

# THE CORRECTION OF CLASSIFICATION PROCESS

## AT-A-GLANCE

The home language survey (HLS) is completed once by the parent or guardian at the time the student is initially enrolled in a California public school. If the HLS is completed incorrectly, the parent or guardian may make a request to change it prior to the local educational agency (LEA) administering the English Language Proficiency Assessments for California (ELPAC), specifically the Initial ELPAC or the Initial Alternate ELPAC.

However, once a student is identified as an English learner (EL) on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC, and the student has been administered the Summative ELPAC or Summative Alternate ELPAC, revising or correcting the HLS is no longer allowable unless there was an administrative error.

**Note:** The LEA coordinator and California Longitudinal Pupil Achievement Data System (CALPADS) coordinator must collaborate to make any necessary changes to a student's language classification.

**Per ELPAC regulations (*California Code of Regulations, Title 5, Section 11518.20*, available on the California Office of Administrative Law California Code of Regulations Subchapter 7.6 web page at <https://bit.ly/2BaCcTI>), there are three correction of classification processes below that can be used to correct a student's current English Language Acquisition Status (ELAS).**

### CORRECTION PROCESS A

Correction Process A is used when a student is classified as **English only (EO)** on the basis of the results of the HLS.

The correction to a status from "**EO**" to "**to be determined**" (**TBD**) is made if:

- The LEA has an indication that the student has a language other than English.
- The student is unable to perform classwork in English.

The LEA must collect and review *evidence*\* to determine whether the student should be administered the Initial ELPAC or Initial Alternate ELPAC. The CALPADS coordinator should enter correction code 1 (Evidence of Non-English Primary Language) in the ELAS correction field and correct the student's ELAS to **TBD**. The student will then be eligible to take the Initial ELPAC or Initial Alternate ELPAC in order to identify the student as an EL or initial fluent English proficient (IFEP).

| Correction       | CALPADS Code                                    | Notes   |
|------------------|---|---|
| <b>EO to TBD</b> | 1<br>(Evidence of Non-English Primary Language) | This correction should only be used prior to taking the Initial ELPAC or Initial Alternate ELPAC. |

## CORRECTION PROCESS B

Correction Process B is used if an LEA administers the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, or Summative Alternate ELPAC to a student who is not eligible to be assessed. For example, the LEA makes an administrative error, assigning **TBD** to a student who is **EO**. The student is incorrectly administered the ELPAC. The evidence of administrative error is based on a review of the original HLS upon first enrollment. The CALPADS coordinator should enter correction code 4 (Ineligible Student Tested) in the ELAS correction field.

| Correction                   | CALPADS Code                     | Notes   |
|------------------------------|----------------------------------|---|
| EL to EO<br>or<br>IFEP to EO | 4<br>(Ineligible Student Tested) | This correction should be used for administrative errors. |

## CORRECTION PROCESS C

Correction Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student's classification on the basis of the results of the Initial ELPAC or Initial Alternate ELPAC. LEAs must collect *evidence*\* to support or deny a request to correct the classification of a student. This process must occur before the first administration of the Summative ELPAC or Summative Alternate ELPAC. Correction Process C can be used if the student was timid during the Initial ELPAC or Initial Alternate ELPAC administration and is classified as an **EL**, but further evidence is collected that demonstrates the student's ability to listen, speak, read, and write in English in the classroom. The LEA CALPADS coordinator should enter code 5 (Evidence for **EL** or **IFEP**) in the ELAS correction field.

| Correction                     | CALPADS Code                                     | Notes  |
|--------------------------------|--|--|
| EL to IFEP<br>or<br>IFEP to EL | 5<br>(Evidence for <b>EL</b><br>or <b>IFEP</b> ) | This correction should only be used prior to taking the Summative ELPAC or Summative Alternate ELPAC. <i>Evidence</i> * must be collected to support the correction. |

### \*EVIDENCE:

When making any decision to correct an ELAS, LEAs must collect and review locally-determined evidence to support their decisions. Evidence shall include:

- Results of the HLS
- Results of the assessment of the student's proficiency in English, using an objective assessment instrument, including, but not limited to, the Initial ELPAC or Initial Alternate ELPAC
- Parent or guardian opinion and consultation results
- Evidence of the student's performance in the LEA's adopted course of study and the student's English Language Development, as applicable, obtained from the student's classroom teacher and certificated staff with direct responsibility for teacher or placement decisions