

# LEA ELPAC Coordinator Checklist

*For the Successful Administration of the 2024–‍2025 Initial English Language Proficiency Assessments for California (ELPAC), Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC*

California Department of Education | April 2024

This checklist for local educational agency (LEA) coordinators is meant to organize the activities necessary to ensure the successful administration of the ELPAC and Alternate ELPAC.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an LEA ELPAC coordinator to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

**This checklist is created in an editable format so LEA coordinators can add, remove, or reorganize tasks to create a unique checklist of local activities and timelines.**

Additional details are available for many of the tasks listed in the checklist. Select the links within each task to access the additional information specific to that task.

***Please note:*** *While the checklist begins in July, there are many tasks that need to be completed to prepare for Initial ELPAC and Initial Alternate ELPAC testing. These tasks are listed in the months they occur and should not be overlooked by coordinators preparing for the start of Initial ELPAC and Initial Alternate ELPAC testing on July 1 of the following fiscal year.*

## LEA ELPAC Coordinator Checklist

### Ongoing or Continuous

#### Designation

* Ensure your superintendent or charter school administrator has designated the primary LEA ELPAC coordinator, as well as any other LEA coordinators. The designated primary LEA ELPAC coordinator can now add additional LEA ELPAC coordinators.
* If you are new to your role, please review the [welcome letter](https://www.elpac.org/s/pdf/elpac--welcome-to-your-role.pdf) included in your designation email.
* Reach out to your LEA California Assessment of Student Performance and Progress (CAASPP) coordinator if that is someone other than yourself. Communication between ELPAC and CAASPP coordinators throughout the year is crucial to successful test administration. Examples of important topics include the following:
  + Regeneration of credentials *(****Please note:*** *These credentials are generated once for a student information system [SIS] vendor and can be used for both the ELPAC and CAASPP.)*
  + Alternate assessments (If alternate assessments are required by an individualized education program [IEP] or Section 504 plan for one subject, students will take them for all subjects for the ELPAC and CAASPP.)
  + Student remote test settings, if needed

#### Review Information

* Review the online test administration manuals on the [Manuals Library](https://ca-toms-help.ets.org/) web page.
* Review the information in the [ELPAC Web Pages and ELPAC Communications](#_ELPAC_Web_Pages_3) section of this checklist.
* Review [scheduled system downtimes](#_System_Downtimes_1) and communicate them to site ELPAC coordinators.

#### Share Resources

* [Share the practice and training tests](#_Practice_Tests_and_1) with site ELPAC coordinators, test examiners (TEs), and teachers; encourage administration of these tests to students prior to summative administration.
* [Establish procedures, maintain security, and monitor sites](#_Test_Security,_Procedures,) to make sure procedures are followed.

#### Communication

* Coordinate with California Longitudinal Pupil Achievement Data System (CALPADS) staff on timing around the creation of Statewide Student Identifiers (SSIDs) for students new to the LEA who are eligible to be administered the Initial ELPAC or Initial Alternate ELPAC (if determined by an IEP team) based on the results of the home language survey, available on the California Department of Education (CDE) [English Learner Forms](https://www.cde.ca.gov/ta/cr/elforms.asp) web page.
* Coordinate with CALPADS staff to ensure that English language acquisition statuses (ELAS) are accurate for students prior to the administration of the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC.
* Regularly communicate and [troubleshoot with site ELPAC coordinators](#_Troubleshoot_with_ELPAC_1), and respond to their questions to ensure that issues are resolved.
* Forward the CDE’s weekly [Assessment Spotlight](#_CDE’s_Weekly_Assessment) information email to ELPAC support staff as appropriate. Site coordinators are also encouraged to sign up for this weekly newsletter.
* Follow the CDE Assessments X account (formerly known as Twitter) [@CDEassessments](https://www.twitter.com/cdeassessments).
* At the beginning of the school year, meet with your special education department to make sure the ELPAC and Alternate ELPAC are discussed during the special education referral meetings and IEP meetings.
  + LEA coordinators need to be notified when an alternate assessment is determined to be the most appropriate English language proficiency assessment during the initial or annual IEP meeting, especially for students in kindergarten through grade three.

#### Accessibility

* Review the California Assessment Accessibility Resources Matrix that is located on the [CA Assessment Accessibility Resources Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp) web page on the CDE website.
* Coordinate with special education and English language development administrators to establish a consistent process to document the selection of accessibility resources for individual students, including instructions about how these resources are entered or submitted in the Test Operations Management System (TOMS).
* Share the [Individual Student Assessment Accessibility Profile (ISAAP) Tool](#_View_Matrix_Four) with staff.
* Update student test settings as needed. Resources assigned to students for assessment should mirror resources used by students in classroom instruction.
  + [Verify the need for specialized equipment](#_ISAAP_Tool_1) for students who require accessibility resources.
  + Verify student accessibility resources based on each student’s IEP or Section 504 plan, and update where necessary in TOMS.
  + Request any necessary [unlisted resources](#_IEPs_and_Section) for students, as documented in their IEPs or Section 504 plans, at least two weeks prior to administration.

#### Trainings

* Calendar LEA coordinator training opportunities, including registering for the monthly ETS Coffee Sessions, Introduction to the California Educator Reporting System (CERS) for Test Coordinators and Administrators or additional trainings can be found on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities/) web page.
* Provide information to instructional staff about the state-sponsored California Assessment Conference offered in the fall. Registration information is available on the [California Assessment Conference](https://www.cdecac.org/) website.

#### Student Score Reports

* If disseminating Student Score Reports (SSRs) through your local student information system (SIS), generate credentials for a secure connection between TOMS and the SIS as needed. Information on this process is available on the [*SIS Vendor Credentialing Overview*](https://ca-toms-help.ets.org/toms/credentialing/) subsection in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/).
* Visit the [*Access Electronic Student Score Reports (SSRs) Using a Locally Provided Parent or Student Portal*](https://ca-toms-help.ets.org/elpac-post-test-guide/options-for-distributing-ssrs/#access-student-score-reports) subsection in the [*ELPAC Scoring and Reporting Guide*](https://ca-toms-help.ets.org/elpac-scoring-reporting/new/).

### During Testing

* Ensure site coordinators are trained in running necessary TOMS reports to ensure that all eligible students are tested. Helpful reports include the student eligibility report, test completion status, student test assignments, and student test settings.
* Monitor completion rates for each site, which can be done in TOMS using the completion status reports. Communicate testing progress to site ELPAC coordinators and other staff as appropriate.
* [Check for any new students](bookmark://_Set_Local_Testing) who should be tested.
* Monitor testing progress with the Completion Status Reporting System.
  + Use the [*Guide to CAASPP and ELPAC Completion Status*](https://ca-toms-help.ets.org/completion-status/introduction/manual-content/) for further information on running reports for single and multiple SSIDs.
* [Submit incident reports as needed](#_Testing_Irregularities_and_1) using the Security and Test Administration Incident Reporting System (STAIRS). Report test security incidents within 24 hours using the ELPAC STAIRS/Appeals process. Local processes should include who submits the STAIRS report in TOMS.
* [Document trends and obtain feedback](#_Document_Trends_&) for next year’s planning.

#### Score Reports

* [Download individual student results](#_Verify_Preview_data) from TOMS for local uses.
* If disseminating SSRs through the local SIS, generate credentials for a secure connection between TOMS and the SIS as needed.
  + The How to Generate Credentials reference guide and the How to Regenerate Credentials reference guide are available in the [*Access Electronic Student Score Reports (SSRs) Using a Locally Provided Parent or Student Portal*](https://ca-toms-help.ets.org/elpac-post-test-guide/options-for-distributing-ssrs/#access-student-score-reports) subsection in the [*ELPAC Scoring and Reporting Guide*](https://ca-toms-help.ets.org/elpac-scoring-reporting/new/).

#### Material Ordering, Shipping, and Pickup

* [Collect test materials](#_Order_Materials) from site ELPAC coordinators.
* Schedule test materials pickup dates from sites for processing before the LEA pickup dates.
* [Package and ship test materials](#_Pack_and_Ship_2) to ETS for scoring.
* [Order supplemental materials](#_Order_Supplemental_Materials_2) as needed in TOMS. Be sure to check that there are no overages at other sites before ordering additional materials.
* For the Initial Alternate ELPAC and Summative Alternate ELPAC, order printed picture cards, if identified in a student’s IEP, through the [CAASPP-ELPAC Moodle Training Site (Moodle)](https://moodle.caaspp-elpac.org/).

### July 2024

* **Initial ELPAC and Initial Alternate ELPAC testing window opens.** *(2024*–*25 Initial ELPAC window: July 3, 2024*–*June 28, 2025)*
  + **Check the “April 2025,” “May 2025,” and “June 2025”** sections at the end of this checklist for tasks to complete to prepare for upcoming test administration windows.
  + Check to see whether your LEA is assigned to the [Rotating Score Validation Process (RSVP) for the Initial ELPAC](https://www.elpac.org/test-administration/rsvp/).
  + Confirm your LEA’s [Form Assignment for the 2024–25 Initial ELPAC administration](https://www.elpac.org/test-administration/initial/initial-elpac-forms-assignment/).
    - ***Please note:*** *Select Form 2 LEAs will be asked to return kindergarten Writing Answer Books for analysis. Check to verify whether your LEA is selected for this task.*
* Confirm that site ELPAC coordinators have [created user accounts in TOMS](#_Local_Scoring_Tool) for their TEs.
* Confirm that staff with roles that do not require access to TOMS, who will have access to testing material, have completed the *Test Security Affidavit for Non-TOMS Users* form provided on the ELPAC [Test Security](https://www.elpac.org/test-administration/test-security/) web page.
* Coordinate with the LEA technology coordinator to access the ELPAC [Technology Resources](https://www.elpac.org/resources/technology-resources/) web page, which contains resources for technology coordinators and other LEA staff responsible for managing the technology for online testing.
* [Review student demographic data](#_Student_Demographic_Data) from TOMS to [ensure that all English learner (EL) students, including those with an ELAS of To Be Determined (TBD), are listed in TOMS](bookmark://_Ensure_EL_Listings) at the correct grade level.
* [Notify parents/guardians](#_Communicate_about_the) of students whose language is other than English (based on the home language survey) in writing that their child will be assessed with the upcoming Initial ELPAC or Initial Alternate ELPAC. The templates are located on the [Identification & Parent Notification](https://www.elpac.org/test-administration/parent-notification/) web page and are available in multiple languages.
* Request any necessary [unlisted resources](#_IEPs_and_Section) for students as documented in their IEPs or Section 504 plans two weeks prior to testing. *(****Please note:*** *This is an ongoing or continuous task.)*
* [Confirm site-level ELPAC trainings](#_Schedule_Local_Training). Confirm that the site ELPAC coordinators have conducted the required site trainings for TEs and proctors for the Initial ELPAC and Initial Alternate ELPAC.
* Distribute Summative ELPAC and Summative Alternate ELPAC SSRs within 15 working days of the beginning of the school year, if received after your instructional year ended.
* Check [scheduled system downtimes](#_System_Downtimes_1). Add these to local calendars as needed.

#### Training

* If you have not completed the Initial ELPAC and Initial Alternate ELPAC LEA Administration and Scoring Training certifications, do so prior to August 4, 2024, for the Initial ELPAC and August 18, 2024, for the Initial Alternate ELPAC.
* Monitor the calibration or certification status of your TEs in [Moodle](https://moodle.caaspp-elpac.org/) for the Initial ELPAC and Initial Alternate ELPAC.
* Attend the (optional) New Coordinator Webinar for coordinators who have been in their role for less than 12 months, or those who want a refresher.
  + [New Coordinator Webinar #1](#_New_Coordinator_Trainings) focuses on results.
* Register for and attend the CERS training for LEA and site coordinators. Registration information is located on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities/) web page.
* Ensure appropriate instructional staff members are registered for the California Assessment Conference. Registration information is available on the [California Assessment Conference](https://www.cdecac.org/) website.

### August 2024

* Attend the CDE [Assessment and Accountability Information Meeting](#_Pre-Test_Workshop) webinar and communicate ELPAC changes to relevant staff.
* [Confirm site-level ELPAC trainings](#_Register_for_State-Sponsored). Confirm that the site ELPAC coordinators have conducted the required site trainings for TEs and proctors for the Initial ELPAC and Initial Alternate ELPAC.
* Share information for the asynchronous training [Accessibility Resources Virtual Training Series](https://www.elpac.org/training/ar-training-series/) with educators.
  + Provide updated information to special education staff, site ELPAC coordinators, and other educators.
* View [The Results Are In, Now What?](#_The_Results_Are_2) modules in [Moodle](https://moodle.caaspp-elpac.org/) with a team of educators from your LEA.

### September2024

* [Confirm test security agreements and affidavits](#_Complete_Online_Test). Ensure site ELPAC coordinators have accessed TOMS and signed necessary security forms.
* Attend the (optional) New Coordinator Webinar for coordinators who have been in their role for less than 12 months, or those who want a refresher.

* + [New Coordinator Webinar #2](#_New_Coordinator_Trainings) focuses on accessibility.
* Ensure [RSVP-selected](#_Distribute_Materials) LEAs return the Initial ELPAC Answer Books completed in July.
  + Please note that TBD students must be administered the Initial or Initial Alternate ELPAC on or before October 1, 2024, to be included in the California Basic Educational Data System (CBEDS) as an EL for the Local Control Funding Formula (LCFF).

### October 2024

* Complete the Administration and Scoring Training LEA certification for the Summative ELPAC in [Moodle](https://moodle.caaspp-elpac.org/).
* Register for the What’s New Overview Q&A Session for the Summative ELPAC Administration and Scoring Training.
* Attend the (optional) New Coordinator Webinar for coordinators who have been in their role for less than 12 months, or those who want a refresher.
  + [New Coordinator Webinar #3](#_New_Coordinator_Trainings) focuses on resources for student assessment practice.
* Ensure [RSVP-selected](#_Distribute_Materials) LEAs return the Initial ELPAC Answer Books completed in August.
* During the [LEA preview of statewide ELPAC results,](#_Preview_Local_ELPAC) verify preview data against local data, including demographic information, to ensure student group assignments are accurate.
* Coordinate with LEA communications staff on briefing the interest holders, including the LEA leadership team and the school board, and preparing a news release about the release of statewide ELPAC results. (Tentative date)
* Prepare principals or site ELPAC coordinators to communicate ELPAC results to school staff, parents/guardians, and the media. (Tentative date)

### November2024

* Complete the Administration and Scoring Training LEA certification for the Summative Alternate ELPAC in [Moodle](https://moodle.caaspp-elpac.org/).
* Create a plan to ensure all TEs who will test students for the Summative Alternate ELPAC or Initial Alternate ELPAC complete the annual Administration and Scoring Training TE certification. No Initial Alternate ELPAC test administrations may be conducted until the TEs recertify.
* Attend the fall [New ELPAC Coordinator Training](#_New_Coordinator_Training_2).
* [Order Summative ELPAC test materials](#_Order_Materials_1) for kindergarten through grade two (K–2) Writing only.
* Review Summative Alternate ELPAC [second scoring assignments](#_Second_Scoring_Requirement) to know whether your LEA is required to do second scoring in 2024–25 by visiting the [Summative Alternate ELPAC Second Scoring Assignment](https://www.elpac.org/test-administration/alternate/alt-elpac-second-scoring-assignment) web page.
* Ensure [RSVP-selected](#_Distribute_Materials) LEAs return the Initial ELPAC Answer Books completed in September.
* Register for the What’s New Overview Q&A Session for the Summative Alternate ELPAC Administration and Scoring Training.
* Review the Initial ELPAC comparison report for sites participating in the [RSVP.](#_Distribute_Materials)
* Confirm that staff with roles that do not require access to TOMS, who will have access to testing material, have completed the 2024–25 *ELPAC Test Security Affidavit for Non-TOMS Users* provided on the ELPAC [Test Security](https://www.elpac.org/test-administration/test-security/) web page.
* [Prepare ELPAC training materials](#_Develop_Training_Materials_2) for local Summative ELPAC and Summative Alternate ELPAC trainings.
* [Schedule local training dates](#_Schedule_Local_Training_1) for the Summative ELPAC and Summative Alternate ELPAC.
  + Send training dates to your site ELPAC coordinators.
* Access the online [Summative Alternate Administration and Scoring Training in the Moodle Training Site](#_Summative_Alternate_ELPAC—LEA) once you have received your enrollment keys from the Sacramento County Office of Education.
* Share information for the asynchronous training ELPAC [Accessibility Resources Virtual Training Series](https://www.elpac.org/training/ar-training-series/) with educators.
  + Provide updated information to special education staff, site ELPAC coordinators, and other educators.

### December2024

* Ensure [RSVP-selected](#_Distribute_Materials) LEAs return the Initial ELPAC Answer Books completed in October.
* Review the Initial ELPAC comparison report posted in December for sites participating in the [RSVP.](#_Distribute_Materials)
* Verify the need for special test versions, such as braille, large print, or regular paper test materials as stated in each student’s active IEPs or Section 504 plans.
  + If special test versions, including braille, large print, or regular paper test materials, are required, complete the [CAASPP and ELPAC Special Request for Paper Exams](https://survey.alchemer.com/s3/6686924/CAASPP-and-ELPAC-Special-Request-For-Paper-Exams) form, which is located on the ELPAC [Accessibility Resources](https://www.elpac.org/resources/accessibility-resources/) web page.
* Attend the CDE and ETS “What’s New” [Pretest Virtual Training](#_ELPAC_TOMS_Webcast).
* [Begin conducting training(s)](#_Schedule_Local_Training) on the Summative ELPAC and Summative Alternate ELPAC for site staff, including site ELPAC coordinators and TEs.
* Remind site ELPAC coordinators and TEs to complete calibration quizzes for the Summative ELPAC and Summative Alternate ELPAC in [Moodle](https://moodle.caaspp-elpac.org/).
* [Confirm test security agreements and affidavits](#_Complete_Online_Test) are signed.
* [Receive and inventory Summative ELPAC materials](#_Receive_and_Inventory) for K–2 Writing only, if ordered in November.
* EL students may be reclassified at any point in the year; however, ETS recommends identifying students who are eligible for reclassification based on meeting criteria one during the prior year and who still need to meet the three additional criteria (also known as “locally determined measures”) prior to the start of testing. Note the following abut testing eligible students:
  + Early identification of students eligible for reclassification ensures that they are not tested at the beginning of the current year’s Summative ELPAC or Summative Alternate ELPAC testing window.
  + If eligible students have not met all four criteria by May 15, the LEA should plan to test students at this time during the summative testing window to ensure that they are counted for participation.
  + EL students who do not take the ELPAC in the current year and who met reclassification criteria one in the prior year will no longer be able to use prior-year scores.

### January 2025

* Communicate to site ELPAC coordinators about their [roles and responsibilities](#_Site_ELPAC_Coordinator_1) for the Summative ELPAC and Summative Alternate ELPAC.
* [Notify parents/guardians](#_Communicate_about_the) about upcoming Summative ELPAC and Summative Alternate ELPAC testing.
* [Register additional site ELPAC coordinators](#_Local_Scoring_Tool) as users in TOMS.
* [Collaborate with technology personnel](#_Register_each_site) to make sure technology requirements are tested on all devices.
* [Receive and inventory Summative ELPAC materials](bookmark://_Receive_and_Inventory_1) for K–2 Writing only, if ordered in December.
* [Distribute K–2 Writing materials](#_Receive_and_Inventory_1) to sites for the Summative ELPAC administration.
* [Evaluate student demographic data](#_Student_Demographic_Data) in TOMS to [ensure that all EL students are listed in TOMS](bookmark://_Ensure_EL_Listings_1) at the correct grade level.
* Ensure that all “no shows” are removed from the LEA’s SIS and CALPADS prior to February 1.
* [Confirm site-level ELPAC trainings](#_Schedule_Local_Training). Confirm that the site ELPAC coordinators have conducted the required site trainings for TEs and proctors for the Summative ELPAC and Summative Alternate ELPAC.
* [Communicate with special education staff](#_Review_IEPs_and_1) to review IEPs and Section 504 plans before the Summative ELPAC and Summative Alternate ELPAC administration.
* [Set local testing schedules](#_Set_Local_Testing_4) for the Summative ELPAC and Summative Alternate ELPAC.
* [Share testing schedules](#_Share_Testing_Schedules_1) with LEA administrators, school administrators, and support staff.
* Review the final Initial ELPAC comparison report at the end of January for sites participating in the [RSVP.](#_Distribute_Materials)

### February2025

* **Summative ELPAC and Summative Alternate ELPAC testing windows open.** *(2024–25 Summative ELPAC and Summative Alternate ELPAC window: February 1–May 31, 2025)*
  + Any newly enrolled student administered the Initial ELPAC or Initial Alternate ELPAC during the summative window and is identified as an EL must also be administered the Summative ELPAC or Summative Alternate ELPAC.
  + Confirm your LEA’s Form Assignment for the 2024–25 Summative ELPAC administration.
* Attend the (optional) New Coordinator Webinar for coordinators who have been in their role for less than 12 months, or those who want a refresher.
  + [New Coordinator Webinar #4](#_New_Coordinator_Trainings) focuses on test completion monitoring and STAIRS.
* Request any necessary [unlisted resources](#_IEPs_and_Section) for students, as documented in their IEPs or Section 504 plans, two weeks prior to testing. *(****Please note:*** *This is an ongoing or continuous task.)*
* [Review and verify apportionment](#_Review_and_Verify_1) *(from the previous test administration year)*.

#### Preparing for next year’s Initial ELPAC and Initial Alternate ELPAC administration

* Begin the process for the [Superintendent Designation](#_Complete_Superintendent_Designation) of the primary LEA ELPAC coordinator for the 2025–26 year. This designation is due by April 1, 2025.
  + All students must be administered the Initial or Initial Alternate ELPAC within 30 calendar days of enrollment.

### March 2025

* Return completed Summative K–2 Writing Answer Books for scoring.

### April 2025

* Attend the (optional) New Coordinator Webinar for coordinators who have been in their role for less than 12 months, or those who want a refresher.
  + [New Coordinator Webinar #5](#_New_Coordinator_Trainings) focuses on completion reports and preparing for summative results.
* Prepare principals or site ELPAC coordinators to communicate Summative ELPAC and Summative Alternate ELPAC results to school staff and [notify ELPAC support staff about results.](#_Notification_of_Results_1)
* View [The Results Are In, Now What?](#_The_Results_Are_2) modules in [Moodle](https://moodle.caaspp-elpac.org/) with a team of educators from your LEA.
* Check whether your LEA is part of the Initial ELPAC [RSVP](#_Distribute_Materials) for the next year
* [Collaborate with technology personnel](#_Register_each_site) to make sure technology requirements are met and tested for dissemination of SSRs via the local SIS parent portal or secure local method.

#### Preparing for next year’s Initial ELPAC and Initial Alternate ELPAC administration

* Complete the online Initial ELPAC [Administration and Scoring Training](#_ELPAC_Administration_and_1).
* Identify site ELPAC coordinators and monitor TOMS account setup, [including completion of security agreements.](#_Complete_Online_Test)
* [Order Initial ELPAC and Initial Alternate ELPAC test materials.](#_Order_Materials_1)

### May 2025

* **Complete Summative ELPAC and Summative Alternate ELPAC testing.** *(The 2024–25 window closes May 31, 2025.)*
* Submit all STAIRS cases before the end of the Summative ELPAC Testing window.
  + It is recommended to complete any cases requiring an Appeal at least one week prior to the end of the administration window to ensure ample time for testing.
* Return Summative K–2 Writing materials continuously.
* [Notify site ELPAC coordinators](#_Notification_of_Results_1) about the local results communication plan and the plan for sharing with LEA interest holders.
* Complete or verify the online LEA Initial Alternate ELPAC [Administration and Scoring Training](#_ELPAC_Administration_and_1).
* [Communicate the availability of the Summative ELPAC results and Summative Alternate ELPAC results](#_Notification_of_Results_3) to parents/guardians, teachers, and administrators, including the timeline for delivery of the individual SSRs.
* [Download the student score data file](#_Verify_Preview_data) from the [**Reports**] tab in TOMS.
* [Make Summative and Summative Alternate ELPAC SSRs available](#_Provide_Summative_ELPAC_1) to parents/guardians within 30 calendar days of receipt from ETS if received during the instructional year.
* Complete the certification of destruction of secure Summative ELPAC materials process for the Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC.

#### Preparing for next year’s Initial ELPAC and Initial Alternate ELPAC administration

* [Prepare ELPAC training materials](#_Develop_Training_Materials_2) for local Initial ELPAC and Initial Alternate ELPAC trainings.
* [Schedule local training dates](#_Schedule_Local_Training_1) for the Initial ELPAC and Initial Alternate ELPAC.
  + Send training dates to your site ELPAC coordinators.
* Review the Initial Alternate ELPAC training modules in [Moodle](https://moodle.caaspp-elpac.org/).
* [Begin conducting training(s)](#_Schedule_Local_Training) on the Initial ELPAC and Initial Alternate ELPAC, when available, for site staff, including site ELPAC coordinators and TEs.
* Remind site ELPAC coordinators and TEs of [Moodle](https://moodle.caaspp-elpac.org/) for the Initial ELPAC and Initial Alternate ELPAC.
* [Receive and inventory Initial ELPAC materials.](#_Receive_and_Inventory_1)
* Communicate to site ELPAC coordinators about their [roles and responsibilities.](#_Site_ELPAC_Coordinator_1)

### June 2025

* **Complete Initial ELPAC and Initial Alternate ELPAC testing.** *(The 2024–25 window closes June 28, 2025.)*
* [Collect](#_Order_Materials) and return all remaining completed Summative K–2 Writing materials for scoring by the deadline date.
* [Collect all nonscorables](#_Non-Scorables_1) from sites for destruction at the end of the school year. LEAs have the option to either securely destroy test materials locally or return materials to ETS for destruction. *(The window for returning secure, nonscorable test materials closes in June.)*
* [Download the Summative ELPAC and Summative Alternate ELPAC Student Score Data File](#_Verify_Preview_data) (Student Results Report) from the [**Reports**] tab in TOMS for local use.
* Attend the ETS [CAASPP and ELPAC Scoring and Reporting Training](#_ELPAC_Moodle_Training_1).

#### Preparing for next year’s Initial ELPAC and Initial Alternate ELPAC administration

* Attend the summer [New ELPAC Coordinator Training.](#_New_Coordinator_Trainings)
* [Communicate with special education staff](#_Review_IEPs_and_1) to review IEPs and Section 504 plans before the administration of the Initial ELPAC and Initial Alternate ELPAC. This is critical during the transition IEP for those who may be eligible for the Initial Alternate ELPAC.
* Verify that technology requirements are tested and met on all devices, including the updated secure browser.
  + Begin installing secure browsers from the [Secure Browsers](https://ca.portal.cambiumast.com/) web page.
* [Collaborate with technology personnel](#_Collaborate_with_Technology) to make sure technology requirements are met and tested on all devices, including the updated secure browser as listed on the [Secure Browsers](https://ca.portal.cambiumast.com/) web page.
* [Distribute materials](#_Receive_and_Inventory_1) securely to sites for the Initial ELPAC and Initial Alternate ELPAC administrations.
* [Confirm that site ELPAC coordinators have conducted the required site trainings](#_Schedule_Local_Training) for TEs, and proctors for the Initial ELPAC and Initial Alternate ELPAC.
* [Set local testing schedules](#_Set_Local_Testing_4) for the Initial ELPAC and Initial Alternate ELPAC to ensure that students are identified, tested, their tests scored, and that parents/guardians are provided with results within 30 calendar days of enrollment.
* Remind site ELPAC coordinators of the testing windows, and [share schedules](#_Share_Testing_Schedules_1) with school administrators and support staff.
* Confirm participation in the RSVP by visiting the [RSVP for the Initial ELPAC](https://www.elpac.org/test-administration/rsvp/) web page.
* Review Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC resources and videos for parents/guardians on the ELPAC [Videos](https://www.elpac.org/resources/videos/) web page.

## Additional Information

The pages that follow provide an expanded view of the ELPAC coordinator tasks. They are grouped by the following categories:

* [Accessibility Resources](#_Communication)
* [Communication](#_Communication_1)
* [LEA Training Coordination](#_LEA_Training_Coordination)
* [Material Delivery and Shipment](#_Material_Delivery_and)
* [Results and Reporting](#_Results_and_Reporting)
* [Test Planning and Scheduling](#_Accessibility_Resources)
* [Test Security, Procedures, and Forms](#_Test_Security,_Procedures,)
* [TOMS and Technology Support](#_TOMS_and_Technology)
* [Trainings and Learning Opportunities](#_Trainings_and_Learning_2)

In the following sections, the arrow symbol (****) indicates an *action item* that may include a hyperlink that leads to additional online information available for ELPAC administration.

## Accessibility Resources

### ISAAP Tool

The web-based [ISAAP Tool](https://isaap.ets.org/) is one piece of the process in ensuring that each student receives the accessibility resources necessary to ensure fair and valid testing. The ISAAP Tool can also generate a file to be uploaded to TOMS for assigning test settings for groups of students prior to testing. The ISAAP Tool should be used in conjunction with the [California Assessment Accessibility Resources Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp).

* Learn more about the ISAAP process on the ETS [About the ISAAP Process](https://isaap.ets.org/About) web page.

### Request Unlisted Resources

Unlisted resources are accessibility resources not currently available in the California Assessment Accessibility Resources Matrix. For these resources to be assigned to a student for both the ELPAC and Alternate ELPAC testing, the resources must be documented in the student’s IEP or Section 504 plan and approved by the CDE prior to testing.

Unlisted resources must be requested from the [**Unlisted Resources**] tab within the Student Profile in TOMS. Additionally, in the [**Demographics**] tab on the Student Profile, the *Special Education for Testing* field must indicate “Yes,” and the *Primary Disability Code for Testing* field must not be blank.

Request any necessary unlisted resources through TOMS for a student as documented in the student’s IEP or Section 504 plan at least two weeks before testing.

* Review the CDE [CA Assessment Accessibility Resources Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp) web page.

### Review IEPs and Section 504 Plans

Communicate with your LEA’s special education teachers to review students’ IEPs and Section 504 plans to identify any student eligible for the Alternate ELPAC and identify any students with an IEP and testing resources that are to be used. These must be entered for each student in TOMS. ***Please note:*** *Students taking the alternate assessment for the ELPAC will also take the alternate assessment for CAASPP.*

### Review the California Assessment Accessibility Resources Matrix

Review the [California Assessment Accessibility Resources Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp) before the test administration for information about the resources available for students taking the ELPAC. LEA ELPAC coordinators should be familiar with the Matrix to assist site-level staff who may have questions.

* Visit the CDE [Student Accessibility Resources](https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp) web page and review the California Assessment Accessibility Resources Matrix, which describes the available universal tools, designated supports, and accommodations by domain, as well as other important resources.
* Note that additional resources related to accessibility are available on the ELPAC [Accessibility Resources](https://www.elpac.org/resources/accessibility-resources/) web page.
* Note that embedded accessibility resources videos are available on the ELPAC [Accessibility Resources Demonstration Videos](https://www.elpac.org/training/uaag/) web page.
* Access the [*CAASPP and ELPAC Accessibility Guide*](https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/)*,* if needed.

### Verify Accessibility Resources, Including Specialized Equipment

Verify student accessibility resources, including the need for any specialized equipment, separate setting, or print-on-demand. Accommodations may be provided only to students with an IEP or Section 504 plan, while designated supports can be provided through an LEA-determined teacher recommendation or student request process.

## Communication

### CDE’s Weekly Assessment Spotlight Email

Forward information from the [Assessment Spotlight](https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight.asp) email to the site ELPAC coordinators and TEs, as appropriate. Site ELPAC coordinators are also encouraged to sign up for this weekly newsletter.

* To receive the CDE’s Assessment Spotlight emails, join the listserv by sending a blank email to [subscribe-caaspp@mlist.cde.ca.gov](mailto:subscribe-caaspp@mlist.cde.ca.gov?subject=Assessment%20Spotlight%20Listserv).

### Communicate with ELPAC Support Staff

Communicate with your LEA’s special education teachers to review students’ IEPs and Section 504 plans to identify any students eligible for alternate assessments, as well as identify accessibility resources that are to be used for any students with an IEP.

LEA coordinators should communicate with special education staff and site ELPAC coordinators to ensure that students do not start testing until all student test settings are finalized.

Communicate with site ELPAC coordinators, EL educators, and all EL support staff about the accessibility resources that support the administration of the ELPAC and Alternate ELPAC.

### ELPAC Web Pages and ELPAC Communications

Review the ELPAC web pages and the ELPAC communications from ETS for information about new training materials, manuals, ordering deadlines, and other test administration documents for the ELPAC and Alternate ELPAC.

* Refer to the CDE [ELPAC](https://www.cde.ca.gov/ta/tg/ep/) web page for information on all assessments in the ELPAC System.
* Check out the ELPAC [Coordinator Emails](https://www.elpac.org/resources/email/) web page.

### Notification of Results to Parents/Guardians

Communicate with parents/guardians about the availability of the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC results to parents/guardians and teachers, including the timeline and method of delivery of the individual SSRs.

* When completed, the Initial ELPAC and Initial Alternate ELPAC will produce SSRs and will be available for download in TOMS and made available to parents/guardians through parent or student portals. LEAs will be able to access the official Initial ELPAC SSRs and results in TOMS within less than 24 hours of the last domain test being scored and submitted for a student.
* The CDE provides optional Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC SSR letter templates to notify parents/guardians about the results. The templates are located on the [Identification & Parent Notification Requirements](https://www.cde.ca.gov/sp/el/t3/elparentletters.asp) web page and are available in multiple languages.
* Additional resources for communication with parents/guardians are available on the CDE [Resources for Communication with Parents](https://www.cde.ca.gov/ta/tg/ca/caasppparentresource.asp) web page.
* The [Starting Smarter](https://elpac.startingsmarter.org/) website is a great resource to share with parents/‌guardians.

LEAs are required to notify parents/guardians of their EL student’s annual progress within the first 30 days of the new academic year using the Annual Parent Notification letters posted on the CDE [Identification & Parent Notification Requirements](https://www.cde.ca.gov/sp/el/t3/elparentletters.asp) web page.

### Notification of Results to Site Administrators

* Notify site ELPAC coordinators about your Summative ELPAC and Summative Alternate ELPAC results communication plan and the timeline to send SSRs to parents/guardians.
* Prepare, or collaborate with others to prepare, the letter that will accompany the SSRs. Communicate the availability of the results and reports to site administrators, including the timeline for the delivery of the individual SSRs.
* Coordinate with local communications staff on briefing the LEA leadership team, the school board, and others on any possible news releases about the ELPAC results.
* Prepare principals or site ELPAC coordinators to communicate Summative ELPAC and Summative Alternate ELPAC results to school staff and parents/‌guardians.

### Notification of Testing to Parents/Guardians

Communicate with parents/guardians about upcoming testing. The LEA must also meet state and federal obligations to inform parents/guardians of the year’s statewide assessments. The CDE provides parents guides and letter templates to notify parents/‌guardians about the statewide assessments.

* Letter templates are provided on the ELPAC [Parent/Guardian Notification](https://www.elpac.org/test-administration/parent-notification/) web page and are available in multiple languages.
* Parent guides are provided on the CDE [Parent Guides to Understanding](https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp) web page and are also available in multiple languages.

### Practice Tests and Training Tests

Remind site ELPAC coordinators, TEs, and teachers about the availability and use of the online practice and training tests.

* ELPAC and Alternate ELPAC practice and training tests are available on the ELPAC [Online Practice and Training Tests](https://www.elpac.org/resources/online-practice-and-training-test/) web page under “Student Interface Practice and Training Tests.”
* Quick reference guides and videos for administration or practice or training tests are available on the ELPAC [Videos and Quick Reference Guides](https://www.elpac.org/test-administration/qrgs-and-videos/) web page.

Access the ELPAC and Alternate ELPAC training tests. Share them with site ELPAC coordinators, TEs, and teachers, explaining their availability and use.

### Site ELPAC Coordinator Roles and Responsibilities

Communicate roles and responsibilities to the site ELPAC coordinators. These can vary, depending on your LEA.

* The online *Test Security Agreement* can be accessed only in TOMS. Once users are given access to TOMS, at first logon they will be prompted to fill out the online *Test Security Agreement.*
* The online *Test Security Affidavit* can be accessed only in TOMS at first logon *for users with roles within the online system*. Other staff who do not require access to TOMS (e.g., custodians, aides, nurses, etc.) can access an online *ELPAC Test Security Affidavit for Non-TOMS Users* on the ELPAC [Test Security](https://www.elpac.org/test-administration/test-security/) web page.

### System Downtimes

All ELPAC system downtimes should be verified using the ELPAC [Planned System Downtime](https://www.elpac.org/system-status/planned-system-downtime/) web page. LEA ELPAC coordinators should communicate downtimes to their site ELPAC coordinators and TEs.

### Troubleshoot with ELPAC Support Staff

Regularly communicate with and respond to questions from the site ELPAC coordinators to ensure that any issues are resolved promptly.

* A search tool for commonly asked questions is located on the [Get Answers](https://ca-toms-help.ets.org/contact/get-answers/) web page.
* The [Get Answers](https://ca-toms-help.ets.org/contact/get-answers/) web page also allows users to narrow or expand a search with key words and quickly scan information by highlighted key words.

## LEA Training Coordination

### Conduct Trainings and Confirm Support Staff Trainings

Conduct training for site ELPAC coordinators and ELPAC TEs.

* Use existing training materials whenever possible, adding information specific to your LEA as needed.
* Confirm that the site ELPAC coordinators have conducted the required site trainings for TEs. Confirm TEs have completed calibration in [Moodle](https://moodle.caaspp-elpac.org/). Local training can be conducted for the Listening, Reading, and Writing domains.

### Develop Training Materials

Develop training materials for site ELPAC coordinators and ELPAC TEs.

* Use existing training materials whenever possible, adding information specific to your LEA, as needed. Members of your local assessment network may have training materials available. A list of the Regional Assessment Network (RAN) members, by region, is located on the CDE [RAN](https://www.cde.ca.gov/ta/tg/ai/caregionalranmap.asp) web page.

### Register for State-Sponsored Training

Registration information for all state-sponsored trainings mentioned throughout this checklist is located on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities/) web page.

### Schedule Local Training Dates

Schedule local training dates and send them to your site ELPAC coordinators. Use LEA calendars and schedules to coordinate training dates. Consider whether trainings will be spread throughout the year or consolidated, and whether new and experienced coordinators will receive the same training.

## Material Delivery and Shipment

### Collect Test Materials

Collect test materials from site ELPAC coordinators.

* Ensure [RSVP-selected](#_Distribute_Materials) LEAs review and return the Initial ELPAC K–2 Writing Answer Books.
* Ensure selected Form 2 LEAs review and return the Initial ELPAC kindergarten Writing Answer Books.
* Review Summative ELPAC K–2 Writing Answer Books. Make sure that all demographic information is correctly marked, if necessary, and returned with proper Group Identification Sheets and that Pre-ID labels are placed correctly. Follow instructions located in the test administration manual. A copy of the test administration manual is located on the ELPAC [Manuals Library](https://ca-toms-help.ets.org/) web page.

Distribute Initial ELPAC and Summative ELPAC K–2 Writing materials to schools.

* Have site ELPAC coordinators inventory the materials received and send back the inventory sheet signed and dated.

### Nonscorables

Collect all nonscorables and unused materials from sites for destruction at the end of school year.

* All used 2024–25 Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC materials must be locally destroyed in a secure manner or returned to the testing contractor, as directed by ETS. LEAs are required to certify destruction by completing a survey beginning in May.
* LEAs must securely destroy unused 2024–25 Initial ELPAC K–2 Writing Answer Books. New K–2 Writing Answer Books must be ordered for the 2025–26 Initial ELPAC administration.

### Order Materials

The Initial ELPAC ordering window opens in April, and the Summative ELPAC ordering window opens in November at the school site level. Check inventory before ordering Initial ELPAC materials.

* In TOMS, under [**Orders**], go to [**Place Primary Order**]. Follow the steps to place an order. Enter the primary shipping address and confirm whether freight shipments can be received at the address listed.
* Download the materials count report template in TOMS; make any revisions; and upload, validate, and approve order counts.

### Order Supplemental Materials

Order supplemental materials as needed in TOMS. Use the [Place Supplemental Orders](https://ca-toms-help.ets.org/toms/orders/place-supplemental-orders/) section of the *TOMS User Guide* for additional information.

### Pack and Ship Materials

Package and ship test materials to ETS for scoring, following the packaging and shipping instructions located in the online test administration manual and included with your test materials shipment.

* For the Summative ELPAC, ship materials on a monthly basis, following the schedule located in table 1 of the *Key Dates* subsection of the online test administration manual.
* Please note that there is no shipping for scoring on the Summative Alternate ELPAC.

### Receive and Inventory Materials

Receive and inventory the ELPAC testing materials received from ETS. Initial ELPAC materials usually arrive between May and June. Summative ELPAC materials will arrive between December and January, depending on when the order was placed.

* Direct questions about missing materials to your assigned LEA Success Agent. You can find your Success Agent on the [Success Agent Lookup](https://ca-toms-help.ets.org/contact/lea-success-agents/) web page.

### RSVP Requirement

Approximately 10 percent of LEAs in California are identified by the CDE to take part in the RSVP for the Initial ELPAC. Those LEAs will return their scannable K–2 Answer Books to ETS after the local scoring and parent/guardian notification of the results have been completed. This process will help to produce item statistics for the Initial ELPAC, validate scores, and provide technical assistance for scoring and data entry. Check whether your LEA is designated as one of the LEAs to complete the RSVP.

* The alphabetical list of RSVP-selected LEAs for 2024–25 is posted on the ELPAC [RSVP](https://www.elpac.org/test-administration/rsvp/) web page.
* Scannable 2024–25 Form 1 Writing Answer Books will be ordered in TOMS.
* RSVP-selected LEAs must ship Answer Books to ETS monthly until the last pickup date in December.

### Second Scoring Requirement

Annually, LEAs randomly selected to second score will need a secondary TE to be present to score student responses. To find out whether your LEA has been selected for second scoring, visit the [Summative Alternate ELPAC Second Scoring Assignment](https://www.elpac.org/test-administration/alternate/alt-elpac-second-scoring-assignment) web page.

## Results and Reporting

### Download Student Results

Download the student results data file from TOMS for local uses, including uploading into the SIS or other system for customized data analyses. This task may be done monthly, depending on local needs and requirements.

* Access the student data file layout on the [ELPAC Score Reporting](https://www.elpac.org/test-administration/reporting/) web page.

### Preview Local ELPAC Data

The CDE notifies LEA ELPAC coordinators and LEA superintendents via email of the opportunity to review both ELPAC and Alternate ELPAC data before the public release.

* During the LEA preview of both ELPAC and Alternate ELPAC results, verify the preview data against local data, including student demographic information, to ensure that student group assignments are accurate.

### Provide Initial ELPAC and Initial Alternate ELPAC SSRs

Identify, assess, and notify parents of results for Initial and Initial Alternate ELPAC SSRs within 30 calendar days.

### Provide Summative ELPAC and Summative Alternate ELPAC SSRs

Provide Summative ELPAC results and Summative Alternate ELPAC results to parents/‌guardians within 30 calendar days of receiving the results from ETS if received during the instructional year, or 15 working days from the start of the next school year if results are received after the last day of instruction. For Initial and Initial Alternate ELPAC SSRs, be sure to identify and assess students and notify parents of results within 30 calendar days of student enrollment.

* Visit the [*Options for Distributing SSRs*](https://www.elpac.org/test-administration/student-score-report-options/) subsection in the [*ELPAC Scoring and Reporting Guide*](https://ca-toms-help.ets.org/elpac-scoring-reporting/new/) for information on how to access and distribute SSRs.

The CDE makes these optional letter templates available for LEAs to use to communicate with parents/guardians. Visit the [ELPAC Score Reporting](https://ca-toms-help.ets.org/elpac-scoring-reporting/new/) web page for more information.

### Review and Verify Apportionment

Review and verify the LEA ELPAC student data in the State Assessment Apportionment System (SAAS) for the previous test administration year by the CDE deadline.

* In the fall, the CDE will email a link to the SAAS website directly to the LEA ELPAC coordinator.

## Test Planning and Scheduling

### Check for New Students

Verify any students new to your LEA who require testing.

* This task should be done weekly, or more often for the Initial ELPAC and Initial Alternate ELPAC at the site level.
* LEA coordinators can run the Initial ELPAC and Initial Alternate ELPAC Student Eligibility Report or the Summative ELPAC and Summative Alternate ELPAC Student Eligibility Report in TOMS as needed. There is a field within this eligibility report that contains a flag that identifies the students as being assigned an alternate assessment.

### Document Trends and Obtain Feedback

Document any trends, issues, and ideas for suggested changes to your Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC administrations for next year.

* Obtain feedback about the ELPAC and Alternate ELPAC administration from site ELPAC coordinators and TEs to identify improvements for the next test administration.
* Obtain feedback about technology protocols, issues, and other technology-related instances to identify best practices for the following year.
* Note that it is recommended that the LEA ELPAC coordinator share these with appropriate staff at the county office of education, your Success Agent, or via the annual post-test survey.

### Ensure That All Eligible Students Are Tested

Ensure that all eligible students have been tested.

* To check for students who are eligible for the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC, use MyTOMS at a Glance and the TOMS Initial ELPAC and Initial Alternate ELPAC Student Eligibility Report or Summative ELPAC and Summative Alternate ELPAC Student Eligibility Report on a weekly basis at minimum.
* Coordinators can select the [**Reports**] tab in TOMS to obtain the eligibility reports. Please refer to the [*LEA ELPAC Reports: Overview*](https://ca-toms-help.ets.org/toms/reports/lea-elpac-reports/) section in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/) for a list of available reports.

### Monitor Test Completion

Use MyTOMS at a Glance to track progress on student test completion and the release of SSRs.

* Review the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC completion reports available in TOMS to ensure that testing has been completed for all eligible students. Coordinators can select the [**Reports**] tab to obtain the eligibility and completion status reports. Please refer to the [*Site ELPAC Reports: Overview*](https://ca-toms-help.ets.org/toms/reports/site-elpac-reports/) section in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/) for the list of available reports.
* Use the Completion Status Reports in TOMS or the Completion Status Reporting System in the Test Information Distribution Engine to track individual student test status and completion.

### Set Local Testing Schedules

Work with site ELPAC coordinators to set local testing schedules within the following listed windows.

* For the Initial ELPAC, any student whose primary language is a language other than English and who has never been tested with the ELPAC must be assessed with the Initial ELPAC during the first 30 days of enrollment.
* For the Initial Alternate ELPAC, any student whose primary language is a language other than English, whose IEP team has determined the student eligible for alternate assessments, and who has never been tested with the ELPAC must be assessed with the Initial Alternate ELPAC during the first 30 days of enrollment.
* For the Summative ELPAC and Summative Alternate ELPAC, any student who is classified as an EL must be assessed with the Summative ELPAC or Summative Alternate ELPAC (if determined eligible for alternate assessments by the student’s IEP team) during the testing window—February 1 through May 31.
* Note that for the ELPAC, every EL or TBD student must be tested if enrolled in the LEA.

### Share Testing Schedules

Share the LEA and site ELPAC schedules, including the timing of parent/guardian notification and when SSRs are expected, with school administrators and the LEA leadership team.

* For the Summative ELPAC and Summative Alternate ELPAC, locally monitor submissions each month, and more regularly before the closing of the testing window, to ensure that all students are tested.

## Test Security, Procedures, and Forms

### Complete the Superintendent Designation

Ensure completion of the required Superintendent Designation Process for identifying the primary LEA ELPAC coordinator. This requires the superintendent to establish a TOMS account. A reminder email is sent to the current LEA ELPAC coordinator and the LEA superintendent or charter school administrator when the function is available in TOMS.

***The form must be submitted by April 1 annually.***

* Notification for annual Superintendent Designation will be emailed to the superintendent. The designation process is completed in TOMS by the superintendent and includes an option of designating the current coordinator for the following year or adding a new coordinator.
* Carefully read and complete the *Test Security Agreement* and *Test Security Affidavit* upon establishment of the LEA coordinator account. Be sure to save the email confirmations for your records.
* An email confirmation is sent to the current LEA ELPAC coordinator and the LEA superintendent.

### Confirm Test Security Agreements and Affidavits

Confirm that all site ELPAC coordinators are registered in TOMS and have completed their electronic *Test Security Agreement* and *Test Security Affidavit* as part of the registration process.

* The *Test Security Agreement* and *Test Security Affidavit* must be completed by the LEA ELPAC coordinator and all site ELPAC coordinators.
* Signed copies of the test security agreements and affidavits are located under “Download Signed Security Forms” in TOMS in the [**Reports**] tab.
* The LEA ELPAC coordinator will automatically receive an email notification when the site ELPAC coordinators complete the *Test Security Agreement.*
* The *Test Security Affidavit* must be completed by all TEs.
  + Note that proctors and staff handling secure materials who do not have roles in TOMS will be required to complete *ELPAC Test Security Affidavit for Non-TOMS Users* on the ELPAC [Test Security](https://www.elpac.org/test-administration/test-security/) web page.

### Identify Site ELPAC Coordinators

Identify the site ELPAC coordinator for each school.

* Site ELPAC coordinator responsibilities at the site level include
  + ensuring of all appropriate trainings have been completed,
  + administration,
  + entering of scores,
  + item security, and
  + professional conduct for the administration of standardized assessments.
* “Site ELPAC coordinator” is an employee of an LEA designated by the LEA, or a person designated by a nonpublic school, to oversee the administration of the ELPAC for each test site.
* Additional information on the responsibilities of the site ELPAC coordinator is located in the [*TOMS User Roles for the ELPAC*](https://ca-toms-help.ets.org/toms/user-roles/#user-roles-for-elpac) subsection in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/)*.*

### Testing Irregularities and Security Breaches

Establish procedures with all site ELPAC coordinators to maintain the security of all test materials and monitor sites during testing to ensure that both ELPAC and Alternate ELPAC testing and security procedures are being followed.

Review all ELPAC and Alternate ELPAC test administration manuals on the [Manuals Library](https://ca-toms-help.ets.org/) web page to familiarize yourself with the process of reporting testing regularities and security breaches.

Local procedures should include who will be responsible for reporting incidents in STAIRS. Additional training and information in this area may be provided by the Test Security Guidelines video, located on the ELPAC [Videos and Quick Reference Guides](https://www.elpac.org/test-administration/qrgs-and-videos/) web page.

Also review the [*CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*](https://ca-toms-help.ets.org/stairs/overview).

* Any testing regularities and security breaches must be recorded in the [**STAIRS**] tab of TOMS.
* A quick reference guide is available to guide coordinators through the STAIRS/Appeals process on the ELPAC [Videos and Quick Reference Guides](https://www.elpac.org/test-administration/qrgs-and-videos/) web page.

## TOMS and Technology Support

### Collaborate with LEA Technology Personnel

Collaborate with technology personnel to ensure that technology requirements are tested on each TE’s electronic device and on each student device that will be used for testing.

* Both the Initial ELPAC and Summative ELPAC have speaking and listening components that will require devices such as headphones. For additional information, navigate to the ELPAC [Technology Resources](https://www.elpac.org/resources/technology-resources/) web page.

Collaborate with technology personnel to ensure that connections between the local SIS and TOMS are active and SSRs will populate for the correct students in a timely manner. If the LEA is making the reports available locally via a secure site, ensure that the reports are properly displayed, that parents/guardians can access the report, and that they can solely access scores for their own child.

### Create User Accounts in TOMS

Confirm that site ELPAC coordinators have created user accounts in TOMS for their TEs. This can be done via batch upload or one at a time once the rollover occurs in July.

* A list of all ELPAC user roles in TOMS and their complete definitions is available in the [*TOMS User Roles for the ELPAC*](https://ca-toms-help.ets.org/toms/user-roles/#user-roles-for-elpac) subsection in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/)*.*

### Ensure English Learner Listings in TOMS

Evaluate student demographic data from TOMS to ensure that all EL students are listed in TOMS at the correct grade level.

* If demographic data is incorrect, update information in CALPADS. Changes to CALPADS take 48 hours to update in TOMS.

### Student Demographic Data

Student demographic data is critical to each student’s test assignment. Key data viewable in TOMS in the [**Demographics**] tab within the Student Profile includes the following:

* ***SSID:*** This is the unique 10-digit statewide identifier for each student. The SSID is a required input to log on to an interim, initial, or summative assessment.
* ***First Name:*** This is the student’s first name reported in TOMS. The first name must be entered by the student exactly as presented in TOMS for the student to log on to an interim, initial, or summative assessment.
* ***Last Name or Surname:*** This is the student’s last name as reported in TOMS.
* ***\*Grade Assessed:*** This field indicates the grade level of the assessment that is assigned to the student when the student begins testing, based on the student’s grade level in CALPADS.
* ***Primary Language for Testing:*** SSRs will be generated in English; if the student has a primary language other than English, an additional SSR will also be generated in the student’s primary language if the primary language is Arabic, Chinese (Traditional), Filipino, Korean, Spanish, or Vietnamese.
* Note that student(s) with a primary language of Cantonese or Mandarin will generate a Chinese (Traditional) translated SSR.
* ***English Learner (EL):*** Students who are Els and have a US school entry date after April 15 of the prior year are exempt from taking the CAASPP English language arts/literacy (ELA) tests. Additionally, this field may flag students to be evaluated for language development–related supports and accommodations, such as stacked translation and read aloud in Spanish.
* ***US School Entry Date:*** Students who are Els and have a US school entry date after April 15 of the prior year are exempt from taking the CAASPP ELA tests. Students have the option to take the ELA test with their peers if they wish to; however, their result will still be excluded from accountability calculations.
* ***Section 504 Plan:*** If this field is marked “Yes”, the assignment of testing accommodations is permitted for the student.
* ***\*Special Education for Testing:*** If this field is marked “Yes” and a primary disability code is also present, the student is eligible for Alternate ELPAC registration, and the assignment of testing accommodations is permitted for the student.
* ***\*Primary Disability Code for Testing:*** If a value is present in this field and the *Special Education for Testing* field is marked “Yes”, the assignment of the Alternate ELPAC and testing accommodations and requests for unlisted resources is permitted for the student.

***Please note:*** *Fields marked with an asterisk (\*) are locked when a student starts the first test.*

Reports are available in TOMS to help with this:

* LEA-Level Student Demographics Report
* School-Level Student Demographics Report

## Trainings and Learning Opportunities

The ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities/) web page on the [ELPAC website](https://www.elpac.org/) provides a list of all upcoming live trainings. Asynchronous trainings and recordings of previous live trainings are available on the ELPAC [Asynchronous Training Opportunities](https://www.elpac.org/training/training-opportunities-archive/) web page. Each of these web pages offers users filtering options, saving users time, and streamlining their experience in planning for and accessing key trainings.

### Assessment and Accountability Information Meeting

Attend the Assessment and Accountability Information Meeting webinar series. Refer to the CDE [Assessment and Accountability Information Meeting](https://www.cde.ca.gov/ta/tg/ai/infomeeting.asp) web page for more information.

### ELPAC and CAASPP Scoring and Reporting Training

Attend the ELPAC and CAASPP Scoring and Reporting Training, which focuses on how to access results.

### ELPAC Administration and Scoring Training

Access the ELPAC [Moodle Training Site](https://moodle.caaspp-elpac.org/).

To access [Moodle](https://moodle.caaspp-elpac.org/) enrollment keys, the LEA coordinator must log on to the [Administration and Scoring Training](https://caaspp-elpac.scoe.net/AgencyLogin) site. Access codes for each program are emailed to all LEA ELPAC coordinators prior to each [Moodle](https://moodle.caaspp-elpac.org/) course opening.

#### Initial Alternate ELPAC and Summative Alternate ELPAC—TEs

All TEs must complete their certificate of calibration prior to administering and scoring the Alternate ELPAC. Secondary TEs assigned to second score must also complete their certificate of calibration. Training courses are located in [Moodle](https://moodle.caaspp-elpac.org/).

#### Initial Alternate ELPAC—LEA Coordinators

All LEA coordinators or their designee must be trained in the administration and scoring of the Initial Alternate ELPAC; however, it is not required annually. LEA ELPAC coordinators who completed the LEA Certification course during the 2022–23 or 2023–‍24 school year will only need to complete a shorter Initial Alternate ELPAC Certification course. However, coordinators new to their role will have to complete the new coordinator certification course, which includes administration and scoring information provided in the operational field test training.

All LEA ELPAC coordinators, new and experienced, will be expected to report and certify that the training requirement has been met. This report is completed through [Moodle](https://moodle.caaspp-elpac.org/).

Remind site ELPAC coordinators and TEs to review training materials in [Moodle](https://moodle.caaspp-elpac.org/) and take the necessary quizzes to be certified to administer the assessments.

#### Initial ELPAC and Summative ELPAC—TEs

All TEs must complete their certificate of calibration prior to administering and scoring the ELPAC. Training courses are located in [Moodle](https://moodle.caaspp-elpac.org/).

#### Initial ELPAC—LEA Coordinators

All LEA coordinators or their designee must be trained in the administration and scoring of the Initial ELPAC annually even those that completed the administration and scoring training in previous years. This is necessary because of field testing for Initial ELPAC 2024–25 Remind site ELPAC coordinators and TEs to review training materials in [Moodle](https://moodle.caaspp-elpac.org/) and take the necessary quizzes to be certified to administer the assessments.

#### Summative Alternate ELPAC—LEA Coordinators

LEA coordinators must complete the Summative Alternate ELPAC LEA Certification course in [Moodle](https://moodle.caaspp-elpac.org/) annually.

Remind site ELPAC coordinators and TEs to review training materials in [Moodle](https://moodle.caaspp-elpac.org/) and take the necessary quizzes to be certified to administer the assessments.

#### Summative ELPAC—LEA Coordinators

LEA coordinators must complete the Summative LEA Certification course in [Moodle](https://moodle.caaspp-elpac.org/), annually.

Remind site ELPAC coordinators and TEs to review training materials in [Moodle](https://moodle.caaspp-elpac.org/) and take the necessary quizzes to be certified to administer the assessments.

### ELPAC Moodle Training Site

[Moodle](https://moodle.caaspp-elpac.org/) allows teachers and administrators to access training for the ELPAC.

### ELPAC Parent/Guardian Resources

The [Parent/Guardian Resources](https://www.elpac.org/resources/parent-resources/) web page provides helpful videos and other resources for parents/guardians.

### New Coordinator Trainings and Webinars

Attend the optional New ELPAC Coordinator Training if you have been an LEA ELPAC coordinator for less than 12 months or want a refresher. These trainings focus on the role of the LEA coordinator and the tasks the LEA coordinator needs to complete.

* The summer trainings will cover tasks needed to close out the prior test administration as well as prepare for the 2024–25 Initial ELPAC and Initial Alternate ELPAC administration.
* The winter trainings will cover tasks needed during and after Summative ELPAC and Summative Alternate ELPAC testing, as well as special circumstances coordinators might encounter.
  + These trainings will be held at multiple county offices of education throughout the state and online as webinars.

### Pretest Virtual Training Series

The CDE and ETS offer joint ELPAC and CAASPP pretest training throughout the fall and winter. Experienced coordinators need only attend the “What’s New” session.

### The Results Are In, Now What? Training

View the state-sponsored [ELPAC—The Results Are In, Now What?](https://moodle.caaspp-elpac.org/course/index.php?categoryid=12) trainings, which are geared toward coordinators, site administrators, and others involved in the analysis of assessment results. These modules are located in [Moodle](https://moodle.caaspp-elpac.org/).

## Commonly Used Acronyms and Initialisms

| Term | Meaning |
| --- | --- |
| CAA | California Alternate Assessment |
| CAASPP | California Assessment of Student Performance and Progress |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalTAC | California Technical Assistance Center |
| CAST | California Science Test |
| CAT | computer adaptive test |
| CBT | computer-based test |
| *CCR* | *California Code of Regulations* |
| CCSS | Common Core State Standards |
| CDE | California Department of Education |
| CDS code | county/district/school code |
| CERS | California Educator Reporting System |
| CSA | California Spanish Assessment |
| DEI | Data Entry Interface |
| *DFA* | *Directions for Administration* |
| EAP | Early Assessment Program |
| *EC* | *Education Code* |
| EL | English learner |
| ELA | English language arts/literacy |
| ELAS | English language acquisition status |
| ELPAC | English Language Proficiency Assessments for California |
| FIAB | Focused Interim Assessment Block |
| IAB | Interim Assessment Block |
| IAHSS | Interim Assessment Hand Scoring System |
| ICA | Interim Comprehensive Assessment |
| IDEA | Individuals with Disabilities Education Act |
| IEP | individualized education program |
| IFEP | initial fluent English proficient |
| ISAAP | Individual Student Assessment Accessibility Profile |
| K–2 | kindergarten through grade two |
| LEA | local educational agency |
| LOSS | lowest obtainable scale score |
| NCEO | National Center for Educational Outcomes |
| non-PT | non–performance task |
| NPS | nonpublic, nonsectarian school |
| NTE | Not tested medical emergency |
| OTAM | online test administration manual |
| *PFA* | *Preparing for Administration* |
| PGE | Parent/Guardian exemption |
| PII | personally identifiable information |
| PPT | paper–pencil test |
| Pre-ID | pre-identification |
| PT | performance task |
| RFEP | reclassified fluent English proficient |
| SEIS | special education information system |
| SIS | student information system |
| SmART | Smarter Annotated Response Tool |
| SRC | Student Response Check |
| SSID | Statewide Student Identifier |
| SSO | Single Sign-On |
| SSR | Student Score Report |
| STAIRS | Security and Test Administration Incident Reporting System |
| TA | test administrator |
| TBD | To Be Determined |
| TDS | test delivery system |
| TE | test examiner |
| THSS | Teacher Hand Scoring System |
| TIDE | Test Information Distribution Engine |
| TOMS | Test Operations Management System |
| *UAAG* | *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* |
| UDAs | universal tools, designated supports, and accommodations |