except for Mac OSX 10.5 has been updated to version 8.x. Please note the following about the updated secure browsers: <ul style="list-style-type: none"> <li>• Secure browsers do not require uninstallation.</li> <li>• Secure browsers now have auto update capability.</li> <li>• Icons for version 8.x of the secure browser no longer include version numbers on them (except for the secure browser for Mac OSX 10.5, which is still version 10.5).</li> <li>• The secure browser for Mac OSX 10.5 is version 6.5; it does not require updating for the 2015–16 CAASPP administration.</li> </ul>
<b>Supported operating systems</b>	The list of supported operating systems has been updated.
<b>Updated functionality for the current secure browser</b>	The secure browser no longer requires separate installation of the Active X controls to ensure secure browser security. (Does not apply to version 6.5.)
<b>Auto update</b>	The secure browser version 8.x now has auto update capability.
<b>NeoSpeech Voice Packs</b>	The NeoSpeech Voice Packs are available for use with the secure browser for the 2015–16 test administration. These voice packs are available for download through the Test Operations Management System (TOMS). See the <i>NeoSpeech Installation Guide</i> that accompany the NeoSpeech Voice Packs in TOMS for instructions on downloading and installing them. <i>You must have a user role assignment that grants you access to TOMS to download this software.</i>

## Document Conventions

Table 1 lists key symbols and typographical conventions used in this manual.

**Table 1. Key symbols and document conventions**

Element	Description
	<b>Warning:</b> This symbol accompanies important information regarding actions that may cause fatal errors.
	<b>Note:</b> This symbol accompanies additional information that may be of interest.

## Manual Content

This document contains basic technology requirements for online California Assessment of Student Performance and Progress (CAASPP) testing for the 2015–16 test administration. This document contains the following sections:

- [Supported Operating Systems for Student Testing](#)
- [Supported Web Browsers for Online Systems](#)
- [Requirements for Peripheral Equipment](#)

## Other Resources

These resources, as well as test administration manuals and user guides for testing within the CAASPP System, are available on the CAASPP Instructions and Manuals Web page at <http://www.caaspp.org/administration/instructions/>.

- For information about installing secure browsers, refer to the *Secure Browser Installation Manual* at <http://www.caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2016.pdf>.
- For information about network and Internet requirements, general peripheral and software requirements, and configuring text-to-speech settings, see the *Technical Specifications Manual for Online Testing* at <http://www.caaspp.org/rsc/pdfs/CAASPP.tech-specs.2016.pdf>.
- For information about securing a device before a test session, see the *Test Administrator User Guide* at <http://www.caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2016.pdf>.
- For information about supported hardware and software for Braille testing as well as information about configuring Job Access with Speech®, refer to the *Braille Requirements and Testing Manual* at <http://www.caaspp.org/rsc/pdfs/CAASPP.braille-requirements.2016.pdf>.

These resources, as well as test administration manuals, are available on the California Assessment of Student Performance and Progress Instructions and Manuals Web page at <http://www.caaspp.org/administration/instructions/>.

## Section II. Supported Operating Systems for Student Testing

This section describes the supported operating systems for online testing.



### Warning: Support for New Desktop Operating Systems

Operating systems that become available but do not appear in the following tables are not supported. Do not upgrade to new operating systems on devices that will be used to administer online assessments without ensuring the updates meet the required specifications.

## Desktops and Laptops

Table 2 lists the operating systems and devices required for student testing in 2015–16. Online testing functions effectively with the minimum requirements listed. However, the recommended specifications provide improved performance.

**Table 2. Supported Desktop Operating Systems**

Supported Operating Systems	Minimum Requirements	Recommended Specifications
<b>Windows</b> XP (Service Pack 3), Vista, 7, 8.0, 8.1, 10 (Educational and Professional) Server 2003, 2008, 2012 (thin client)	Pentium 4 or newer processor that supports SSE2 512 MB of RAM 200 MB hard drive space	Pentium 4 or newer processor that supports SSE2 2 GB+ RAM 80 GB+ hard drive
<b>Mac OS X (Intel)*</b> 10.5	Intel x86 processor 512 MB of RAM 200 MB hard drive space	1 GHz or faster processor 1 GB+ RAM 80+ GB hard drive
*This platform is approaching end-of-life; migration to newer platforms is recommended.		
<b>Mac OS X</b> 10.6–10.11	Intel x86 processor 512 MB of RAM 200 MB hard drive space	Pentium 4 or newer processor 2+ GB RAM 80+ GB hard drive
<b>Linux</b> Fedora 19, 20, 21, 22 openSUSE 13.1 Red Hat Enterprise Linux 6.5 Ubuntu (LTS) 12.04, 14.04	Intel x86 processor 512 MB of RAM 200 MB hard drive space Required libraries/packages: <ul style="list-style-type: none"> <li>• GTK+ 2.18 or higher</li> <li>• GLib 2.22 or higher</li> <li>• Pango 1.14 or higher</li> <li>• X.Org 1.0 or higher (1.7+ recommended)</li> <li>• libstdc++ 4.3 or higher</li> <li>• libreadline6:i386 (required for Ubuntu only)</li> <li>• GNOME 2.16 or higher</li> </ul>	Pentium 4 or newer processor 2 GB RAM 80 GB hard drive Recommended libraries/packages: In addition to the required libraries listed under minimum requirements, the following should be installed: <ul style="list-style-type: none"> <li>• NetworkManager 0.7 or higher</li> <li>• Dbus 1.0 or higher</li> <li>• HAL 0.5.8 or higher</li> </ul>

## Tablets

Table 3 lists the supported tablets, operating systems, and related requirements. See the *Technical Specifications Manual for Online Testing* for information about configuring these devices for online testing.

**Table 3. Supported Tablets and Operating Systems**

Supported Operating Systems	Supported Tablets
<b>iOS (iPads)</b> 7.0, 7.1 8.0–8.2 9.2– <b>9.3</b>	iPad 2 iPad 3 Fourth-generation (Retina Display) iPad Air iPad Air 2
<b>Android</b> 4.3, 4.4, 5.0, 5.1	Google Nexus 10 Motorola Xoom Samsung Galaxy Note (2014 edition) Samsung Galaxy Tab 3 and 4 LearnPad Quarto
<b>Windows</b> 8.0, 8.1, 10 (Educational and Professional)	Any tablet running Windows 8.0, 8.1 Pro, and 10 is supported, but extensive testing has been done only on Surface Pro, Surface Pro 3, Asus Transformer, and Dell Venue.

## Chromebooks and Chromebases

Table 4 lists the supported operating systems for Chromebooks and Chromebases.



### About Chrome OS and Automatic Updates

It is recommended that you turn off or delay automatic updates of the Chrome operating system. Doing so allows changes from Google to be reviewed and addresses any updates that pose a potential risk to student testing. The recommended period for delaying automatic updates is two weeks.

Automatic update settings are configured in Google's admin console.

**Table 4. Supported Chromebooks**

Supported Operating Systems	Related Requirements
<b>Chrome OS</b> 41–49	See the <i>Secure Browser Installation Manual</i> for information about installing the secure browser in kiosk mode, a requirement for online testing.

## Thin Clients: NComputing and Terminal Servers for Windows

### NComputing

Table 5 lists the supported hardware and software for NComputing solutions.

**Table 5. Supported NComputing solutions**

Supported Server Host	Supported Server Software	Supported Terminals
<b>Windows 2008 R2</b>	vSpace Server 8	L300

## Terminal Servers

Table 6 lists the supported terminal servers for use with a thin client device.

**Table 6. Supported terminal servers**

Supported Terminal Servers	Supported Thin Client
Windows Server 2003, 2008, 2012	Any thin client that supports a Windows Server.



**Warning: Security Issues with Terminal Services or Remote Desktop Connections to Servers**

Using a terminal services or remote desktop connection to access a Windows server or workstation that has the secure browser installed is typically not a secure test environment because students can use their local devices to search for answers. Therefore, this installation scenario **is not recommended for testing**. See the “Installing the Secure Browser on a Terminal Server or Windows Server” section on page 10 of the *Secure Browser Installation Manual* at <http://www.caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2016.pdf> for more information.

## Section III. Supported Web Browsers for Online Systems

This section lists the supported web browsers for the 2015–16 California Assessment of Student Performance and Progress administration. It also addresses the secure browsers for student testing.

### Supported Web Browsers by Operating System

Table 7 lists the supported operating systems and corresponding Web browsers for each application. It is recommended that you use recent versions of supported Web browsers. Each application requires disabling pop-up blocking software and enabling JavaScript. Be sure to use the correct combination of operating system and Web browser; for example, Windows 8 requires Internet Explorer 10 or 11.

**Table 7. Supported Web Browsers by Operating System**

<b>Operating Systems</b>		<b>Accepted Web Browsers</b>		<b>TA Sites</b>	<b>Student Practice Test</b>	<b>TOMS</b>	<b>ORS</b>	<b>IAHSS</b>
<b>Windows</b>								
<b>XP (SP3)</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
<b>Vista</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
<b>7</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
	Internet Explorer 10–11	✓	✓	✓	✓	✓	✓	✓
<b>8.0</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
	Internet Explorer 10–11	✓	✓	✓	✓	✓	✓	✓
<b>8.0 Pro, 8.0 RT</b>	Internet Explorer 10–11	✓	✓	✓	✓	✓	✓	✓
<b>8.1</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
	Internet Explorer 11	✓	✓	✓	✓	✓	✓	✓
<b>10</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
	Internet Explorer 11	✓	✓	✓	✓	✓	✓	✓
<b>Mac OS X</b>								
<b>10.5 (Intel)*</b>	Firefox 10–16	✓	✓	✓	✓	✓	✓	✓
	Safari 5.1.x	✓	✓	✓	✓	✓	✓	✓
<b>*This platform is approaching end-of-life; migration to newer platforms is recommended.</b>								
<b>10.6</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
	Safari 5.1.x	✓	✓	✓	✓	✓	✓	✓
<b>10.7</b>	Chrome 41–49	✓	✓	✓	✓	✓	✓	✓
	Firefox 10–41	✓	✓	✓	✓	✓	✓	✓
	Safari 5.1.x, 6	✓	✓	✓	✓	✓	✓	✓

Operating Systems		Accepted Web Browsers	TA Sites	Student Practice Test	TOMS	ORS	IAHSS
<b>10.8</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
		Safari 6	✓	✓	✓	✓	✓
<b>10.9</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
		Safari 7	✓	✓	✓	✓	✓
<b>10.10</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
		Safari 8	✓	✓	✓	✓	✓
<b>10.11</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
		Safari 9	✓	✓	✓	✓	✓
<b>Linux</b>							
<b>Fedora 19–22</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
<b>openSUSE 13.1</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
<b>Red Hat Enterprise 6.5</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
<b>Ubuntu (LTS) 12.04, 14.04</b>		Chrome 41–49	✓	✓	✓	✓	✓
		Firefox 10–41	✓	✓	✓	✓	✓
<b>iOS</b>							
<b>7.0, 7.1</b>		Safari 7	✓	✓			✓
<b>8.0–8.2</b>		Safari 8	✓	✓			✓
<b>Android</b>							
<b>4.3, 4.4, 5.0, 5.1</b>		Chrome 41–49	✓	✓			✓
<b>Chrome OS</b>							
<b>41–49, 48</b>		Chrome 41–49	✓	✓			✓

## Secure Browsers for Online Testing

Table 8 lists the secure browsers for each operating system. A secure browser must be downloaded and installed on each device used for student testing. **Local educational agencies (LEAs) that installed a secure browser with a version older than the versions listed in Table 8 must uninstall it before installing the secure browser for the 2015–16 school year.** For instructions on downloading and installing the secure browsers, refer to the *Secure Browser Installation Manual*.

**Table 8. Secure Browsers by Operating System**

Operating Systems	Secure Browser
<b>Windows</b> XP (Service Pack 3), Vista, 7, 8.0, 8.1, 10 Server 2003, 2008, 2012	8.0
<b>Mac OS X (Intel)</b> 10.5	6.5

Operating Systems	Secure Browser
<b>Mac OS X (Intel)</b> 10.6–10.11	8.0
<b>Linux</b> Fedora 19–22 openSUSE 13.1 Red Hat Enterprise 6.5Ubuntu 12.04, 14.04 (LTS)	8.1
<b>iOS (iPads)</b> 7.0, 7.1 8.0–8.2 9.2–9.3	AIRSecureTest Mobile Secure Browser
<b>Android</b> 4.3–5.1	AIRSecureTest Mobile Secure Browser
<b>Chrome OS</b> 41–49	AIRSecureTest kiosk application

## Delaying Firefox Web Browser Updates

Quality assurance tests are conducted on the most recent Firefox Web browser versions for each system except the student testing site, which requires the secure browser. You should wait before installing new versions of Firefox, which could impact system performance. Delaying updates allows time to review changes and verify each system works correctly with the new version.

To learn how to disable auto updates for Firefox, see <https://support.mozilla.org/en-US/kb/forum-response-turning-auto-update>. You may need to disable auto updates again after installing a newer version.

## Available Audio Settings by Browser

Some test items play audio files; some students have the text-to-speech (TTS) accommodation. In either case, the student should be able to adjust the audio settings for those items. Table 9 lists the browsers—secure and Web—and their associated capability to modify such settings. (In some cases, the audio files for practice tests will be accessible using a Web browser.) Use Table 9 to ensure that you deploy a browser with the required capability.

**Table 9. Available Audio Settings by Browser**

Operating System	Browser	System Volume	TTS Volume	TTS Pitch	TTS Rate
<b>Windows</b>	Secure browser	Y	Y	Y	Y
	IE 10 Web browser	N	N	N	N
	IE 11 Web browser	N	N	N	N
	Chrome Web browser	N	N	N	N
	Firefox Web browser	N	N	N	N
<b>OS X</b>	Secure browser	Y	Y	Y	Y
	Safari Web browser	N	N	N	N
<b>Linux</b>	Secure browser	Y	Y	Y	Y
	Firefox Web browser	N	N	N	N



Operating System	Browser	System Volume	TTS Volume	TTS Pitch	TTS Rate
<b>iOS</b>	Mobile secure browser	N	Y*	Y*	Y*
	Safari Web browser	N	N	N	N
<b>*Available for mobile secure browser version 3.1 or later.</b>					
<b>Android</b>	Mobile secure browser	N	N	N	N
	Chrome Web browser	N	N	N	N
<b>Chromebook</b>	Secure browser	N	Y	Y	Y
	Chrome Web browser	N	N	N	N

---

## Section IV. Requirements for Peripheral Equipment

This section describes the requirements for peripheral equipment: monitors, screens, keyboards, and headphones.

### Monitors and Screen Display Requirements

All supported computers, laptops, netbooks, and tablets must meet the following requirements.

#### Screen Dimensions

Screen dimensions must be 10" or larger (iPads with a 9.5" display are included). This means the following devices are **not** supported:

- Apple iPad Mini
- Google Nexus 7 and similar-sized Android tablets
- Netbooks with screen dimensions smaller than 10"

#### Screen Resolution

All devices must meet the following minimum resolution. Larger resolutions can be applied as appropriate for the monitor or screen being used.

- Desktops, laptops, and tablets: 1024 x 768
- Netbooks: 1024 x 600

Depending on the screen size, students may need to use vertical or horizontal scroll bars to view all test-related information. Students may also use the Zoom tool in the online test to enlarge the content on the screen.

### Keyboards

#### External Keyboards

External keyboards must be used with tablets used for testing. The intent of this requirement is to ensure the required display area is available to allow students to read multiple sources of complex item text and respond to source evidence for analytical purposes. Students may use mechanical, manual, and Bluetooth-based keyboards. Some external keyboards have additional "shortcut" buttons that can create security issues. These buttons may allow students to open another application or the tablet's default on-screen keyboard. You are strongly cautioned against using keyboards that have these shortcut buttons.

#### Wireless Keyboards

While wireless keyboards are permissible, LEAs should be aware that high-density deployments of wireless keyboards and mice might interfere with each other or with the wireless network. Therefore, they should test the room configuration before the examination date and consider wired alternatives.

#### Android Keyboards

The Android mobile secure browser requires the secure browser keyboard to disable predictive text.



**Alert:** Any external keyboard that has a shortcut button to open the tablet’s default keyboard is not permitted, as this default keyboard will override the mobile secure browser keyboard. For example, the EZOWare Slim Full Size Keyboard contains a shortcut button that opens the default keyboard and should NOT be used with Android tablets during testing.

## Headsets and Headphones

Students need headphones to listen to audio in online assessments and may use headsets to record answers to tests. What follows are some scenarios that require headphones or headsets.

- The English language arts/literacy assessments contain audio (recorded and/ or device-based read-aloud), and students must be provided with headphones so they have the option to clearly listen to the audio in these tests.
- Students with the text-to-speech accommodation can use headphones to listen to stimuli or test items being read aloud.
- Students with the enhanced accessibility accommodation can use headphones along with Job Access with Speech® or other screen-reading software to complete online tests.
- Each NComputing terminal used for testing must have a USB headphone or headset.

California Assessment of Student Performance and Progress test site coordinators should determine how many students will need headphones to ensure that there are enough available at the time of a test.

Table 10 lists the supported headphones and headsets.

**Table 10. Supported Headphones and Headsets**

Model	Connector	Microphone Included	Hardware
<b>Logitech 390</b>	USB (wired)	Yes	All supported desktops, laptops, and Chromebases with USB port
<b>Panasonic RP-HT21</b>	XBS	No	All supported desktops, laptops, and Chromebases with XBS port
<b>Logitech analog</b>	3.5 mm	No	iOS, Android tablets with 3.5 mm port
<b>Plantronics 326</b>	3.5 mm	Yes	All supported desktops, laptops, and Chromebases with 3.5 mm port—except NComputing terminals
<b>Senheizer PC 151</b>	3.5 mm	Yes	All supported desktops, laptops, and Chromebases with 3.5 mm port—except NComputing terminals.
<b>Plantronics 355</b>	3.5 mm	Yes	All supported desktops, laptops, and Chromebases with 3.5 mm port—except NComputing terminals
<b>Generic headphones</b>	3.5 mm	No	All supported desktops, laptops, and Chromebases with 3.5 mm port—except NComputing terminals
<b>Generic headphones</b>	USB (wired)	No	All supported desktops, laptops, and Chromebases with USB port

## Mice

Mice on mobile devices are not supported. Wireless or wired mice on desktops and laptops that are compatible with the operating system are supported.

---

## Section V. User Support

**Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators** should first contact your LEA technology coordinator or system administrator prior to contacting the California Technical Assistance Center (CaTAC).

**Technology coordinators and CAASPP test site coordinators** should contact their LEA CAASPP coordinators for assistance.

### California Technical Assistance Center for LEA CAASPP Coordinators

CaTAC Hours: 7 a.m. to 5 p.m., Monday–Friday Toll-Free Phone Support: 800-955-2954 E-mail Support: <a href="mailto:caltac@ets.org">caltac@ets.org</a> Web site: <a href="http://www.caaspp.org/">http://www.caaspp.org/</a>
---

If you contact CaTAC, you will be asked to provide as much detail as possible about the issues you encountered.

**Always** include the following information:

- Test administrator or test examiner name and information technology/network contact person and contact information
- Statewide Student Identifier(s) of affected students
- Results ID for the affected student tests
- Operating system and secure browser version information (test delivery system)
- Operating system and Web browser version information (Test Administrator Interface)
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (to individual devices or network)
  - Wired or wireless Internet network setup



**Warning:** Never provide any other student information, as doing so may violate Family Educational Rights and Privacy Act policies.

---

## Change Log

Change	Section	Date
Increased the range of supported operating systems to iOS 9.3 for the iPad.	<i>Table 3. Supported Tablets and Operating Systems, page 4</i> <i>Table 8. Secure Browsers by Operating System, page 7</i>	April 12, 2016

Tab 5

# CALIFORNIA

Assessment of Student Performance and Progress

## Technical Specifications and Configuration Guide for CAASPP Online Testing

◆ System Requirements ◆  
Network Configuration ◆ System Configuration ◆  
Secure Browser Configuration ◆

Summative and Interim Assessments  
Test Administrator Sites  
Student Practice Tests  
Test Operations Management System  
Online Reporting System  
Interim Assessment Hand Scoring System



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# Supported Operating Systems for Student Testing

This section describes the supported operating systems for secure online testing. A secure online testing environment is a state in which a device is restricted from accessing prohibited computer applications (local or Internet-based), or copying and/or sharing test data. The purpose of this environment is to maintain test security and provide a stable testing experience for students across multiple platforms.



## Warning: Support for New Desktop Operating Systems

Operating systems that become available but do not appear in the following tables are not supported. Do not upgrade to new operating systems on devices that will be used to administer online assessments without ensuring the updates meet the required specifications. **The exception to this rule are versions of Google Chrome OS for which there is presumed support—updates to Google Chrome OS are presumed to be compatible with California Assessment of Student Performance and Progress (CAASPP) systems and may be used.** See [Appendix A](#) for the operating system support plan.

## Desktops and Laptops

Table 2 lists the operating systems and devices required for student testing in 2016–17. Online testing functions effectively with the minimum requirements listed. However, the recommended specifications provide improved performance.

**Table 2. Supported Desktop Operating Systems**

Supported Operating Systems	Minimum Requirements	Recommended Specifications
<b>Windows</b> Vista, 7, 8.0 (Professional), 8.1, 10 (and hypothetical 10.x or 11, dependent upon release date) (Educational and Professional) Server 2008, 2012 (thin client)	Pentium 4 or newer processor that supports SSE2 512 MB of RAM 200 MB hard drive space	Pentium 4 or newer processor that supports SSE2 2 GB+ RAM 80 GB+ hard drive
<b>Mac OS X</b> 10.7–10.12 (10.12 dependent upon release date)	Intel x86 processor 512 MB of RAM 200 MB hard drive space	Pentium 4 or newer processor 2+ GB RAM 80+ GB hard drive

Supported Operating Systems	Minimum Requirements	Recommended Specifications
<b>Linux</b> Fedora 23, 24 (25, dependent upon release date) openSUSE 13.1, 13.2 Red Hat Enterprise Linux 6.5 Ubuntu (LTS) 12.04, 14.04, 16.04 LTS	Intel x86 processor 512 MB of RAM 200 MB hard drive space Required libraries/packages: <ul style="list-style-type: none"> <li>• GTK+ 2.18 or higher</li> <li>• GLib 2.22 or higher</li> <li>• Pango 1.14 or higher</li> <li>• X.Org 1.0 or higher (1.7+ recommended)</li> <li>• libstdc++ 4.3 or higher</li> <li>• libreadline6:i386 (required for Ubuntu only)</li> <li>• GNOME 2.16 or higher</li> </ul>	Pentium 4 or newer processor 2 GB RAM 80 GB hard drive Recommended libraries/packages: In addition to the required libraries listed under minimum requirements, the following should be installed: <ul style="list-style-type: none"> <li>• NetworkManager 0.7 or higher</li> <li>• DBus 1.0 or higher</li> <li>• HAL 0.5.8 or higher</li> </ul>

## Tablets

Table 3 lists the supported tablets, operating systems, and related requirements. See [Chapter 3, Hardware Configuration](#), for information about configuring these devices for online testing.

**Table 3. Supported Tablets and Operating Systems**

Supported Operating Systems	Supported Tablets
iOS (iPads) 8.0-8.2 9.2–9.3 (10.0, dependent upon release)	iPad 2 iPad 3 Fourth-generation (Retina Display) iPad Air iPad Air 2
<b>Android</b> 4.4, 5.0, 5.1	Google Nexus 10 Motorola Xoom Samsung Galaxy Note (2014 edition) Samsung Galaxy Tab 3 and 4 LearnPad Quarto
<b>Windows</b> Vista 7 8.0 (Professional), 8.1, 10 (Educational and Professional) (11, dependent upon release date)	Any tablet running Windows 8.0 Pro, 8.1, and 10 is supported, but extensive testing has been done only on Surface Pro, Surface Pro 3, Asus Transformer, and Dell Venue. Screen dimensions must be 10" or larger (iPads with a 9.7" display are included). This means the following devices are not supported: Apple iPad Mini Google Nexus 7 and similar-sized Android tablets Netbooks with screen dimensions smaller than 10"

## Chromebooks and Chromebases

Table 4 lists the supported operating systems for Chromebooks and Chromebases.

**Table 4. Supported Chromebooks**

Supported Operating Systems	Related Requirements
<b>Chrome OS</b> 51 and up	See <a href="#">Chapter 4, Secure Browser Configuration</a> , for information about installing the secure browser in kiosk mode, a requirement for online testing.

## Thin Clients: NComputing and Terminal Servers for Windows

### NComputing

Table 5 lists the supported hardware and software for NComputing solutions.

**Table 5. Supported NComputing solutions**

Supported Server Host	Supported Server Software	Supported Terminals
<b>Windows 2008 R2</b>	vSpace Server 8	L300

### Terminal Servers

Table 6 lists the supported terminal servers for use with a thin client device.

**Table 6. Supported terminal servers**

Supported Terminal Servers	Supported Thin Client
<b>Windows Server</b> 2008, 2012	Any thin client that supports a Windows Server.



#### **Warning: Security Issues with Terminal Services or Remote Desktop Connections to Servers**

Using a terminal services or remote desktop connection to access a Windows server or workstation that has the secure browser installed is typically not a secure test environment because students can use their local devices to search for answers. Therefore, this installation scenario **is not recommended for testing**. See the "[Installing the Secure Browser on a Terminal Server or Windows Server](#)" section of [Chapter 4, Secure Browser Configuration](#), for more information.

Tab 6

# CALIFORNIA

Assessment of Student Performance and Progress

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## Smarter Balanced Online Test Administration Manual

2015-16 Administration

Smarter Balanced Online Summative Assessments  
for English Language Arts/Literacy and Mathematics



Updated January 2016.

California customization prepared by Educational Testing Service ®

© Smarter Balanced Assessment Consortium, 2016

Descriptions of the operation of the Test Delivery System, Test Information Distribution Engine, and related systems are property of the American Institutes for Research ® (AIR) and are used with permission of AIR.

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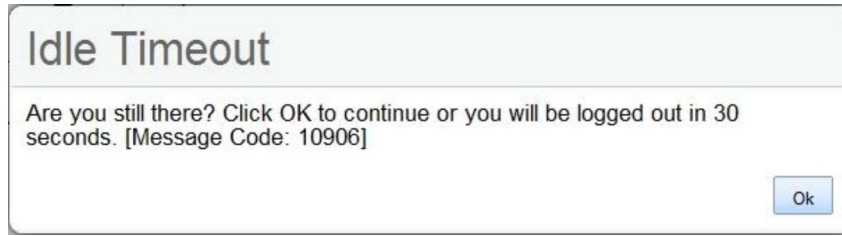


Figure 1. Test timeout warning message



**Caution:** As a security measure, test administrators are automatically logged off the Test Administrator Interface after 30 minutes of user inactivity in the session, regardless of whether or not the test administrator is actively monitoring the test session away from his or her device. The inactivity will result in the closing of the test session.

## Test Expiration

### Computer Adaptive Test (CAT) Items

A student’s CAT remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test (but before the end of the selected testing window), whichever occurs sooner. However, it is recommended that that students complete the CAT items portion of the test within **five days** of starting the designated content area.

### Performance Task (PT)

The PT is a separate test that remains active for no more than **10 calendar days** after the student has begun the PT (with the approval of the CDE). However, Smarter Balanced recommends that students complete the PT within **three days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in section [7.3 Testing Time and Recommended Order of Administration](#).



If a student starts the test near the end of the selected testing window, the student must finish before the test administration window officially closes. The assessment will automatically end on the last day of the selected testing window or on the last day of instruction, even if the student has not finished unless the LEA applies for a grace period extension.

## 7.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive a CAT, a Classroom Activity, and a PT in both ELA and mathematics.

### Testing Time And Scheduling

#### Testing Windows

LEA CAASPP Coordinators set up test dates in the Test Operations Management System (TOMS) Test Administration Setup module. Testing windows can be viewed in TOMS by LEA CAASPP coordinators by following the instructions to “View the Details of the Windows Summary” in the *TOMS Test Administration Setup Guide* at [http://www.caaspp.org/rsc/pdfs/CAASPP.test\\_admin\\_setup.2016.pdf](http://www.caaspp.org/rsc/pdfs/CAASPP.test_admin_setup.2016.pdf).

Pursuant to the *California Code of Regulations, Title 5 (5 CCR)*, sections 855(a)(1), 855(a)(2), 855 (a)(3), 855(b), and 855(c), the rules for the establishment of the testing windows for the Smarter Balanced assessments are as follows:

### Grades Three through Eight

- The available testing window shall begin on the day in which 66 percent of a school's or track's annual instructional days have been completed;
- Testing may continue up to and including the last day of instruction for the regular school's or track's annual calendar;
- An LEA may establish a selected testing window of no less than 25 days within their available testing window; and
- An LEA may extend a selected testing period up to an additional 10 consecutive instructional days if still within the available testing window.

### Grade Eleven

- The available testing window shall begin on the day in which 80 percent of the school's or track's annual instructional days have been completed;
- Testing may continue up to and including the last day of instruction for the regular school's or track's annual calendar;
- An LEA may establish a selected testing window of no less than 25 days within their available testing window; and
- An LEA may extend a selected testing period up to an additional 10 consecutive instructional days if still within the available testing window.



Sixty-six percent of a school year occurs on the 118<sup>th</sup> instructional day in a 180-day school year, leaving a 12-week regulatory testing window for grades three through eight testing; 80 percent of a school year occurs on the 144<sup>th</sup> instructional day in a 180-day year, leaving a seven-week regulatory testing window for grade eleven testing. LEAs have the option to select a shorter testing window.

### **Scheduling Time for Testing:**

Table 10 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Summative Assessments. **This information is for scheduling purposes only, as the assessments are not timed.**

**Table 10: Estimated Testing Times for Smarter Balanced Assessments**

Content Area	Grades	Computer Adaptive Test (CAT) items hrs:mins	Performance Task (PT) hrs:mins	Total hrs:mins	Classroom Activity (administered before the PT)* hrs:mins	Total hrs:mins
English Language Arts/Literacy	3–5	1:30	2:00	3:30	:30	4:00
	6–8	1:30	2:00	3:30	:30	4:00
	HS	2:00	2:00	4:00	:30	4:30
Mathematics	3–5	1:30	1:00	2:30	:30	3:00
	6–8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
Both	3–5	3:00	3:00	6:00	1:00	7:00
	6–8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

\* Classroom Activities are designed to fit into a 30-minute window; however, the time within the window will vary on the basis of the complexity of the topic and individual student needs.

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

**These estimates do not account for any time needed to start devices, load secure browsers, and log in students. Nor do they account for breaks. Test administrators should work with CAASPP test site coordinators to determine precise testing schedules.**

### Recommended Order of Online Administration

The assessments are comprised of two components (tests) for ELA and mathematics: a computer adaptive test (CAT) and a performance task (PT). PTs should be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the CAT and PT items on separate days. For each content area, Smarter Balanced also recommends that students begin with the CAT items, followed by the Classroom Activity, and then the PT. LEAs/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **should** occur prior to the PT.

**Tab 7**

# CALIFORNIA

Assessment of Student Performance and Progress

# CAASPP Online Test Administration Manual

## 2016-17 Administration

Smarter Balanced for English Language Arts/  
Literacy and Mathematics Summative Assessments  
California Alternate Assessments for English  
Language Arts/Literacy, Mathematics, and  
Science  
California Science Test



*Measuring the Power of Learning.™*



California Assessment of  
Student Performance and Progress



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## Segmented Test Rules

Some Smarter Balanced summative tests have multiple segments. Segmented tests may require test administrators to approve students' entry into subsequent segments. Students may or may not be able to review their answers in previous segments after starting the next segment, depending on the test. A student may not return to a segment once it has been completed and submitted; during a grace period extension, the student may only return to prior pages (i.e., screens) within the existing segment.

## Testing Time and Recommended Order of Administration

All students participating in the Smarter Balanced assessments will receive a CAT and a PT in both ELA and mathematics. Students in grades five, eight, and eleven (if the high school has been assigned) will also receive the CAST. Otherwise, students in grade ten or twelve whose high school has been assigned to receive the CAST will take only the CAST.

Eligible students taking the online CAAs will receive both ELA and mathematics assessments. Students in grades five, eight, and eleven (if the high school has been assigned that grade or that is the grade calculated for students in ungraded programs) will also receive the CAA for Science. Otherwise, eligible students in grade ten or twelve (or those in ungraded programs whose grades are calculated for ten or twelve) whose high school has been assigned to receive the CAA for Science will take only the CAA for Science.

## Testing Time And Scheduling

### Additional Resources:

- *California Code of Regulations CAASPP Regulations* Web document—  
<http://www.cde.ca.gov/ta/tg/ca/documents/caasppfinalregs.doc>
- *TOMS Pre-Administration Guide for CAASPP Testing* Web document—  
<http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf>
- *Chapter 3: Test Administration Setup* Web document—  
<http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.Chapter-3.pdf>

## Testing Windows:

LEA CAASPP Coordinators set up test dates in the Test Operations Management System (TOMS) Test Administration Setup module. Testing windows can be viewed in TOMS by LEA CAASPP coordinators by following the instructions to “View the Details of the Windows Summary” in [Chapter 3: Test Administration Setup](#) of the [TOMS Pre-Administration Guide for CAASPP Testing](#). All CAASPP testing must take place within this window, including any make-up testing.

Pursuant to the *California Code of Regulations*, Title 5 (5 CCR), sections 855 (a) (1), 855 (a) (2), 855 (a) (3), 855 (b), and 855 (c), the rules for the establishment of the testing windows for CAASPP testing are as follows:

## Grades Three through Eight and Grade Eleven English Language Arts/Literacy (ELA) and Mathematics

- The available testing window shall begin on the day in which 66 percent of a school's or track's annual instructional days have been completed;
- Testing may continue up to and including the last day of instruction for the regular school's or track's annual calendar;
- An LEA may establish a selected testing window of no less than 25 instructional days within their available testing window, which must provide 25 instructional days for administering the CAAs for ELA, mathematics, and science; and the CAST, which will be available on March 20, 2017; and
- An LEA may extend a selected testing period up to an additional 10 consecutive instructional days if still within the available testing window.

## Science in Grades Five, Eight, and Either Ten, Eleven, or Twelve

- The selected testing window also must provide 25 instructional days for administering the CAST and CAA for Science, which will be available on March 20, 2017. (Note that the CAA for Science may be administered between March 20 and the end of the LEA's selected testing window.)



Sixty-six percent of a school year occurs on the 118<sup>th</sup> instructional day in a 180-day school year, leaving a 12-week regulatory testing window for grades three through eight testing. LEAs have the option to select a shorter testing window.

## Scheduling Time for Testing:

**Estimated testing times do not account for any time needed to start devices, load secure browsers, and log students on; nor do they account for breaks. Test administrators and test examiners should work with CAASPP test site coordinators to determine precise testing schedules.**

## Smarter Balanced Summative Assessments for ELA and Mathematics

Table 7 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Summative Assessments in prior years. **This information is for scheduling purposes only, as the assessments are not timed.**

**Table 7. Estimated Testing Times for Smarter Balanced Online Assessments**

Content Area	Grades	Computer Adaptive Test (CAT) items hrs:mins	Performance Task (PT) hrs:mins	Total hrs:mins
ELA	3–5	1:30	2:00	3:30
	6–8	1:30	2:00	3:30
	HS	2:00	2:00	4:00
Mathematics	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
	11	2:00	1:30	3:30
Both	3–5	3:00	3:00	6:00
	6–8	3:30	3:00	6:30
	11	4:00	3:30	7:30

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

### California Alternate Assessments for ELA, Mathematics, and Science

For the online CAAs for ELA and mathematics, testing should take approximately 60 to 100 minutes for each content area, although the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student.

For the CAA for Science, which is administered one on one during regular classroom instruction, testing should take no longer than 60 minutes, although the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student. In addition, immediately after the student has completed the CAA for Science, he or she will complete a brief, two-question survey about his or her experience. The survey questions are included at the end of the embedded PT instructions PDF that is downloaded from TOMS. The test examiner should administer the survey questions to the student immediately after the student has completed the embedded PT, either entering student survey responses directly into the test delivery system or transcribing responses externally, for later entry into the test delivery system.

Tab 8

BEFORE THE  
COMMISSION ON STATE MANDATES  
STATE OF CALIFORNIA

**IN RE PARAMETERS AND GUIDELINES FOR:**

Education Code Section 60640, as amended by Statutes 2013, Chapter 489 (AB 484) and Statutes 2014, Chapter 32 (SB 858); California Code of Regulations, Title 5, Sections 850, 852, 853, 853.5, 857, 861(b)(5), and 864, as added or amended by Register 2014, Nos. 6, 30, and 35

The period of reimbursement begins on the effective dates of the statute or regulation that imposes the reimbursable state-mandated activity: beginning January 1, 2014, or on later dates (February 3, 2014, and August 27, 2014) as specified.

Case No.: 14-TC-01 and 14-TC-04  
*California Assessment of Student Performance and Progress (CAASPP)*

DECISION PURSUANT TO GOVERNMENT CODE SECTION 17500, ET SEQ.; CALIFORNIA CODE OF REGULATIONS, TITLE 2, DIVISION 2, CHAPTER 2.5, ARTICLE 7.

*(Adopted March 25, 2016)*

*(Served April 4, 2016)*

**DECISION**

The Commission on State Mandates (Commission) heard and decided the parameters and guidelines during a regularly scheduled hearing on March 25, 2016. Arthur Palkowitz appeared on behalf of the claimants, and Keith Bray, General Counsel for the California School Boards Association, appeared on behalf of California School Boards Association (CSBA). Amber Alexander and Susan Geanacou appeared on behalf of the Department of Finance.

The law applicable to the Commission’s determination of a reimbursable state-mandated program is article XIII B, section 6 of the California Constitution, Government Code section 17500 et seq., and related case law.

The Commission adopted the proposed decision to approve the parameters and guidelines by a vote of 6-0, as follows:

<b>Member</b>	<b>Vote</b>
Ken Alex, Director of the Office of Planning and Research	Yes
John Chiang, State Treasurer, Vice Chairperson	Yes
Richard Chivaro, Representative of the State Controller	Yes
Sarah Olsen, Public Member	Yes
Eraina Ortega, Representative of the Director of the Department of Finance, Chairperson	Yes
Carmen Ramirez, City Council Member	Yes
Don Saylor, County Supervisor	Absent

## **I. Summary of the Mandate**

On January 22, 2016, the Commission adopted a decision finding that specified provisions of the test claim statutes and regulations impose a reimbursable state-mandated program upon school districts within the meaning of article XIII B, section 6 of the California Constitution and Government Code section 17514. On February 4, 2016, the Commission issued a corrected decision reflecting an activity inadvertently omitted from the final summary of activities found in the conclusion section. The Commission partially approved the test claim, finding only the following activities to be reimbursable:

- Beginning January 1, 2014, provide “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology requirements.<sup>1</sup>
- Beginning February 3, 2014, the local educational agency (LEA) CAASPP coordinator shall be responsible for assessment technology, and shall ensure current and ongoing compliance with minimum technology specifications as identified by the CAASPP contractor(s) or consortium.<sup>2</sup>
- Beginning February 3, 2014, notify parents or guardians each year of their pupil’s participation in the CAASPP assessment system, including notification that notwithstanding any other provision of law, a parent’s or guardian’s written request to excuse his or her child from any or all parts of the CAASPP assessments shall be granted.<sup>3</sup>
- Beginning February 3, 2014, score and transmit the CAASPP tests in accordance with manuals or other instructions provided by the contractor or the California Department of Education (CDE).<sup>4</sup>
- Beginning February 3, 2014, identify pupils unable to access the computer-based version of the CAASPP tests; and report to the CAASPP contractor the number of pupils unable to access the computer-based version of the test.<sup>5</sup>
- Beginning February 3, 2014, report to CDE if a pupil in grade 2 was administered a diagnostic assessment in language arts and mathematics that is aligned to the common core academic content standards pursuant to Education Code section 60644.<sup>6</sup>
- Beginning February 3, 2014, comply with any and all requests from CAASPP contractors, and abide by any and all instructions provided by the CAASPP contractor or

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<sup>1</sup> Education Code section 60640 (Stats. 2013, ch. 489), interpreted in light of California Code of Regulations, title 5, sections 850, 853, 853.5, and 857 (Register 2014, Nos. 6, 30, 35).

<sup>2</sup> California Code of Regulations, title 5, section 857(d) (Register 2014, No. 6).

<sup>3</sup> California Code of Regulations, title 5, section 852 (Register 2014, No. 6).

<sup>4</sup> California Code of Regulations, title 5, section 853 (Register 2014, No. 6).

<sup>5</sup> California Code of Regulations, title 5, section 857(a) (Register 2014, No. 6).

<sup>6</sup> California Code of Regulations, title 5, section 861(b)(5) (Register 2014, No. 6).

consortium, whether written or oral, that are provided for training or provided for in the administration of a CAASPP test.<sup>7</sup>

- Beginning August 27, 2014, the CAASPP test site coordinator shall be responsible for ensuring that all designated supports, accommodations and individualized aids are entered into the registration system.<sup>8</sup>

The Commission also found that the following state and federal funds must be identified and deducted as offsetting revenues from any school district's reimbursement claim:

- Statutes 2013, chapter 48 (\$1.25 billion in Common Core implementation funding), *if* used by a school district on the reimbursable CAASPP activities to support the administration of computer-based assessments.
- Funding apportioned by SBE from Statutes 2014, chapter 25, Line Item 6110-113-0001, schedule (8), for fiscal year 2013-2014 CAASPP costs.
- Funding apportioned by SBE from Statutes 2015, chapter 10, Line Item 6100-113-0001, schedule (7) for fiscal year 2014-2015 CAASPP costs.
- Statutes 2014, chapter 25 (Line Item 6110-488) and chapter 32 (appropriation for outstanding mandate claims) *if* used by a school district on the reimbursable CAASPP activities.
- Statutes 2014, chapter 25, Line Item 6110-182-0001, Provision 2 (appropriation "to support network connectivity infrastructure grants) *if* used by a school district on the reimbursable CAASPP activities.
- Any federal funds received and applied to the reimbursable CAASPP activities.

## **II. Procedural History**

On January 22, 2016, the Commission adopted a decision partially approving the test claim, which was re-issued as corrected February 4, 2016.<sup>9</sup> On January 27, 2016, Commission staff issued draft expedited parameters and guidelines.<sup>10</sup> On February 11, 2016, Plumas County Office of Education, Plumas Unified School District, Porterville Unified School District, Santa Ana Unified School District, and Vallejo City Unified School District (claimants) filed comments on the draft expedited parameters and guidelines.<sup>11</sup> On February 11, 2016, the State Controller's Office (Controller) also filed comments on the draft expedited parameters and guidelines.<sup>12</sup> On February 16, 2016, the Department of Finance (Finance) filed comments on the

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<sup>7</sup> California Code of Regulations, title 5, section 864 (Register 2014, No. 6).

<sup>8</sup> California Code of Regulations, title 5, section 858(d) (Register 2014, No. 35).

<sup>9</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04.

<sup>10</sup> Exhibit B, Draft Expedited Parameters and Guidelines.

<sup>11</sup> Exhibit C, Claimants' Comments on Draft Expedited Parameters and Guidelines.

<sup>12</sup> Exhibit D, Controller's Comments on Draft Expedited Parameters and Guidelines.



draft expedited parameters and guidelines.<sup>13</sup> On February 23, 2016, claimants filed rebuttal comments.<sup>14</sup>

### **III. Discussion**

#### **A. Period of Reimbursement (Section III. of Parameters and Guidelines)**

Government Code section 17557(e) states that a test claim shall be submitted on or before June 30 following a given fiscal year to establish eligibility for reimbursement for that fiscal year. The claimants filed test claim 14-TC-01 on December 23, 2014. On March 17, 2015, claimants filed an amended test claim on 14-TC-01, to replace the original filing. On June 26, 2015, a second test claim (14-TC-04) was filed and consolidated with 14-TC-01. These test claims, all filed before June 30, 2015, establish eligibility for reimbursement pursuant to Government Code section 17557(e), beginning July 1, 2013. However, the earliest of the test claim statutes, Statutes 2013, chapter 489, has an effective date of January 1, 2014. Additionally, activities added by the test claim regulations adopted in Register 2014, No. 6 are effective February 3, 2014 and those added by Register 2014, No. 35 are effective August 27, 2014.<sup>15</sup> Therefore, the period of reimbursement begins on the effective date of each statute or regulation that imposes the reimbursable state-mandated activity, as specified in Section IV. of the parameters and guidelines.

#### **B. Claiming Costs for Reimbursable Activities (Sections IV. and V. of Parameters and Guidelines)**

Government Code section 17557 provides that parameters and guidelines may identify activities that are reasonably necessary to comply with the mandated program. California Code of Regulations, title 2, section 1183.7 states that:

Activities required by statutes, regulations and other executive orders that were not pled in the test claim may only be used to define reasonably necessary activities to the extent that compliance with the approved state-mandated activities would not otherwise be possible. Whether an activity is reasonably necessary is a mixed question of law and fact. All representations of fact to support any proposed reasonably necessary activities shall be supported by documentary evidence submitted in accordance with section 1187.5 of these regulations.

Government Code section 17559 also provides that Commission decisions must be based on substantial evidence.

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<sup>13</sup> Exhibit E, Finance's Comments on Draft Expedited Parameters and Guidelines.

<sup>14</sup> Exhibit F, Claimants' Rebuttal Comments.

<sup>15</sup> Register 2014, No. 30 reenacted the emergency regulations added by Register 2014, No. 6, and was later amended slightly by Register 2014, No. 35, but did not, itself, add any approved activities, and therefore the effective date of Register 2014, No. 30 has no bearing on the period of reimbursement.

Accordingly, reasonably necessary activities are those that a claimant proposes, and provides substantial evidence in the record to support, as being necessary to comply with the mandated activities approved by the Commission.

The draft expedited parameters and guidelines included only the activities approved in the test claim decision. Claimants submitted comments on the draft expedited parameters and guidelines seeking additional language and clarification of certain activities, and substantive additions to others, but without any additional evidence or declarations in the record to support the proposed activities. Therefore the Commission’s analysis is limited to the declarations and evidence provided with the test claim, the testimony offered at the hearing on the test claim, and documentation and guidance produced by the Smarter Balanced Assessment Consortium (SBAC) or the contractor(s), found on the Department of Education’s (CDE’s) website. The Commission can take administrative notice, in accordance with the Commission’s regulations, of the materials available on CDE’s website pertaining to the CAASPP assessments.<sup>16</sup>

Finance also submitted comments, requesting that reimbursable activities be clarified to limit reimbursement to only the incremental increase in service required to administer the CAASPP tests *via computer*, and to provide only pro-rata reimbursement based on the actual use of technology upgrades and acquisitions to administer the CAASPP tests. Finance also requests that the reimbursable technology costs be limited to the *minimum* requirements to accomplish the computer-based test administration. The analysis below will clarify and make more specific, as necessary, the activities that the Commission approved in the test claim decision based on evidence in the test claim record and evidence available from CDE and the CAASPP contractor(s) or consortium, and address the comments submitted by claimants and Finance.

**1. Providing a computing device and minimum technology requirements to administer the CAASPP assessments to all eligible pupils via computer.**

The Commission approved, in the test claim decision, the following activity:

Beginning January 1, 2014, provide “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology requirements.

The technology requirements that the Commission approved are those “identified by the contractor(s) or consortium,” in accordance with the plain language of California Code of Regulations, title 5, section 857.<sup>17</sup>

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<sup>16</sup> California Code of Regulations, title 2, section 1187.5 [“Official notice may be taken in the manner and of the information described in Government Code Section 11515.”]; Government Code section 11515 [“In reaching a decision official notice may be taken, either before or after submission of the case for decision, of any generally accepted technical or scientific matter within the agency's special field, and of any fact which may be judicially noticed by the courts of this State.”]; Evidence Code section 452(h) [Judicial notice may be taken of... “Facts and propositions that are not reasonably subject to dispute and are capable of immediate and accurate determination by resort to sources of reasonably indisputable accuracy.”].

<sup>17</sup> California Code of Regulations, title 5, section 857 (Register 2014, Nos. 6, 30, 35).

Claimants propose to add the following language:

*The reimbursement costs shall include, but is not limited to, the following: computers, laptops, Ipads, tablets, Professional Development, training, Consultants, servers, broadband, carts, peripheral infrastructure equipment: fiber optic cabling, headphones; earplugs; keyboards; microphones, electrical cords; hardware and software.*<sup>18</sup>

Finance opposes the claimant's proposed language and argues that "including loose terms...could be interpreted in a way that expands the scope of reimbursable technology costs, because it is possible that many computers and headphones, and all microphones and earplugs, claimed under these parameters and guidelines will exceed the minimum technology requirements." Finance cites the Smarter Balanced Technology Strategy Framework and Testing Device Requirements, and argues that the minimum technology requirements state that microphones are not required, and that standard headphones will suffice, and do not mention earplugs.<sup>19</sup> Finance further argues that these parameters and guidelines "should be amended to require claimants to report: (1) the dates and times within the assigned testing window they administered the CAASPP summative assessments; and (2) the technology infrastructure and device inventory that was replaced to accommodate the CAASPP summative assessments." Finance asserts that "these amendments will ensure that only the costs for fixed assets that were absolutely necessary for meeting the minimum technology requirements of the CAASPP summative assessments are reimbursed." Finance also requests that the parameters and guidelines appropriately specify that only the pro-rata portion of the purchase price used to implement the reimbursable activities can be claimed.<sup>20</sup>

The analysis herein will discuss computing devices separately from internet connectivity and bandwidth requirements ("broadband"), including costs alleged for consultants and engineers, followed by accessories such as headphones and keyboards, all of which are analyzed as needed to ensure compliance with current and ongoing minimum technology requirements. The analysis will then address Finance's proposed limitations on reimbursable costs for devices and technology infrastructure. Training, or "Professional Development," as proposed by claimants, is analyzed separately under section 6.

*a) Claimant's request for reimbursement for "servers," "carts, peripheral infrastructure equipment, fiber optic cabling," "electrical cords, hardware and software," is too broad, vague and ambiguous, and not supported by evidence in the record and is, therefore, denied.*

The Commission finds, as a threshold issue, that several of the terms included in claimants' proposed language are not defined in claimants' comments or in the test claim record, are vague and ambiguous, or are susceptible of multiple meanings. For example, "hardware" could be the same as an iPad or tablet computer, which the claimant also requests, and in that way "hardware" is duplicative. "Software," in turn, could include operating systems for devices, or could refer to other computer programs that claimants would seek to purchase. However, SBAC asserts,

<sup>18</sup> Exhibit C, Claimants' Comments on Draft Expedited Parameters and Guidelines, page 1.

<sup>19</sup> Exhibit E, Finance's Comments on Draft Expedited Parameters and Guidelines, page 3.

<sup>20</sup> Exhibit E, Finance's Comments on Draft Expedited Parameters and Guidelines, page 2.

referring to operating system requirements, that “[m]ost new hardware will naturally fall well into the specifications released so far...”<sup>21</sup> and “[a]ll public-facing components...*can be accessed by a variety of common web browsers...*, while the actual student test itself is accessible online via *a secure browser released for supported operating systems.*”<sup>22</sup> SBAC states that this creates “a simple, secure interface for students to access only the test *without any other online-enabled utility.*”<sup>23</sup> Thus, SBAC does not describe any additional requirements characterized as “software.”

In addition, SBAC asserts that because the CAASPP assessment is a web-based application, it “requires no local *servers.*”<sup>24</sup>

The Commission also finds that “carts, peripheral infrastructure equipment, fiber optic cabling,...[and] electrical cords” are not supported by evidence in the record or are not defined, and are therefore denied.

Therefore, the claimant’s request for reimbursement for “hardware and software,” “servers,” “carts, peripheral infrastructure equipment, fiber optic cabling,” and “electrical cords” is denied and these terms are excluded from the parameters and guidelines.

*b) Reimbursement to provide a computing device to administer the CAASPP assessments to all eligible pupils must be limited to the minimum technology requirements identified by the contractor(s) or consortium.*

The test claim decision explains that the CAASPP tests are “vastly different” from the former STAR assessments, most notably in that they are designed to be administered on-line, and to be adaptive to student responses.<sup>25</sup> The Commission relied on the definitions contained in section 850 of the title 5 regulations and on the plain language of section 853 of the regulations to conclude that the “primary mode of administration of a CAASPP test” was intended to utilize computers. And, the Commission found, based on section 857 of the regulations, that the LEA CAASPP coordinator has an ongoing duty to maintain adequate technology to conduct the assessments by “ensur[ing] current and ongoing compliance with the minimum technology specifications as identified by the CAASPP contractor(s) or consortium.” In particular, the Commission observed that some districts may be required to replace or upgrade computing devices used for testing and that eventual obsolescence for various operating systems is planned:

In addition to the likely inevitable, but intermittent, replacement of testing devices and hardware, the Smarter Balanced Assessment Consortium has also published a projected schedule of the “End-of Support Date[s]” for various operating systems.

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<sup>21</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 27.

<sup>22</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 17.

<sup>23</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 18.

<sup>24</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 17.

<sup>25</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, pages 50-51.

For example, “Mac OS 10.5” and “Windows Vista” are two common operating systems that SBAC expects to cease supporting after the 2016-2017 school year, and newer operating system software will be required at that time. Thus, not only do section 857 and Education Code section 60640, require replacing or upgrading testing devices and hardware, but a certain degree of obsolescence for various software, including the underlying operating systems, is also planned.<sup>26</sup>

Accordingly, the Commission approved the activity of providing and maintaining “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all eligible pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology specifications, as identified by the contractor(s) or consortium.<sup>27</sup>

Finance focuses on the word “minimum,” within the approved activity, arguing that only the barest technology acquisitions and upgrades to accomplish the purpose are reimbursable: “it is critical that the parameters and guidelines are clear that any technology costs claimed that are in excess of the minimum technology requirements will not be reimbursed.”<sup>28</sup> It is unclear from Finance’s comments whether it is suggesting that the schools disregard the lifecycle costs contemplated by section 20118.2(a) of the Public Contract Code when it is required to purchase new technology and simply purchase new software and hardware based solely on price, despite the fact that that could mean software and computers will need to be purchased more frequently to keep up with the minimum technology requirements.<sup>29</sup>

Claimants argue that the test claim statutes and regulations “do not require [school districts] to use existing equipment during the ‘administration of computer-based assessments.’” Claimants allege that “LEA[s] have the discretion to purchase the necessary tools to implement the mandate, regardless of their pre-CAASPP fixed assets inventory.”<sup>30</sup>

As noted, claimants have not submitted any additional evidence or declarations to support their arguments, or the additional language they have proposed. Therefore, the Commission must analyze the scope of the mandate with respect to providing computing devices based on the evidence in the test claim record and SBAC’s published technology specifications.

The Commission first finds that providing devices to administer the CAASPP to all pupils via computer does not mean providing a computer for every student. Testimony at the test claim hearing indicated that rotating students through a computer lab may be sufficient in some schools, while others may choose “computers on wheels.”<sup>31</sup> Similarly, SBAC’s technology requirements guidance states that “districts might consider pooling more mobile units, like

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<sup>26</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, pages 50-52.

<sup>27</sup> Education Code section 60640 (Stats. 2013, ch. 489), interpreted in light of California Code of Regulations, title 5, sections 850, 853, 853.5, and 857 (Register 2014, Nos. 6, 30, 35).

<sup>28</sup> Exhibit E, Finance’s Comments on Draft Expedited Parameters and Guidelines, page 3.

<sup>29</sup> Public Contract Code section 20118.2 (Stats. 2005, ch. 509).

<sup>30</sup> Exhibit F, Claimant Rebuttal Comments, page 2.

<sup>31</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 30; 32.

laptops or tablets within their district for transport from one school site to the next as testing windows are staggered across sites.”<sup>32</sup>

In addition, SBAC maintains that the technology requirements to implement the assessment “were deliberately established as a low entry point to help ensure that technology-purchasing decisions are made based on instructional plans and to increase the likelihood that schools will successfully engage in online testing.”<sup>33</sup> The SBAC guidance states the following:

Based on the general research and data reviews conducted for the development of this guideline, *most districts will find much of their existing infrastructure and device inventory will serve to administer the online assessments.* By all estimations at this time, the fear that states and districts will be forced to make large volumes of hardware and infrastructure purchases between now and the 2014–15 school year is not consistent with the implementation data available. However, some more specific areas will need a degree of review and consideration based on national trends at this time. While the Smarter Balanced assessment plans to support Windows XP configurations and will continue to include Windows XP in its specifications moving to 2015, it is recommended that districts consider migrating existing devices to Windows 7 where possible. This recommendation is due to the high number of Windows-based machines still using XP in the K-12 environment, and the fact that Microsoft will not provide security support to this OS beyond April of 2014. In general, Smarter Balanced will set a goal to support all prevalent operating systems at least two years beyond their own life cycle as indicated by the date in which they are removed from mainstream support by their authoring companies/agencies. The following is a table identifying the anticipated end-of-support dates for various operating systems in use today.

[A chart detailing the release dates of several common operating systems and the “Anticipated Smarter Balanced End-of-Support Date” follows.]

There will be instances in which districts might consider pooling more mobile units, like laptops or tablets within their district for transport from one school site to the next as testing windows are staggered across sites. In some instances, however, certain equipment was purchased and deployed to specific sites and to specific user populations with program funding that requires it be kept at a single site, or be appropriated for a single population as a condition of the corresponding funds. Districts will want to check out the use provisions for all assets in accordance with such documentation.

There will also be a need in certain scenarios for various districts to consider the purchase of additional computers or computational devices. As is standard for most districts, there will be purchasing guidelines and vendor relationships in place to dictate the types and specifications of units to be secured and integrated

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<sup>32</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 27.

<sup>33</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 4.

into existing site inventories. *Most new hardware will naturally fall well into the specifications released so far by Smarter Balanced.* District purchasing agents and technology officers should be diligent in working with their existing vendors to make them aware of the new hardware minimum recommendations to ensure that all new purchases meet or exceed those specifications.<sup>34</sup>

Thus, SBAC maintains that the assessments, at least for the initial years of implementation, are designed to be compatible with existing technology in which districts have previously invested: “this document is intended to be a living document that provides districts with basic information that is necessary to assist them in their plans for the continued use of legacy systems as instructional resources and as delivery devices for online assessments.”<sup>35</sup> In addition, SBAC notes that the “specifications described in this document are minimum specifications necessary for the Smarter Balanced assessment only,” while technology specifications “to support *instruction* and other more *media-heavy applications* are higher than those necessary for the assessment.”<sup>36</sup>

SBAC also acknowledges, however, that some school districts may be required to make new purchases: “There will also be a need in certain scenarios for various districts to consider the purchase of additional computers or computational devices...[m]ost new hardware will naturally fall well into the specifications released so far...”<sup>37</sup> The Commission’s test claim decision acknowledged that the purchase of computing devices, and the eventual upgrade of testing devices is inevitable, if somewhat uneven from year to year and from one district to the next.<sup>38</sup> There is not sufficient evidence in the record, however, to provide a clear picture of what will be required statewide; existing technology integration within some school districts may be sufficient to administer the mandate, while others may be far behind.

Nevertheless, Finance’s interpretation requiring districts to adhere to the *minimum* technology specifications provided by SBAC is consistent with the plain language of the regulations and with the ongoing duty as stated in the test claim decision, to the extent that districts already have compatible computing devices deployed in their schools. SBAC expressly states that the assessment was designed to be administered using existing technology already deployed in schools, not to require massive overhaul and/or replacement of existing devices and infrastructure:

All public-facing components of the system are accessible via an online remote portal and can be accessed by a variety of common web browsers for the administrative and diagnostic resources, while *the actual student test itself is accessible online via a secure browser released for supported operating systems.*

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<sup>34</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, pages 24-27 [emphasis added].

<sup>35</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 8.

<sup>36</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 4.

<sup>37</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 27.

<sup>38</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, pages 50-55.

[¶...¶]

Each year, Smarter Balanced anticipates releasing a new set of secure browsers. These browsers prevent students from accessing other applications and copying or creating screenshots. The browser must be installed on each computer used for online testing. The secure browser must be installed on a yearly basis due to implementation of new features in the test delivery system and to support operating system updates.<sup>39</sup>

As noted in the test claim, SBAC expressly states its intention to eventually cease supporting certain operating systems in favor of newer versions to administer the CAASPP test and it has in fact begun to do so.<sup>40</sup> More specifically, “Smarter Balanced will set a goal to support all prevalent operating systems at least two years beyond their own life cycle as indicated by the date in which they are removed from mainstream support by their authoring companies/agencies.”<sup>41</sup> Therefore, “support” of an operating system, in this context, means that the contractor provides a secure browser compatible with the particular operating system and version. Accordingly, the CAASPP technology website states:

A supported operating system is one for which American Institutes for Research (AIR) [the subcontractor] provides updates to the secure browser for that operating system. AIR provides such updates as the supported operating systems are updated or as bugs in the secure browser are detected and fixed.<sup>42</sup>

Thus, the critical requirement for compliance with the mandate to “ensure current and ongoing minimum technology specifications as identified by the contractor(s) or consortium” is to provide a computing device and operating system for which Smarter Balanced, through its subcontractor AIR, provides a secure browser support during a given school year.

The changes in operating systems and device specifications result from AIR’s operating system support timeline, which provides generally for a 10 year life span for Windows and Macintosh systems, and provides, with respect to iOS, Android, and Chrome OS [the most prevalent tablet systems]: “The supported operating system versions will be updated as required each year to support advances in technology and online assessments.” This is consistent with SBAC’s Technology Strategy Framework recommendations, which recognize existing operating systems and device specifications that are supported for the Field Test (2013-2014 school year) and for the first year of full implementation (2014-2015 school year), but simultaneously recommend, for districts purchasing replacement or additional devices, operating systems and device specifications that exceed those minimum supported devices: for example, Windows XP with a

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<sup>39</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 17.

<sup>40</sup> Exhibit G, CAASPP Operating System Support Plan for 2015-2016 Test Delivery System, pages 2-3.

<sup>41</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 25.

<sup>42</sup> Exhibit G, CAASPP, Operating System Support Plan for 2015-2016 End of Operating System Support, pages 2-3.



233MHz processor “for Current Computers” and Windows 7 to Windows 8.1 with a 1GHz processor for the “Recommended Smarter Balanced Minimum for New Purchases.”<sup>43</sup>

Thus, the compatibility of districts’ technology with the secure browsers offered by the contractor is inevitably going to change over a period of years. Finance’s adherence to a “minimum” technology standard is supported insofar as districts that have compatible devices are not compelled by this mandate to purchase new computing devices or upgrade operating systems. But the same “minimum” formulation should not be construed to require districts when making new purchases, to select the oldest operating system or the absolute least expensive manufacturer or model. Such an approach would clearly be in conflict with Public Contract Code section 20118.2, which states:

(a) Due to the highly specialized and unique nature of technology, telecommunications, related equipment, software, and services, because products and materials of that nature are undergoing rapid technological changes, and in order to allow for the introduction of new technological changes into the operations of the school district, it is in the public’s best interest to allow a school district to consider, in addition to price, factors such as vendor financing, performance reliability, standardization, life-cycle costs, delivery timetables, support logistics, the broadest possible range of competing products and materials available, fitness of purchase, manufacturer’s warranties, and similar factors in the award of contracts for technology, telecommunications, related equipment, software, and services.

(b) This section applies only to a school district’s procurement of computers, software, telecommunications equipment, microwave equipment, and other related electronic equipment and apparatus. This section does not apply to contracts for construction or for the procurement of any product that is available in substantial quantities to the general public.<sup>44</sup>

In keeping with Public Contract Code section 20118.2, then, “minimum technology specifications as identified by the contractor(s) or consortium” must be read to include not only the minimum specifications for current computers, which identifies computing devices and operating systems that are currently serviceable and not yet in need of replacement solely to administer the CAASPP assessments, but, with regard to the required purchase of new technology, also the recommended minimum specifications for new purchases, which identifies a broad range of devices for which secure browser support is available now and for a projected number of years.<sup>45</sup>

Accordingly, the parameters and guidelines authorize reimbursement for providing desktop or laptop computers, iPads, or other tablet computers for which the contractor(s) or consortium

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<sup>43</sup> Exhibit G, CAASPP, Operating System Support Plan for 2015-2016 Test Delivery System, pages 2-3.

<sup>44</sup> Public Contract Code section 20118.2 (Stats. 2005, ch. 509).

<sup>45</sup> Exhibit G, CAASPP, Operating System Support Plan for 2015-2016 Test Delivery System, pages 2-3; SBAC Technology Strategy Framework and Testing Device Requirements, pages 21; 26.

provides secure browser support in the academic year. The number of devices required to implement the CAASPP assessment is discussed further below in section 1(e) of this decision.

- c) *Infrastructure upgrades necessary to meet minimum bandwidth and network connectivity requirements to administer the CAASPP assessments to all eligible pupils.*

As discussed above, the computer-based assessments are administered via the Internet, and therefore network connectivity and Internet connectivity are necessary to carry out the mandate. Claimants have proposed adding to the activity of providing a computing device and access to the assessment technology platform, “*Consultants, servers, broadband, carts, peripheral infrastructure equipment, fiber optic cabling...*”<sup>46</sup> The Commission’s findings above exclude “servers,” “carts, peripheral infrastructure equipment, [and] fiber optic cabling,” based on insufficient evidence or a lack of definition. However, the SBAC technology requirements provide that bandwidth (i.e., connection speed) may be a necessary upgrade for some districts, and therefore the Commission will herein analyze “broadband,” as pled, presuming that this term includes the infrastructure upgrades necessary to meet minimum bandwidth and connectivity requirements to administer the CAASPP.

SBAC states, on its “Technology” web page: “A bandwidth test will measure current internet bandwidth at your school... You can use information obtained from these tools with the Technology Readiness Calculator...” which “can help schools estimate the number of days and associated network bandwidth required to complete the assessments given the number of students, number of computers, and number of hours per day computers are available for testing at the school.”<sup>47</sup> SBAC states that “[w]e currently estimate that the Smarter Balanced assessment will require 10-20 Kbps per student or less.” Therefore, SBAC states that each computing device “[m]ust connect to the Internet with a minimum of 20Kbps available per student to be tested simultaneously.”<sup>48</sup> As a result, SBAC recognizes that existing “legacy systems” may not be sufficient, and “[m]any districts will, by design or by need, have to consider the implementation of changes to their systems of information technology.”<sup>49</sup>

There was evidence in the test claim record that the named claimants are among those compelled to either implement changes to their local network, or to upgrade incoming bandwidth and speed. Mr. Nelson, of Porterville Unified, explained that in order to accommodate the network demands, “[w]e had to move from a model that we had purchased a year before, to one that was quite a bit more expensive to support the additional traffic capacity.” Mr. Nelson further testified that “[o]nce you move from different tiers [of broadband internet service], there’s a pretty significant increase in terms of what you’re paying for annual support.”<sup>50</sup> In addition, for some districts, a completely new broadband internet connection may be required. Ms. Miglis, of

<sup>46</sup> Exhibit C, Claimants’ Comments on Draft Expedited Parameters and Guidelines, page 1.

<sup>47</sup> Exhibit G, SBAC website, “Technology” (saved February 24, 2016).

<sup>48</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 22.

<sup>49</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 8.

<sup>50</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 26-27.

Plumas Unified School District, testified that Plumas Unified is a “frontier district, beyond rural,” and had a total “absence of broadband in many of our communities.”<sup>51</sup> Ms. Miglis stated that some of the district’s schools had no computer lab at all, and no reliable internet connection with which to participate in the CAASPP assessments.<sup>52</sup>

Thus, there was testimony at the test claim hearing that districts needed to improve their wireless access capability,<sup>53</sup> improve bandwidth capacity and hire additional technicians,<sup>54</sup> and that wireless access points and wireless infrastructure within some schools might necessitate bringing in outside engineers or other consultants. And therefore, adequate bandwidth to administer the CAASPP tests in large groups exceeds the previous capacity that many schools had established.<sup>55</sup> Plumas Unified represents an extreme case; none of the other claimants testified to a complete absence of broadband internet connectivity. However, to the extent other school districts, like Porterville Unified, were required to increase the speed of their incoming connection to meet the peak demand requirements of the CAASPP tests, those costs are within the scope of the mandate, and are reimbursable.

Based on the foregoing, the Commission approves “broadband internet service,” providing at least 20 Kbps per student to be tested simultaneously, as a part of providing a computing device to administer the CAASPP. And, the evidence in the record supports clarifying that “broadband” includes the acquisition and installation of wireless (or wired) network equipment, and hiring “consultants” or “engineers” to assist districts in completing and troubleshooting that installation. Finally, to the extent the contractor(s) or consortium later increase the bandwidth requirements to effectively administer the test, additional upgrades to infrastructure equipment, and additional costs for monthly or annual “broadband internet service” will be reimbursable.

*d) Headphones, keyboards, microphones, earplugs, and other accessory devices necessary to comply with the minimum technology specifications identified by the consortium.*

With respect to claimants’ proposed inclusion of “*headphones; earplugs; keyboards; [and] microphones,*” Finance argues that “standard headphones” are sufficient, and that microphones and earplugs are not necessary. Again, Finance’s assertion of what accessory devices are necessary follows from its interpretation of “minimum technology requirements,” and a strict reading of the SBAC Technology Strategy Framework and Testing Device Requirements guidance documents. The passage that Finance relies upon states as follows:

#### Headphones

The English-language arts assessments contain audio (recorded and/or computer-based read-aloud), and students must be provided with headphones so they have the option to clearly listen to the audio in these tests. Similarly, some students may need the support of text read-aloud by the computer as part of the

<sup>51</sup> Exhibit G, Hearing Transcript, January 22, 2016, page 29.

<sup>52</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 29-30.

<sup>53</sup> Exhibit G, Hearing Transcript, January 22, 2016, page 24.

<sup>54</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 26-27.

<sup>55</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 26-28.

mathematics assessment. In these cases, students should be provided headphones as well. *Districts are encouraged to test the quality of the headphones in advance, as many districts and schools opt to purchase fairly inexpensive, bulk-type units when it comes to headphones for general student use.*

*USB headphones are recommended, as they are typically plug-and-play devices. However, standard headphones connected via standard TRS (headphone jack) connections will suffice.* Additionally, the computer-based read-aloud accommodation requires voice packs to be preinstalled on computers that will be used for testing. For Windows and Mac operating systems, default voice packs are typically preinstalled. *For computers running Linux Fedora Core 6 (K12LTSP 4.2+) or Ubuntu 9–12, voice packs may need to be downloaded and installed.* AIR tests a number of existing Windows and Mac internal voice packs as well as a number of fee-based external, third-party voice packs and releases a list of those best suited to the audio portions of their assessments.

It is assumed that most computers and similar devices come with requisite sound cards, but it is important to run the sample test, student tests, and diagnostic programs on all devices, particularly those that will be supporting audio in some form. *At this time, neither microphones nor stylus devices have been identified as necessary input devices for the 2014–15 assessment implementation.* However, Smarter Balanced anticipates integrating manipulative media and interactive data elements for students as a means to generate more authentic input capacities.<sup>56</sup>

Based on this passage from SBAC, “USB headphones are recommended...” but “standard headphones...will suffice.” And currently “neither microphones nor stylus devices have been identified as necessary...” for 2014-2015, although “Smarter Balanced anticipates integrating manipulative media and interactive data elements...”<sup>57</sup> At this time, SBAC acknowledges that a variety of different accessories might accomplish the task, but state mandate reimbursement must be limited to that which is necessary to accomplish the approved mandated activity: here, “minimum technology specifications as identified by the CAASPP contractor(s) or consortium.”<sup>58</sup>

In addition, the SBAC guidance states that “A pointing device must be included...” such as “a mouse, touch screen, touchpad, or other pointing device with which the student is familiar.” And, the guidance states that “External keyboards are required in all cases unless specified differently by a student’s Individualized Education Program,” [sic] and that any keyboard that disables the on-screen keyboard is acceptable, including “mechanical, manual, plug and play, and wireless-based...”<sup>59</sup> This guidance is broadly worded, and although it does recommend that districts “consider wired alternatives,” the Commission can take administrative notice that some

<sup>56</sup> Exhibit G, Smarter Balanced Assessment Consortium Technology Strategy Framework and Testing Device Requirements, page 23 [emphasis added].

<sup>57</sup> *Ibid.*

<sup>58</sup> California Code of Regulations, title 5, section 857.

<sup>59</sup> Exhibit G, Smarter Balanced Assessment Consortium Technology Strategy Framework and Testing Device Requirements, page 22.

tablets, including the “iPad” do not have USB inputs or other plugs to make use of a wired keyboard or mouse.<sup>60</sup> Therefore, with respect to a “keyboard” and a “pointing device,” these terms must be left open-ended, consistently with the SBAC guidance regarding “Minimum...Requirements for Current Computers.”<sup>61</sup>

Finally, SBAC’s published device requirements support Finance’s conclusion that microphones and earplugs are not required. The claimants argue, in rebuttal comments, that microphones or earplugs may be needed by students with special needs, and that these requirements may be articulated in their 504 Plan or Individualized Education Program (IEP): “[f]urther, there are issues of health and safety that surround sharing the equipment.”<sup>62</sup> Thus, claimants assert that special needs pupils may require individual microphones and/or earplugs, and the districts must have the discretion within the parameters and guidelines to make those acquisitions.

However, as above, claimants have not introduced any evidence or documentation to support this or any other alleged additional activity or cost. To the extent microphones or earplugs are required in a pupil’s IEP or Section 504 plan, such devices would fall under the regulations as “designated supports,” “accommodations,” or “individualized aids.” The Commission denied, in the test claim decision, all accommodations, designated supports, and individualized aids, reasoning that providing these was not a new activity, or not required, by definition.<sup>63</sup>

Based on the foregoing, the Commission finds that *only* “keyboards,” “headphones,” and “pointing devices” satisfy the minimum technology specifications, as identified by SBAC, and therefore only these items are included in the parameters and guidelines.

- e) Finance’s request to require claimants to report information supporting a claim for reimbursement for devices, accessories, and infrastructure that were actually required to be replaced to comply with the mandate, and to reimburse only on a pro-rata basis if technology infrastructure and computing devices are used for purposes other than the CAASPP assessments, is consistent with the approved activity.*

In the test claim decision, the Commission approved the following:

- Beginning January 1, 2014, provide “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology requirements.<sup>64</sup>

In the foregoing analysis, the Commission finds that “minimum technology requirements” means the minimum technology specifications identified by the contractor(s) or consortium, in

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<sup>60</sup> Evidence Code section 451(f) [Judicial notice shall be taken of: “Facts and propositions of generalized knowledge that are so universally known that they cannot reasonably be the subject of dispute.”].

<sup>61</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 22.

<sup>62</sup> Exhibit F, Claimants’ Rebuttal Comments, page 2.

<sup>63</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, pages 37-43.

<sup>64</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, page 85.

accordance with California Code of Regulations, title 5, section 857. As analyzed, those specifications include desktop or laptop computers, iPads, or other tablet computers for which Smarter Balanced provides secure browser support to administer the CAASPP in the academic year; accompanied by a keyboard, headphones, and a pointing device; and connected to broadband internet service, providing at least 20 Kbps per student to be tested simultaneously, which may include costs of acquisition and installation of wireless (or wired) network equipment, and hiring consultants or engineers to assist districts in completing and troubleshooting that installation.

Finance proposes the following language limiting reimbursement to only the incremental increase in service (and cost) necessary to meet the *minimum* technology specifications as identified by the contractor, and providing for pro-rata reimbursement only for the actual use of devices and infrastructure upgrades for mandate-related activities:

Section V, subsection A, beginning on page five, specifies the direct costs that are eligible for reimbursement, and how those costs must be reported. When claiming reimbursement for fixed assets, including computers, the parameters and guidelines appropriately specify that only the pro-rata portion of the purchase price used to implement the reimbursable activities can be claimed. However, the "Fixed Assets" section should be amended to require claimants to report: (1) the dates and times within the assigned testing window they administered the CAASPP summative assessments; and (2) the technology infrastructure and device inventory that was replaced to accommodate the CAASPP summative assessments. These amendments are necessary to ensure that the costs for fixed assets used for purposes other than CAASPP summative assessment administration are not reimbursed. Further, these amendments will ensure that only the costs for fixed assets that were absolutely necessary for meeting the minimum technology requirements of the CAASPP summative assessments are reimbursed.<sup>65</sup>

Claimants argue that the test claim statutes and regulations “do not require [LEAs] to use existing equipment during the ‘administration of computer-based assessments.’” Claimants allege that “LEA[s] have the discretion to purchase the necessary tools to implement the mandate, regardless of their pre-CAASPP fixed assets inventory.” The claimants argue: “Furthermore, the test claim statutes/regulations did not require that equipment purchased for CAASPP be used exclusively for assessments.” Claimants maintain that “[s]tudents use of equipment for instruction and assessments eliminates problems of transitioning from their normal device to the SBAC device, that otherwise might affect their performance on the test [sic].”<sup>66</sup>

The Commission finds that claimants *are required*, based on the approved activity, and the technology specifications issued by the contractor(s), to use existing devices and technology infrastructure, if compatible (i.e., if there is an available secure browser and sufficient network speed). And, if existing devices and technology infrastructure are not sufficient, the burden is on the claimant to establish, based on supporting documentation, that increased costs are required to

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<sup>65</sup> Exhibit E, Finance’s Comments on Draft Expedited Parameters and Guidelines, page 3.

<sup>66</sup> Exhibit F, Claimants’ Rebuttal Comments, page 2.

administer the assessments in accordance with the law. In addition, as the “boilerplate” language in Section V. of the parameters and guidelines already provide, reimbursement on a pro-rata basis is required *if* technology infrastructure and computing devices are used for purposes other than the CAASPP assessments.

- i. *The request to require claimants to report information supporting a claim for reimbursement for devices, accessories, and infrastructure that were actually required to be replaced to comply with the mandate is supported by the requirement to claim only increased costs necessary to comply with the mandated program.*

Finance requests that the parameters and guidelines require claimants to report the technology infrastructure and device inventory that was replaced to accommodate the CAASPP summative assessments. Because SBAC established the technology specifications as “a low entry point,” and with the intention that “most districts will find much of their existing infrastructure and device inventory will serve to administer the online assessments,”<sup>67</sup> requiring claimants to maintain supporting documentation showing how their existing inventory of computing devices is not sufficient to comply with the mandated program is legally correct. Claimants’ assertion that school districts “have the discretion to purchase the necessary tools to implement the mandate, regardless of their pre-CAASPP fixed assets inventory”<sup>68</sup> is inconsistent with the approved activity, as implemented by SBAC, and inconsistent with state mandate reimbursement.<sup>69</sup>

As noted above, the needs of schools and districts statewide will vary dramatically. At least one of the named claimants asserted in the test claim hearing that at least one of the LEA’s schools had no broadband internet connection at all.<sup>70</sup> In addition, Ms. Miglis, Former Superintendent of Plumas Unified School District, stated that “we are not even close to faithfully implementing the high-stakes assessment, and we still have a very long way to go.”<sup>71</sup> Similarly, Dr. Ramona Bishop, superintendent of Vallejo Unified School District, testified that two of the district’s schools had wireless infrastructure and computers, but for the rest, “[w]e had to purchase from A-to-Z computer technology, whether it was computers on wheels, computers in labs...” and that there remain “considerable challenges.”<sup>72</sup>

<sup>67</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, pages 4; 10.

<sup>68</sup> Exhibit F, Claimant Rebuttal Comments, page 2.

<sup>69</sup> *County of Los Angeles v. Commission* (2003) 110 Cal.App.4th 1176, 1189 [“[I]n order for a state mandate to be found...there must be compulsion to expend revenue.” (*City of Merced v. State of California* (1984) 153 Cal.App.3d 777, 780, 783 [revisions to Code of Civil Procedure required entities exercising the power of eminent domain to compensate businesses for lost goodwill did not create state mandate, because the power of eminent domain was discretionary, and need not be exercised at all]).].

<sup>70</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 29-30.

<sup>71</sup> Exhibit G, Hearing Transcript, January 22, 2016, page 31.

<sup>72</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 32-33.

Thus, for these districts, the “incremental increase” in service will be essentially all new costs, at least for the early years of implementation. For other districts, the “device inventory” and showing existing technology infrastructure will provide documentation showing that their existing devices are not sufficient, either because they are not supported by a secure browser provided by the contractor(s) or consortium, or because they do not have enough computing devices to administer the assessment within the testing window provided by the regulations. An inventory of existing devices does not necessarily capture all of the information necessary to determine whether a district was compelled to purchase new devices or install new technology infrastructure, but it does establish a “baseline” by which to measure the incremental increase in service (and cost).

The Commission noted previously that providing devices to administer the CAASPP to all pupils via computer does not mean providing a computer for every student. Testimony at the test claim hearing indicated that rotating students through a computer lab may be sufficient in some schools, while others may choose “computers on wheels.”<sup>73</sup> Similarly, SBAC’s technology requirements guidance states that “districts might consider pooling more mobile units, like laptops or tablets within their district for transport from one school site to the next as testing windows are staggered across sites.”<sup>74</sup> However, SBAC also recognized that in some districts “certain equipment was purchased and deployed to specific sites and to specific user populations with program funding that requires it be kept at a single site, or be appropriated for a single population as a condition of the corresponding funds.”<sup>75</sup> Thus, program-limited funds, or other legal requirements attached to existing resources, may be a factor in determining whether a district has a sufficient inventory of existing technology infrastructure and devices to administer the assessment.

The other key legal requirement applicable to administration of CAASPP, mentioned above, is the testing window provided by the regulations pled in the test claim. Section 855 of the test claim regulations was denied because it did not impose an activity, but rather defined a time frame for testing.<sup>76</sup> However, to the extent that time frame affects how many computing devices are needed, and how much bandwidth is needed, it must be understood to be a part of “minimum technology specifications.” For the 2013-2014 Field Test, section 855 provided that the assessments be administered “during a testing window of 25 instructional days that includes 12 instructional days before and after completion of 85% of the school’s...instructional days.”<sup>77</sup> Beginning in the 2014-2015 school year, section 855 stated that testing “shall not begin until at least 66 percent of a school’s annual instructional days have been completed, and testing may continue up to and including the last day of instruction.”<sup>78</sup> Beginning in the 2015-2016 school

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<sup>73</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 30; 32.

<sup>74</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 27.

<sup>75</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, page 27.

<sup>76</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, page 44.

<sup>77</sup> Exhibit G, February 2014 Emergency Regulations, page 22.

<sup>78</sup> California Code of Regulations, title 5, section 855 (Register 2014, No. 6).



year, “the available testing window shall begin on the day in which 66 percent of the school's or track's annual instructional days have been completed, and testing may continue up to and including the last day of instruction for the regular school's or track's annual calendar.”<sup>79</sup> The requirement to complete testing within the regulatory period provided is thus a factor in establishing what a district needed to comply with the mandate, as is the compatibility of existing devices.

Completing the assessment within the testing window depends in part on whether a district can provide a sufficient number of computing devices to students, but those devices must also be connected to a network of sufficient speed to support the number of devices running simultaneously. Thus, as Mr. Nelson, of Porterville Unified noted, the question is essentially one of the “peak demand.”<sup>80</sup> Similarly, SBAC states that districts must “predict the highest estimated bandwidth needs for the most “network-intensive” parts of the test...” As explained above, the SBAC technology guidance states that a school’s broadband speed must provide approximately 20Kbps per student to be tested simultaneously, but how many students must be tested simultaneously is a function of the number of devices available and the amount of time within the regulatory testing window that is allotted to a particular test site.

Based on the foregoing analysis, the *sufficiency* of a district’s existing inventory must be understood to include not only devices and technology infrastructure that meet the design specifications, and for which secure browser support is available, but also a *sufficient number* of devices, and *sufficient bandwidth* per student to effectively administer the CAASPP assessments within the testing window.

Accordingly, with respect to the first mandated activity, the parameters and guidelines, in Section IV.A., states the following:

- A. Beginning January 1, 2014, provide “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology requirements specifications, as identified by the CAASPP contractor(s) or consortium.<sup>81</sup> Reimbursement for this activity includes the following:
  1. A sufficient number of desktop or laptop computers, iPads, or other tablet computers for which Smarter Balanced provides secure browser support in the academic year, along with a keyboard, headphones, and a pointing device for each, to administer the CAASPP to all eligible pupils within the testing window provided by CDE regulations.<sup>82</sup>
  2. Broadband internet service providing at least 20 Kbps per pupil to be tested simultaneously, costs for acquisition and installation of wireless or wired network

<sup>79</sup> California Code of Regulations, title 5, section 855 (Register 2015, No. 48).

<sup>80</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 26-27.

<sup>81</sup> Education Code section 60640 (Stats. 2013, ch. 489), interpreted in light of California Code of Regulations, title 5, sections 850, 853, 853.5, and 857 (Register 2014, Nos. 6, 30, 35).

<sup>82</sup> California Code of Regulations, title 5, section 855 (Register 2014, Nos. 6, 30, 35).

equipment, and hiring consultants or engineers to assist a district in completing and troubleshooting the installation.

**Claimants shall maintain supporting documentation showing how their existing inventory of computing devices and accessories, technology infrastructure, and broadband internet service is not sufficient to administer the CAASPP test to all eligible pupils in the testing window, based on the minimum technical specifications identified by the contractor(s) or consortium.**

**Reimbursement is NOT required to provide a computing device for every pupil, for the time to assess each pupil, or for the purchase of other equipment not listed.**

Section V. of the parameters and guidelines is amended to refer to the above documentation requirements described in Section IV. of the parameters and guidelines.

- ii. Finance’s request for pro-rata attribution of costs is already reflected in Section V. of the parameters and guidelines and there is no reason to amend the draft expedited parameters and guidelines in this regard.

Finance also requests that although “the parameters and guidelines appropriately specify that only the pro-rata portion of the purchase price used to implement the reimbursable activities can be claimed...the ‘Fixed Assets’ section should be amended to require claimants to report: (1) the dates and times within the assigned testing window they administered the CAASPP summative assessments...” Finance maintains that “[t]hese amendments are necessary to ensure that the costs for fixed assets used for purposes other than CAASPP summative assessment administration are not reimbursed.”<sup>83</sup> Claimants respond that “[t]hese fixed assets were purchased to benefit other organizational goals including student access to technology and digital learning resources.” Claimants continue: “Furthermore, the test claim statutes/regulations did not require that equipment purchased for CAASPP be used exclusively for assessments.” Claimants argue that districts need not “lock up the equipment” and that using the same equipment for instruction and assessments “eliminates problems of transitioning from their normal device to the SBAC device, that otherwise might affect their performance on the test.”<sup>84</sup>

Claimants have not provided any supporting evidence or documentation for this argument. And, when fixed assets are “purchased to benefit other organizational goals, it is unreasonable to expect the state to reimburse the full cost of assets that are utilized for a number of different functions of the local entity that are not part of the reimbursable state-mandated program. Accordingly, the “boilerplate” language of parameters and guidelines provides for pro-rata attribution as a matter of course for fixed asset costs, as well as contracted services “if also used for purposes other than the reimbursable activities.” (Emphasis added.)

Where, however, school districts were compelled to purchase computing devices, and make infrastructure upgrades needed to comply with the mandate and those devices and upgrades are only used for the mandated program in that fiscal year, they are entitled to reimbursement of 100 percent of the of the mandated device or upgrade. The mandate is “to provide a computing

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<sup>83</sup> Exhibit E, Finance’s Comments on Draft Expedited Parameters and Guidelines, page 2.

<sup>84</sup> Exhibit F, Claimants’ Rebuttal Comments, page 2.

device...which includes the acquisition of and ongoing compliance with minimum technology requirements.”<sup>85</sup>

The evidence in the record makes clear that SBAC designed the CAASPP assessment to be administered on older “legacy” computing devices, and that the technology specifications were “deliberately established as a low entry point to help ensure that technology-purchasing decisions are made based on instructional plans...”<sup>86</sup> Nevertheless, the testimony at the test claim hearing was that some districts had no such “legacy” systems, and thus were required to make infrastructure improvements and acquire new or additional devices solely because of the mandate.<sup>87</sup> That is, their primary functions of educating students did not previously demand wireless connectivity, or a large number of computing devices. And, while some schools may have already incorporated elements of mobile technology into their everyday instruction, this mandated program required some schools to replace devices that were not sufficient for the CAASPP testing: as Mr. Miller, Superintendent of Santa Ana Unified School District, stated, “in one of my prior districts...we had 28,000 student devices...[but] did not have devices that were compatible with the new assessment.”<sup>88</sup> Accordingly, there is evidence in the record that at least some schools among the named claimant districts were compelled, solely on the basis of the mandated program, to acquire replacement or additional computing devices in order to administer the CAASPP assessments. This evidence has not been contradicted or rebutted.

However, claimants have stated that these devices were purchased with other organizational goals in mind, and that they should not be required to use the devices exclusively for CAASPP. Indeed, they are not being required to use the devices exclusively for CAASPP, but to the extent computing devices and information technology upgrades are used for purposes outside the mandate, pro-rata reimbursement is consistent with reimbursing for only the mandated costs associated with the program.

Finance’s request to require districts to report the dates and times within the assigned testing window is denied. The request, in context, appears to be aimed at isolating the pro-rata costs of the test administration, so that costs for fixed assets can be attributed pro-rata. However, Finance’s comment does not make clear how that information would be helpful in apportioning costs, and, moreover, the Commission has denied all costs for test administration during the testing window itself. The standard pro-rata language in Section V. of the parameters and guidelines is sufficient.

Based on the foregoing, to the extent districts use the reimbursable devices, accessories, broadband internet service, or the installation of wireless or wired network equipment for general instruction or other purposes aside from the administration of the CAASPP assessments in a fiscal year, those costs are not attributable to the mandated program, and therefore the parameters and guidelines, in Section V.4 provide as follows:

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<sup>85</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, page 85.

<sup>86</sup> Exhibit G, SBAC Technology Strategy Framework and Testing Device Requirements, pages 4; 8.

<sup>87</sup> Exhibit G, Hearing Transcript, January 22, 2016, pages 28-31.

<sup>88</sup> Exhibit G, Hearing Transcript, January 22, 2016, page 24.

Report the purchase price paid for fixed assets (including computers) necessary to implement the reimbursable activities, in accordance with Section IV.A of these parameters and guidelines. The purchase price includes taxes, delivery costs, and installation costs. If the fixed asset is also used for purposes other than the reimbursable activities, only the pro-rata portion of the purchase price used to implement the reimbursable activities can be claimed.

As stated above, full reimbursement would be required if a school district uses the fixed asset solely for the CAASPP program in a fiscal year.

The same language is also included in Section V.A.3. for Contracted Services as follows: “If the contract services are also used for purposes other than the reimbursable activities, only the pro-rata portion of the services used to implement the reimbursable activities can be claimed.”

Accordingly, the Commission finds that Finance’s request to add additional language to the parameters and guidelines, in addition to the boilerplate language of the parameters and guidelines, is not necessary since pro rata reimbursement for fixed assets and contracted services is already addressed in the parameters and guidelines.

## **2. Notification to parents or guardians of their pupils’ participation in CAASPP.**

The Commission approved the following in the test claim decision:

- Beginning February 3, 2014, notify parents or guardians each year of their pupil’s participation in the CAASPP assessment system, including notification that notwithstanding any other provision of law, a parent’s or guardian’s written request to excuse his or her child from any or all parts of the CAASPP assessments shall be granted.<sup>89</sup>

Claimants have requested to add the following:

The reimbursement costs shall include, but is not limited to, the following:  
Making arrangements for the testing of all eligible pupils in alternative education programs or programs conducted off campus, including, but not limited to, non-classroom based programs, continuation schools, independent study, community day schools, county community schools, juvenile court schools, or NPSs.

Finance asserts that this activity is not new, and the Commission has already determined accordingly: “Prior to the test claim regulations, section 851 required school districts to ‘make whatever arrangements are necessary to test all eligible pupils in alternative education programs or programs conducted off campus, including ... continuation schools, independent study, community day schools, county community schools, juvenile court schools, or nonpublic schools.’”<sup>90</sup>

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<sup>89</sup> California Code of Regulations, title 5, section 852 (Register 2014, No. 6).

<sup>90</sup> Exhibit E, Finance’s Comments on Draft Expedited Parameters and Guidelines, page 3.

The Commission agrees that the proposed additional language was expressly denied in the test claim decision, because the requirements described are not new.<sup>91</sup> Based on the foregoing, the Commission denies the requested additional language quoted above.

**3. Adding the words “local educational agency” to approved activities.**

Claimants have proposed adding language clarifying that each local educational agency is responsible for performing the approved activities. The parameters and guidelines already state that the listed activities are reimbursable to “each eligible claimant,” and the Commission finds that the parameters and guidelines already sufficiently describe the population of eligible claimants in Section III., consistent with Government Code section 17519, as follows:

Any "school district" as defined in Government Code section 17519, except for community colleges, that incurs increased costs as a result of this mandate is eligible to claim reimbursement.

Government Code section 17519, in turn, provides that “school district,” for purposes of mandate reimbursement, includes county offices of education.

Therefore, the Commission finds that the eligible claimants who perform the mandate have been sufficiently identified, and the claimant’s proposed additional language is not necessary and could create confusion. Based on the foregoing, the Commission denies the requested additional language quoted above.

**4. Test site coordinator’s duty to enter all designated supports, accommodations, and individualized aids into the registration system.**

The Commission’s decision on the test claim approved duties of the test site coordinator to enter all designated supports, accommodations and individualized aids into the registration system beginning August 27, 2014, based on amended section 858 of Code of Regulations, title 5, as follows:

- Beginning August 27, 2014, the CAASPP test site coordinator shall be responsible for ensuring that all designated supports, accommodations and individualized aids are entered into the registration system.<sup>92</sup>

This activity was inadvertently omitted from the draft expedited parameters and guidelines,<sup>93</sup> and the claimants have requested that it be included, as follows:

Beginning February 3, 2014, the local educational agency (LEA)/CAASPP test site coordinator shall be responsible for ensuring that all designated supports, accommodations and individuals aids are entered into the registration system.<sup>94</sup>

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<sup>91</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, pages 36-37.

<sup>92</sup> California Code of Regulations, title 5, section 858(d) (Register 2014, No. 35). See Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, pages 59-60; 85.

<sup>93</sup> Exhibit B, Draft Expedited Parameters and Guidelines, page 4.

<sup>94</sup> Exhibit C, Claimants’ Comments on Draft Expedited Parameters and Guidelines, page 1.

Finance has noted that the same activity was approved beginning August 27, 2014, in accordance with the effective date of the amendment to section 858 of the test claim regulations.<sup>95</sup>

Accordingly, the Commission finds that the activity of entering all designated supports, accommodations, and individualized aids, directed to an LEA's CAASPP test site coordinator(s), shall be included in the parameters and guidelines, beginning August 27, 2014, as was approved in the test claim decision.

**5. Personnel costs for training, as directed by the Smarter Balanced Assessment Consortium.**

The Commission approved the following activity in the test claim decision:

- Beginning February 3, 2014, comply with any and all requests from CAASPP contractors, and abide by any and all instructions provided by the CAASPP contractor or consortium, whether written or oral, *that are provided for training* or provided for in the administration of a CAASPP test.<sup>96</sup>

The Commission found, in the test claim decision, that “[t]hese requirements, though non-specific, are newly required by” amended section 864 of the test claim regulations. The regulation thus requires districts to cooperate with the CAASPP contractor(s) or consortium, and abide by “any and all instructions” for training. The consortium of which California is part is SBAC, which has provided instructions in the form of an Online Test Administration Manual, a Secure Browser Installation Manual, Smarter Balanced Usability, Accessibility, and Accommodations Guidelines, and many other documents. The Online Field Test Administration Manual states that district CAASPP coordinators, school site coordinators, test administrators and “school administrative staff who will be involved in...assessment administration should complete the Smarter Balanced Field Test online training modules...in addition to the supplemental videos, which can be found on the Training Web page...”<sup>97</sup> As revised February 2015, the SBAC Online Test Administration Manual states as follows:

All LEA CAASPP Coordinators, CAASPP Test Site Coordinators (SCs), Test Administrators (TAs), and school administrative staff who will be involved in the Smarter Balanced assessment administration should review the applicable supplemental videos and archived Webcasts, which can be found on the CAASPP Current Administration Training Web page at <http://caaspp.org/training/caaspp/>.

The LEA CAASPP Coordinator, SC, and/or other staff designated by the state are responsible for ensuring all appropriate trainings have been completed. Such training should include, but is not limited to, training on item security and professional conduct associated with the administration of standardized assessments.

Prior to administering a test, Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) will read the CAASPP *Smarter Balanced Online Test Administration Manual*, the *Smarter*

<sup>95</sup> Exhibit E, Finance's Comments on Draft Expedited Parameters and Guidelines, page 3.

<sup>96</sup> California Code of Regulations, title 5, section 864 (Register 2014, No. 6).

<sup>97</sup> Exhibit G, 2014 Field Test Online Test Administration Manual, page 10.

*Balanced Usability, Accessibility, and Accommodations Guidelines*, and the *Test Administrator (TA) Reference Guide*, and view the associated Smarter Balanced training modules. All of these documents are linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/>.<sup>98</sup>

As revised for 2016, the Online Test Administration Manual continues to provide similarly. The web addresses stated provide online tutorials and web-based training materials, including webcast informational presentations. The Field Test instructions, viewed together with the revised instructions, thus suggest that training is an ongoing, yearly activity that districts are expected to “abide by.” Because the test claim regulations, as approved, expressly require districts to abide by any and all instructions from the CAASPP contractor(s) or consortium, including those provided for training, this instruction constitutes an ongoing activity to review the materials, as stated.

However, the statement in the second paragraph, above, that “[t]he LEA CAASPP Coordinator, SC, and/or other staff designated by the state are responsible for ensuring all appropriate trainings have been completed...” is very similar to the language of California Code of Regulations, title 5, section 857, which was denied in the test claim decision.<sup>99</sup> Section 857(c) states that the LEA CAASPP coordinator’s responsibilities shall include, but are not limited to, overseeing preparation, registration, coordination, training, assessment technology...” And section 857(e) states that the LEA CAASPP coordinator shall ensure the training of CAASPP test site coordinators, who will oversee the test administration.<sup>100</sup> The test claim decision finds that these activities are generally the same as under the former STAR test, and therefore not new.<sup>101</sup> Therefore, the parameters and guidelines do not authorize reimbursement for the LEA CAASPP coordinator and test site coordinator to ensure all appropriate trainings have been completed. Approval of this activity contradicts the Commission’s test claim decision.

Moreover, claimants’ request for training is too vague and too broad to be supported based on the evidence in the record. Claimants request that the parameters and guidelines include an additional section on “Professional Development, training,” with the activities in section IV., but claimants do not provide any new evidence in the record to substantiate these costs and activities. Upon reviewing the test claim record, there is some evidence that training (or, “Professional Development”) was provided for school district employees, but the extent of that training is not well defined.

Mr. Nelson, of Porterville Unified testified at the test claim hearing that “[we] looked to gear up our staff internally, and provided additional training; and that we know that [sic] there’s maintenance required for these devices and for this infrastructure...” He continued: “We also took the technicians that we had on the staff and trained them in some of the kind of new deployments they’d have to do, the very dense deployments...people talk about it being

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<sup>98</sup> Exhibit G, SBAC Online Test Administration Manual, 2015, page 9.

<sup>99</sup> California Code of Regulations, title 5, section 857 (Register 2014, No. 6, 30, 35).

<sup>100</sup> California Code of Regulations, title 5, section 857(c);e) (Register 2014, No. 6, 30, 35).

<sup>101</sup> Exhibit A, Corrected Test Claim Decision, 14-TC-01 and 14-TC-04, pages 59-60.

engineering; but it's almost an art form in tuning the signals and getting them just right, so you don't have people kind of talking on top of one another."<sup>102</sup> And, Mr. Nelson testified:

And then finally, just kind of the lower-level support required moving from the pencil and paper, the logistics required to distribute paper tests and the planning. That's always been there. But, of course, it's ramped up a little bit when you have to get people that aren't familiar with technology trained on what we're going to do to enter students into the system. If we have somebody come from an outside district three days before they're ready to test, what's it going to take to get them in the system in a timely manner and have them ready to test. And we've estimated, we're probably talking up to 10 hours of different training for those people on the ground level; and that involves our resource clerks and even our principals. And again, a significant investment.<sup>103</sup>

Thus, Porterville Unified declares that it was necessary to train their technicians on setting up the additional wireless technology ("the kind of new deployments they'd have to do"), and to perform "maintenance required for these devices and for this infrastructure..." In addition, Mr. Nelson declares that the tracking of students and entering their information into "the system" required some training for "our resource clerks and even our principals."

Similarly, Dr. Bishop, of Vallejo Unified, testified that the computerized test presented a significant adjustment for her students and staff:

We had to purchase from A-to-Z computer technology, whether it was computers on wheels, computers in labs. We had to ensure that our students were comfortable, and therefore having staff available for our staff and students who needed considerable training and considerable abilities to implement this assessment.<sup>104</sup>

It is not clear in Dr. Bishop's testimony who is included in "staff," but to the extent her comment addresses the need for staff to be "comfortable" with the new testing technology, it can be inferred, in context, that test examiners who will administer the CAASPP tests are included within "staff" that "needed considerable training and considerable abilities to implement this assessment."

Although the testimony supports the fact that some training was provided to staff, claimants have not defined what training is required; nor have claimants alleged that they are required to develop training. And, Mr. Nelson's testimony is not sufficiently specific as to the nature of training needed for "technicians" or "resource clerks and...principals." Therefore, simply including "training" as a reimbursable activity, without any limitation as to the type of training required for the program, is not supported the record. Moreover, the claimants' request implies that training would also be provided to students, which is not eligible for reimbursement. The Commission denied any activity associated with administering the test to pupils.

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<sup>102</sup> Exhibit G, Transcript of Hearing, January 22, 2016, page 27.

<sup>103</sup> Exhibit G, Transcript of Hearing, January 22, 2016, page 28.

<sup>104</sup> Exhibit G, Transcript of Hearing, January 22, 2016, page 32.



Based on the foregoing, the Commission denies the claimants' request for "Professional Development, training" since the phrase is too broad and not supported by evidence in the record.

Note that the plain language of the approved activities in the test claim does not provide reimbursement for implementing the new CAASPP tests, or for "administering" the test; reimbursement is provided, based on the plain language, for compliance with all instructions, including the instruction to review the training materials, as follows:

1. All LEA CAASPP Coordinators, CAASPP Test Site Coordinators (SCs), Test Administrators (TAs), and school administrative staff who will be involved in the Smarter Balanced assessment administration to review the applicable supplemental videos and archived Webcasts, which can be found on the CAASPP Current Administration Training Web page at <http://caaspp.org/training/caaspp/>.
2. Prior to administering a test, Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) to read the CAASPP *Smarter Balanced Online Test Administration Manual*, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*, and the *Test Administrator (TA) Reference Guide*, and view the associated Smarter Balanced training modules. All of these documents are linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/>.

In addition, since reimbursement for training is limited to the specific CAASPP training described above, the pro rata language and language authorizing reimbursement for training materials and supplies in Section V.A.5 is deleted as follows:

Report the cost of training an employee to perform the reimbursable activities, as specified in Section IV.G. of this document. Report the name and job classification of each employee preparing for, attending, and/or conducting training necessary to implement the reimbursable activities. Provide the title, subject, and purpose (related to the mandate of the training session), dates attended, and location. If the training encompasses subjects broader than the reimbursable activities, only the pro rata portion can be claimed. Report employee training time for each applicable reimbursable activity according to the rules of cost element A.1., Salaries and Benefits, and A.2., Materials and Supplies.

### **C. Offsetting Revenues and Reimbursements (Section VII. of Parameters and Guidelines)**

The draft expedited parameters and guidelines identify offsetting revenues that must be reported as follows:

The following state and federal funds must be identified as offsetting revenues:

- Funding apportioned by SBE from Statutes 2014, chapter 25, Line Item 6110-113-0001, schedule (8), for fiscal year 2013-2014 CAASPP costs.
- Funding apportioned by SBE from Statutes 2015, chapter 10, Line Item 6100-113-0001, schedule (7) for fiscal year 2014-2015 CAASPP costs.

- Statutes 2013, chapter 48 (Common Core implementation funding), *if* used by a school district on the reimbursable CAASPP activities.
- Statutes 2014, chapter 25 (Line Item 6110-488) and chapter 32 (appropriation for outstanding mandate claims) *if* used by a school district on the reimbursable CAASPP activities.
- Statutes 2014, chapter 25, Line Item 6110-182-0001, Provision 2 (appropriation “to support network connectivity infrastructure grants) *if* used by a school district on the reimbursable CAASPP activities.

Any other offsetting revenue the claimant experiences in the same program as a result of the same statutes or executive orders found to contain the mandate shall be deducted from the costs claimed. In addition, reimbursement for this mandate from any source, including but not limited to, service fees collected, federal funds, and other applicable state funds, shall be identified and deducted from any claim submitted for reimbursement.

Finance asserts that the mention of Common Core implementation funding, Statutes 2013, chapter 48, should “clarify that the \$1.25 billion in Common Core implementation funding is considered offsetting revenues if used by a school district on any of the reimbursable CAASPP activities.”<sup>105</sup> The same clarification applies to the fourth and fifth bulleted budget items listed above, and therefore the language will be modified, consistently with Finance’s request.

#### **IV. Conclusion**

Based on the foregoing, the Commission hereby adopts the proposed decision and parameters and guidelines.

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<sup>105</sup> Exhibit E, Finance’s Comments on Draft Expedited Parameters and Guidelines, pages 1-2.

BEFORE THE  
COMMISSION ON STATE MANDATES  
STATE OF CALIFORNIA

IN RE PARAMETERS AND GUIDELINES  
FOR:

Education Code Section 60640, as amended by Statutes 2013, Chapter 489 (AB 484) and Statutes 2014, Chapter 32 (SB 858); California Code of Regulations, Title 5, Sections 850, 852, 853, 853.5, 857, 861(b)(5), and 864, as added or amended by Register 2014, Nos. 6, 30, and 35

The period of reimbursement begins on the effective dates of the statute or regulation that imposes the reimbursable state-mandated activity: beginning January 1, 2014, or on later dates (February 3, 2014, and August 27, 2014) as specified.

Case No.: 14-TC-01 and 14-TC-04

*California Assessment of Student  
Performance and Progress (CAASPP)*

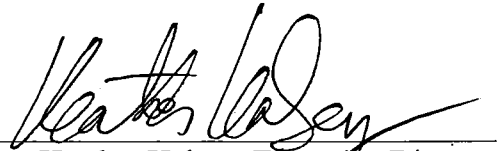
DECISION PURSUANT TO  
GOVERNMENT CODE SECTION  
17500 ET SEQ.; CALIFORNIA CODE  
OF REGULATIONS, TITLE 2,  
DIVISION 2, CHAPTER 2.5,  
ARTICLE 7.

*(Adopted March 25, 2016)*

*(Served April 4, 2016)*

**PARAMETERS AND GUIDELINES**

The Commission on State Mandates adopted the attached parameters and guidelines on March 25, 2016.

  
\_\_\_\_\_  
Heather Halsey, Executive Director

Adopted: March 25, 2016

## **PARAMETERS AND GUIDELINES**

Education Code Section 60640, as amended by Statutes 2013, Chapter 489 (AB 484) and Statutes 2014, Chapter 32 (SB 858); California Code of Regulations, Title 5, Sections 850, 852, 853, 853.5, 857, 861(b)(5), and 864, as added or amended by Register 2014, Nos. 6, 30, and 35

### *California Assessment of Student Performance and Progress (CAASPP)*

#### 14-TC-01 and 14-TC-04

The period of reimbursement begins on the effective dates of the statute or regulation that imposes the reimbursable state-mandated activity: beginning January 1, 2014, or on later dates (February 3, 2014, and August 27, 2014) as specified.

### **I. SUMMARY OF THE MANDATE**

On January 22, 2016, the Commission on State Mandates (Commission) adopted a decision finding that the test claim statutes and regulations impose a reimbursable state-mandated program upon school districts within the meaning of article XIII B, section 6 of the California Constitution and Government Code section 17514. The Commission partially approved the test claim, finding only the following activities to be reimbursable:

- Beginning January 1, 2014, provide “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology requirements.<sup>1</sup>
- Beginning February 3, 2014, the local educational agency (LEA) CAASPP coordinator shall be responsible for assessment technology, and shall ensure current and ongoing compliance with minimum technology specifications as identified by the CAASPP contractor(s) or consortium.<sup>2</sup>
- Beginning February 3, 2014, notify parents or guardians each year of their pupil’s participation in the CAASPP assessment system, including notification that notwithstanding any other provision of law, a parent’s or guardian’s written request to excuse his or her child from any or all parts of the CAASPP assessments shall be granted.<sup>3</sup>
- Beginning February 3, 2014, score and transmit the CAASPP tests in accordance with manuals or other instructions provided by the contractor or the California Department of Education (CDE).<sup>4</sup>

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<sup>1</sup> Education Code section 60640 (Stats. 2013, ch. 489), interpreted in light of California Code of Regulations, title 5, sections 850, 853, 853.5, and 857 (Register 2014, Nos. 6, 30, 35).

<sup>2</sup> California Code of Regulations, title 5, section 857(d) (Register 2014, No. 6).

<sup>3</sup> California Code of Regulations, title 5, section 852 (Register 2014, No. 6).

<sup>4</sup> California Code of Regulations, title 5, section 853 (Register 2014, No. 6).

- Beginning February 3, 2014, identify pupils unable to access the computer-based version of the CAASPP tests; and report to the CAASPP contractor the number of pupils unable to access the computer-based version of the test.<sup>5</sup>
- Beginning February 3, 2014, report to CDE if a pupil in grade 2 was administered a diagnostic assessment in language arts and mathematics that is aligned to the common core academic content standards pursuant to Education Code section 60644.<sup>6</sup>
- Beginning February 3, 2014, comply with any and all requests from CAASPP contractors, and abide by any and all instructions provided by the CAASPP contractor or consortium, whether written or oral, that are provided for training or provided for in the administration of a CAASPP test.<sup>7</sup>
- Beginning August 27, 2014, the CAASPP test site coordinator shall be responsible for ensuring that all designated supports, accommodations and individualized aids are entered into the registration system.<sup>8</sup>

The Commission also found that the following state and federal funds must be identified and deducted as offsetting revenues from any school district's reimbursement claim:

- Statutes 2013, chapter 48, *if* used by a school district on the reimbursable CAASPP activities to support the administration of computer-based assessments.
- Funding apportioned by SBE from Statutes 2014, chapter 25, Line Item 6110-113-0001, schedule (8), for fiscal year 2013-2014 CAASPP costs.
- Funding apportioned by SBE from Statutes 2015, chapter 10, Line Item 6100-113-0001, schedule (7) for fiscal year 2014-2015 CAASPP costs.
- Statutes 2014, chapter 25 (Line Item 6110-488) and chapter 32 (appropriation for outstanding mandate claims) *if* used by a school district on the reimbursable CAASPP activities.
- Statutes 2014, chapter 25, Line Item 6110-182-0001, Provision 2 (appropriation "to support network connectivity infrastructure grants) *if* used by a school district on the reimbursable CAASPP activities.
- Any federal funds received and applied to the reimbursable CAASPP activities.

## II. ELIGIBLE CLAIMANTS

Any "school district" as defined in Government Code section 17519, except for community colleges, that incurs increased costs as a result of this mandate is eligible to claim reimbursement.

## III. PERIOD OF REIMBURSEMENT

Government Code section 17557(e) states that a test claim shall be submitted on or before June 30 following a given fiscal year to establish eligibility for reimbursement for that fiscal year.

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<sup>5</sup> California Code of Regulations, title 5, section 857(a) (Register 2014, No. 6).

<sup>6</sup> California Code of Regulations, title 5, section 861(b)(5) (Register 2014, No. 6).

<sup>7</sup> California Code of Regulations, title 5, section 864 (Register 2014, No. 6).

<sup>8</sup> California Code of Regulations, title 5, section 858(d) (Register 2014, No. 35).

The claimants filed test claim 14-TC-01 on December 23, 2014. On March 17, 2015, claimants filed an amended test claim on 14-TC-01, to replace the original filing. On June 26, 2015, a second test claim (14-TC-04) was filed and consolidated with 14-TC-01. These test claims, all filed before June 30, 2015, establish eligibility for reimbursement pursuant to Government Code section 17557(e), beginning July 1, 2013. However, because the test claim statute and regulations each have later effective dates, the period of reimbursement begins on the effective date of each statute or regulation that imposes the reimbursable state-mandated activity, as specified in Section IV. of these parameters and guidelines.

Reimbursement for state-mandated costs may be claimed as follows:

1. Actual costs for one fiscal year shall be included in each claim.
2. Pursuant to Government Code section 17561(d)(1)(A), all claims for reimbursement of initial fiscal year costs shall be submitted to the State Controller (Controller) within 120 days of the issuance date for the claiming instructions.
3. Pursuant to Government Code section 17560(a), a school district may, by February 15 following the fiscal year in which costs were incurred, file an annual reimbursement claim that details the costs actually incurred for that fiscal year.
4. If revised claiming instructions are issued by the Controller pursuant to Government Code section 17558(c), between November 15 and February 15, a school district filing an annual reimbursement claim shall have 120 days following the issuance date of the revised claiming instructions to file a claim. (Gov. Code §17560(b).)
5. If the total costs for a given fiscal year do not exceed \$1,000, no reimbursement shall be allowed except as otherwise allowed by Government Code section 17564(a).
6. There shall be no reimbursement for any period in which the Legislature has suspended the operation of a mandate pursuant to state law.

#### **IV. REIMBURSABLE ACTIVITIES**

To be eligible for mandated cost reimbursement for any fiscal year, only actual costs may be claimed. Actual costs are those costs actually incurred to implement the mandated activities. Actual costs must be traceable and supported by source documents that show the validity of such costs, when they were incurred, and their relationship to the reimbursable activities. A source document is a document created at or near the same time the actual cost was incurred for the event, or activity in question. Source documents may include, but are not limited to, employee time records or time logs, sign-in sheets, invoices, and receipts.

Evidence corroborating the source documents may include, but is not limited to, worksheets, cost allocation reports (system generated), purchase orders, contracts, agenda, and declarations. Declarations must include a certification or declaration stating, "I certify (or declare) under penalty of perjury under the laws of the State of California that the foregoing is true and correct," and must further comply with the requirements of Code of Civil Procedure section 2015.5. Evidence corroborating the source documents may include data relevant to the reimbursable activities otherwise in compliance with local, state, and federal government requirements. However, corroborating documents cannot be substituted for source documents.

The claimant is only allowed to claim and be reimbursed for increased costs for reimbursable activities identified below. Increased cost is limited to the cost of an activity that the claimant is required to incur as a result of the mandate.

For each eligible claimant that incurs increased costs, the following activities are reimbursable:

- A. Beginning January 1, 2014, provide “a computing device, the use of an assessment technology platform, and the adaptive engine” to administer the CAASPP assessments to all pupils via computer, which includes the acquisition of and ongoing compliance with minimum technology specifications, as identified by the CAASPP contractor(s) or consortium.<sup>9</sup> Reimbursement for this activity includes the following:
1. A sufficient number of desktop or laptop computers, iPads, or other tablet computers for which Smarter Balanced provides secure browser support in the academic year, along with a keyboard, headphones, and a pointing device for each, to administer the CAASPP to all eligible pupils within the testing window provided by CDE regulations.<sup>10</sup>
  2. Broadband internet service providing at least 20 Kbps per pupil to be tested simultaneously, costs for acquisition and installation of wireless or wired network equipment, and hiring consultants or engineers to assist a district in completing and troubleshooting the installation.

**Claimants shall maintain supporting documentation showing how their existing inventory of computing devices and accessories, technology infrastructure, and broadband internet service is not sufficient to administer the CAASPP test to all eligible pupils in the testing window, based on the minimum technical specifications identified by the contractor(s) or consortium.**

**Reimbursement is NOT required to provide a computing device for every pupil, for the time to assess each pupil, or for the purchase of other equipment not listed.**

- B. Beginning February 3, 2014, the LEA CAASPP coordinator shall be responsible for assessment technology, and shall ensure current and ongoing compliance with minimum technology specifications as identified by the CAASPP contractor(s) or consortium.<sup>11</sup>
- C. Beginning February 3, 2014, notify parents or guardians each year of their pupil’s participation in the CAASPP assessment system, including notification that notwithstanding any other provision of law, a parent’s or guardian’s written request to excuse his or her child from any or all parts of the CAASPP assessments shall be granted.<sup>12</sup>

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<sup>9</sup> Education Code section 60640 (Stats. 2013, ch. 489), interpreted in light of California Code of Regulations, title 5, sections 850, 853, 853.5, and 857 (Register 2014, Nos. 6, 30, 35).

<sup>10</sup> California Code of Regulations, title 5, section 855 (Register 2014, Nos. 6, 30, 35).

<sup>11</sup> California Code of Regulations, title 5, section 857(d) (Register 2014, No. 6).

<sup>12</sup> California Code of Regulations, title 5, section 852 (Register 2014, No. 6).

- D. Beginning February 3, 2014, score and transmit the CAASPP tests in accordance with manuals or other instructions provided by the contractor or CDE.<sup>13</sup>
- E. Beginning February 3, 2014, identify pupils unable to access the computer-based version of the CAASPP tests; and report to the CAASPP contractor the number of pupils unable to access the computer-based version of the test.<sup>14</sup>
- F. Beginning February 3, 2014, report to CDE if a pupil in grade 2 was administered a diagnostic assessment in language arts and mathematics that is aligned to the common core academic content standards pursuant to Education Code section 60644.<sup>15</sup>
- G. Beginning February 3, 2014, comply with any and all requests from CAASPP contractors, and abide by any and all instructions provided by the CAASPP contractor or consortium, whether written or oral, that are provided for training or provided for in the administration of a CAASPP test.<sup>16</sup> Only participation in the training directed by the CAASPP contractor or consortium is reimbursable as follows:
1. *All LEA CAASPP Coordinators, CAASPP Test Site Coordinators (SCs), Test Administrators (TAs), and school administrative staff who will be involved in the Smarter Balanced assessment administration to review the applicable supplemental videos and archived Webcasts, which can be found on the CAASPP Current Administration Training Web page at <http://caaspp.org/training/caaspp/>.*
  2. *Prior to administering a test, Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) to read the CAASPP Smarter Balanced Online Test Administration Manual, the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines, and the Test Administrator (TA) Reference Guide, and view the associated Smarter Balanced training modules. All of these documents are linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/>.*
- H. Beginning August 27, 2014, the CAASPP test site coordinator shall be responsible for ensuring that all designated supports, accommodations and individualized aids are entered into the registration system.<sup>17</sup>

## V. CLAIM PREPARATION AND SUBMISSION

Each of the following cost elements must be identified for each reimbursable activity identified in Section IV., Reimbursable Activities, of this document. Each claimed reimbursable cost must be supported by source documentation as described in Section IV. Additionally, each reimbursement claim must be filed in a timely manner.

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<sup>13</sup> California Code of Regulations, title 5, section 853 (Register 2014, No. 6).

<sup>14</sup> California Code of Regulations, title 5, section 857(a) (Register 2014, No. 6).

<sup>15</sup> California Code of Regulations, title 5, section 861(b)(5) (Register 2014, No. 6).

<sup>16</sup> California Code of Regulations, title 5, section 864 (Register 2014, No. 6).

<sup>17</sup> California Code of Regulations, title 5, section 858(d) (Register 2014, No. 35). See Exhibit A, Corrected Test Claim Decision, pages 59-60; 85.



## A. Direct Cost Reporting

Direct costs are those costs incurred specifically for the reimbursable activities. The following direct costs are eligible for reimbursement.

### 1. Salaries and Benefits

Report each employee implementing the reimbursable activities by name, job classification, and productive hourly rate (total wages and related benefits divided by productive hours). Describe the specific reimbursable activities performed and the hours devoted to each reimbursable activity performed.

### 2. Materials and Supplies

Report the cost of materials and supplies that have been consumed or expended for the purpose of the reimbursable activities. Purchases shall be claimed at the actual price after deducting discounts, rebates, and allowances received by the claimant. Supplies that are withdrawn from inventory shall be charged on an appropriate and recognized method of costing, consistently applied.

### 3. Contracted Services

Report the name of the contractor and services performed to implement the reimbursable activities, in accordance with Section IV.A of these parameters and guidelines. If the contractor bills for time and materials, report the number of hours spent on the activities and all costs charged. If the contract is a fixed price, report the services that were performed during the period covered by the reimbursement claim. If the contract services are also used for purposes other than the reimbursable activities, only the pro-rata portion of the services used to implement the reimbursable activities can be claimed. Submit contract consultant and attorney invoices with the claim and a description of the contract scope of services.

### 4. Fixed Assets

Report the purchase price paid for fixed assets (including computers) necessary to implement the reimbursable activities, in accordance with Section IV.A of these parameters and guidelines. The purchase price includes taxes, delivery costs, and installation costs. If the fixed asset is also used for purposes other than the reimbursable activities, only the pro-rata portion of the purchase price used to implement the reimbursable activities can be claimed.

### 5. Training

Report the cost of training an employee as specified in Section IV.G. of this document. Report the name and job classification of each employee preparing for, attending, and/or conducting training necessary to implement the reimbursable activities. Provide the title, subject, and purpose (related to the mandate of the training session), dates attended, and location. Report employee training time according to the rules of cost element A.1., Salaries and Benefits.

## B. Indirect Cost Rates

Indirect costs are costs that have been incurred for common or joint purposes. These costs benefit more than one cost objective and cannot be readily identified with a particular final cost

objective without effort disproportionate to the results achieved. After direct costs have been determined and assigned to other activities, as appropriate, indirect costs are those remaining to be allocated to benefited cost objectives. A cost may not be allocated as an indirect cost if any other cost incurred for the same purpose, in like circumstances, has been claimed as a direct cost.

Indirect costs may include: (a) the indirect costs originating in each department or agency of the governmental unit carrying out state mandated programs; and (b) the costs of central governmental services distributed through the central service cost allocation plan and not otherwise treated as direct costs.

School districts must use the CDE approved indirect cost rate for the year that funds are expended.

## **VI. RECORD RETENTION**

Pursuant to Government Code section 17558.5(a), a reimbursement claim for actual costs filed by a local agency or school district pursuant to this chapter<sup>18</sup> is subject to the initiation of an audit by the Controller no later than three years after the date that the actual reimbursement claim is filed or last amended, whichever is later. However, if no funds are appropriated or no payment is made to a claimant for the program for the fiscal year for which the claim is filed, the time for the Controller to initiate an audit shall commence to run from the date of initial payment of the claim. In any case, an audit shall be completed not later than two years after the date that the audit is commenced. All documents used to support the reimbursable activities, as described in Section IV., must be retained during the period subject to audit. If an audit has been initiated by the Controller during the period subject to audit, the retention period is extended until the ultimate resolution of any audit findings.

## **VII. OFFSETTING REVENUES AND REIMBURSEMENTS**

The following state and federal funds must be identified as offsetting revenues:

- Statutes 2013, chapter 48 (\$1.25 billion in Common Core implementation funding), *if* used by a school district on any of the reimbursable CAASPP activities to support the administration of computer-based assessments.
- Funding apportioned by SBE from Statutes 2014, chapter 25, Line Item 6110-113-0001, schedule (8), for fiscal year 2013-2014 CAASPP costs.
- Funding apportioned by SBE from Statutes 2015, chapter 10, Line Item 6100-113-0001, schedule (7) for fiscal year 2014-2015 CAASPP costs.
- Statutes 2014, chapter 25 (Line Item 6110-488) and chapter 32 (appropriation for outstanding mandate claims) *if* used by a school district on any of the reimbursable CAASPP activities.
- Statutes 2014, chapter 25, Line Item 6110-182-0001, Provision 2 (appropriation “to support network connectivity infrastructure grants) *if* used by a school district on any of the reimbursable CAASPP activities.

Any other offsetting revenue the claimant experiences in the same program as a result of the same statutes or executive orders found to contain the mandate shall be deducted from the costs claimed. In addition, reimbursement for this mandate from any source, including but not limited

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<sup>18</sup> This refers to title 2, division 4, part 7, chapter 4 of the Government Code.

to, service fees collected, federal funds, and other applicable state funds, shall be identified and deducted from any claim submitted for reimbursement.

### **VIII. STATE CONTROLLER'S CLAIMING INSTRUCTIONS**

Pursuant to Government Code section 17558(b), the Controller shall issue claiming instructions for each mandate that requires state reimbursement not later than 90 days after receiving the adopted parameters and guidelines from the Commission, to assist local agencies and school districts in claiming costs to be reimbursed. The claiming instructions shall be derived from these parameters and guidelines and the decisions on the consolidated test claim and parameters and guidelines adopted by the Commission.

Pursuant to Government Code section 17561(d)(1), issuance of the claiming instructions shall constitute a notice of the right of the local agencies and school districts to file reimbursement claims, based upon parameters and guidelines adopted by the Commission.

### **IX. REMEDIES BEFORE THE COMMISSION**

Upon request of a local agency or school district, the Commission shall review the claiming instructions issued by the Controller or any other authorized state agency for reimbursement of mandated costs pursuant to Government Code section 17571. If the Commission determines that the claiming instructions do not conform to the parameters and guidelines, the Commission shall direct the Controller to modify the claiming instructions and the Controller shall modify the claiming instructions to conform to the parameters and guidelines as directed by the Commission.

In addition, requests may be made to amend parameters and guidelines pursuant to Government Code section 17557(d), and California Code of Regulations, title 2, section 1183.17.

### **X. LEGAL AND FACTUAL BASIS FOR THE PARAMETERS AND GUIDELINES**

The decisions adopted for the consolidated test claims and parameters and guidelines are legally binding on all parties and provide the legal and factual basis for the parameters and guidelines. The support for the legal and factual findings is found in the administrative record. The administrative record is on file with the Commission.

Tab 9



# English Language Arts/Literacy and Mathematics

## Smarter Balanced Summative Assessments

**View Test Results** Search / Compare Results Understanding Results Performance Trend Reports Research Files

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### Detailed Test Results for: District: Fresno Unified

CDS Code: 10-62166-0000000 | County: Fresno

**SUMMARY REPORT** CHANGE OVER TIME

### Report Options

Year:  Student Group:  School Type:

Apply Selections

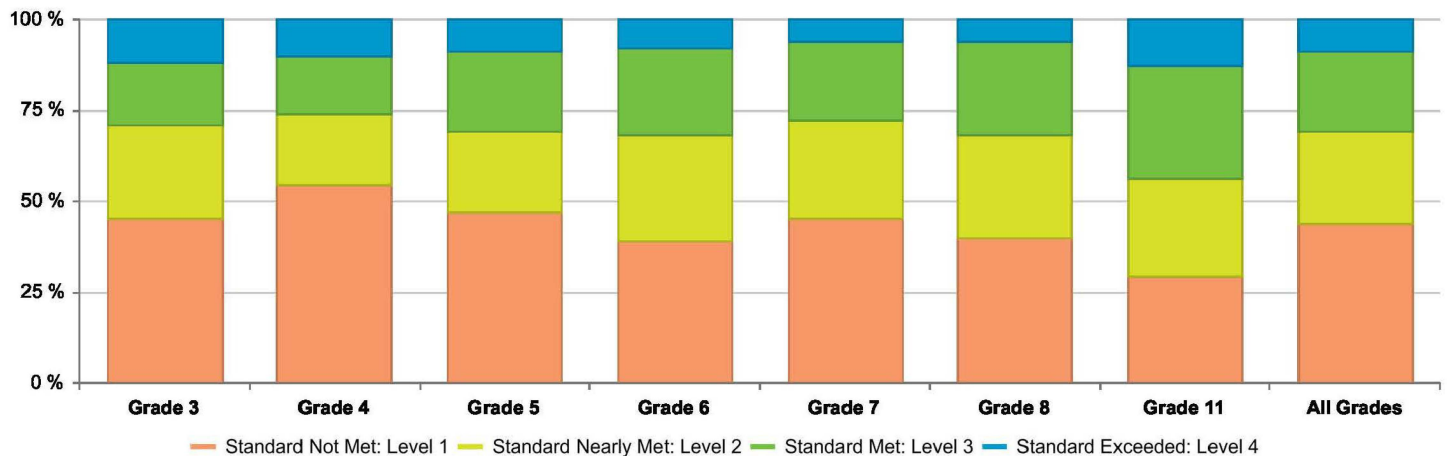
**PLEASE NOTE:** Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

## 2015-16 Detailed Test Results

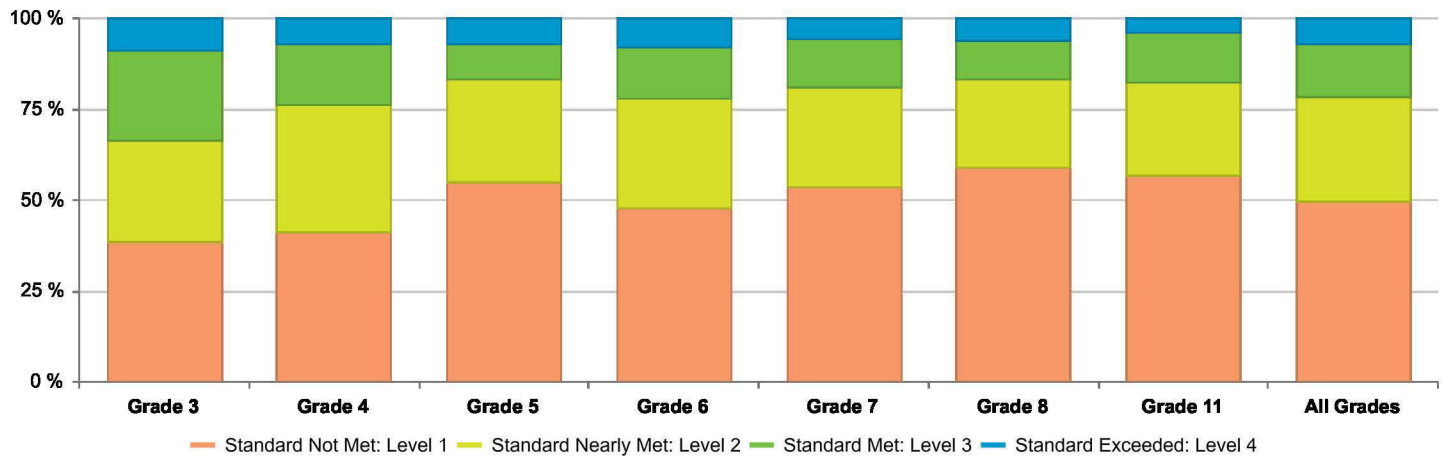
### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.*

*"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

**Data Detail - All Students (accessible data)****MATHEMATICS****Achievement Level Distribution**

*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.*

*"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>ⓘ</sup>	5,764	5,948	5,608	5,594	5,284	5,062	4,472	37,732
Number of Students Tested <sup>ⓘ</sup>	5,660	5,846	5,523	5,503	5,174	4,919	4,043	36,668
Number of Students With Scores <sup>ⓘ</sup>	5,629	5,810	5,491	5,481	5,132	4,862	3,789	36,194
Mean Scale Score	2399.8	2430.8	2447.6	2470.0	2469.4	2480.4	2523.0	N/A
Standard Exceeded: Level 4 <sup>ⓘ</sup>	9 %	7 %	7 %	8 %	6 %	6 %	4 %	7 %
Standard Met: Level 3 <sup>ⓘ</sup>	25 %	17 %	10 %	14 %	13 %	11 %	14 %	15 %
Standard Nearly Met: Level 2 <sup>ⓘ</sup>	28 %	35 %	28 %	30 %	28 %	24 %	26 %	29 %
Standard Not Met: Level 1 <sup>ⓘ</sup>	39 %	41 %	55 %	48 %	54 %	59 %	57 %	50 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades

Above Standard ⓘ	19 %	13 %	10 %	13 %	11 %	9 %	9 %	12 %
Near Standard ⓘ	37 %	29 %	25 %	27 %	25 %	26 %	28 %	28 %
Below Standard ⓘ	44 %	58 %	65 %	60 %	64 %	65 %	63 %	60 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	13 %	9 %	7 %	8 %	8 %	7 %	6 %	8 %
Near Standard ⓘ	43 %	42 %	30 %	39 %	36 %	47 %	46 %	40 %
Below Standard ⓘ	43 %	49 %	63 %	53 %	56 %	46 %	49 %	51 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	16 %	11 %	6 %	9 %	8 %	6 %	7 %	9 %
Near Standard ⓘ	55 %	44 %	40 %	48 %	48 %	50 %	58 %	48 %
Below Standard ⓘ	29 %	45 %	54 %	43 %	44 %	44 %	35 %	42 %

[Mathematics Area Achievement Level Descriptors](#)





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# Alternate English Language Arts/Literacy and Mathematics

## California Alternate Assessments (CAAs)

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### Detailed Test Results for: District: Fresno Unified

CDS Code: 10-62166-0000000 | County: Fresno

**SUMMARY REPORT** CHANGE OVER TIME

### Report Options

Year:  Student Group:  School Type:

Apply Selections

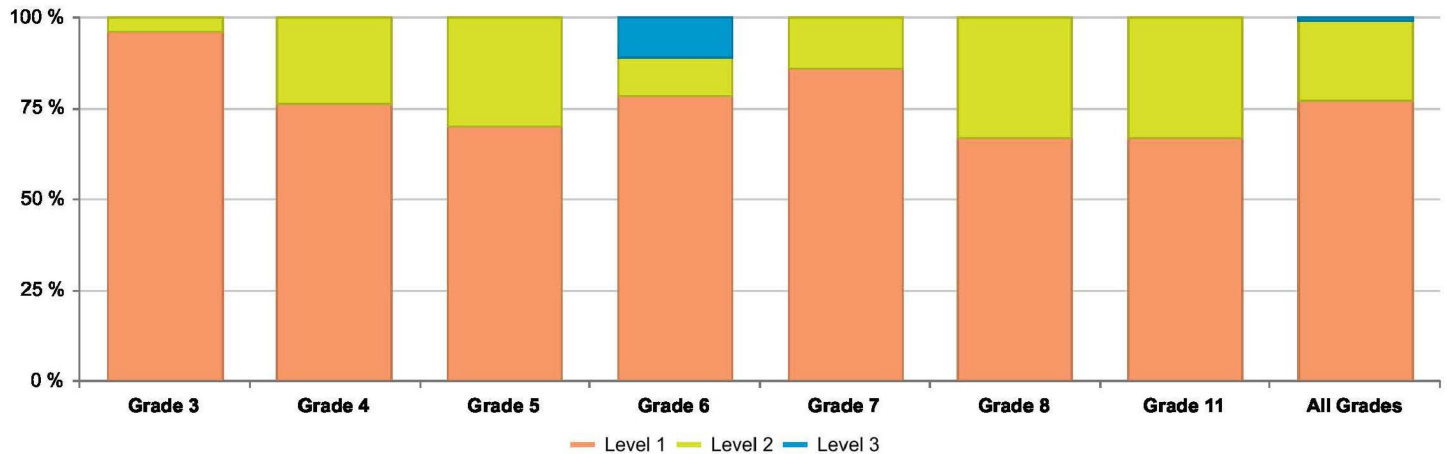
**PLEASE NOTE:** Achievement level percentages in the same subject can be compared within grade levels, and from one year to another within the same grade level. Also note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

## 2015-16 Detailed Test Results

### CAA ENGLISH LANGUAGE ARTS/LITERACY

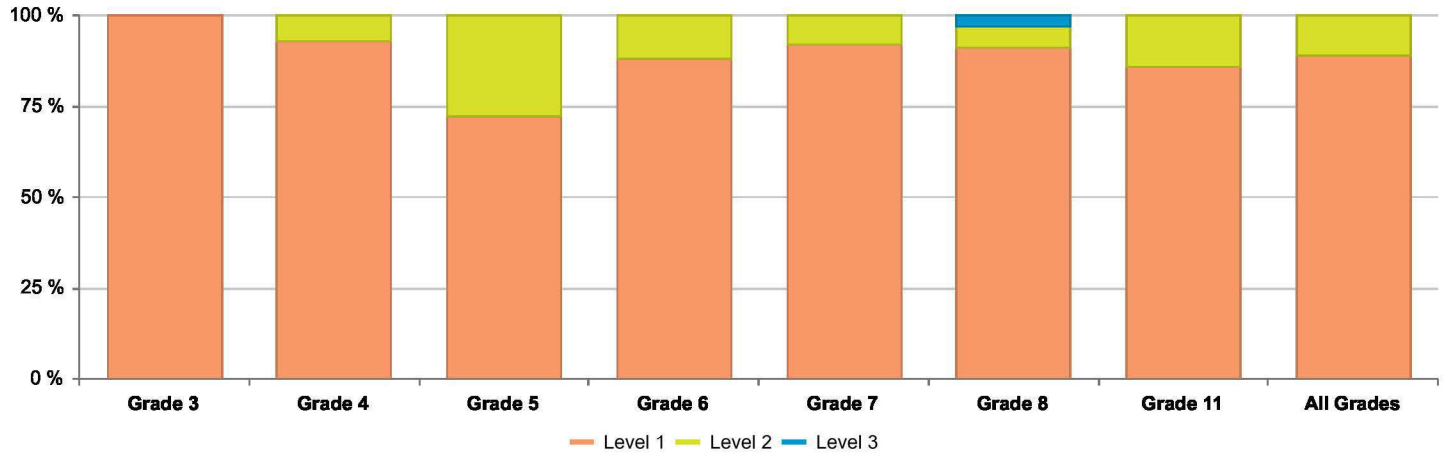
#### Achievement Level Distribution



*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.*

*"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*



**Data Detail - All Students (accessible data)****CAA MATHEMATICS****Achievement Level Distribution**

*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.*

*"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled ⓘ	28	34	37	32	48	36	44	259
Number of Students Tested ⓘ	23	29	32	26	38	32	28	208
Number of Students With Scores ⓘ	23	29	32	26	38	32	28	208
Mean Scale Score	316.7	417.6	528.4	627.7	722.4	830.3	922.3	N/A
Level 3 ⓘ	0 %	0 %	0 %	0 %	0 %	3 %	0 %	0 %
Level 2 ⓘ	0 %	7 %	28 %	12 %	8 %	6 %	14 %	11 %
Level 1 ⓘ	100 %	93 %	72 %	88 %	92 %	91 %	86 %	88 %

[Mathematics Scale Score Ranges](#)

**Tab 10**



# English Language Arts/Literacy and Mathematics

## Smarter Balanced Summative Assessments

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### Detailed Test Results for: District: Fresno Unified

CDS Code: 10-62166-0000000 | County: Fresno

**SUMMARY REPORT** CHANGE OVER TIME

### Report Options

Year:  Student Group:  School Type:

Apply Selections

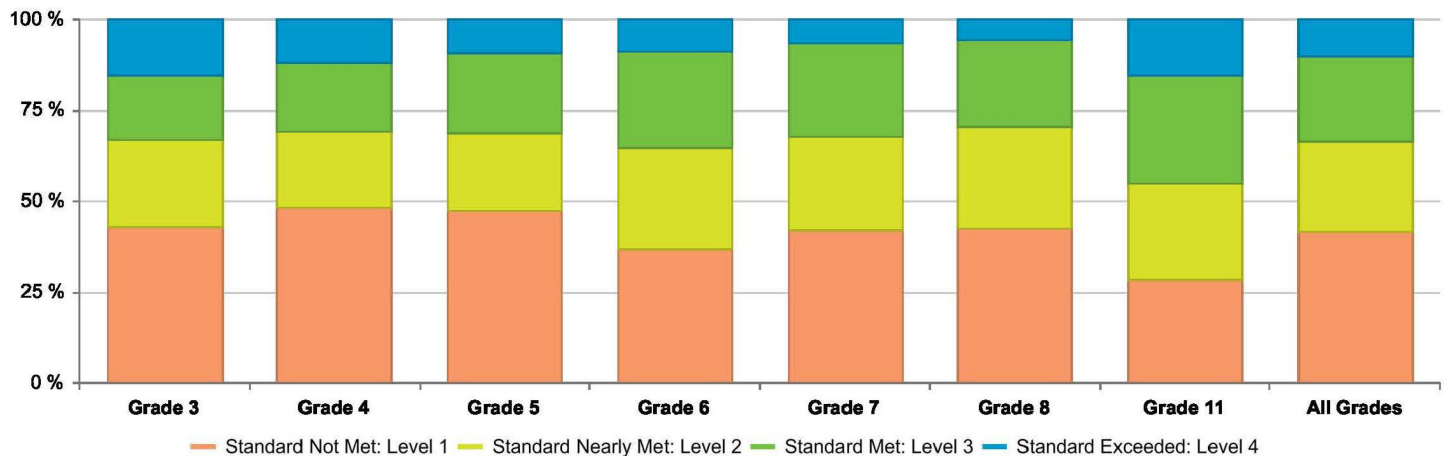
**PLEASE NOTE:** Achievement level percentages in the same subject can be compared within grade levels, with adjacent grades, and from one year to another. Note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

## 2016-17 Detailed Test Results

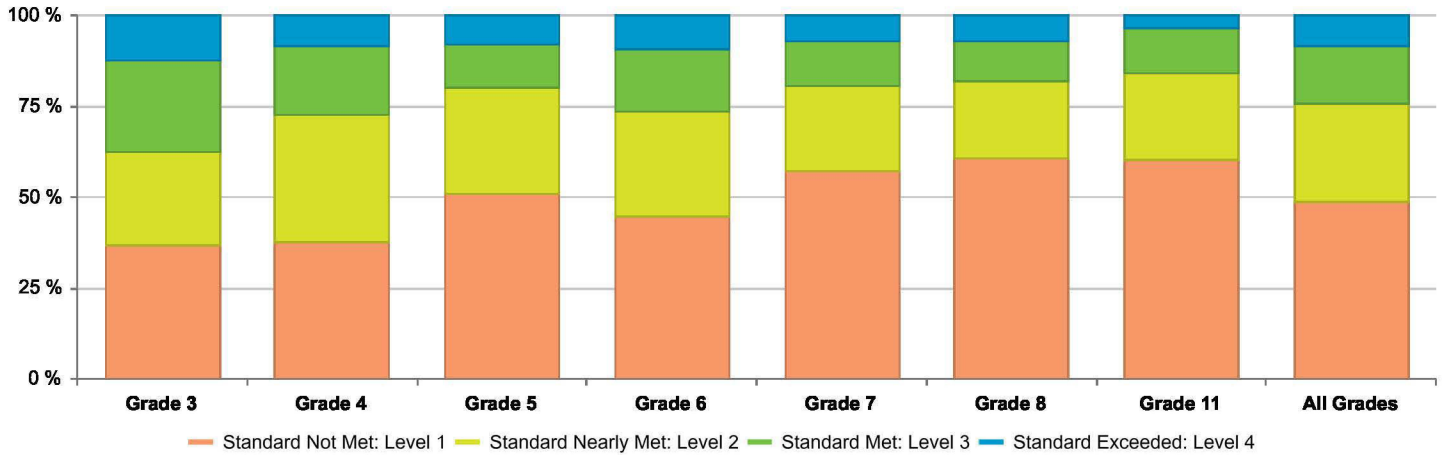
### ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.*

*"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

**Data Detail - All Students (accessible data)****MATHEMATICS****Achievement Level Distribution**

*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.*

*"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(i)</sup>	5,862	5,608	5,799	5,513	5,341	5,167	4,220	37,510
Number of Students Tested <sup>(i)</sup>	5,745	5,540	5,715	5,426	5,178	5,001	3,747	36,352
Number of Students With Scores <sup>(i)</sup>	5,727	5,513	5,694	5,410	5,170	4,990	3,741	36,245
Mean Scale Score	2405.8	2436.0	2454.8	2479.2	2468.6	2476.2	2514.2	N/A
Standard Exceeded: Level 4 <sup>(i)</sup>	12.59 %	8.42 %	8.18 %	9.35 %	7.29 %	6.87 %	3.72 %	8.32 %
Standard Met: Level 3 <sup>(i)</sup>	24.83 %	19.17 %	11.94 %	17.30 %	12.15 %	11.20 %	12.06 %	15.82 %
Standard Nearly Met: Level 2 <sup>(i)</sup>	25.89 %	34.88 %	29.03 %	28.84 %	23.68 %	21.18 %	24.03 %	27.04 %
Standard Not Met: Level 1 <sup>(i)</sup>	36.69 %	37.53 %	50.84 %	44.51 %	56.89 %	60.74 %	60.20 %	48.83 %

[Mathematics Scale Score Ranges](#)**Areas**

Area Achievement Level Descriptors provide a more detailed look at students' performance on the overall assessment. The results in these key areas for each subject are reported using the following three indicators: below standard, near standard, and above standard. The sum of the achievement level percentages may not add to 100% due to rounding.

**CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?**

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades

Above Standard ⓘ	23.31 %	17.01 %	12.33 %	16.09 %	12.46 %	10.59 %	9.13 %	14.79 %
Near Standard ⓘ	34.68 %	29.60 %	27.71 %	30.05 %	22.17 %	24.10 %	22.78 %	27.66 %
Below Standard ⓘ	42.02 %	53.38 %	59.96 %	53.86 %	65.37 %	65.31 %	68.09 %	57.55 %

**PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?**

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	16.39 %	10.88 %	8.45 %	9.26 %	8.85 %	8.22 %	6.30 %	10.00 %
Near Standard ⓘ	43.47 %	41.41 %	36.04 %	41.38 %	35.98 %	30.17 %	40.08 %	38.43 %
Below Standard ⓘ	40.15 %	47.71 %	55.51 %	49.36 %	55.17 %	61.61 %	53.62 %	51.57 %

**COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?**

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ⓘ	18.25 %	12.52 %	8.45 %	10.45 %	8.02 %	7.05 %	7.24 %	10.54 %
Near Standard ⓘ	49.18 %	44.39 %	39.88 %	41.01 %	47.55 %	41.84 %	53.69 %	44.99 %
Below Standard ⓘ	32.58 %	43.10 %	51.67 %	48.54 %	44.43 %	51.10 %	39.07 %	44.47 %

[Mathematics Area Achievement Level Descriptors](#)





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# Alternate English Language Arts/Literacy and Mathematics

## California Alternate Assessments (CAAs)

**View Test Results** Search / Compare Results Understanding Results Research Files

[< Back to Test Results at a Glance](#)

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### Detailed Test Results for: District: Fresno Unified

CDS Code: 10-62166-0000000 | County: Fresno

**SUMMARY REPORT** CHANGE OVER TIME

### Report Options

Year:  Student Group:  School Type:

Apply Selections

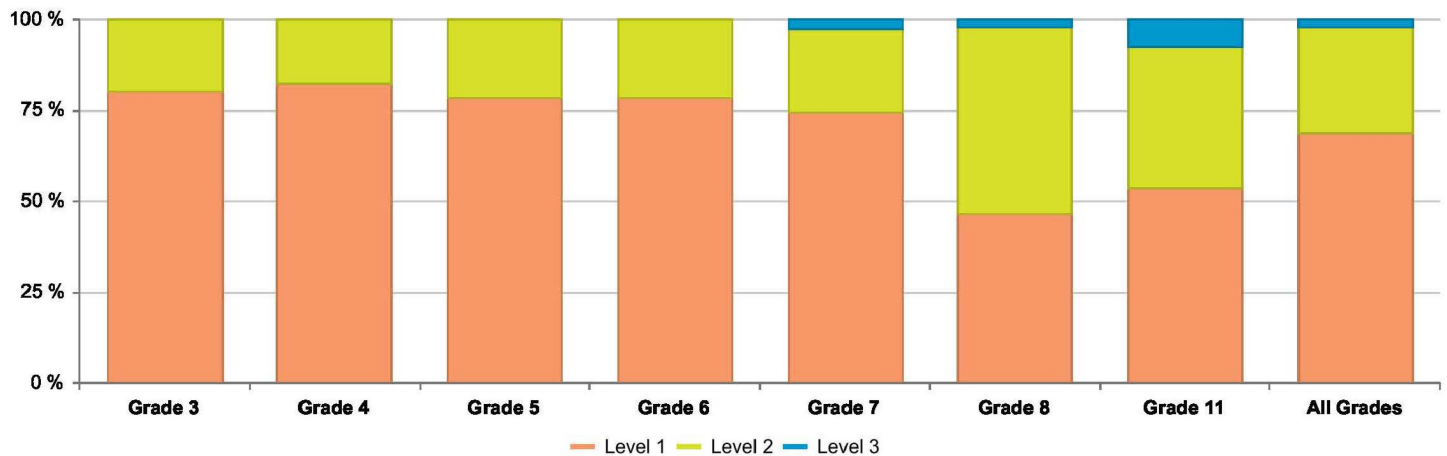
**PLEASE NOTE:** Achievement level percentages in the same subject can be compared within grade levels, and from one year to another within the same grade level. Also note that schools made up of differing grade levels should be compared with caution.

To learn more about the results displayed below, please visit the [Understanding Results](#) page.

## 2016-17 Detailed Test Results

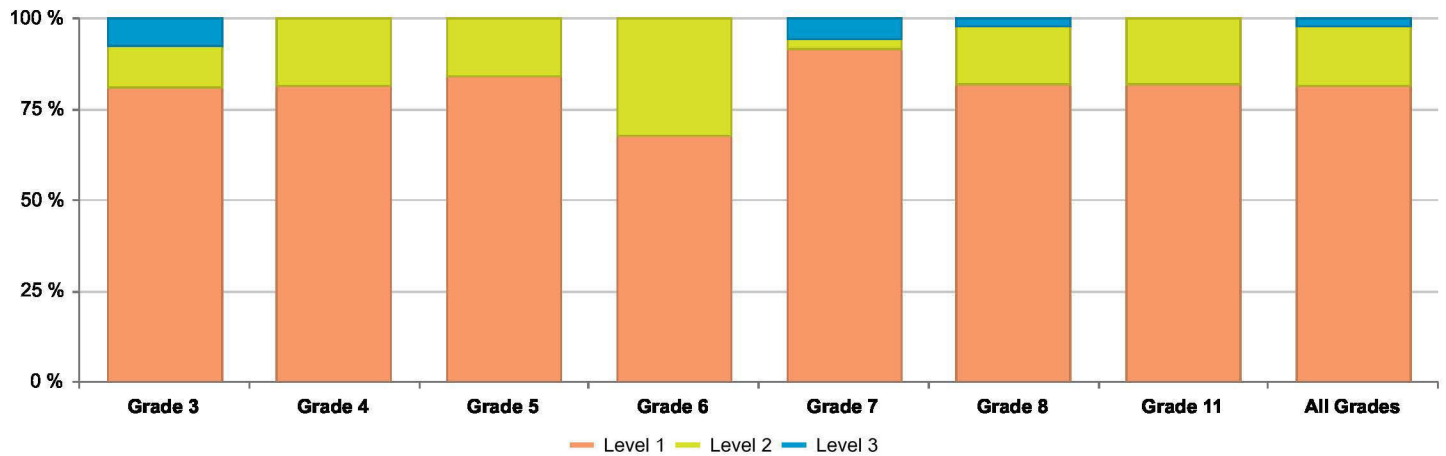
### CAA ENGLISH LANGUAGE ARTS/LITERACY

#### Achievement Level Distribution



*In order to protect student privacy, an asterisk (\*) will be displayed instead of a number on test results where 10 or fewer students had tested.*

*"N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

**Data Detail - All Students (accessible data)****CAA MATHEMATICS****Achievement Level Distribution**

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[Mathematics Achievement Level Descriptors](#)**Data Detail - All Students (accessible data)****Overall Achievement**

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Number of Students Enrolled <sup>(i)</sup>	36	47	43	41	42	53	58	320
Number of Students Tested <sup>(i)</sup>	26	32	31	31	35	44	44	243
Number of Students With Scores <sup>(i)</sup>	26	32	31	31	35	44	44	243
Mean Scale Score	323.5	428.4	528.4	634.5	724.9	825.2	927.2	N/A
Level 3 <sup>(i)</sup>	7.69 %	0.00 %	0.00 %	0.00 %	5.71 %	2.27 %	0.00 %	2.06 %
Level 2 <sup>(i)</sup>	11.54 %	18.75 %	16.13 %	32.26 %	2.86 %	15.91 %	18.18 %	16.46 %
Level 1 <sup>(i)</sup>	80.77 %	81.25 %	83.87 %	67.74 %	91.43 %	81.82 %	81.82 %	81.48 %

[Mathematics Scale Score Ranges](#)

Tab 11





## Smarter Balanced Technology Readiness Calculator

This calculator estimates the number of days and associated network bandwidth required to administer English Language Arts (ELA) and Mathematics assessments given the number of students, number of computers, and number of hours per day computers are available for testing at a specific school. The estimates are displayed at the bottom of the screen below the buttons.

Number of students testing:

Number of computers available:

Computer hours available per day:

Internet connection speed:

Estimated minimum number of days to complete ELA and Math assessments: **4.64 days**<sup>1</sup>

Estimated network bandwidth required: **636.32 Mbps (636.32% of total bandwidth)**<sup>2</sup>

<sup>1</sup> Smarter Balanced assessments are not timed and students can take frequent breaks. However, for the purposes of estimating technology requirements, this calculation is based on an assumption of two separate two-hour sessions for ELA, and two separate two-hour sessions for Mathematics. Some students may need more time and others may need less time. The calculation assumes all computers meet [Smarter Balanced Testing Device Requirements](#).

<sup>2</sup> The estimate of network bandwidth is calculated based on all computers being used simultaneously. Actual bandwidth available to any single computer will depend on the external connection the school has to the Internet, the speed and utilization of the internal network, and the connection between the computers used by students and those connections to the internal network. [SchoolSpeedTest](#) from Education Superhighway and [SpeedTest.Net](#) are tools that can measure Internet bandwidth at your school.



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This calculator estimates the number of days and associated network bandwidth required to administer English Language Arts (ELA) and Mathematics assessments given the number of students, number of computers, and number of hours per day computers are available for testing at a specific school. The estimates are displayed at the bottom of the screen below the buttons.

Number of students testing:

Number of computers available:

Computer hours available per day:  ▼

Internet connection speed:  ▼

Estimated minimum number of days to complete ELA and Math assessments: **4.32 days** <sup>1</sup>

Estimated network bandwidth required: **678.40 Mbps (678.40% of total bandwidth)** <sup>2</sup>

<sup>1</sup> Smarter Balanced assessments are not timed and students can take frequent breaks. However, for the purposes of estimating technology requirements, this calculation is based on an assumption of two separate two-hour sessions for ELA, and two separate two-hour sessions for Mathematics. Some students may need more time and others may need less time. The calculation assumes all computers meet [Smarter Balanced Testing Device Requirements](#).

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Number of students testing:

Number of computers available:

Computer hours available per day:  ▼

Internet connection speed:  ▼

Estimated minimum number of days to complete ELA and Math assessments: **59.99 days**<sup>1</sup>

Estimated network bandwidth required: **49.18 Mbps (49.18% of total bandwidth)**<sup>2</sup>

<sup>1</sup> Smarter Balanced assessments are not timed and students can take frequent breaks. However, for the purposes of estimating technology requirements, this calculation is based on an assumption of two separate two-hour sessions for ELA, and two separate two-hour sessions for Mathematics. Some students may need more time and others may need less time. The calculation assumes all computers meet [Smarter Balanced Testing Device Requirements](#).

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Number of students testing:

Number of computers available:

Computer hours available per day:

Internet connection speed:

Estimated minimum number of days to complete ELA and Math assessments: **59.99 days**<sup>1</sup>

Estimated network bandwidth required: **48.80 Mbps (48.80% of total bandwidth)**<sup>2</sup>

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Number of students testing:

Number of computers available:

Computer hours available per day:

Internet connection speed:



Estimated minimum number of days to complete ELA and Math assessments: **35.00 days** <sup>1</sup>

Estimated network bandwidth required: **84.30 Mbps (84.30% of total bandwidth)** <sup>2</sup>

<sup>1</sup> Smarter Balanced assessments are not timed and students can take frequent breaks. However, for the purposes of estimating technology requirements, this calculation is based on an assumption of two separate two-hour sessions for ELA, and two separate two-hour sessions for Mathematics. Some students may need more time and others may need less time. The calculation assumes all computers meet [Smarter Balanced Testing Device Requirements](#).

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Number of students testing:

Number of computers available:

Computer hours available per day:  ▼

Internet connection speed:  ▼

Estimated minimum number of days to complete ELA and Math assessments: **35.00 days**<sup>1</sup>

Estimated network bandwidth required: **83.64 Mbps (83.64% of total bandwidth)**<sup>2</sup>

<sup>1</sup> Smarter Balanced assessments are not timed and students can take frequent breaks. However, for the purposes of estimating technology requirements, this calculation is based on an assumption of two separate two-hour sessions for ELA, and two separate two-hour sessions for Mathematics. Some students may need more time and others may need less time. The calculation assumes all computers meet [Smarter Balanced Testing Device Requirements](#).

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## DECLARATION OF SERVICE BY EMAIL

I, the undersigned, declare as follows:

I am a resident of the County of Sacramento and I am over the age of 18 years, and not a party to the within action. My place of employment is 980 Ninth Street, Suite 300, Sacramento, California 95814.

On October 3, 2023, I served the:

- **Current Mailing List dated August 18, 2023**
- **Controller's Late Comments on the IRC filed October 2, 2023**

*California Assessment of Student Performance and Progress (CAASPP),  
22-1401-I-01*

Education Code Section 60640, as amended by Statutes 2013, Chapter 489 (AB 484) and Statutes 2014, Chapter 32 (SB 858); California Code of Regulations, Title 5, Sections 850, 852, 853, 853.5, 857, 861(b)(5), and 864, as added or amended by Register 2014, Nos. 6, 30, and 35

Fiscal Years: 2015-2016 and 2016-2017  
Fresno Unified School District, Claimant

By making it available on the Commission's website and providing notice of how to locate it to the email addresses provided on the attached mailing list.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct, and that this declaration was executed on October 3, 2023 at Sacramento, California.



Jill L. Magee  
Commission on State Mandates  
980 Ninth Street, Suite 300  
Sacramento, CA 95814  
(916) 323-3562

# COMMISSION ON STATE MANDATES

## Mailing List

**Last Updated:** 8/18/23

**Claim Number:** 22-1401-I-01

**Matter:** California Assessment of Student Performance and Progress

**Claimant:** Fresno Unified School District

### TO ALL PARTIES, INTERESTED PARTIES, AND INTERESTED PERSONS:

Each commission mailing list is continuously updated as requests are received to include or remove any party or person on the mailing list. A current mailing list is provided with commission correspondence, and a copy of the current mailing list is available upon request at any time. Except as provided otherwise by commission rule, when a party or interested party files any written material with the commission concerning a claim, it shall simultaneously serve a copy of the written material on the parties and interested parties to the claim identified on the mailing list provided by the commission. (Cal. Code Regs., tit. 2, § 1181.3.)

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