

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

pptb-adad-jul18item01

# California State Board of Education July 2018 Agenda Item #05

## Subject

English Language Proficiency Assessments for California: Approve Commencement of the Rulemaking Process for Amendments to the *California Code of Regulations*, Title 5, Sections 11517.6, 11518, 11518.15, 11518.20, 11518.25, 11518.30, 11518.35, 11518.40, 11518.45, 11518.50, 11518.70, 11518.75, and 11519.5.

## Type of Action

Action, Information

## Summary of the Issue(s)

The California Department of Education (CDE) is submitting proposed amended regulations for the English Language Proficiency Assessments for California (ELPAC) as a result of feedback from both the field test and the first administration of the operational summative assessment. This update to the current regulations includes language from federal regulations, clarification to procedures for local educational agencies (LEAs), addition of testing accessibility resources, clarification to procedures for LEA ELPAC coordinators and site ELPAC coordinators, addition of information to the ELPAC Test Security Agreement, and reduction to restrictions regarding apportionment.

## Recommendation

The CDE is recommending that the State Board of Education (SBE) take the following actions:

* Approve the Notice of Proposed Rulemaking (Notice).
* Approve the Initial Statement of Reasons (ISOR).
* Approve the proposed amended regulations.
* Direct the CDE to commence the rulemaking process.
* Authorize the CDE to take any necessary action to respond to any direction or concern expressed by the Office of Administrative Law (OAL) during its review of the Notice, ISOR, and proposed regulations.

## Brief History of Key Issues

In May 2016, the SBE approved the commencement of the rulemaking process for the ELPAC, which involved a 45-day public comment period. Based on submitted comments during that 45-day period, the CDE presented responses and proposed changes to the SBE in November 2016. The SBE approved a 15-day public comment period for those proposed changes. No public comments were submitted during that 15-day period; therefore, the CDE submitted the rulemaking package to the OAL for approval. The OAL expressed concerns regarding the necessity and clarity standards of the proposed ELPAC regulations. Subsequently, the CDE withdrew the regulation package in order to address the OAL’s concerns.

In March 2017, the CDE submitted to the SBE changes, based on feedback from the OAL, to the proposed regulations. The SBE approved a second 15-day public comment period. No public comments were submitted. The CDE resubmitted the rulemaking package to the OAL for approval. The ELPAC regulations were approved on June 5, 2017, and became operational on October 1, 2017.

The summative assessment began operational administration on February 1, 2018. Starting July 1, 2018, the initial assessment will be administered operationally. To provide LEAs with the most current and clear regulations on the operational administration of both the initial and summative assessments, it is necessary to amend the current regulations.

Specifically, the proposed amendments to the ELPAC regulations include the following:

* Change in the list order of the domains (listening, speaking, reading, and writing) throughout the regulations to align with the order most commonly used in communications with the LEAs
* Deletion of language in Section 11517.6 regarding notification to the Legislature
* Amendment to proposed Section 11518(h) for creating consistency of test examiner roles in ELPAC administration
* Proposed definitions in subsections 11518(r) and (s) for two new positions for individuals participating in the initial assessment scoring and reporting
* Cleanup of language throughout regulations based on the definition in proposed subsection 11518(ah) for consistent use of the terms, “test book” and “answer book”
* Provision of clarifying language in subsection 11518.15(b) to LEAs regarding notification to parents of test results
* Revisions in subsections 11518.25(a) and (b) to provide clarification in language for pupils with disabilities
* Addition of language allowing a disability exemption in subsection 11518.25(c) and (c)(1), which is presented in the Every Student Succeeds Act (ESSA)
* Amendments to Section 11518.30 to conform to regulations in ESSA (34 *Code of Federal Regulations* Part 200.6(h)(4)) by specifying that the individual education program team determines whether students with significant cognitive disabilities are locally administered an alternative assessment
* Amendments to sections 11518.35(b), (c), and (d)toreflect consistent language of “provide” as is currently written in Section 11518.35(a)
* Addition of universal tools in proposed subsections 11518.35(a)(5) and (a)(6) to support students marking in the test book as a testing-taking strategy
* Clarification to designated support in subsection 11518.35(b)(4) regarding repeating test directions
* Deletion of accommodation in former subsection 11518.35(c)(2) based on changes in test development
* Addition of accommodations in proposed subsections 11518.35(c)(2), (c)(3), and (c)(4) to support the recorded audio administration for English learners with individualized education programs or Section 504 plans
* Revision to accommodation in subsection 11518.35(c)(9) to include American Sign Language as a mode of communication
* Revision to accommodation in subsection 11518.35(c)(13) based on changes in test development
* Addition of language in subsection 11518.40(b)(4) for the LEA ELPAC coordinator responsibility of ELPAC Test Security Affidavit retention
* Addition of language in subsection 11518.40(b)(17) to establish consistency of LEA ELPAC coordinators’ responsibility for test materials
* Addition of language in subsection 11518.40(b)(18) to provide guidance that the LEA ELPAC coordinator may certify the apportionment information report and is directed to do so by the LEA superintendent
* Addition of language in subsection 11518.45(b)(5) and (b)(6)for Site ELPAC coordinator responsibility of ELPAC Test Security Affidavit retention
* Revision to subsection 11518.50(c)(5) clarifying LEA ELPAC coordinator responsibility of test materials
* Based on proposed definitions in 11518(r) and (s), addition of roles to the test security affidavit in subsection 11518.50(d)
* Addition of subsection 11518.75(b)(11) for new information collected based on disability exemption added in subsection 11518.25(c)
* Revisions throughout subsection 11519.5 reducing restrictions for completing apportionment for LEAs
* Addition of subsection 11519.5(a)(2)(A) clarifying that only the first answer book per student received by the contractor for scoring will be eligible for apportionment

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

In June 2018, an Information Memorandum was presented to the SBE to provide an update on the ELPAC

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02.docx>)

(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-jun18item02a01.pdf>).

In May 2018, the SBE approved the ELPAC initial assessment preliminary threshold scores and composite weights (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item04.docx>).

In April 2018, an Information Memorandum was presented to the SBE to give preliminary information on the operational ELPAC initial assessment threshold scores (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-apr18item01.docx>).

In March 2018, the SBE approved the revised ELPAC initial assessment blueprints (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item09.docx>).

In February 2018, an Information Memorandum was provided to the SBE to give an update on the ELPAC initial assessment standard setting process and provide a preliminary review of the revisions to the initial assessment blueprints (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-feb18item01.docx>).

In January 2018, the SBE approved general performance level descriptors (PLDs) for the ELPAC initial assessment (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item09.docx>).

In December 2017, an Information Memorandum was provided to the SBE, giving an update on the development of the ELPAC, including a detailed timeline (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-dec17item03.docx>).

In November 2017, the SBE approved the operational ELPAC summative assessment threshold scores, composite weights, and LEA apportionment rates (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item08.doc>).

In October 2017, an Information Memorandum was provided to the SBE on the standard setting and domain weighting processes (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct17item01.doc>).

In September 2017, the SBE approved revisions to the ELPAC summative assessment blueprints, the revised general PLDs, and the reporting hierarchy of the ELPAC initial and summative assessments score reports (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item18.doc>).

In June 2017, an Information Memorandum was provided to the SBE with a study regarding the ELPAC’s potential transition to a computer-based assessment (<https://www.cde.ca.gov/be/pn/im/documents/memo-asb-adad-jun17item04.doc>).

In March 2017, the SBE approved the commencement of a second 15-day public comment period for the proposed ELPAC regulations (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item20.doc>).

In December 2016, an Information Memorandum was provided to the SBE on the plan for the sample field tests of the ELPAC (<https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-adad-dec16item02.doc>).

In November 2016, the SBE approved the commencement of a 15-day public comment period for the proposed ELPAC regulations (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item07.doc>).

In May 2016, the SBE approved the commencement of the rulemaking process for the proposed ELPAC regulations (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item01.doc>).

## Fiscal Analysis (as appropriate)

An Economic and Fiscal Impact Statement is provided as Attachment 4.

## Attachment(s)

* Attachment 1: Notice of Proposed Rulemaking (6 pages)
* Attachment 2: Initial Statement of Reasons (9 pages)
* Attachment 3: Proposed Regulations (22 pages)
* Attachment 4: Economic and Fiscal Impact Statement (STD. 399) (6 pages)

| **CA DEPARTMENT OF EDUCATION**  **TOM TORLAKSON**  State Superintendent of Public Instruction | **CA STATE BOARD OF EDUCATION**  **MICHAEL W. KIRST**  President |
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**Attachment 1: NOTICE OF PROPOSED RULEMAKING**

AMENDMENT TO CALIFORNIA CODE OF REGULATIONS, TITLE 5, REGARDING

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

Notice published July 27, 2018

**NOTICE IS HEREBY GIVEN** that the State Board of Education (SBE) proposes to adopt the regulations described below after considering all comments, objections, or recommendations regarding the proposed action.

***PUBLIC HEARING***

California Department of Education (CDE) staff, on behalf of the SBE, will hold a public hearing at 1:30 p.m. on September 10, 2018, at 1430 N Street, Room 1103, Sacramento, California. The room is wheelchair accessible. At the hearing, any person may present statements or arguments, orally or in writing, relevant to the proposed action described in the Informative Digest. The SBE requests, but does not require, that persons who make oral comments at the public hearing also submit a written summary of their statements. No oral statements will be accepted subsequent to this public hearing.

***WRITTEN COMMENT PERIOD***

Any interested person, or his or her authorized representative, may submit written comments relevant to the proposed regulatory action to:

Patricia Alverson, Regulations Coordinator

Administrative Support and Regulations Adoption Unit

California Department of Education

1430 N Street, Room 5319

Sacramento, CA 95814

Comments may also be submitted by facsimile (FAX) at 916-319-0155 or by e-mail to [regcomments@cde.ca.gov](mailto:regcomments@cde.ca.gov).

Comments must be received by the Regulations Coordinator prior to 5:00 p.m. on September 10, 2018. All written comments received by CDE staff during the public comment period are subject to disclosure under the Public Records Act.

***AVAILABILITY OF CHANGED OR MODIFIED TEXT***

Following the public hearing and considering all timely and relevant comments received, the SBE may adopt the proposed regulations substantially as described in this Notice

or may modify the proposed regulations if the modifications are sufficiently related to the original text. With the exception of technical or grammatical changes, the full text of any modified regulation will be available for 15 days prior to its adoption from the Regulations Coordinator and will be mailed to those persons who submit written comments related to this regulation, or who provide oral testimony at the public hearing, or who have requested notification of any changes to the proposed regulations.

***AUTHORITY AND REFERENCE***

Authority: Section 33031, Education Code.

References: Sections 306, 313, 37200, 60810, 60812, and 60900, Education Code; 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825, 6826, 6841, 6843, and 7801; 34 Code of Federal Regulations Parts 200.6(h)(4) and 200.6(h)(5).

***INFORMATIVE DIGEST/POLICY STATEMENT OVERVIEW***

Education Code section 313 requires school districts, county offices of education and charter schools, collectively referred to as local educational agencies (LEAs), to assess English language proficiency (ELP) of its pupils to the extent required by federal and state law. Assessment of a pupil’s ELP is required upon initial enrollment after a survey of a pupil’s language indicates a primary or native language other than English, and annually thereafter until a pupil is redesignated as English proficient. The CDE is responsible for the oversight of the state test of ELP, as set forth in Education Code sections 313 and 60810.

The English Language Proficiency Assessments for California (ELPAC) regulations were approved on June 5, 2017, and became effective on October 1, 2017. Since the approval of the regulations, the CDE has received feedback and is proposing amendments to the current regulations based on educator and test examiner feedback from field test and operational administrations, as well as to reflect additional changes in test administration determined by the test contractor and the CDE, and cognitive labs currently being conducted. In addition to the reasons stated above, the CDE is also proposing changes to the regulations to provide clear and consistent language between the regulations and the administration of the ELPAC and the ELPAC testing materials.

Senate Bill (SB) 201 (Chapter 478, Statutes of 2013), amended existing Education Codesections 313 and 60810 (SB 201, sections 2 and 5) and added new Education Code sections 313 and 60810 (SB 201, sections 3 and 6). Newly added Education Code section 60810, subdivisions (d) and (f), requires two separate assessments: (1) an initial assessment to determine if a pupil is an English learner (EL), as defined by Education Code section 306; and (2) an annual summative assessment to identify an EL’s level of ELP, and also to measure an EL’s progress in learning English. Combined, these assessments are described as the ELPAC. Currently, the California English Language Development Test (CELDT) serves the purpose of initial identification, and the ELPAC serves as the summative assessment. Beginning July 1, 2018, the initial ELPAC will be operational and the CELDT will no longer be in operation. Education Code section 313(d)(2) (SB 201, section 3), specified the ELPAC summative assessment is to be conducted annually during a four-month period after January 1 determined by the State Superintendent of Public Instruction (SSPI), with the approval of the SBE.

In addition, Assembly Bill (AB) 124 (Chapter 605, Statutes of 2012) required the SSPI, in consultation with the SBE, to update, revise, and align English Language Development Standards (ELD Standards) to the State’s English language arts standards. As required by AB 124, the SBE adopted the updated and revised ELD Standards in November 2012. The new ELPAC initial and summative assessments required by SB 201 will be aligned to the 2012 ELD Standards, as required by Education Code section 60810, subdivisions (c)(5) and (e)(7) (SB 201, section 6). The ELPAC assessments will be administered in the place of CELDT once they are ready for administration, as specified in Education Code section 60810(f) (SB 201, section 5) and Education Code section 60810(h) (SB 201, section 6).

These proposed regulations are necessary in order for LEAs to successfully assess the ELP of eligible pupils using the new ELPAC initial and summative assessments, which are required by the provisions of Education Code sections 313 and 60810 (SB 201 sections 3 and 6). Through this rulemaking process, the SBE will define additional roles in the administration and scoring of the ELPAC, provide consistent language throughout the regulations, include the provision of a disability exemption per the Every Student Succeeds Act (ESSA) (34 Code of Federal Regulations 200.6), addition of and revisions to accommodations for ELs with disabilities, and clarifying language for LEAs for responsibilities of testing materials. Overall, these proposed regulations are necessary to provide specificity and consistency of administration of the ELPAC by LEAs. Therefore, the SBE proposes to amend the California Code of Regulations, title 5, by amending sections 11517.6, 11518, 11518.15, 11518.20, 11518.25, 11518.30, 11518.35, 11518.40, 11518.45, 11518.50, 11518.70, 11518.75, and 11519.5 to implement Education Code sections 313 and 60810 (SB 201, sections 3 and 6).

***Anticipated Benefits of the Proposed Regulation***

The benefits of the proposed regulations include statewide consistency for the administration and scoring of the ELPAC initial and summative assessments to all eligible pupils. The proposed regulations include changes resulting from test development, feedback from field testing, feedback from the administration of the first summative operational assessment, and changes for testing students with disabilities per ESSA which allows for a disability exemption for students who cannot access a domain(s).

In order for all eligible pupils to access valid and reliable assessments of ELP consistent with state and federal law, these regulations propose a consistent procedure for statewide administration of the ELPAC by LEAs.

***Determination of Inconsistency/Incompatibility with Existing State Regulations***

The CDE reviewed all state regulations relating to ELPAC and found that none exist that are inconsistent or incompatible with these regulations regarding ELPAC testing.

***DISCLOSURES REGARDING THE PROPOSED ACTION/ FISCAL IMPACT***

*The SBE has made the following initial determinations:*

There are no other matters as are prescribed by statute applicable to the specific state agency or to any specific regulations or class of regulations.

The proposed regulations do not require a report to be made.

Mandate on local agencies and school districts: None

Cost or savings to any state agency: None

Costs to any local agencies or school districts for which reimbursement would be required pursuant to Part 7 (commencing with section 17500) of division 4 of the Government Code: None

Other non-discretionary costs or savings imposed on local agencies, including local educational agencies: None

Costs or savings in federal funding to the state: None

Significant, statewide adverse economic impact directly affecting business including the ability of California businesses to compete with businesses in other states: None

Cost impacts on a representative private person or businesses: The SBE is not aware of any cost impacts that a representative private person or business would necessarily incur in reasonable compliance with the proposed action.

Effect on housing costs: None

Effect on small businesses: The proposed regulations would not have an effect on any small business because the regulations apply to and impact only public LEAs and do not apply to or impact businesses.

***results of the Economic Impact Analysis***

The SBE concludes that it is unlikely that these proposed regulations will: 1) create or eliminate jobs within California; 2) create new businesses or eliminate existing businesses within California; or 3) affect the expansion of businesses currently doing business within California.

Benefits of the Proposed Action: The proposed regulations will benefit LEAs by establishing consistent language throughout the regulations, provide clarification on roles for administration and administration of the initial assessment, communicate approved accommodations, and clean up language based upon changes in test development.

***CONSIDERATION OF ALTERNATIVES***

The SBE must determine that no reasonable alternative it considered or that has otherwise been identified and brought to the attention of the SBE, would be more effective in carrying out the purpose for which the action is proposed, would be as effective and less burdensome to affected private persons than the proposed action, or would be more cost-effective to affected private persons and equally effective in implementing the statutory policy or other provision of law.

The SBE invites interested persons to present statements or arguments with respect to alternatives to the proposed regulations at the scheduled hearing or during the written comment period.

***CONTACT PERSONS***

Inquiries concerning the content of this regulation should be directed to:

Johanna Harder, Education Programs Consultant

Assessment Development & Administration Division

California Department of Education

1430 N Street, Room

Sacramento, CA 95814

Telephone: 916-319-0651

Inquiries concerning the regulatory process may be directed to the Regulations Coordinator or the backup contact person, Hillary Wirick, Regulations Analyst, at 916-319-0860.

***INITIAL STATEMENT OF REASONS AND INFORMATION***

The SBE has prepared an Initial Statement of Reasons for the proposed regulations and has available all the information upon which the proposal is based.

***TEXT OF PROPOSED REGULATION AND CORRESPONDING DOCUMENTS***

Copies of the exact language of the proposed regulations, the Initial Statement of Reasons, and all of the information upon which the proposal is based, may be obtained upon request from the Regulations Coordinator. These documents may also be viewed and downloaded from the CDE’s Web site at <http://www.cde.ca.gov/re/lr/rr/>.

***AVAILABILITY AND LOCATION OF THE FINAL STATEMENT OF REASONS AND RULEMAKING FILE***

All the information upon which the proposed regulations are based is contained in the rulemaking file which is available for public inspection by contacting the Regulations Coordinator.

You may obtain a copy of the Final Statement of Reasons, once it has been finalized, by making a written request to the Regulations Coordinator.

***REASONABLE ACCOMMODATION FOR ANY INDIVIDUAL WITH A DISABILITY***

Pursuant to the *Rehabilitation Act of 1973,* the *Americans with Disabilities Act of 1990,* and the *Unruh Civil Rights Act,* any individual with a disability who requires reasonable accommodation to attend or participate in a public hearing on proposed regulations, may request assistance by contacting Johanna Harder, Assessment Development & Administration Division, 1430 N Street, Room 4401, Sacramento, CA, 95814; telephone, 916-319-0651. It is recommended that assistance be requested at least two weeks prior to the hearing.

**Attachment 2: INITIAL STATEMENT OF REASONS**

English Language Proficiency Assessments for California (ELPAC)

**INTRODUCTION**

Education Code section 313 requires school districts, county offices of education and charter schools, collectively referred to as local educational agencies (LEAs), to assess English language proficiency (ELP) of its pupils to the extent required by federal and state law. Assessment of a pupil’s ELP is required upon initial enrollment after a survey of a pupil’s language indicates a primary or native language other than English, and annually thereafter until a pupil is redesignated as English proficient. The California Department of Education (CDE) is responsible for the oversight of the state test of ELP, as set forth in Education Code sections 313 and 60810.

The English Language Proficiency Assessments for California (ELPAC) regulations were approved on June 5, 2017, and became effective on October 1, 2017. Since the approval of the regulations, the CDE has received feedback and is proposing amendments to the current regulations based on educator and test examiner feedback from field test and operational administrations, as well as to reflect additional changes in test administration determined by the test contractor and the CDE, and cognitive labs currently being conducted. In addition to the reasons stated above, the CDE is also proposing changes to the regulations to provide clear and consistent language between the regulations and the administration of the ELPAC and the ELPAC testing materials.

Senate Bill (SB) 201 (Chapter 478, Statutes of 2013), amended existing Education Codesections 313 and 60810 (SB 201, sections 2 and 5) and added new Education Code sections 313 and 60810 (SB 201, sections 3 and 6). Newly added Education Code section 60810, subdivisions (d) and (f), requires two separate assessments: (1) an initial assessment to determine if a pupil is an English learner (EL), as defined by Education Code section 306; and (2) an annual summative assessment to identify an EL’s level of ELP, and also to measure an EL’s progress in learning English. Combined, these assessments are described as the ELPAC. Currently, the California English Language Development Test (CELDT) serves the purpose of initial identification, and the ELPAC serves as the summative assessment. Beginning July 1, 2018, the initial assessment will be operational and the CELDT will no longer be in operation. Education Code section 313(d)(2) (SB 201, section 3), specified the ELPAC summative assessment is to be conducted annually during a four-month period after January 1 determined by the State Superintendent of Public Instruction (SSPI), with the approval of the State Board of Education (SBE).

In addition, Assembly Bill (AB) 124 (Chapter 605, Statutes of 2012) required the SSPI, in consultation with the SBE, to update, revise, and align English Language Development Standards (ELD Standards) to the State’s English language arts standards. As required by AB 124, the SBE adopted the updated and revised ELD Standards in November 2012. The new ELPAC initial and summative assessments required by SB 201 will be aligned to the 2012 ELD Standards, as required by Education Code section 60810, subdivisions (c)(5) and (e)(7) (SB 201, section 6). The ELPAC assessments will be administered in the place of CELDT once they are ready for administration, as specified in Education Code section 60810(f) (SB 201, section 5) and Education Code section 60810(h) (SB 201, section 6).

**PROBLEM AGENCY INTENDS TO ADDRESS**

These proposed regulations are necessary in order for LEAs to successfully assess the ELP of eligible pupils using the new ELPAC initial and summative assessments, which are required by the provisions of Education Code sections 313 and 60810 (SB 201 sections 3 and 6). Through this rulemaking process, the SBE will define additional roles in the administration and scoring of the ELPAC, provide consistent language throughout the regulations, include the provision of a disability exemption per the Every Student Succeeds Act (ESSA) (34 Code of Federal Regulations 200.6), add and revise accommodations for ELs with disabilities, and clarify language for LEAs for responsibilities of testing materials. Overall, these proposed regulations are necessary to provide specificity and consistency of administration of the ELPAC by LEAs. Therefore, the SBE proposes to amend the California Code of Regulations, title 5, by amending sections 11517.6, 11518, 11518.15, 11518.20, 11518.25, 11518.30, 11518.35, 11518.40, 11518.45, 11518.50, 11518.70, 11518.75, and 11519.5 to implement Education Code sections 313 and 60810 (SB 201, sections 3 and 6).

**BENEFITS ANTICIPATED FROM REGULATORY ACTION**

The benefits of the proposed regulations include statewide consistency for the administration and scoring of the ELPAC initial and summative assessments to all eligible pupils. The proposed regulations include changes resulting from test development, feedback from field testing, feedback from the administration of the first summative operational assessment, and changes for testing students with disabilities per ESSA, which allows for a disability exemption for students who cannot access a domain(s).

In order for all eligible pupils to access valid and reliable assessments of ELP consistent with state and federal law, these regulations propose a consistent procedure for statewide administration of the ELPAC by LEAs.

**SPECIFIC PURPOSE OF EACH SECTION – GOV. CODE SECTION 11346.2(b)(1)**

The specific purpose of each adoption or amendment, and the rationale for the determination that each adoption or amendment is reasonably necessary to carry out the purpose for which it is proposed, together with a description of the public problem, administrative requirement, or other condition or circumstance that each adoption or amendment is intended to address, is presented below. Additionally, general changes were made to the regulations to include grammatical edits, and renumbering and/or re-lettering to reflect deletions or additions.

**SECTION 11517.6**

**Section 11517.6** is amended to delete language regarding notification to the Legislature because the Legislature has been notified of the operational summative assessment and the operational initial assessment.

**SECTION 11518**

**Section 11518(c)** is amended to conform to regulations in ESSA (34 C.F.R. part 200.6(h)(4) and Section 11518.30 is amended by clarifying that an Alternate Assessment is an alternate means of measuring English proficiency, specified in a pupil’s IEP, when the IEP team determines the pupil has significant cognitive disabilities such that the pupil is unable to participate in the initial assessment or summative assessment.

**Section 11518(f)** is amended to align the list order of the domains (listening, speaking, reading and writing) to the order most commonly used in communications by and with LEAS. This listing order of the domains (listening, speaking, reading, and writing) has been used since the inception of CELDT in 2000 and lists the oral language domains first (listening and speaking), followed by the written language domains (reading and writing).

**Section 11518(h), former section 11518(ae)** is amended to reflect consistent language of ELPAC test examiner throughout the subsections in the regulations. The ELPAC examiner’s manual references the role of ELPAC test examiner. This will provide consistent language between the regulations and testing materials.

**Proposed section 11518(r)** is added to define the new role of the local scoring tool (LST) correspondence administrator. This LEA-level role is included based on changes in test development, which requires the local scoring of the initial assessment. This individual is responsible for entering information in the local scoring tool, handling secure test materials, generating reports, and must sign the Test Security Affidavit.

**Proposed section 11518(s)** is added to define the new role of the LST data entry staff. This site-level role is included based on changes in test development, which requires the local scoring of the initial assessment. This individual is responsible for entering information in the local scoring tool, handling secure test materials, and must sign the Test Security Affidavit.

**Section 11518(af), former section 11518(ac)** is amended to align the list order of the domains (listening, speaking, reading and writing) to the order most commonly used in communications by and with LEAS. This listing order of the domains (listening, speaking, reading, and writing) has been used since the inception of CELDT in 2000 and lists the oral language domains first (listening and speaking), followed by the written language domains (reading and writing).

**Section 11518(ah), former section 11518(af)** is amended to reflect consistent language of “test book” and “answer book” throughout the subsections in the regulations. The ELPAC examiner’s manual references test book and answer book references the terms “test book” and “answer book.” This will provide consistent language between the regulations and testing materials.

**SECTION 11518.15**

**Section 11518.15(b)** is amended to provide a timeline to notify parents if the contractor-scored summative assessments results are received when school is not in session. This aligns with guidance from the California Assessment of Student Performance and Progress reporting procedure.

**SECTION 11518.25**

**Section 11518.25(b)** is amended to include designated supports as resources provided per the pupil’s individualized education program (IEP) or Section 504 plan. This provides overall consistency regarding testing accessibility resources.

**Proposed sections 11518.25(c) and (c)(1)** are added to clarify that when a IEP or Section 504 plan specifies that a pupil has a disability for which there are not appropriate accommodations for assessment in one or more of the domains (i.e., listening, speaking, reading, and writing), the pupil may be exempt from being assessed in that domain(s). This addition in ESSA allows for states to calculate an overall score, even if a domain is not assessed due to inaccessibility because of disability.

**SECTION 11518.30**

**Section 11518.30** is amended to conform to regulations in ESSA (34 C.F.R. part 200.6(h)(5)) by clarifying that an LEA must locally administer an alternate assessment only when a pupil’s IEP team determines the pupil has significant cognitive disabilities such that the pupil is unable to participate in the initial assessment or summative assessment, and not to pupils who have a Section 504 Plan.

**SECTION 11518.35**

**Sections 11518.35(a) and (b)** are amended to align the list order of the domains (listening, speaking, reading and writing) to the order most commonly used in communications by and with LEAS. This listing order of the domains (listening, speaking, reading, and writing) has been used since the inception of CELDT in 2000 and lists the oral language domains first (listening and speaking), followed by the written language domains (reading and writing).

**Sections 11518.35(a)(5) and (a)(6)** are addedto support students marking in the test book as a testing-taking strategy. This keeps the assessment in alignment with current classroom practices.

**Sections 11518.35(b), (c), and (d)** are amended to reflect consistent language of “provide” as is currently written in section 11518.35(a).

**Section 11518.35(b)(4)** is amended to provide clarifying information to an existing designated support regarding repeating of test directions. This clarification states that a student can request directions to be repeated.

**Former section 11518.35(c)(2)** is deleted as a result on changes to test administration in the writing domain. The writing domain directions, prompts, and tasks are all read to the pupil(s) by the test examiner at all grades.

**Proposed sections 11518.35(c)(2), (3), and (4)** are added to the list of allowable accommodations for eligible pupils during the ELPAC test administration. These sections are necessary because there are various accommodations that should be available to support the administration of the ELPAC to pupils for whom a need has been identified by the pupil’s IEP or Section 504 Plan. There were changes during test development which entailed the entire listening domain and one speaking task type to be administered via audio in grades 3–12. These changes were implemented based upon feedback from test examiners who participated in the field test.

**Section 11518.35(c)(5), former section 11518.35(c)(3)** is amended to reflect consistent language for “answer book” as provided in proposed section 11518(ah). This amendment provides consistent language throughout the regulations.

**Section 11518.35(c)(9), former section 11518.35(c)(7)** is amended to allow the use of American Sign Language as a mode of communication. This amendment is imperative as it will allow for increased participation in domains that were previously not accessible.

**Section 11518.35(c)(13), former section 11518.35(c)(11)** is amended to include the clear expectation for the test examiner to transcribe the pupil’s responses when the pupil uses an assistive device in the listening, speaking and writing domains.

**SECTION 11518.40**

**Section 11518.40(b)(4)** is amended to clarify the responsibility of the LEA ELPAC coordinator in retention of the ELPAC Test Security Affidavit. Previously, the regulations required the LEA ELPAC Coordinator to retain the affidavits for the entire LEA. This amendment explains that the LEA ELPAC coordinator needs to retain only the affidavits signed by the site ELPAC coordinator.

**Proposed section 11518.40(b)(17)** is amended for consistency in language between the LEA ELPAC coordinator and the site ELPAC coordinator responsibilities in the handling of test materials. This proposed language explains that the test contractor will provide directions for the handling or destruction of secure testing materials. This language also provides more consistent language throughout the section.

**Section 11518.40(b)(18)** is amended to clarify that the LEA ELPAC coordinator may be responsible for the certification of the apportionment information report if they are designated by the LEA superintendent to do so. This amended language provides consistent and clear language between sections of the ELPAC regulations.

**SECTION 11518.45**

**Section 11518.45(b)(5) and (b)(6)** are amended clarify the responsibility of the site ELPAC coordinator responsibility of the ELPAC Test Security Affidavit retention. Previously, the regulations required to the LEA ELPAC coordinator to retain the affidavits for the entire LEA. This amendment explains that the site ELPAC coordinator will retain only the affidavits for their site.

**SECTION 11518.50**

**Section 11518.50(c)(5)** is amended to clarify the responsibility of the LEA ELPAC Coordinator. This amended section provides clear information regarding the destruction or return of test materials to the test contractor.

**Proposed section 11518.50(d)** is amended to include the addition of the two new roles included in proposed subsections 11518(r) and (s). These two roles are included based on changes in test development, which requires the local scoring of the initial assessment. These individuals are responsible for entering information in the local scoring tool, handling secure test materials, and must sign the Test Security Affidavit.

**Sections 11518.50(e)(6), (8), (10), and (11)** are amended to reflect consistent language for “answer book” as provided in proposed section 11518(ah). This will provide consistent language between the regulations and testing materials.

**SECTION 11518.70**

**Section 11518.70(a)(1)** is amended to reflect consistent language for “test book” as provided in proposed section 11518(ah). This will provide consistent language between the regulations and testing materials.

**SECTION 11518.75**

**Proposed section 11518.75(b)(11)** is added as information collected based on the federal allowance of exempting a testing domain(s) in which there are no appropriate accommodations which is referenced in proposed section 11518.25(c). This addition also provides a citation for clarification on exemption of a domain.

**SECTION 11519.5**

**Sections 11519.5(a), (b), and (c)(2)** are amendedto clarify that the apportionment information report will be sent electronically to LEAs. This clearly relays the format in which LEAs will receive their apportionment information report.

**Proposed section 11519.5(a)(2)(A)** is added to clarify that if multiple answer books are received for an individual pupil, the only answer book eligible for apportionment is the answer book with the earliest date testing completed. This is a change from previous practice in which all scored answer books were eligible for apportionment. This clarifies that only the earliest administered, completed answer book submitted will be eligible for apportionment.

**Sections 11519.5(b)** is amendedto eliminate restrictions on LEAs for verification of the apportionment information report by a specific date, thereby providing convenience to LEAs. The waiver process that LEAs previously had to complete to submit for apportionment, past a set date, is being eliminated. These amendments reflect this change.

**Sections 11519.5(c)(2)(A) and (B)** are deletedto eliminate restrictions on LEAs for verification of the apportionment information report by a specific date, thereby providing convenience to LEAs. The waiver process that LEAs previously had to complete to submit for apportionment, past a set date, is being eliminated. These amendments reflect this change.

**Sections 11519.5(a)(1) and (2)** are amended to reflect consistent language for “test book” as provided in proposed section 11518(ah). This will provide consistent language between the regulations and testing materials.

**Economic Impact ASSESSMENT PER GOV. CODE SECTION 11346.3(b)**

***Purpose:***

The proposed regulations are necessary for state implementation of Education Code sections 313 and 60810, and for the effective and consistent administration statewide of the ELPAC.

***Creation or Elimination of Jobs Within the State of California*:**

The regulations directly impact LEAs only. They are designed to provide clarity on the administration of statutory requirements related to the assessment of ELP. These regulations do not eliminate any jobs that already exist with the current state test of ELP (i.e., the CELDT), nor do the regulations create any more jobs than what already exist with the CELDT.

***Creation of New or Elimination of Existing Businesses Within the State of California*:**

The regulations are designed to provide clarity on the administration of statutory requirements related to the assessment of ELP. Adoption of the regulations will not create new or eliminate existing businesses within the State of California; the regulations apply to and impact only LEAs and do not apply to or impact businesses.

***Expansion of Businesses or Elimination of Businesses Currently Doing Business Within the State of California***:

The regulations are designed to provide clarity on the administration of statutory requirements related to the assessment of ELP. Adoption of the regulations will not expand or eliminate existing businesses within the State of California; the regulations apply to and impact only LEAs and do not apply to or impact businesses within California.

**Benefits of the Regulations to the Health and Welfare of California Residents, Worker Safety, and the State’s Environment:**

The anticipated benefit of the regulations is the effective and consistent statewide administration of the ELPAC. This will result in valid and reliable identification of pupils’ levels of ELP from year to year, which will guide LEAs to implement appropriate instructional services for the pupils, thereby benefitting those pupils.

**OTHER REQUIRED SHOWINGS**

**Studies, Reports Or Documents Relied Upon – Gov. Code. Section 11346.2(b)(3):**

The SBE did not rely upon any technical, theoretical, or empirical studies, reports, or documents in proposing the adoption of these regulations.

**Reasonable Alternatives Considered Or Agency’s Reasons For Rejecting Those Alternatives – Gov. Code Section 11346.2(b)(5)(A):**

No other alternatives were presented to or considered by the SBE.

**Reasonable Alternatives That Would Lessen The Impact On Small Businesses – Gov. Code Section 11346.2(b)(5)(B):**

The proposed regulations only apply to LEAs and would have no impact on the private sector, including small businesses.

**Evidence Relied Upon To Support The Initial Determination That The Regulations Will Not Have A Significant Adverse Economic Impact On Business – Gov. Code Section 11346.2(b)(5)(A):**

The proposed regulations would not have a significant adverse economic impact on any business because the proposed additions only affect LEAs, not the private sector.

**Analysis Of Whether The Regulations Are An Efficient And Effective Means Of Implementing The Law In The Least Burdensome Manner – Gov. Code Section 11346.3(e)**

The regulations have been determined to be the most efficient and effective means of implementing the law in the least burdensome manner.

06-20-18 [California Department of Education]

# Attachment 3: Proposed Regulations

The State Board of Education has illustrated changes to the original text in the following manner: text originally proposed to be added is underlined; text proposed to be deleted is displayed in ~~strikeout~~.

## Title 5. EDUCATION Division 1. California Department of Education Chapter 11. Special Programs

**Subchapter 7.6 English Language Proficiency Assessments for California  
 (~~Elpac~~ELPAC)**

**Article 1. General**

**§ 11517.6. Operation.**

Subchapter 7.6, “English Language Proficiency Assessments for California (ELPAC),” applies to the initial and summative assessments required by Education Code sections 313 and 60810, which are referred to as the ELPAC. ~~This subchapter shall become operative on the date the Superintendent of Public Instruction reports to the policy committees of the Legislature pursuant to Education Code section 60810(h)(2) that the assessments are ready for administration.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313 and 60810, Education Code.

**§ 11518. Definitions.**

The following definitions apply to the ELPAC:

(a) “Accommodations” means resources documented in a pupil's individualized education program (IEP) or Section 504 Plan that an eligible pupil regularly uses in the classroom for instruction and/or assessment(s) and that are 1) either utilized in the assessment environment or 2) consist of changes in procedures or materials that increase equitable access to the assessment. Accommodations may not fundamentally alter the comparability of test scores.

(b) “Administration” means an eligible pupil's attempt to take any part of the ELPAC initial or summative assessment.

(c) “Alternate assessment” is an alternate means, identified in an eligible pupil's IEP ~~or Section 504 Plan~~, to measure English language proficiency.

(d) “Annual summative assessment window” begins on February 1 and ends on May 31 of each school year.

(e) “Designated supports” are resources that an eligible pupil regularly uses in the classroom for instruction and/or assessment(s) and that are available for use by any pupil for whom a need has been indicated, prior to assessment administration, by an educator or a team of educators (with parent/guardian and pupil input, as appropriate) or specified in the pupil's IEP or Section 504 Plan.

(f) “Domain” means listening, ~~reading,~~ speaking, reading, or writing, as described in Education Code section 60810.

(g) “ELPAC initial assessment criterion” means a performance-level cut score on the initial assessment that is at or above the State Board of Education (SBE)-approved definition of English language proficient.

(h~~ae~~) “ELPAC ~~T~~test examiner” means an employee or contractor of an LEA or NPS who signs the ELPAC Test Security Affidavit, who is proficient in English and has complete command of pronunciation, intonation, and fluency, and who certifies that he or she has completed training in administration of the ELPAC.

(i~~h~~) “ELPAC trainer” means an employee or contractor of a local educational agency (LEA) or nonpublic school (NPS) responsible for the annual training of ELPAC test examiners.

(j~~i~~) “Excessive materials” means the difference between the total number of paper tests scored and 90 percent of the paper tests ordered annually by the LEA.

(k~~j~~) “Grade” means the grade in which a pupil is enrolled at the time of testing, or if enrolled in an ungraded program, the grade to which the LEA assigns the pupil for assessment purposes.

(*l*~~k~~) “Initial assessment” means the ELPAC assessment that is locally scored and is used to determine the English language proficiency of eligible pupils, as specified in section 11518(~~v~~y) or section 11518.20.

(m*~~l~~*) “Initial assessment window” begins on July 1 and ends on June 30 of each school year.

(n~~m~~) “Initial California enrollment” means the first day on which a pupil is in attendance in a California public school.

(o~~n~~) “Local educational agency (LEA)” means an elementary, high school, and unified school district, county office of education, any charter school that for assessment purposes does not elect to be part of the school district or county office of education that granted the charter, and any charter school chartered by the SBE.

(p~~o~~) “LEA ELPAC coordinator” means an employee of an LEA who is designated by the LEA superintendent to oversee the administration of the ELPAC assessments.

(q~~p~~) “LEA superintendent” for purposes of these regulations includes an administrator of a charter school that is an LEA as defined by subdivision (~~n~~o).

(r) “Local scoring tool (LST) correspondence administrator” means an employee of an LEA who enters pupils’ initial assessment scores into the local scoring tool from the score sheet in the answer book and has the authority to generate reports of pupils’ aggregate and individual scores at the LEA level.

(s) “LST data entry staff” means an employee of an LEA who enters pupils’ initial assessment scores into the local scoring tool from the score sheet in the answer book and has the authority to print individual pupil score reports at the site level.

(t~~q~~) “Nonpublic schools (NPS)” means nonpublic, nonsectarian schools as described in Education Code section 56034.

(u~~r~~) “Personally identifiable information” includes a pupil's name and/or any other direct personal identifiers, and indirect identifiers, such as the pupil's address and personal characteristics, and other information that makes a pupil's identity traceable through the use of a single or multiple data source(s), including publicly available information.

(v~~s~~) “Primary or native language” means the language used by a pupil, as identified in accordance with the survey conducted pursuant to section 11518.5(a).

(w~~t~~) “Proctor” means an employee or contractor of an LEA or NPS who signs the ELPAC Test Security Affidavit and completes training designed to prepare him or her to assist the test examiner in the administration of the ELPAC.

(x~~u~~) “Pupil” refers to a student enrolled in a California public school or NPS.

(y~~v~~) “Pupil eligible for the initial assessment” means: (1) a pupil whose primary or native language is a language other than English as determined by the survey conducted pursuant to section 11518.5(a), or who is identified for administration of the initial ELPAC assessment pursuant to section 11518.20(a); (2) who has not previously been classified as an English learner (EL) by a California public school; and (3) who has no record of results from an administration of the California English Language Development Test, or the ELPAC initial or summative assessment.

(z~~w~~) “Pupil eligible for the summative assessment” means a pupil who is classified as EL in accordance with these regulations.

(aa~~x~~) “Pupil with a disability” means a pupil who has an IEP in accordance with Education Code section 56345 or a Section 504 Plan in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. section 794).

(ab~~y~~) “Record of results” includes:

(1) Pupil test results on the initial and/or summative assessment; and

(2) Parent or guardian notification letter of pupil results.

(ac~~z~~) “Resource” refers to a universal tool, designated support, accommodation, or an unlisted resource approved pursuant to section 11518.35. Resources (including approved unlisted resources) do not change the construct of the assessment.

(ad~~a~~) “Scribe” means an employee or contractor of an LEA or NPS which is responsible to implement a pupil's IEP, who signs an ELPAC Test Security Affidavit, and completes training to transcribe a pupil's responses to the format required by the ELPAC assessment(s). A parent, guardian, or sibling of a pupil is not eligible to be that pupil's scribe.

(ae~~b~~) “Site ELPAC coordinator” means an employee of an LEA designated by the LEA, or a person designated by an NPS, to oversee the administration of ELPAC assessments for each test site.

(af~~c~~) “Summative assessment” means the annual administration of the ELPAC assessment to identify a pupil's level of English language proficiency and assess a pupil's progression in acquiring skills of listening, ~~reading,~~ speaking, reading, and writing.

(ag~~d~~) “Test contractor” means the contractor responsible for the development and administration of the ELPAC pursuant to Education Code section 60810.

(ah~~f~~) “Test materials” include, but are not limited to, administration manuals, administrative materials, test books, practice tests, scratch paper, answer books, ~~and~~ ~~test answer documents,~~ answer keys, scoring rubrics, and any of the materials developed and provided by the test contractor.

(ai~~g~~) “Universal tools” means resources available to all pupils who are administered the ELPAC assessments.

(aj~~h~~) “Unlisted resource” means an instructional support that a pupil regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code.

**Article 2. Administration for Pupils Other than Pupils with a Disability**

**§ 11518.15. Summative Assessment.**

(a) An LEA shall administer the ELPAC summative assessment to all eligible pupils during the annual summative assessment window.

(b) The LEA shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor. If the test results are received from the test contractor after the last day of instruction for the school year, the LEA shall notify each pupil’s parent or guardian of the pupil’s results within 15 working days of the start of the next school year.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6823, 6825 and 6826.

**§ 11518.20. Correction of Classification Errors.**

(a) If a pupil is classified as EO pursuant to section 11518.5(b), but the LEA has an indication that the pupil's primary or native language is not English and the pupil is unable to perform ordinary classroom work in English, the LEA may collect and review evidence as described in subdivisions (d)(3) and (d)(4). Based upon this review, the LEA shall determine whether the pupil shall be administered the initial assessment in order to determine the pupil's classification. At least 10 calendar days prior to administration of the initial assessment, the LEA shall notify the pupil's parent or guardian in writing that the pupil will be assessed. If the LEA administers the initial assessment and if the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. The LEA shall notify the pupil's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14 calendar days of its determination. The pupil's parent or guardian shall be entitled to request that the LEA review its determination following the procedure described in subdivision (c).

(b) If an LEA administers an initial or summative assessment to a pupil who is not eligible for the assessment as set forth in section 11518(~~v~~y) or (~~w~~z), the pupil's classification shall remain unchanged regardless of the assessment results, and the LEA shall not maintain any such results as a pupil record, including in CALPADS.

(c) Following the administration of the initial assessment to a pupil, but before the administration of the summative assessment to that pupil, upon request from the pupil's parent or guardian or a certificated employee of the LEA, an LEA shall collect and review evidence, as described in subdivision (d), about the pupil's English language proficiency. Based upon its review of the evidence, the LEA shall determine whether the pupil's classification should remain unchanged or be changed. The LEA shall notify the pupil's parent or guardian in writing of the results of the review within 14 calendar days of its determination. This review shall occur only once over the course of the pupil's enrollment in the California public school system.

(d) Evidence about the English language proficiency of a pupil for purposes of subdivision (c) shall include:

(1) The results of the survey administered pursuant to section 11518.5(a);

(2) The results of the assessment of the pupil's proficiency in English, using an objective assessment instrument, including, but not limited to, the initial assessment;

(3) Parent or guardian opinion and consultation results; and

(4) Evidence of the pupil's performance in the LEA's adopted course of study, including courses as described in Education Code sections 51210 (for pupils in grades 1 to 6) and 51220 (for pupils in grades 7 to 12) and English language development, as applicable, obtained from the pupil's classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.

(e) During the time evidence is being collected and reviewed, the pupil shall retain his or her original classification.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821, 6823, 6825, 6826 and 7801.

**Article 3. Administration, Pupils with Disabilities**

**§ 11518.25. Pupils with Disabilities.**

(a) Except as otherwise provided in this Article, all provisions of Article 2 shall apply to pupils with disabilities.

(b) When administering an initial or summative assessment to a pupil with a disability, the LEA shall provide the designated supports and the accommodations specified in section 11518.35 in accordance with the pupil's IEP or Section 504 Plan.

(c) When a pupil’s IEP or Section 504 Plan specifies that the pupil has a disability that precludes assessment such that there are no appropriate accommodations for assessment in one or more of the listening, speaking, reading, and writing domains, the pupil shall be assessed in the remaining domains in which it is possible to assess the pupil.

(1) A pupil may be assigned an overall score only if assessed in both oral and written language. To be considered assessed in oral language, the student must have been assessed in either listening or speaking. To be considered assessed in written language, the student must have been assessed in either reading or writing.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 37200, 60810 and 60900, Education Code; ~~and~~ 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826; and 34 Code of Federal Regulations Part 200.6(h)(4).

**§ 11518.30. Local Alternate English Language Proficiency Assessments.**

When a pupil’s IEP team determines that the pupil has a significant cognitive disability such that the ~~A~~ pupil ~~with a disability who~~ is unable to participate in the initial or summative assessment, or a section of either test, even with resources, the pupil shall be assessed using a locally administered ~~an~~ alternate assessment(s) for English language proficiency, as specified in the pupil's IEP ~~or Section 504 Plan~~.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; ~~and~~ 20 U.S.C. Sections 1412, 6311, 6821, 6823, 6825 and 6826; and 34 Code of Federal Regulations Part 200.6(h)(5).

**Article 4. ~~Elpac~~ELPAC Resources**

**§ 11518.35. Use of Universal Tools, Designated Supports, and Accommodations.**

(a) An LEA may provide all pupils with one or more of the following universal tools on the ELPAC for any of the domains of listening, ~~reading,~~ speaking, reading, and writing:

(1) Breaks, including testing over more than one day, between the test contractor-identified test sections;

(2) Scratch paper;

(3) Oral clarification of test directions by the test examiner in English;

(4) Sufficient time to complete the test~~.~~;

(5) Pupil use of highlighter(s) in the test book for grades two through twelve; and

(6) Pupil use of marking in the test book for grades three through twelve (non-highlighter).

(b) An LEA shall ~~permit~~provide eligible pupils one or more of the following designated supports on the ELPAC for the domains of listening, ~~reading,~~ speaking, reading, and writing, only as described below, if specified in the pupil's IEP or Section 504 Plan, or for which need is indicated as described in section 11518(e):

(1) Color overlay;

(2) Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions;

(3) Magnification;

(4) Audio or oral presentation of test directions in English, which may be repeated as requested by the pupil;

(5) Adjustments to setting, including most beneficial time of day, special lighting or acoustics, special or adaptive furniture, audio amplification equipment; and testing the pupil in a separate room provided that the pupil is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit;

(6) Noise buffers (e.g., individual carrel or study enclosure, or noise-cancelling headphones);

(7) Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions).

(c) An LEA shall ~~permit~~provide eligible pupils with a disability with the following accommodations on the ELPAC ~~to take the ELPAC~~ for the domains of listening, ~~reading,~~ speaking, reading, and writing, only as described below, ~~with the following accommodations~~ if specified in the pupil's IEP or Section 504 Plan:

(1) Braille test materials provided by the test contractor;

~~(2) Audio or oral presentation of test questions for the writing section in English;~~

(2) Pause or replay the audio during the administration of test questions for the listening domain;

(3) For test questions that assess the listening domain using streamed audio, the use of written scripts by the test examiner for pupils for whom streamed audio is not accessible;

(4) Pause or replay the audio during the administration of test questions for the speaking domain that ask the pupil to summarize an academic presentation;

(5~~3~~) For test questions that assess the domains of listening, reading, or writing, transfer of pupil responses marked in the test book~~let~~ to the answer ~~document~~ book by a scribe who has signed an ELPAC Test Security Affidavit;

(6~~4~~) Responses dictated to a scribe for selected response items, including multiple-choice items;

(7~~5~~) For test questions that assess the domain of writing, dictation by the pupil of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter;

(8~~6~~) For test questions that assess the domain of writing, use of word processing software with the spell and grammar check tools turned off;

(9~~7~~) For test questions that assess the domains of listening, speaking, and writing, presentation of, and responses to, test questions using Manually Coded English or ASL. Pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe;

(10~~8~~) Large print versions reformatted from regular print version;

(11~~9~~) Test questions enlarged through electronic means;

(12~~10~~) Supervised breaks within a section of the test;

(13~~11~~) For test questions that assess the domains of listening, speaking, and writing, use of an assistive device that does not interfere with the independent work of the pupil. Pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe; and

(14~~12~~) Testing at home or in the hospital by a test examiner.

(d) An LEA may submit a request to the CDE on behalf of a pupil with a disability, prior to administering an initial or summative assessment, to obtain approval to ~~use~~provide an unlisted resource. Requests must include:

(1) LEA name and school name;

(2) LEA ELPAC coordinator name, phone number, and e-mail address; and

(3) A description of the unlisted resource being requested for an ELPAC domain.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

**Article 5. LEA Responsibilities**

**§ 11518.40. LEA ELPAC Coordinator.**

(a) No later than April 1 of each year, each LEA superintendent shall designate an LEA ELPAC coordinator for the following school year. An LEA superintendent shall notify the test contractor of the identity and contact information for the LEA ELPAC coordinator. The LEA ELPAC coordinator shall be available throughout the school year and shall serve as the LEA representative and the liaison between the LEA and the CDE and the LEA and test contractor for all matters related to the ELPAC. Should the LEA ELPAC coordinator be unavailable for any matter related to the ELPAC, the LEA superintendent or his or her designee shall serve in the place of the LEA ELPAC coordinator.

(b) The LEA ELPAC coordinator shall complete all duties in accordance with instructions from the test contractor. The LEA ELPAC coordinator's responsibilities include, but are not limited to:

(1) Determining LEA and individual school test material needs in conjunction with the test contractor.

(2) Ordering materials only for those test examiners who certify they are trained to administer the ELPAC.

(3) Ensuring delivery, acquisition, and distribution of test materials to individual schools and sites.

(4) Maintaining security over the test materials and personally identifiable information using the procedure set forth in section 11518.50. The LEA ELPAC coordinator shall sign the ELPAC Test Security Agreement and the ELPAC Test Security Affidavit, as set forth in section 11518.50, and annually submit a copy of both to the test contractor prior to receipt of test materials. The LEA shall retain all ELPAC Test Security Agreements and ELPAC Test Security Affidavits ~~from~~for each ~~school~~ site ELPAC coordinator at the LEA office for no less than 12 months from the date the materials were signed.

(5) Conducting an inventory of test materials immediately upon receipt from the test contractor.

(6) Following completion of the inventory, ensuring that the test materials are retained in a secure, locked location, in the secure boxes in which they were received from the test contractor, until the time they are delivered to the test sites.

(7) Training site ELPAC coordinators annually to oversee test administration and security at each test site.

(8) Ensuring that all ELPAC test examiners and all other personnel involved in the direct administration and scoring of the initial and summative assessments are trained annually, in accordance with instructions from the test contractor.

(9) Assisting the test contractor with the resolution of any discrepancies in pupil test information and/or test materials including, but not limited to, pre-identification files and all errors or discrepancies in pupil-level data files, required to comply with section 11518.45.

(10) Overseeing the collection of all pupil demographic data in accordance with section 11518.75.

(11) Responding to correspondence and inquiries from the test contractor and the CDE in a timely manner.

(12) Overseeing the administration of the ELPAC to eligible pupils.

(13) Immediately notifying the test contractor of any security breaches or testing irregularities that occur in the LEA before, during, or after the administration of the ELPAC in accordance with instructions from the test contractor.

(14) Ensuring all test materials are received from school test sites in sufficient time to satisfy the requirements of subdivision (b)(16).

(15) Ensuring all test materials received from school test sites have been placed in a secure location upon receipt of those test materials.

(16) Ensuring all test materials to be scored by the test contractor are inventoried, packaged, and labeled in accordance with instructions from the test contractor. Test materials shall be returned to the test contractor at the time and in the manner specified by the test contractor.

(17) Overseeing the collection and return, or collection and secure destruction, of all test materials that do not require scoring by the test contractor, in accordance with the directions of and time periods specified by the test contractor. Test materials that were administered to pupils who are not eligible for the assessment as set forth in section 11518(~~v~~y) or (~~w~~z) shall also be securely destroyed or returned, in accordance with the directions specified by the test contractor.

(18) Upon receiving summary reports and files from the test contractor, reviewing the files and reports for completeness and accuracy and notifying the test contractor and the CDE of any errors, discrepancies, or incomplete information as directed by the test contractor. The LEA coordinator shall certify the accuracy of the apportionment information report of the initial and summative assessments administered during the prior fiscal year if designated to do so by the LEA superintendent.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

**§ 11518.45. Site ELPAC Coordinator.**

(a) Annually, each LEA superintendent, or his or her designee, and NPS shall designate a site ELPAC coordinator for each test site. The site ELPAC coordinator, or the site principal or his or her designee, shall be available to the LEA ELPAC coordinator for the purpose of resolving any discrepancies, inconsistencies in test materials or reports, and/or other issues that arise as a result of the annual administration of the ELPAC at the site.

(b) The site ELPAC coordinator shall complete all duties in accordance with instructions from the test contractor. The site ELPAC coordinator's responsibilities include, but are not limited to, all of the following:

(1) Determining site test material needs and communicating the site needs to the LEA ELPAC coordinator.

(2) Arranging for test administration at the site.

(3) Annually completing the ELPAC Test Security Agreement and ELPAC Test Security Affidavit prior to the receipt of test materials.

(4) Providing test materials only to those persons who have been trained to administer the ELPAC, have executed ELPAC Test Security Affidavits, and who are administering the ELPAC.

(5) Overseeing test security requirements, including the collection ~~and delivery~~ of all completed ELPAC Test Security Affidavits ~~forms to the LEA office~~ from the test examiners and other site personnel involved with testing.

(6) ~~Submitting~~Securely storing signed ELPAC Test Security Affidavits ~~to the LEA ELPAC coordinator to be retained~~ , other than the site ELPAC coordinator affidavit, on the school site for no less than 12 months from the date the materials were signed. The site ELPAC coordinator’s ELPAC Test Security Affidavit shall be stored as specified in section 11518.40(b)(4).

(7) Maintaining security over the test materials and test data as required by section 11518.50.

(8) Overseeing the acquisition of test materials from the LEA ELPAC coordinator and the distribution of test materials to the test examiner(s) on the date of testing in accordance with instructions from the test contractor.

(9) Overseeing the administration of the ELPAC to eligible pupils at the test site.

(10) Immediately notifying the LEA ELPAC coordinator of any security breaches or testing irregularities that occur before, during, or after the administration of the ELPAC that violate the terms of the ELPAC Test Security Affidavit in section 11518.50, in accordance with instructions from the test contractor.

(11) Collecting and returning all testing materials to the LEA ELPAC coordinator after testing has concluded, in accordance with instructions from the test contractor.

(12) Assisting the LEA ELPAC coordinator and the test contractor in the resolution of any discrepancies between the numbers of tests received from the LEA ELPAC coordinator and the number of tests collected and returned to the LEA ELPAC coordinator after testing has concluded.

(13) Overseeing the collection and accuracy of all pupil demographic data required by section 11518.75.

Note: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

**§ 11518.50. ELPAC Test Security Agreement and ELPAC Test Security Affidavit.**

(a) Access to the test materials is limited to eligible pupils being administered the ELPAC and individuals directly responsible for administration of an ELPAC test who have signed the ELPAC Test Security Agreement and ELPAC Test Security Affidavit, as applicable.

(b) All LEA ELPAC coordinators and site ELPAC coordinators shall annually sign the ELPAC Test Security Agreement set forth in subdivision (c) before receiving any ELPAC test materials.

(c) The ELPAC Test Security Agreement shall be as follows:

ELPAC TEST SECURITY AGREEMENT

I acknowledge by my signature on this form that the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments pursuant to Education Code section 60810 are secure tests and agree to each of the following conditions to ensure test security:

(1) I will take all necessary precautions to safeguard the security of the test and test materials, including limiting access to only those individuals in the local educational agency (LEA) who have responsibilities for the administration of the ELPAC.

(2) I shall have all persons who have access to the test(s) and test materials for the purpose of administration read and sign the ELPAC Test Security Affidavit.

(3) Except during the administration of the tests, I will keep the test materials in a securely locked room which can be accessed only with a key or key card and, when possible, in a locked storage cabinet within that room.

(4) As a site ELPAC coordinator, I will collect and return all test materials to the LEA ELPAC coordinator.

(5) As an LEA ELPAC coordinator, I will securely destroy or return all test materials ~~that do not require scoring by the test contractor~~, in accordance with the directions of and time periods specified by the test contractor.

(6) I will deliver test materials only to those persons who have executed ELPAC Test Security Affidavits.

By signing my name to this document, I am assuring that I have completely read and will abide by the above conditions.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(d) Test examiners, proctors, scribes, LEA ELPAC coordinators, site ELPAC coordinators, ELPAC trainers, LST correspondence administrator, LST data entry staff, and any person having access for the purpose of administering the test(s) shall sign the ELPAC Test Security Affidavit set forth in subdivision (e) before receiving any test materials.

(e) The ELPAC Test Security Affidavit shall be as follows:

ELPAC TEST SECURITYAFFIDAVIT

I acknowledge that I will have access to one or more of the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments pursuant to Education Code section 60810, for the purpose of administering the test(s) to eligible pupils. I understand that these materials are highly secure and may be under copyright restrictions, and it is my responsibility to protect their security as follows:

(1) I will not divulge the contents of the test materials to any other person through verbal, written, or any other means of communication. This includes, but is not limited to, sharing or posting test content via the Internet or by e-mail without the express prior written permission of the California Department of Education (CDE) and test contractor.

(2) I will not copy or take a photo of any part of the test materials. This includes, but is not limited to, photocopying (including enlarging) and recording without the express prior written permission from the CDE and test contractor.

(3) I will keep all test materials secure prior to and following the distribution of the test(s).

(4) I will permit eligible pupils access to test materials only during testing periods. I will permit only eligible pupils who are testing, and individuals participating in the test administration who have signed an ELPAC Test Security Affidavit, to be in the room when and where the ELPAC assessments are being administered.

(5) I will not allow any pupils to use any electronic devices that allow them to access outside information, communicate with any other pupils, or photograph or copy test content. This includes, but is not limited to, cell phones, personal digital assistants, tablets, laptops, cameras, and electronic translation devices.

(6) When acting as a test examiner, I will: (a) collect and account for all test materials following each testing session; (b) not permit any pupils to remove any test materials by any means from the room(s) where testing takes place; and (c) count all test books and answer ~~documents~~ books before allowing any pupil to leave the testing room.

(7) I will not review any test questions, passages, or other test items with any pupils or any other person at any time, including before, during, or following testing. I understand that this includes any discussion between local educational agency (LEA) staff for training or professional development, whether it be in a one-on-one or in a staff meeting setting.

(8) I will not, for any test, develop scoring keys, review any pupil responses, or prepare answer ~~documents~~ books. I understand that this includes coaching pupils or providing any other type of assistance to any pupils that may affect their responses. This includes, but is not limited to, both verbal cues and nonverbal cues that may indicate correct or incorrect answers, or completing or changing any pupils' answers.

(9) I will return all test materials to the designated site ELPAC coordinator in accordance with his or her instructions.

(10) When acting as a test examiner or proctor, I will actively supervise all pupils throughout the testing session to ensure that they are working on the correct test section or part, marking their answers in the correct section of their answer ~~documents~~ books, following instructions, and are accessing only authorized materials (non-embedded universal tools, designated supports, or accommodations) for the test being administered.

(11) I will administer the ELPAC in accordance with the directions for test administration and test administration manuals prepared by the test contractor, or any additional guidance provided by the test contractor. I understand that the unauthorized copying, sharing, or reusing of any test book (test books may be appropriately reused in accordance with the test contractor's terms and conditions), test question, or answer ~~document~~ book by any means is prohibited. This includes, but is not limited to, photocopying, recording, e-mailing, messaging (instant, text, or multimedia messaging service, or digital application), using a camera/camera phone, and/or sharing or posting test content via the Internet without the express prior written permission from the CDE and test contractor.

(12) I have been trained to carry out my responsibilities in the administration of the ELPAC.

By signing my name to this document, I assure that I have completely read this affidavit and will abide by the above requirements and have received all training necessary for the administration of the ELPAC.

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEA: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(f) To maintain the security of the ELPAC, all LEA ELPAC coordinators and site ELPAC coordinators shall immediately, within 24 hours, notify the test contractor of any security breaches or testing irregularities occurring before, during, and/or after any ELPAC test administration(s).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821 and 6823.

**§ 11518.70. Excessive Material Orders.**

(a) For both the initial and summative assessments, each LEA is responsible for the cost of excessive materials ordered annually by the LEA.

(1) In no event shall the cost to the LEA for excessive materials exceed the amount per test book~~let~~ and accompanying material that is paid to the test contractor by the CDE as part of the contract with the test contractor for the applicable year.

(b) An LEA shall not be responsible for the cost of test materials lost through no fault of the LEA.

(c) An LEA shall reimburse the test contractor within 60 calendar days of the LEA's receipt of the test contractor's notice of excessive materials charges.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313 and 60810, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821 and 6823.

**§ 11518.75. Data Elements for Test Registration, Analysis of Pupil Proficiency, and State and Federal Reporting.**

(a) In order to assess all eligible pupils pursuant to Education Code section 60810 and meet state and federal accountability and reporting obligations, each LEA shall provide any and all program and demographic pupil data requested by the CDE for inclusion in CALPADS.

(b) In addition to the demographic and program data required to be reported in subdivision (a) above, each LEA shall report to the test contractor the following information, as applicable:

(1) Pupil's full name;

(2) Pupil's date of birth;

(3) County-District-School code;

(4) Date testing completed;

(5) Pupil's grade level at time of test administration;

(6) Pupil's gender;

(7) Pupil's most recent prior CELDT or ELPAC scale scores;

(8) Pupil's grade level from the most recent prior CELDT or ELPAC administration;

(9) Pupil's use of accommodation(s);

(10) Pupil's use of alternate assessment(s); ~~and~~

(11) Pupil’s exemption from assessment in one or more of the domains of listening, speaking, reading or writing, as set forth in section 11518.25(c); and

(12~~11~~) Pupil's Statewide Student Identifier.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313, 60810 and 60812, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825, 6826, 6841 and 6843.

**Article 6. Apportionment**

**§ 11519.5. Apportionment Information Report.**

(a) Annually, the CDE shall make available electronically to each LEA an apportionment information report which shall include the following information provided to the test contractor for those tests administered during the previous fiscal year (July 1 through June 30):

(1) Initial assessment: The number of eligible pupils assessed on the ELPAC initial assessment within the initial assessment window as indicated by the number of answer ~~documents~~ books scored by the LEA and entered into the local scoring tool for each administration.

(2) Summative assessment: The number of eligible pupils assessed on the ELPAC summative assessment within the annual summative assessment window as indicated by the number of answer ~~documents~~ books submitted to and scored by the test contractor for each administration.

(A) If multiple answer books for an individual pupil are submitted to the test contractor, only the LEA that submitted the answer book with the earliest date testing completed will be eligible for apportionment.

(b) The CDE shall ~~distribute~~make available electronically an ~~the~~ apportionment information report~~s~~ to each LEA~~s no later than December 1~~ annually.

(c) To be eligible for an apportionment payment for the ELPAC, LEAs shall annually meet the following conditions:

(1) The LEA shall have returned to the contractor and/or locally destroyed in a secure manner all secure test materials, and

(2) The LEA superintendent shall have certified the accuracy of the apportionment information report for the administration of the initial and summative assessments during the prior fiscal year (July 1 through June 30), which is ~~either:~~

transmitted electronically in a manner prescribed by the test contractor.

~~(A) Postmarked or transmitted electronically in a manner prescribed by the test contractor and/or the CDE by March 1 of the subsequent fiscal year, or~~

~~(B) If postmarked or transmitted in any manner after March 1 of the subsequent fiscal year, the apportionment information report shall be accompanied by a waiver request as provided by Education Code section 33050.~~

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313 and 60810, Education Code.

06-20-18 [California Department of Education]