

# How to Complete the Initial ELPAC Process

Upon a student's first enrollment in a California public school, local educational agencies (LEAs) will:

1 Conduct a home language survey (HLS).

*i* If the HLS indicates English as the primary/native language, the student is classified as English only (EO) and the process stops. If the HLS indicates a language other than English as the primary/native language, the student must take the Initial English Language Proficiency Assessments for California (ELPAC).

2 Notify the parent/guardian as soon as possible, in writing, that the Initial ELPAC will be administered.

3 Administer the Initial ELPAC by a trained ELPAC test examiner.

4 Use the Local Scoring Tool (LST) to produce the official score.

*i* LEAs have two options for LST use during the summer, before the first day of classes:

**Option 1:** Request a Statewide Student Identifier, submit the English language acquisition status record of "To Be Determined" (TBD), and enter raw student scores into the LST to generate an official score.

**Option 2:** Use the preliminary score template to score the Initial ELPAC by hand and retain the results until the student arrives on the first day of school. Next, follow the steps outlined in option 1, above, to generate an official score.

5 Submit a classification of English learner (EL) or initial fluent English proficient (IFEP), based on the official score, into the LEA's student information system, which will feed into the California Longitudinal Pupil Achievement Data System.

6 Notify the parent/guardian, in writing, of Initial ELPAC results within 30 days of enrollment.

*i* At this point, the parent/guardian or LEA may request a classification review prior to Summative ELPAC administration. See the back of this page for the classification correction process.

7 Conduct a classification review if requested. Notify the parent/guardian of results.

8 If the student is classified as an EL (without the review or as the outcome of the review), the Summative ELPAC must be administered every spring until the student is reclassified as fluent English proficient (i.e., RFEP).

*i* If the student is classified as IFEP, the ELPAC administration process stops.

# The Correction of Classification Process

## A Correction Process A

Process A is used when a student is classified as “English Only” on the basis of the results of the home language survey. The correction is made if:

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

The LEA must collect and review evidence to determine whether the student should be administered the Initial ELPAC.

Please see *California Code of Regulations*, Title 5, Section 11518.20(a) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://bit.ly/2BaCcTI>.

## B Correction Process B

Process B is used if an LEA administers the Initial—or Summative—ELPAC to a student who is not eligible to be assessed.

Please see *California Code of Regulations*, Title 5, Section 11518.20(b) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://bit.ly/2BaCcTI>.

## C Correction Process C

Process C is used if a parent/guardian or certificated employee of the LEA requests a review of the student’s classification on the basis of the results of the Initial ELPAC. This process must occur before the first administration of the Summative ELPAC.

Please see *California Code of Regulations*, Title 5, Section 11518.20(c) for specific ELPAC procedural details to be followed by the LEA. The regulations can be found at <https://bit.ly/2BaCcTI>.

**i** *For an LEA that is part of the Rotating Score Validation Process, if a student was classified as IFEP or EL by the LEA and the score validation process has different results, the LEA can use this evidence along with LEA measures in the process to determine whether the classification should remain the same or be changed.*