

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

pptb-adad-jul19item03

# California State Board of Education July 2019 Agenda Item #07

## Subject

English Language Proficiency Assessments for California: Approval of Commencement of the Rulemaking Process for Amendments to the *California Code of Regulations*, Title 5, Sections 11518, 11518.5, 11518.15, 11518.20, 11518.25, 11518.30, 11518.35, 11518.37, 11518.40, 11518.45, 11518.50, 11518.75, and 11518.77.

## Type of Action

Action, Information

## Summary of the Issue(s)

The California Department of Education (CDE) has begun work for the transition of the paper-based English Language Proficiency Assessments for California (ELPAC) to the same online delivery system as the California Assessment of Student Performance and Progress (CAASPP) program. Enactment of Assembly Bill No.1808 (Chapter 32, subsection (64) and Section 141) provides the statutory authority and basis for this transition to an online test delivery system. Section 141 specifically provides that the computer-based ELPAC will use the same test delivery system as CAASPP. This transition is in alignment with the contract that the State Board of Education (SBE) approved in November 2018. This shift to an online administration platform introduces new terms, substantially expands embedded and non-embedded universal tools, designated supports and accommodations, allows for quicker electronic score reporting for grades three through twelve, and provides a statewide streamlined process for the completion and retention of test security affidavits and agreements. Based on these changes, amendments to the current ELPAC regulations are necessary.

## Recommendation

The CDE is recommending that the SBE take the following actions:

* Approve the Notice of Proposed Rulemaking (Notice).
* Approve the Initial Statement of Reasons (ISOR).
* Approve the 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. The OAL expressed concerns regarding the necessity and clarity of the proposed ELPAC regulations. Subsequently, the CDE withdrew the regulation package in order to address the OAL’s concerns. In March 2017, based on feedback from the OAL, the CDE resubmitted to the SBE changes to the proposed regulations. The ELPAC regulations were approved on June 5, 2017, and became operational on October 1, 2017.

The summative ELPAC became operational on February 1, 2018, and the initial ELPAC became operational July 1, 2018. Based on feedback regarding the first operational summative ELPAC, the SBE approved emergency regulations as well as the commencement of the rulemaking process for amendments to the ELPAC regulations in July 2018. In November 2018, the SBE re-adopted the emergency regulations and approved the permanent rulemaking file. The OAL approved the regulations on January 1, 2019.

In order to have accessibility resources available to students for the administration of the 2019–20 ELPAC and provide clear and consistent guidance to local educational agencies (LEAs), the CDE is proposing the following amendments to the regulations:

* Amendment to section 11518(c) to clarify that alternate assessments or the Alternate ELPAC, when operational, are for students with the most significant cognitive disability(s)
* Proposed new definitions in subsections 11518(e), (f), (g), (al), (as), and (at) for clarity on new terms for the ELPAC transition from a paper-based administration to an online test delivery system
* Proposed definitions in subsections 11518(h) and (av) for two new roles for individuals to assist in test administration to ensure a student’s unobstructed ability to access the assessment
* Revisions in subsections 11518(l), (ae), and (an) to clarify language regarding electronic signatures
* Proposed definitions in subsections 11518(n) and (aa) to distinguish the accessibility resources as embedded or non-embedded for the transition from paper-pencil administration to an online test delivery system
* Proposed definitions in subsections 11518(o) and (ap) for accessibility resources available in an online test delivery system; these proposed definitions are included because users may be less familiar in the early stages of this transition
* Proposed definition in subsection 11518(u) is included to define instructional supports for the proposed additional language in subsections 11518.5(d), 11518.15(b), and 11518.30(f)
* Proposed definition in subsection 11518(aj) is added to comply with federal guidance specifying criteria that the individual education program team consider to determine whether students with the most significant cognitive disabilities are eligible for an alternate assessment
* Proposed definition in subsection 11518(aw) to provide clear criteria for the role of translator for the ELPAC administration. Translators may provide test directions in a student’s primary language
* Proposed language in subsection 11518.5(d) to describe the initial ELPAC administration and score reporting in an online test delivery system; this is consistent with the CAASPP program
* Proposed language in subsection 11518.15(b) to incorporate language as it pertains to the summative ELPAC administration and score reporting in an online test delivery system; this is consistent with the CAASPP program
* Proposed language in subsection 11518.25(d) is added because, due to the integrated task design of the Alternate ELPAC, individual domains cannot be excluded in the calculation of the overall score
* Proposed language in subsection 11518.30(b) is added to clarify that once the Alternate ELPAC is operational, pupils identified with the most significant cognitive disabilities will no longer be given the locally-determined alternate assessments
* Proposed language in subsections 11518.30(c), (d), (e), and (f) is added to provide information that is specific to the criteria for the administration of an alternate assessment. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed language in subsection 11518.35(a) is added to identify embedded universal tools available for the administration of the ELPAC in an online test delivery system. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed revision in subsection 11518.35(b) to identify non-embedded universal tools available for the administration of the ELPAC. Previously, the ELPAC was solely a paper-based administration; all resources were considered non-embedded but not specifically identified as such in the existing regulations. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed language in subsections 11518.35(b)(6) through (b)(9) is added to identify new non-embedded universal tools available for the administration of the ELPAC. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed language in subsection 11518.35(c) is added to identify embedded designated supports available for the administration of the ELPAC in an online test delivery system. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed revision in subsection 11518.35(d) to identify non-embedded designated supports available for the administration of the ELPAC. Previously, the ELPAC was solely a paper-based administration, all resources were considered non-embedded but not specifically identified as such in these regulations. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed language in subsections 11518.35(d)(1), (d)(2), (d)(4), (d)(6), (d)(7), (d)(9), (d)(10), (d)(11), (d)(12), (d)(13), and (d)(14) is added to identify new non-embedded designated supports available for the administration of the ELPAC. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed language in subsection 11518.35(e) is added to identify embedded accommodations available for the administration of the ELPAC. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed revision in subsection 11518.35(f) to identify non-embedded accommodations available for the administration of the ELPAC in an online test delivery system. Previously, the ELPAC was solely a paper-based administration and all resources were considered non-embedded but not specifically identified as such in these regulations. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed language in subsections 11518.35(f)(1), (f)(2), (f)(3), (f)(4), and (f)(9) is added to identify new non-embedded accommodations available for the administration of the ELPAC. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed deletion of language from former subsections 11518.35(f)(2), (f)(4), (f)(9), and (f)(11) because these accommodations are encompassed in new proposed resources. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program
* Proposed deletion of language from former subsection 11518.35(d) due to a test registration feature of online test delivery system; unlisted resources are identified in a different manner and proposed section 11518.37 outlines these procedures
* Proposed section 11518.37 is added to align the ELPAC with the CAASPP program delivery system for requesting unlisted resources in the online test delivery system; this provides the procedures for LEAs to follow to request unlisted resources and also includes the impact if a non-approved unlisted resource is used
* Proposed addition of language to subsection 11518.40(a) and (b)(12) to include the Alternate ELPAC in the list of assessments within the LEA ELPAC coordinator duties in this section
* Proposed addition of language to subsection 11518.40(b) to clarify that the list of LEA ELPAC coordinator duties in this section are annual duties
* Proposed addition of language to subsection 11518.40(b)(4) for the LEA ELPAC coordinator to electronically agree to the ELPAC Test Security Affidavit and ELPAC Test Security Agreement; this is in alignment with the CAASPP program
* Proposed deletion of language from subsection 11518.40(b)(4) because the LEA ELPAC coordinator no longer has to locally retain the ELPAC Test Security Affidavit and ELPAC Test Security Agreement; these documents will be managed in an electronic record keeping environment. This is consistent with the CAASPP program
* Proposed addition of language to subsection 11518.45(a) and (b)(8) to include the Alternate ELPAC in the list of site ELPAC coordinator duties in this section
* Proposed addition of language to subsection 11518.45(b) to clarify that the list of site ELPAC coordinator duties in this section are annual duties
* Proposed addition of language to subsection 11518.45(b)(3) regarding the requirement that the site ELPAC coordinator to electronically agree to the ELPAC Test Security Affidavit and ELPAC Test Security Agreement. These documents will be managed in an electronic record keeping environment where documents may be electronically agreed to; this is in alignment with the CAASPP program
* Proposed addition of language to subsection 11518.45(b)(5) for the site ELPAC coordinator to monitor the electronic completion of the ELPAC Test Security Affidavit for all site level employees who will be in contact with the ELPAC test materials; this is in alignment with the CAASPP program
* Proposed deletion of language from subsection 11518.45(b)(6) because the site ELPAC coordinator no longer must locally retain the ELPAC Test Security Affidavit; these documents will be managed electronically. This is in alignment with the CAASPP program
* Proposed addition of language to subsections 11518.50(a), (b), (c), (c)(2), (c)(6), (d), (e)(4), and (e)(12) to clarify that the appropriate persons can electronically agree to the ELPAC Test Security Affidavit and ELPAC Test Security Agreement. These documents will be managed and will be able to accept electronic agreement in an electronic record keeping environment; this is in alignment with the CAASPP program
* Proposed addition of language to subsections 11518.50(c) and (e) to identify the Alternate ELPAC on the test security affidavit and the test security agreement
* Proposed deletion of language from subsections 11518.50(c)(6) and (e)(12) because the following elements all are recorded in an electronic environment and no longer need to be completed by the user; this is in alignment with the CAASPP program
* Proposed revision in section 11518.50(d) to include test navigation assistant and designated interface assistant to the list of individuals required to electronically agree to the test security affidavit
* Proposed addition of language to subsection 11518.50(e)(10) to include the term embedded as it is now used to distinguish the manner in which an accessibility resource is used
* Proposed addition of language to subsections 11518.75(b)(9), (b)(10), and (c) which allows the LEAs to select appropriate resources to be activated in the system on a student-by-student basis. This registration information is also imperative for the accurate reporting of student scores
* Proposed addition to section 11518.77 which provides the appeals procedures for an online test delivery system. This aligns with the CAASPP program and provides LEAs with the procedures for reopening, resetting, restoring, or requesting a grace period extension for testing

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

In November 2018, the CDE provided the SBE with updates on CAASPP System activities, requested approval of the proposed contract amendment for the CAASPP contract with ETS to include the integration of the ELPAC, and requested approval of the proposed contract amendment to the University of California, Santa Cruz (UCSC) interagency agreement to provide an educator reporting system (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08.docx>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a1.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a2.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a3.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a4.xlsx>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a5.pdf>)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item08a6.xlsx>).

In November 2018, the SBE approved the readoption of the emergency ELPAC regulations (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item13.docx>).

In November 2018, the SBE approved the permanent rulemaking of ELPAC regulations to be sent to the OAL for approval (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item14.docx>).

In October 2018, the CDE provided the SBE with an Information Memorandum that provided an update on the SSR for 2018–19 and beyond (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-adad-oct18item01.docx>).

In September 2018, the CDE provided the SBE with updates on the CAASPP System, including a presentation on the electronic reporting pilot (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item03.docx>).

In July 2018, the SBE approved the emergency regulations while conducting the proposed rulemaking process

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item04.docx>).

In July 2018, the SBE approved the commencement of the rulemaking process for the proposed amendments to the ELPAC regulations

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item05.docx>).

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 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 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 (5 pages)
* Attachment 2: Initial Statement of Reasons (14 pages)
* Attachment 3: Proposed Regulations (29 pages)
* Attachment 4: Economic and Fiscal Impact Statement (STD. 399) (5 pages)

**CA DEPARTMENT OF EDUCATION**

**TONY THURMOND**

State Superintendent of Public Instruction

**CA BOARD OF EDUCATION**

**LINDA DARLING-HAMMOND**

President

**NOTICE OF PROPOSED RULEMAKING**

AMENDMENTS TO CALIFORNIA CODE OF REGULATIONS, TITLE 5, REGARDING

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

Notice published July 26, 2019

**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 8:30 a.m. on September 9, 2019, 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 9, 2019. 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: Sections 306, 313, 33031, and 60810 Education Code.

References: Sections 306, 313, 37200, 51210, 51220, 56034, 56345, 60640, 60810, 60812, and 60900, Education Code; 20 U.S.C. Sections 1400 et seq., 1401, 1412, 6311, 6312, 6821, 6823, 6825, 6826, 6841, 6843, and 7801; 29 U.S.C. Section 794, and 34 Code of Federal Regulations Parts 200.6. and 300.160.

## *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 their 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.

Assembly Bill (AB) 124 (Chapter 605, Statutes of 2012) required the State Superintendent of Public Instruction, 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.

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 English Language Proficiency Assessments for California (ELPAC). The initial and summative ELPAC are 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 replaced the California English Language Development Test, as specified in Education Code section 60810(f) (SB 201, section 5) and Education Code section 60810(h) (SB 201, section 6).

The ELPAC regulations were approved by the Office of Administrative Law (OAL) on June 5, 2017, and became effective on October 1, 2017. Based on educator and test examiner feedback from the field test and operational administrations, information from cognitive labs, and changes deemed necessary by the test contractor and the CDE, the CDE proposed amendments to the regulations to the SBE in July 2018. The SBE approved emergency regulations as well as the commencement of the rulemaking process for amendments to the ELPAC regulations. A 45-day public comment period from July 27, 2018, through September 10, 2018 was held. No public comments were received during this public comment period nor during the public hearing held on September 10, 2018. In November 2018, the SBE re-adopted the emergency regulations and approved the permanent rulemaking that was submitted to OAL for final approval. The OAL approved the regulations on January 1, 2019.

### *Anticipated Benefits of the Proposed Regulation*

The benefits of the proposed regulations include statewide consistency for the administration and scoring of the initial and summative ELPAC to all eligible pupils. Also, this would align the administrative procedures of the ELPAC to the California Assessment of Student Performance Program, including the procedures for alternate assessments, which reduces burdens on local educational agencies. The proposed regulations include additional definitions and assessment-specific language resulting from the transition from a paper-pencil based administration to an online test delivery system, substantial expansion of resources to increase equitable access for pupils, revision of language for electronic score reporting, and revisions to clarify the transition to electronic agreement to testing security forms.

These regulations propose a consistent procedure for statewide administration of the ELPAC by local educational agencies so all eligible pupils have access to valid and reliable assessments of ELP, consistent with state and federal law.

### *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 have no 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 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 website 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.

# 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 their 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.

Assembly Bill (AB) 124 (Chapter 605, Statutes of 2012) required the State Superintendent of Public Instruction, in consultation with the State Board of Education (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.

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 to measure an EL’s progress in learning English. Combined, these assessments are described as the English Language Proficiency Assessments for California (ELPAC). The initial and summative ELPAC are 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 replaced the California English Language Development Test, as specified in Education Code section 60810(f) (SB 201, section 5) and Education Code section 60810(h) (SB 201, section 6).

The ELPAC regulations were approved by the Office of Administrative Law (OAL) on June 5, 2017, and became effective on October 1, 2017. Based on educator and test examiner feedback from the field test and operational administrations, information from cognitive labs, and changes deemed necessary by the test contractor and the CDE, the CDE proposed amendments to the regulations to the SBE in July 2018. The SBE approved emergency regulations as well as the commencement of the rulemaking process for amendments to the ELPAC regulations. A 45-day public comment period from July 27, 2018 through September 10, 2018, was held. No public comments were received during this public comment period nor during the public hearing held on September 10, 2018. In November 2018, the SBE re-adopted the emergency regulations and approved the permanent rulemaking be provided to OAL for final approval. The OAL approved the regulations on January 1, 2019.

## PROBLEM AGENCY INTENDS TO ADDRESS

These proposed amendments to the current regulations are necessary in order for LEAs to successfully assess the ELP of eligible pupils using the initial and summative ELPAC, which are required by the provisions of Education Code sections 313 and 60810 (SB 201, sections 3 and 6). The CDE has begun work for the transition of the paper-based ELPAC to the same online test delivery system as the California Assessment of Student Performance and Progress (CAASPP) program. This transition is in alignment with the contract that the SBE approved in November 2018, as funded by AB 1808 (Statutes of 2018).

Through this rulemaking process, the SBE will define additional roles in the administration of an online delivery of the ELPAC, provide consistent language throughout the regulations, provide consistent language and procedures between the ELPAC and the CAASPP, provide consistent language between the California Alternate Assessments and the in-development Alternate ELPAC, differentiate the available embedded and non-embedded resources, provide an expanded list of accessibility resources, clarify language around procedures to request unlisted resources and the impact of using unapproved unlisted resources, support a consistent system to electronically agree to security oaths in alignment to the CAASPP program, support electronically retained security oaths, include necessary requirements for test registration for an online test delivery system, and procedures for irregular events through an appeals process for an online test delivery. 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 11518, 11518.5, 11518.15, 11518.20, 11518.25, 11518.30, 11518.35, 11518.40, 11518.45, 11518.50, and 11518.75 and add proposed sections 11518.37 and 11518.77 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 initial and summative ELPAC to all eligible pupils. Also, this would align the administrative procedures of the ELPAC to the CAASPP program, including the procedures for alternate assessments, which reduces burdens on LEAs. The proposed regulations include additions to definitions and assessment-specific language resulting from the transition from a paper-pencil based administration to an online test delivery system, substantial expansion of resources to increase equitable access for pupils, revision of language for electronic score reporting, as well as revisions to clarify the transition to electronic agreement to testing security forms.

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 11518

**Section 11518(c)** is amended to conform to regulations in Every Student Succeeds Act (34 C.F.R. section 200.6(h)(5)) by clarifying that an alternate assessment or the Alternate ELPAC, when operational, is an alternate means of measuring English proficiency. An alternate assessment or the Alternate ELPAC, when operational, is specified in a pupil’s individualized education program (IEP) when the IEP team determines the pupil has significant cognitive disabilities such that the pupil is unable to participate in the initial or summative assessment even with accommodations. This definition and criteria align with the California Alternate Assessments which is within the CAASPP program.

**Proposed section 11518(e)** is added to define the “assessment management system” that includes the management of the ELPAC assessments. This includes the registration of students, scoring of items, calculation of scores, and the storage of data. This new section is necessary for the effective administration of the online test delivery system of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(f)** is added to define the “assessment technology platform” that the supports the online test delivery system of the ELPAC assessments.This new section is necessary for the effective administration of the online test delivery system of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(g)** is added to define the **“**data warehouse” that maintains the test registrations and test results. It is able to generate reports of results or required extracts of data. This new section is necessary for the effective administration of the online test delivery system of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(h)** is added to define thenew role of the “designated interface assistant.” The designated interface assistant is a non-embedded designated support for students who need assistance to navigate through the student assessment interface. This individual may enter a pupil’s handwritten responses, verbatim, into the interface on behalf of the pupil, only after electronically agreeing to the Test Security Affidavit. This new section is necessary for the effective administration of the online test delivery system of the ELPAC assessments.

**Section 11518(l), former section 11518(h)** is amended to define the appropriate acronym for the term “nonpublic school.” It is further amended to reflect the changes of the Test Security Agreement and Test Security Affidavits moving from a paper-based signature to an electronic agreement. This amendment necessary for the effective administration of the online test delivery of the ELPAC assessments and is in alignment with the current CAASPP program.

**Proposed section 11518(n)** is added to define the term **“**embedded,” which distinguishes accessibility resources, whether a universal tool, designated support, or accommodation that are available in a computer-based testing platform. This new section is necessary for the online test delivery system of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(o)** is added to define “expandable passages” and “expandable items,” which are embedded accessibility resources. These resources allow the pupils to expand the size of both passages and items on the electronic device on which they are taking the assessment. This new section is necessary for the effective administration of the online test delivery of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(u)** is added to define “instructional supports,” which are supports that a student would use regularly in the classroom and would provide equal access to the assessment platform for all students. These supports may be language- or physical-based. This new definition aligns with the current CAASPP regulations.

**Proposed section 11518(aa)** is added to define the term **“**non-embedded,” which distinguishes accessibility resources, whether a universal tool, designated support, or accommodation that are provided by an LEA outside of the test delivery system. This new definition aligns with the current CAASPP regulations.

**Section 11518(ae), former section 11518(w)** is amended to reflect the changes of the Test Security Agreement and Test Security Affidavits from a paper-based signature to an electronic agreement. This amendment is necessary for the effective administration of the online test delivery of the ELPAC assessments and aligns with the current CAASPP program.

**Section 11518(ai)** is amended to correct the citation for Section 504 of the Rehabilitation Act. It was incorrectly identified as 20 U.S.C. section 794 and should be identified as 29 U.S.C. section 794.

**Proposed section 11518(aj)** is added to define “pupils with the most significant cognitive disabilities.” Based on title 20 of the United States Code section 1400 et seq. and 34 Code of Federal Regulations part 200.6, this criteria is used when considering students as eligible for an alternate assessment.

**Proposed section 11518(al)** is added to define the **“**registration system” in which the test settings are controlled on a student-by-student basis. Administrators of the ELPAC are able to manage LEA users and pupil test settings which include accessibility resource(s). This new section is necessary for the effective administration of the online test delivery of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Section 11518(an), former section 11518(ad)** is amended to reflect the changes of the Test Security Agreement and Test Security Affidavits from a paper-based signature to an electronic agreement. This amendment is necessary for the effective administration of the online test delivery of the ELPAC assessments and aligns with the current CAASPP program.

**Proposed section 11518(ap)** is added to define thedesignated support of “streamlining.” Streamlining provides a pupil an alternate screen display from side-by-side layout to a stacked view. This new section is necessary for the necessary for the effective administration of the online test delivery of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(as)** is added to define the **“**test delivery system” for the ELPAC. This is the pupil-facing display that will display test content, accept and record pupil responses, and restrict a pupil’s ability to access information outside of the testing environment. This new section is necessary for the effective administration of the online test delivery of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(at)** is added to define the **“**test administration manual” which is a comprehensive training and administration manual provided by the ELPAC contractor. The test administration manual provides the procedures for the handling of materials before, during, and after test administration. This new section is necessary for the effective administration of the online test delivery of the ELPAC assessments and this definition aligns with the current CAASPP regulations.

**Proposed section 11518(av)** is added to define thenew role of the “test navigation assistant.” This non-embedded universal tool is added to support students who need assistance to maneuver through the student assessment interface but does not input answers into the interface on behalf of the students. The individual in this role must electronically agree to the Test Security Affidavit prior to testing. This new section is necessary for the effective administration of the online test delivery of the ELPAC assessments.

**Proposed section 11518(aw)** is added to define “translator.” During test administration, a translator may provide translated test directions in a student’s primary language. Test content being assessed is not translated. This new definition provides criteria to fulfill this role. This new definition aligns with the current CAASPP regulations.

**NOTE Section of Section 11518** is amended to include additional reference citations for the proposed definitions within section 11518.

## SECTION 11518.5

**Proposed section 11518.5(d)** is added to support the transition of the ELPAC from a paper-based assessment to a computer-based assessment. This new language is needed to support the procedural and administrative changes of the initial assessment on an online test delivery system. This new section is necessary for the effective administration of the online test delivery of the ELPAC assessments and aligns with the current CAASPP regulations.

## SECTION 11518.15

**Proposed section 11518.15(b)** is added to support the transition of the ELPAC from a paper-based assessment to a computer-based assessment. This new language is needed to support the administration of the summative assessment on an online test delivery system. This new section is necessary for the effective administration of the online test delivery of the ELPAC assessments and aligns with the current CAASPP regulations.

## SECTION 11518.20

**NOTE of Section 11518.20** is amended to include additional reference citations in subsection 11518.20(d)(4).

## SECTION 11518.25

**Proposed section 11518.25(d)** is added because, due to the item task design of integrated domains, e.g., reading with speaking, individual domains cannot be exempted from the calculation for the expressive and receptive composite scores for pupils who have a disability that makes them unable to test in those domains.

## SECTION 11518.30

**The title of section 11518.30** is amended to delete the word “Local.” This revision is necessary because the CDE is developing a statewide alternate ELPAC. This section needs to address alternate assessments in general and not be specific to locally-determined alternate assessments, which will no longer exist once the Alternate ELPAC is operational.

**Proposed section 11518.30(b)** is added to explain that once the Alternate ELPAC is operational, students who have been identified as having significant cognitive disabilities and are determined eligible for an alternate assessment by their IEP teams will no longer be assessed using locally-determined alternate assessments.

**Proposed section 11518.30, subdivisions (c), (d), (e), and (f)** are added to clarify that once the Alternate ELPAC is operational, it will become the statewide alternate assessment English language proficiency. This addition aligns with the regulations for the California Alternate Assessments. This new section is necessary for the effective administration of the online test delivery of the Alternate ELPAC and aligns with the current CAASPP regulations.

## SECTION 11518.35

**Proposed section 11518.35(a)** is added to provide a list of allowable embedded universal tools, delivered through an online test delivery system, available for all pupils during the ELPAC test administration. An online test delivery system provides an increased amount of resources than those available for a paper-based delivery system. These embedded universal tools are new accessibility resources available for the ELPAC in an online administration and are necessary to include in the regulations. Without the inclusion of these resources in the regulations, they will not be available for students during the upcoming administration. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Section 11518.35(b)** is amended to clarify that the list of resources in this section are non-embedded universal tools for use during the ELPAC test administration. Prior to the transition to an online test delivery system for the ELPAC, all universal tools were considered non-embedded in a paper-based administration. It is now necessary to distinguish these non-embedded universal tools from the embedded universal tools in proposed section 11518.35(a). Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Section 11518.35(b)(4)** is deleted because the ELPAC is an untimed test and the existing language suggested that the test had a time limit. All test manuals provide information that the test is untimed. It is necessary to remove this language because there is no time limit on test completion and this listed resource no longer applies. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Proposed Sections 11518.35(b)(6) through (b)(9)** are added to identify additional allowable non-embedded universal tools for use during the ELPAC test administration. These resources identified are as non-embedded universal tools, are used based on student preference. The non-embedded universal tools identified in this section are new accessibility resources available for the ELPAC administration and are necessary to include in the regulations. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Proposed sections 11518.35(c)** is added to provide a list of allowable embedded designated supports, delivered through an online test delivery system, that are available during the administration of the ELPAC for all pupils with an identified need. These supports are not exclusive to students with IEPs or Section 504 plans. An online test delivery system provides an increased amount of resources compared to those available for a paper-based delivery system. Embedded designated supports are new accessibility resources available for the ELPAC administration and must be included in the regulations so that they will be available for pupils during the upcoming administration. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Section 11518.35(d), former section 11518.35(b)** is amended to clarify that the list of resources in this section are non-embedded designated supports. Prior to the online test delivery system for the ELPAC, in a paper-based delivery, all designated supports were considered non-embedded. It is now necessary to distinguish these non-embedded designated supports from the embedded designated supports in proposed section 11518.35(c). Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Proposed Sections 11518.35(d)(1), d(2), (d)(4), (d)(6), (d)(7), (d)(9), (d)(10), (d)(11), (d)(12), (d)(13), and (d)(14)** are added as allowable non-embedded designated supports available for all pupils with an identified need during the ELPAC test administration. These supports are not exclusive to students with IEPs or Section 504 plans. Generally, these are carried over from the previously identified non-embedded supports for a paper-based administration but are reordered for readability. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Former sections 11518.35(d)(2), (d)(4), and (d)(5)** aredeleted because these non-embedded designated supports are identified in other resources previously identified or in proposed additions within these regulations. Former section 11518.35(d)(2) is referenced in proposed 11518.35(d)(2) and (d)(6). Former section 11518.35(d)(4) is referenced in proposed 11518.35(a)(7), as well as a feature of the online test delivery system allows the pupil to replay the audio recording of test directions. Former section 11518.35(d)(5) is referenced in proposed 11518.35(d)(10). The deletion of this language is necessary to provide consistent language regarding available resources among the California assessment system.

**Proposed sections 11518.35(d)(9) and (d)(10)** are being proposed as available non-embedded designated supports. Previously, these were identified as non-embedded accommodations in former section 11518.35(f)(2) and (f)(4). This proposed change is based upon stakeholder input.

**Proposed section 11518.35(e)** is added to provide a list of allowable embedded accommodations, delivered through an online test delivery system, available for pupils with an identified need through an IEP or Section 504 plan for use during the ELPAC test administration. An online test delivery system provides an increased amount of resources compared to those available for a paper-based delivery system. Embedded accommodations are new accessibility resources available for the ELPAC administration and must be included in the regulations so that they will be available for pupils during the upcoming administration. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Section 11518.35(f), former section 11518.35(c)** is amended to clarify that the list of resources in this section are non-embedded accommodations. Prior to the transition to an online test delivery system for ELPAC, all accommodations were considered non-embedded in a paper-based administration. It is now necessary to distinguish these non-embedded accommodations from the embedded accommodations in proposed section 11518.35(e). Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Proposed section 11518.35(f)(1), (f)(2), and (f)(4)** are addedto provide additional allowable non-embedded accommodations available for pupils with an identified need through an individualized education program or Section 504 plan for use during the ELPAC test administration. As the accessibility framework was created, it was determined that these resources could be used in a non-embedded manner which would be outside of the online test delivery system. These identified non-embedded accommodations are new accessibility resources available for the ELPAC administration and must be included in the regulations so that they will be available for pupils during the upcoming administration. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Section 11518.35(f)(3), former section 11518.35(c)(3)** is amended to specify audio transcripts for test questions assessing the listening domain to increase alignment between the ELPAC and CAASPP programs. Former section 11158.35(c)(3) was combined with the term “audio transcript” to further clarify a previously approved accommodation and align it more closely to CAASPP terminology and use.

**Section 11518.35(f)(7), former section 11518.35(c)(5)** is amended to remove “signed” and adds in its place “electronically agreed to” to the ELPAC Test Security Agreement. This change is necessary because the online test delivery system for ELPAC allows for electronic agreement and physical signing is no longer needed. Based on the construct being measured, these accessibility resources were determined using the same multitiered approach of the CAASPP program.

**Section 11518.35(f)(9), former section 11518.35(c)(7)** is amended to remove language that is no longer necessary for the description of speech-to-text. The deleted language puts the description of this resource in alignment with the CAASPP program.

**Former Section 11518.35(f)(9) and (f)(11)** aredeleted because these non-embedded accommodations are identified in other resources previously identified or in proposed additions within these regulations.Former sections 11518.35(c)(9) is moved to proposed section 11518.35(f)(2). Former section 11518.35(f)(11), the universal tool listed as “Test questions enlarged through electronic means,” is now listed as an embedded universal tool in proposed section 11518.35(a)(11) as “zoom.” These deletions are necessary to provide language that is in alignment regarding resources among the California assessment system.

**Former Section 11518.35(d)** is deleted due to the change in procedures for requesting an unlisted resource for a student to use during testing. In the paper-based assessment, the request of an unlisted resource was managed through email communication. The online test delivery system provides a systematic unlisted resource request procedure. Proposed section 11518.37 replaces this section. It is necessary to have this change made in the regulations on an emergency basis so that LEAs are able to make appropriate resource accommodations and plan for test administration. These changes align with the CAASPP procedures and regulations.

## SECTION 11518.37

**Proposed Section 11518.37** is added to clarify the procedures for LEAs to following when requesting the use of an unlisted resource for a student to use during testing. Because of an online test delivery system, unlisted resources are identified in a different manner and previous language is deleted from former section 11518.35(d). This section further clarifies how the use of certain unlisted resources changes the testing construct and, subsequently, affects the overall score. In a paper-based assessment, LEAs had different procedures for requesting the use of unlisted resources. Now, with the transition to an online test delivery system, these procedures are managed within the test registration section of the system. These changes align with the CAASPP procedures and regulations.

## SECTION 11518.40

**Sections 11518.40(a) and (b)(12)** are amended to include the Alternate ELPAC in the list of assessments within the LEA ELPAC coordinator duties in this section.

**Section 11518.40(b)** is amended to clarify that all of the LEA ELPAC coordinator duties in this section are to be executed annually. The amendment in subsection 11518.40(b)(3) proposes to delete the word “annual.” “Annual” is moved to section 1151840(a), to clarify that all of the duties that follow are annual requirements.

**Section 11518.40(b)(4)** is amended to remove “sign” and to add “electronically agree to” in its place. This change is necessary because the online test delivery system for ELPAC allows for electronic agreement in lieu of physical signing. This section also includes deleted language because the ELPAC Test Security Agreement and ELPAC Test Security Affidavit are no longer stored locally, but instead held in the assessment management system. This is a reduction of burden on the LEA. These changes align with the CAASPP regulations.

**NOTE Section of Section 11540** is amended to include additional reference citation regarding students with the most significant cognitive disabilities and the Alternate ELPAC.

## SECTION 11518.45

**Sections 11518.45(a) and (b)(8)** are amended to include the Alternate ELPAC among assessments within the site ELPAC coordinator responsibilities.

**Section 11518.45(b)** is amended to clarify that the site ELPAC Coordinator duties in this section are to be executed annually. Subsections 11518.45(b)(3) and (b)(8) have proposed amendments to delete the word “annual.” The word “annual” is moved to the beginning of the section to clarify that all of the duties that follow are annual requirements.

**Section 11518.45(b)(3)** is amended to remove “completing” and to add “electronically agreeing to” in its place. This proposed change is necessary because the online test delivery system for ELPAC allows for electronic agreement in lieu of physical signing. These changes align with the CAASPP regulations.

**Section 11518.45(b)(5)** is amended to remove “collection of all completed” and to add “electronic agreements to” in its place. This proposed change is necessary because the online test delivery system for ELPAC allows for electronic agreement in lieu of physical signing. This change aligns with the CAASPP regulations.

**Section 11518.45(b)(6)** is deleted because the ELPAC Test Security Agreement and ELPAC Test Security Affidavit are no longer stored locally. The assessment management system will hold this information. This is a reduction of burden on the LEA and aligns with the CAASPP regulations.

## SECTION 11518.50

**Section 11518.50(a), (b), (c)(2), (d) and (e)(4)** are amended to remove “signed” or “sign” and to add “electronically agreed to” or “electronically agree to” in its place, respectively. These proposed changes are necessary because the online test delivery system for ELPAC allows for electronic agreement in lieu of physical signing. These changes align with the CAASPP regulations.

**Sections 11518.50(c) and (e)** are amended to include the Alternate ELPAC as an identified assessment covered by the test security agreement and test security affidavit.

**Section 11518.50(c), (c)(6), and (e)(12)** are amended to remove “by my signature” or “by signing my name” and to add “through my electronic agreement” in its place. Sections 11518.50(c)(6) and (e)(12) are also amended to remove the collection of information used in the paper signing process to align with the electronic process. These changes align with the CAASPP procedures for electronic signatures to the security agreements and affidavits.

**Section 11518.50(d)** is to include the new roles of designated interface assistant and test navigation assistant to be required to electronically agree to the test security affidavit.

**Section 11518.50(e)(10)** is amended to include the word “embedded” to correctly explain the available testing resources that the ELPAC has with a transition to an online test delivery system. This amendment aligns with the CAASPP regulations.

**SECTION 11518.75**

**Proposed sections 11518.75(b)(9), (b)(10), and (c)** are added as required fields to complete the test registration process. This is necessary to include since this registration information allows to the LEAs to select appropriate resources to be activated in the system on a student-by-student basis. This information is also imperative for the accurate reporting of student scores. This new language is necessary for the online test delivery system of the ELPAC assessments and aligns with the current CAASPP regulations.

## SECTION 11518.77

**Proposed Section 11518.77** is added to support testing scenarios in an online test delivery system. This new language supports the procedural changes for any ELPAC assessment in an online test delivery system and provides to LEAs clarifying language on how to manage irregular testing situations. This new section aligns with the current CAASPP regulations.

## 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 in relation to the current state test of ELP (i.e., the ELPAC), nor do the regulations create any more jobs than what already exist in relation to the ELPAC.

### *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 relied upon the *English Language Proficiency Assessments for California Accessibility Resources for Operational Testing* (May 20, 2019) in proposing the adoption of these regulations, which is attached to this Initial Statement of Reasons. This document may also be obtained by request made to the Regulations Coordinator.

**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.

06-24-19 [California Department of Education]

# 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)**

**Article 1. General**

**§ 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” or “Alternate ELPAC,” when operational, is an alternate means, identified in ~~an~~ the IEPs for eligible ~~pupil's~~ pupils with the most significant cognitive disabilities ~~IEP~~, to measure English language proficiency.

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

(e) “Assessment management system” means the test operations management system that is a set of web applications that manage the registration of pupils for tests, machine or hand scoring of test items, integration of item scores into an overall test score, and delivery of scores to the data warehouse.

(f) “Assessment technology platform” means the underlying computer systems on which ELPAC applications run. It is comprised of two components, the assessment management system and the test delivery system.

(g) “Data warehouse” means a comprehensive storehouse of test registrations and results and a system to generate reports on, or extracts of, that data.

(h) “Designated interface assistant” is an employee of a local educational agency (LEA), trained as an ELPAC test examiner who is available to assist pupils who need assistance with response entry into the online test delivery system; this is a non-embedded designated support.

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

(~~g~~k) “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~~*l*) “ELPAC test examiner” ~~means~~ is an employee or contractor of an local educational agency (LEA) or nonpublic school (NPS) who ~~signs the~~ has electronically agreed to an 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~~ completion of training in the administration of the ELPAC.

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

(n) “Embedded” means a resource, whether a universal tool, designated support, or accommodation, that is part of the test delivery system for the computer-based ELPAC.

(o) “Expandable passages” and “expandable items” are embedded accessibility resources that allow the passage or item to take up a larger portion of the computer screen.

(~~j~~p) “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~~q) “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~~r) “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(~~y~~ag) or section 11518.20.

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

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

(u) “Instructional supports” are all supports, including those supports documented in a pupil’s IEP or Section 504 Plan, that may be used in daily instruction and for assessment(s), including language and physical supports.

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

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

(~~r~~y) “Local scoring tool (LST) correspondence administrator” ~~means~~is 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~~z) “LST data entry staff” ~~means~~is 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.

(aa) “Non-embedded” means a resource, whether a universal tool, designated support, or accommodation, that may be provided by the LEA and is not part of the test delivery system for the computer-based ELPAC.

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

(~~u~~ac) “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~~ad) “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~~ae) “Proctor” ~~means~~is an employee or contractor of an LEA or NPS who ~~signs the~~ electronically agrees to an ELPAC Test Security Affidavit and completes training designed to prepare ~~him or her~~ the employee to assist the test examiner in the administration of the ELPAC.

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

(~~y~~ag) “Pupil eligible for the initial assessment” ~~means~~is: (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~~ah) “Pupil eligible for the summative assessment” ~~means~~is a pupil who is classified as EL in accordance with these regulations.

(~~aa~~ai) “Pupil with a disability” ~~means~~is 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 (2~~0~~9 U.S.C. section 794).

(aj) “Pupils with the most significant cognitive disabilities” are pupils with a disability or disabilities, as defined under title 20 United States Code section 1401(3), that significantly impact(s) cognitive functioning and adaptive behavior and who require extensive, direct individualized instruction and substantial supports to achieve measurement on academic standards, provided that:

(1) The identification of a pupil as having a particular disability as defined in Individuals with Disabilities Education Act, title 20 United States Code section 1400, et seq., shall not determine whether or not a pupil is a “pupil with the most significant cognitive disabilities;” and

(2) A “pupil with the most significant cognitive disabilities” must not be identified as such based solely on the pupil’s previous low academic achievement or the pupil’s previous need for accommodations to participate in general statewide or local assessments.

(3) For purposes of this definition, “adaptive behavior” means behavior essential for someone to live independently and to function safely across three domains of daily life skills: conceptual (e.g., language, functional academics, self-direction, money management, and time concepts); social (e.g., interpersonal skills, responsibility, self-esteem, wariness/naïveté, follow rules, etiquette, and social problem solving); and practical (e.g., activities of daily living, occupational skills, safety, healthcare, and travel).

(~~ab~~ak) “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.

(al) “Registration system” means the mechanism that provides administrators with the tools to manage users and pupils participating in the computer-based ELPAC. The system uses a role-specific design to restrict access to certain tasks based on the user’s designated role as well as to manage pupils’ default test settings, designated supports, and accommodations.

(~~ac~~am) “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~~an) “Scribe” ~~means~~is an employee or contractor of an LEA or NPS which is responsible to implement a pupil's IEP, who ~~signs~~ electronically agrees to 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~~ao) “Site ELPAC coordinator” ~~means~~is 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.

(ap) “Streamlining” means a designated support on a computer-based assessment that provides an alternate display of an item, stacked into instructions, stimuli, and response choices.

(~~af~~aq) “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, speaking, reading, and writing.

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

(as) “Test delivery system” consists of the electronic systems used to display test items, accept and store item responses, score items, and restrict access to outside sources. The test delivery system includes technology required to administer computer-based tests.

(at) “Test administration manual (TAM)” means the instructions provided by the ELPAC contractor for the purpose of training and administering of the respective ELPAC tests that must be adhered to in order to ensure the security of valid and reliable tests and the reporting of accurate results.

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

(av) “Test navigation assistant” is an ELPAC test examiner who is trained to assist pupil(s) with test navigation; this is a non-embedded universal tool.

(aw) “Translator” is a person who has been assigned to translate the test directions into the pupil’s primary language defined in section 11518(ad), who electronically agrees to an ELPAC Test Security Affidavit, as identified in section 11518.50, and who has received training specifically designed for preparation to assist the test examiner in the administration of the assessments pursuant to Education Code section 60810. A pupil’s parent, guardian, or sibling is not eligible to be the pupil’s translator. A translator must be:

(1) an employee of an LEA; or

(2) an employee of the NPS; or

(3) a person supervised by an employee of an LEA or an employee of the NPS.

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

(~~aj~~ay) “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, 56034, 56345, and 60810, Education Code; 20 U.S.C. Sections 1400, et seq., 1401(3); 29 U.S.C. Section 794; and 34 Code of Federal Regulation Section 200.6.

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

**§ 11518.5. Initial Assessment.**

(a) At or before the time of a pupil's initial California enrollment, an LEA shall conduct, in writing, a parent or guardian survey to identify whether the primary or native language of their pupil is a language other than English.

(b) If a parent or guardian survey response indicates English as the pupil's primary or native language, the pupil shall be classified English Only (EO).

(c) If a parent or guardian survey response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, the LEA shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the LEA will administer the ELPAC initial assessment to the pupil in accordance with subdivision (~~d~~e).

(d) The initial assessment, pursuant to Education Code section 60810, shall be administered, scored, transmitted, and/or returned by LEAs in accordance with the corresponding TAMs or other instructions provided by the contractor or the California Department of Education (CDE) for administering, scoring, transmitting, and/or returning the tests, unless specifically provided otherwise in this subchapter, including instructions for administering the test with universal tools, designated supports, accommodations, unlisted resources or instructional supports, where appropriate, as specified in section 11518.35. The procedures shall include, but are not limited to, those designed to ensure the uniform and standardized administration, the scoring of the tests to pupils, the security and integrity of the test content and test items, and the timely provision of all required pupil and school level information.

(~~d~~e) The LEA shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the LEA's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification.

(~~e~~f) If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL.

(~~f~~g) If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP).

(~~g~~h) A pupil shall be administered the initial assessment only once over the course of the pupil's enrollment in the California public school system, as verified by the LEA through a review of the California Longitudinal Pupil Achievement Data System (CALPADS) data prior to administering the initial assessment to a pupil.

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.

**§ 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 summative assessment, pursuant to Education Code section 60810, shall be administered, scored, transmitted, and/or returned by LEAs in accordance with the corresponding TAMs or other instructions provided by the contractor or the CDE for administering, scoring, transmitting, and/or returning the tests, unless specifically provided otherwise in this subchapter, including instructions for administering the test with universal tools, designated supports, accommodations, unlisted resources or instructional supports, where appropriate, as specified in section 11518.35. The procedures shall include, but are not limited to, those designed to ensure the uniform and standardized administration, the scoring of the tests to pupils, the security and integrity of the test content and test items, and the timely provision of all required pupil and school level information.

(~~b~~c) 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(~~y~~ag) or (~~z~~ah), 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, 51210, 51220, 60810, and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821, 6823, 6825, 6826, and 7801.

**Article 3. Administration, Pupils with a 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.

(d) Once the Alternate ELPAC referenced in section 11518.30(b), (c), and (d) is operative, if the pupil's IEP team determines that the pupil has a significant cognitive disability and is eligible for the Alternate ELPAC, section 11518.25(c) will not apply.

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

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

(a) When a pupil's IEP team determines that the pupil has a significant cognitive disability such that the pupil 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 alternate assessment(s) for English language proficiency, as specified in the pupil's IEP.

(b) Subsection (a) will cease to apply once the Alternate ELPAC is operational, at which time subsections (c), (d), (e), and (f) will be in effect.

(c) When a pupil's IEP team determines that a pupil has a significant cognitive disability such that the pupil 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 the statewide alternate assessment(s), initial or summative, for English language proficiency, as specified in the pupil's IEP.

(d) Administration of the alternate assessment to eligible pupils shall be one-on-one (test examiner to pupil).

(e) Depending upon the pupil’s disability or needs, the alternate assessment may or may not include the pupil’s independent use of the testing interface.

(f) With the exception of inappropriate test practices listed in the TAM, eligible pupils may have instructional supports, including physical supports, in addition to resources documented in the pupil’s IEP.

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

**Article 4. 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 embedded universal tools, delivered through the online ELPAC test delivery system, for any of the domains of listening, speaking, reading, and writing:

(1) Breaks between the contractor-identified test sections, including administering separate test sections on separate days;

(2) Digital notepad;

(3) Expandable items;

(4) Expandable passages;

(5) Highlighter;

(6) Keyboard navigation;

(7) Liner reader;

(8) Mark for review;

(9) Strikethrough;

(10) Writing tools; and

(11) Zoom.

(~~a~~b) An LEA may provide all pupils with one or more of the following non-embedded universal tools on the ELPAC for any of the domains of listening, 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~~4) Pupil use of highlighter(s) in the test book for grades two through twelve; ~~and~~

(~~6~~5) Pupil use of marking in the test book for grades three through twelve (non-highlighter).

(6) Line reader;

(7) Mark for review;

(8) Strikethrough; and

(9) Test navigation assistant.

(c) An LEA shall provide eligible pupils one or more of the following embedded designated supports, delivered through the online ELPAC test delivery system, for the domains of listening, 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(i):

(1) Color contrast;

(2) Masking;

(3) Mouse pointer;

(4) Noise buffers;

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

(6) Pause or replay the audio during the administration of test stimuli and questions for the speaking domain;

(7) Print on demand;

(8) Streamline; and

(9) Turn off any universal tool(s).

(~~b~~d) An LEA shall provide eligible pupils one or more of the following non-embedded designated supports on the ELPAC for the domains of listening, 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~~i):

(1) Amplification;

(2) Color contrast;

(~~1~~3) Color overlay;

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

(4) Designated interface assistant;

(~~3~~5) Magnification;

(6) Masking;

(7) Medical supports;

~~(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~~8) Noise buffers (e.g., individual carrel or study enclosure, or noise-cancelling headphones);

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

(10) Pause or replay the audio during the administration of test stimuli and questions for the speaking domain;

(11) Read aloud items for writing domain;

(12) Separate setting (e.g., most beneficial time, special lighting or acoustics, adaptive furniture);

(13) Simplified test directions;

(14) Translated test directions; and

(~~7~~15) Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions).

(e) An LEA shall provide eligible pupils one or more of the following embedded accommodations, delivered through the online ELPAC test delivery system, for the domains of listening, speaking, reading, and writing, only as described below, if specified in the pupil's IEP or Section 504 Plan:

(1) American Sign Language (ASL) or Manually Coded English for test questions that assess the domains of listening, speaking, and writing, presentation of, and responses to, test questions. Pupil responses must be transcribed into the test delivery system by the ELPAC test examiner or scribe;

(2) Audio transcript (includes braille transcript);

(3) Braille (embossed and refreshable);

(4) Closed captioning; and

(5) Text to speech for test directions (in English) in all domains as well as for the listening, speaking, and writing stimuli and test items.

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

(1) Alternate response options (paper-based and computer-based administration);

(2) American Sign Language (ASL) or Manually Coded English for test questions that assess the domains of listening, speaking, and writing, as well as for presentation of and responses to, test questions via contractor provided videos. Pupil responses must be transcribed into the answer book by the ELPAC test examiner or scribe;

(3) ~~For test questions that assess the listening domain using streamed audio, the~~ ~~u~~Use of audio transcript(s)/written script(s) by the test examiner, for the listening domain using streamed audio, for pupils for whom streamed audio is not accessible;

(4) Braille (embossed for paper-pencil test);

(~~1~~5) Braille test materials provided by the test contractor;

(~~10~~6) Large print versions reformatted from regular print version;

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

~~(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~~7) For test questions that assess the domains of listening, reading, or writing, transfer of pupil responses marked in the test book to the answer book by a scribe who has ~~signed~~ electronically agreed to an ELPAC Test Security Affidavit;

(~~6~~8) Responses dictated to a scribe for selected response items, including multiple-choice items;

(~~7~~9) Speech-to-text ~~Ff~~or 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~~10) For test questions that assess the domain of writing, use of word processing software with the spell and grammar check tools turned off;

~~(9) 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;~~

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

(~~12~~11) Supervised breaks within a section of the test;

(~~13~~12) 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~~13) 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 provide an unlisted resource. Requests must include:~~

~~(1) LEA name and school name;~~

~~(2) LEA ELPAC coordinator name, phone number, and e-mail email 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.

**§ 11518.37. Unlisted Resources.**

(a) An LEA may submit, on behalf of a pupil who has an IEP or Section 504 Plan, a request through the assessment management system to the CDE, prior to the administration of the ELPAC or the Alternate ELPAC, to allow the use and approval of an unlisted resource. The LEA ELPAC coordinator or the site ELPAC coordinator shall make the request on behalf of the LEA ten business days prior to the pupil’s first day of ELPAC testing. The CDE shall respond to the request within four business days from the date of the electronic transmission. Transmissions must include:

(1) LEA name and county/district/school code;

(2) School/test site and school code;

(3) LEA ELPAC coordinator name, phone number, and email address;

(4) Site ELPAC coordinator name, phone number, and email address;

(5) Statewide Student Identifier(s) for the pupil(s) for which the unlisted resource(s) is/are being requested;

(6) ELPAC test and grade;

(7) If the pupil has an IEP, include the primary disability code and/or designated Section 504 Plan; and

(8) Description of the unlisted resource being requested.

(b) The LEA must annually request approval by the CDE for the use of an unlisted resource by a pupil.

(c) The use of an unlisted resource by a pupil will not be allowed if the CDE determines its use threatens the security of the test.

(d) In addition to determining whether the unlisted resource may be used, the CDE will determine whether the unlisted resource changes the construct being measured by the ELPAC.

(1) If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved by the CDE but may still be used by the pupil; although, it will affect the pupil’s overall score and that pupil will receive an individual score report.

(2) If CDE determines the unlisted resource does not change the construct being measured, the unlisted resource will be approved. A pupil using an approved unlisted resource will receive an individual score report.

(e) The following non-embedded unlisted resources have already been determined to change the construct being measured on the ELPAC and therefore are not approved for use during ELPAC testing:

(1) bilingual dictionary;

(2) English dictionary;

(3) signed exact English;

(4) thesaurus;

(5) translations of test items and questions; and

(6) translated word lists.

NOTE: Authority cited: Sections 313, 33031, and 60810, Education Code. Reference: Section 60640, Education Code; 20 U.S.C. Section 1412(a)(16); and 34 Code of Federal Regulations Sections 200.1, 200.6 and 300.160.

**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 and the Alternate 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 annually 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 electronically agree to ~~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 for each 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 and Alternate 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(~~y~~ag) or (~~z~~ah) 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; and 34 Code of Federal Regulations Section 200.6.

**§ 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 and the Alternate ELPAC at the site.

(b) The site ELPAC coordinator shall annually 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,~~ Electronically agreeing to ~~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 of all completed~~ electronic agreements to ELPAC Test Security Affidavits from all~~the~~ test examiners and other site personnel involved with testing.

~~(6) Securely storing signed ELPAC Test Security Affidavits, 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~~6) Maintaining security over the test materials and test data as required by section 11518.50.

(~~8~~7) 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~~8) Overseeing the administration of the ELPAC and the Alternate ELPAC to eligible pupils at the test site.

(~~10~~9) 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~~10) Collecting and returning all testing materials to the LEA ELPAC coordinator after testing has concluded, in accordance with instructions from the test contractor.

(~~12~~11) 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~~12) 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; and 34 Code of Federal Regulations Section 200.6.

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**§ 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~~ electronically agreed to the ELPAC Test Security Agreement and ELPAC Test Security Affidavit, as applicable.

(b) Annually, and before receiving any ELPAC test materials, ~~A~~all LEA ELPAC coordinators and site ELPAC coordinators shall ~~annually~~ ~~sign~~ electronically agree to 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~~ through my electronic agreement on this form, that the English Language Proficiency Assessments for California (ELPAC) and Alternate 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~~ electronically agree to 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, 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~~Through my electronic agreement on 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 administrators, LST data entry staff, test navigation assistants, designated interface assistants, and any person having access to the assessment technology platform for the purpose of administering the test(s) shall ~~sign~~ electronically agree to 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 SECURITY AFFIDAVIT

I acknowledge that I will have access to one or more of the English Language Proficiency Assessments for California (ELPAC) and Alternate 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~~ email 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~~ electronically agreed to 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 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 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 books, following instructions, and are accessing only authorized materials (embedded and 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 book by any means is prohibited. This includes, but is not limited to, photocopying, recording, ~~e-mailing~~emailing, 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~~Through my electronic agreement on 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 and the Alternate 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; and 34 Code of Federal Regulations Section 200.6.

**§ 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 designated support(s);

(10) Pupil’s use of unlisted resource(s);

(~~9~~11) Pupil's use of accommodation(s);

(~~10~~12) Pupil's use of alternate assessment(s);

(~~11~~13) 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~~14) Pupil's Statewide Student Identifier.

(c) The LEA shall ensure that CALPADS data elements are up-to-date and accurate prior to LEA registration and throughout the testing window. The CDE shall provide LEAs reasonable notification prior to extracting pupil demographic and program data from CALPADS for purposes of test registration, individual pupil reports and reports aggregated to the LEA, and state and federal accountability reporting.

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.

**§ 11518.77. Appeals.**

(a) An appeal is a process where an LEA ELPAC coordinator and/or site ELPAC coordinator requests that the CDE take one of the actions specified in subdivisions (b) (1)–(4) due to an event that occurred during the online test administration of the test to a pupil.

(b) The following appeals may be requested by the LEA ELPAC coordinator and/or site ELPAC coordinator:

(1) test reopened;

(2) test reset;

(3) test restore; or

(4) grace period extension.

(c) The LEA ELPAC coordinator and/or site ELPAC coordinator must submit an appeal to address a test security breach or testing irregularity as defined in the TAMs.

(d) All appeals will be reviewed by the CDE and the CDE has authority to approve or deny the appeal. The CDE will evaluate whether an appeal has an effect on the integrity, validity, test security, and/or interpretation of the test results.

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

06-21-19 [California Department of Education]