# 2022 Dashboard Fall Webinar Series—3 of 4: Academic, Suspension Rate, Chronic Absenteeism Rate, and English Learner Progress Indicators

California Department of Education | November 2022

## Welcome

The webinar recording and Notetaking Guide will be available in December 2022 on the California Department of Education (CDE) Dashboard Communications Toolkit web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>.

### Agenda

* Overview of the Dashboard
* General Rules About the Dashboard
* Academic Indicators
* Suspension Rate Indicator
* Chronic Absenteeism Rate Indicator
* English Learner Progress Indicator (ELPI)
* Contacting Us
* Questions and Answers

## Overview of the Dashboard

The California School Dashboard (Dashboard) is an online tool that displays the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement. The goal of the Dashboard is to help communities across the state access important information about students in kindergarten through grade twelve.

### State Measures

The Dashboard features six state measures that provide important information on how LEAs and schools are serving their students. The information used for these measures are based on data collected statewide.

The state measures are

* Academic Performance which includes measures for both English language arts and literacy (ELA) and mathematics;
* Chronic Absenteeism;
* College/Career Readiness;
* English Learner Progress;
* Graduation Rate; and
* Suspension Rate Measures.

### A Measurement of Performance

* Current year data equals **Status**.
* A comparison between current and prior year data equals **Change**.
* **Status** and **Change** determine **Color Performance**.

### What Can I Expect from the 2022 Dashboard?

* It will look different.
* There are updates and changes...but it will mostly stay the same!

### No Performance Colors in 2022

The Dashboard will be different in 2022. The gauges reflecting performance colors (i.e., red, orange, yellow, green, and blue) will not be displayed.

### Status Only

Due to requirements under Assembly Bill 130 (AB130), the CDE can only display the most current year of data (also known as Status) on the 2022 Dashboard.

### Reporting Current Year Data Only

There will be **no prior year data**. Therefore, **no Change** data in student performance will be available on the 2022 Dashboard. (Change equals improvement or lack of improvement from the previous year.) Since there is no data from the prior year, Change is not reported on the 2022 Dashboard.

Refer to the Reporting Current Year Data Only on the Dashboard Flyer for more details about this year's "Status Only" Dashboard display on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/reportcurrentyear22.pdf>.

### Five Status Levels

The 2022 Dashboard will report which of the five Status levels each LEA, school, and student group will receive.

The five Status levels will be represented by “cell phone bar” graphics on the Dashboard. For example, a Status of Very High will be reflected by five bars that are colored in purple. A Status of Very Low will be reflected by five bars that have only one bar colored in purple.

To access more information on the State Board of Education-approved cut scores that will be applied to each state indicator to determine each Status level, refer to the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>.

### The Color Purple

Since the reporting is so different for 2022, in lieu of reporting performance colors like in prior years, the 2022 Dashboard will be using purple as the only color on the Dashboard.

## General Rules About the Dashboard

### District of Special Education Accountability (DSEA)

Beginning with the 2022 Dashboard, the DSEA rule will be applied to **all available state measures** for Students with Disabilities (SWDs) who receive special education services at another district or county office of education. These students are “sent back” to their district of residence or DSEA and included in the DSEA’s Dashboard.

Note that this rule applies to **LEAs only.** All schools, including charter schools, are held accountable for all SWDs.

The DSEA rule has been applied since the 2020 reporting of Graduation Rate and College/Career Readiness on the CDE School Dashboard Additional Reports web page at <https://www.cde.ca.gov/ta/ac/cm/dbadditionalrpts.asp>.

For further information on the DSEA rule, refer to the Update to the District of Special Education Accountability for Students with Disabilities Flyer on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule.pdf>

### A Rule About Charter Schools

Since charter schools are treated as LEAs under the Local Control Funding Formula (LCFF), their data are not included in their authorizer’s Dashboard report.

### Accountability N-Size Thresholds

* **More than 30 students** in the denominator: Graduation Rate is reported on the Dashboard along with the Status level.
	+ Any LEA, school, or student group with more than 30 students in the denominator is held ***accountable*** for Differentiated Assistance (DA) at the LEA level and Comprehensive Support and Improvement (CSI)/Additional Targeted Support and Improvement (ATSI) at the school level.
* **Between 11 to 29 students** in the denominator: only the Graduation Rate is reported on the Dashboard.
	+ Any LEA, school, or student group with 11 to 29 students in the denominator is ***not held accountable*** for DA at the LEA level and CSI/ATSI at the school level.
* **Less than 11 students** in the denominator**:** no data is reported on the Dashboard to protect students’ privacy.
	+ Any LEA, school, or student group with less than 11 students in the denominator is ***not held accountable*** for DA at the LEA level and CSI/ATSI at the school level.

### N-Size Threshold Exception

The N-size exception applies to **Foster Youth** and **Homeless** student groups. Foster Youth and Homeless student group N-size thresholds are different at LEA and school levels.

* LEA-level: N-size must be 15 or more students in the denominator to be reported on the Dashboard and held accountable.
* School-level: N-size must be 30 or more students in the denominator to be reported on the Dashboard and held accountable.

For this exception, **charter schools** are treated as schools (not LEAs). Therefore, charter schools will need 30 or more students in the denominator for Foster Youth and Homeless student groups to be held accountable.

## Academic Indicators

### What are the Academic Indicators?

The Academic Indicators are based on performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments (CAAs). The Academic Indicator contains two measures:

* English language arts/literacy (ELA)
* Mathematics

 Testing occurs in grades three through eight and grade eleven. The results show how well students are meeting grade-level standards.

 Test scores are only included in the indicator if the student is continuously enrolled.

### What is Continuous Enrollment?

Continuous enrollment is defined as enrollment from Fall Census Day (first Wednesday in October) to testing without a gap in enrollment of more than 30 consecutive calendar days.

### Academic Indicators on the Dashboard

 

### Additional Student Group Reports

The Academic Indicators provide Distance from Standard and Status level overall as well as for each of the 13 student groups when the school or district has met the minimum N-size to show results.

Distance from Standard only (no bars showing Status level) is provided on the Dashboard for additional student groups for informational purposes only. These student groups include

* Current English Learners;
* Reclassified English Learners; and
* English Only.

A sample of the report view is provided below.



### What is the Distance from Standard (DFS)?

The DFS is used to determine the Status level for ELA and mathematics.

It is the distance between a student’s score on the Smarter Balanced Summative Assessments and the Standard Met Achievement Level threshold (i.e., the lowest threshold scale score for Level 3).

The scale score ranges for the Smarter Balanced Summative Assessments vary by content area—ELA and mathematics—and by grade level.

The scale score levels and ranges can be found on the CAASPP Smarter Balanced English Language Arts/Literacy and Mathematics Scale Score Ranges web page at <https://caaspp-elpac.ets.org/caaspp/scalescorerangesSB>.

Please note that the scale score ranges have been updated beginning with the 2020–21 test administration and will be applied for the 2022 Dashboard and moving forward.

### Calculating the Smarter Balanced DFS

Step 1: Calculate the DFS for each student.

Step 2: Calculate the Average DFS for a school or district using all students’ DFS values. The Average DFS will be used to determine the Status level if a school, district, or student group meets the minimum N-size.

### California Alternative Assessment DFS

For the CAAs, a crosswalk was created to convert levels of the CAAs to correspond with levels on the Smarter Balanced Summative Assessments using a "Top of the Scale Range" Approach.

### Top of the Scale Range

For levels 1–3 on the CAA, a student's CAA score would be substituted with the top score point of the same Smarter Balanced (SBAC) achievement level. All CAA assessment results will be converted to one of three scale scores in each content area. For example, grade three CAA scores will be converted to the following SBAC scores:

| **ELA** | **Mathematics** |
| --- | --- |
| Level 1 is converted to 2366 | Level 1 is converted to 2380 |
| Level 2 is converted to 2431 | Level 2 is converted to 2435 |
| Level 3 is converted to 2489 | Level 3 is converted to 2500 |

Scale score ranges for the CAA can be found on the California Alternate Assessments (CAAs) for English Language Arts/Literacy and Mathematics Scale Score Ranges web page at<https://caaspp-elpac.ets.org/caaspp/ScaleScoreRangesCAA.>

This newly converted Smarter Balanced Summative Assessments score will be used to calculate the DFS for those students taking the CAA.

### Participation Rate

Under the Every Student Succeeds Act (ESSA), all states must test at least 95 percent of their students.

If they fail to meet this target, California is required to assign a Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent.

The LOSS assigned to each of these students who did not test will be used in calculating the DFS.

For more information about the participation rate and penalty applied, please visit the Changes to Academic Indicator Participation Rate Calculation for the Dashboard Flyer on the CDE Accountability web page at <https://www.cde.ca.gov/ta/ac/cm/documents/changesacademicpart22.pdf>.

### Academic Cut Scores

The Academic Indicators have two sets of cut scores: one applies to High School and High School Districts while the other applies to all other school and district types (elementary, middle, kindergarten through grade twelve, etc.).

No DASS cut scores are being applied starting on the 2022 Dashboard. These will ***not*** be reported on the Additional Reports webpage as the DASS cut scores only differed between the Low and Very Low cut scores.

Cut scores can be accessed on the CDE Status Cut Scores for the 2022 Dashboard which can be found at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp#Acad2022>.

### Changes to the Academic Indicators

There have been a few changes to the Academic Indicators since the Dashboard was last published in 2019. To simplify these differences, the table below shows what has changed.

| 2019 Dashboard | 2022 Dashboard |
| --- | --- |
| DASS cut scores applied | No DASS cut scores |
| Participation Rate penalty based on partial points removed from DFS | Participation Rate penalty based on assigned LOSS |
| Participation Rate rounded up (90.1 percent rounds to 91 percent) | Participation Rate rounded using traditional rounding(90.5 percent rounds to 91 percent) |

### California Science Test (CAST)

The CAST is administered for all students in grades five and eight and one time in high school (i.e., once in grade nine, ten, eleven, or twelve).

The CAST is not a State Indicator on the 2022 Dashboard, however, a link to the CAST results will be available. Elevating measures to a State Indicator requires both State Board approval as well as multiple years of results to reliably select cut scores.

### Do I need to test all my students, even those with the highest cognitive disabilities?

Yes. A participation rate of 95 percent is required by the US Department of Education to not receive a participation rate penalty. All students should be tested, however, students taking the CAA who receive a LOSS are removed from the DFS calculation.

### How do parent opt-outs affect the participation rate?

The US Department of Education requires 95 percent participation for all students. Unfortunately, parent opt-outs do not change the requirement. If the school or district does not meet the 95 percent requirement, a penalty will be applied.

### In light of the learning loss that has been reported nationwide, will we be resetting DFS cut scores for the 2022 Dashboard?

No. The State Board of Education is committed to continuous improvement of the Dashboard and did not want to lower the standards in 2022.

### Need Additional Help with Academic Indicators?

**Resources:**

* CDE Academic Indicators web page:
<https://www.cde.ca.gov/ta/ac/cm/dashboardacad.asp>
* CDE School Dashboard Additional Reports web page: <https://www6.cde.ca.gov/californiamodel/>

The academic indicator data:

* Participation rate
* Number of students assigned a LOSS score
* DFS without LOSS scores applied
* DFS with LOSS scores applied
* Contact Us by Email: dashboard@cde.ca.gov

## Suspension Indicator

### What is the Suspension Rate Indicator?

The suspension rate indicator represents the percent of students who have been suspended for at least one full school day. Includes all students in kindergarten through grade twelve enrolled for at least one day (cumulative enrollment).

The suspension rate indicator uses discipline data submitted by LEAs for the
End-of-Year-3 (EOY3) collection.

### Suspension Rate Indicator on the Dashboard



### What is the Suspension Rate Formula?

Numerator: the number of students who have been suspended at least one full day

Denominator: students who were enrolled for at least one day at any time during the school year, which is also known as “cumulative enrollment”

### Suspension Rate—Reverse Goal

For most of the other state indicators, the desired outcome is to have a high percentage in the current year. However, for the Suspension Rate Indicator, the desired outcome is reversed, and the goal is to achieve a low suspension rate.

Due to this reverse goal, the “cell phone bars” for the Suspension Rate Indicator on the 2022 Dashboard is reversed.

 

### Who is Counted as a Suspended Student?

Students are counted as suspended if they are suspended at least one cumulative day. Students suspended multiple times are only counted once in the rate calculation.

The suspension rate calculation includes both in-school AND out-of-school suspensions. These are labeled in CALPADS as Discipline codes 100 and 110.

The discipline incidents are taken from the Student Incident (SINC) and Student Incident Result (SIRS) files, submitted at EOY3.

### Suspension Rate—Automatic Assignment of High

LEAs that did not certify their EOY3 data will have their Status level automatically assigned “High” if they have 30 or more students cumulatively enrolled. LEAs submit the data for their schools as well, so the schools within the LEA would also be assigned “High”. This rule was applied to the 2019 Dashboard, however, the LEA and their schools were automatically assigned the color Orange.

### Suspension Rate Cut Scores

The Suspension Rate Indicator is based on multiple distributions because the suspension data varies widely among LEA type (elementary, high, and unified) and school type (elementary, middle, and high). There are six different sets of cut points: three sets based on LEA type distributions and three sets based on school type distributions. Note that kindergarten through grade twelve schools use the Unified School District cut scores.

Cut scores can be accessed on the CDE Status Cut Scores for the 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp#Susp2022>.

### Changes to the Suspension Rate Indicator

There have been a few changes to the Suspension rate indicators since the Dashboard was last published in 2019. To simplify these differences, the table below shows what has changed.

| 2019 Dashboard | 2022 Dashboard |
| --- | --- |
| Suspensions are kept at the District of Attendance for Students with Disabilities | Suspensions are sent back to the **District of Residence** for Students with Disabilities |
| Three times five methodology for Small Schools Applied | **No** three times five methodology applied due to no Change |
| Automatic assignment of Orange | Automatic assignment of **High** |

### Differences between DataQuest and the Dashboard for Suspension Rate

Many schools and LEAs use both DataQuest and the Dashboard to understand their data. While both report Suspension rates, there are differences in the way the data is calculated and reported. To simplify these differences, the table below highlights the differences between DataQuest and the Dashboard reports for the suspension rate.

| DataQuest | Dashboard |
| --- | --- |
| Any suspension length | Suspensions counted in numerator if aggregate is at least **one full day** |
| Non-public Schools (NPS) included in LEA reports | NPS **not** included in LEA reports |
| Use filters to include/exclude charter schools for authorizers | **Charter schools excluded** from authorizer’s results  |
| Students with Disabilities are reported at the District of Attendance | Students with Disabilities are reported at the **District of Residence** |

### If a student transfers from one school to another, do the student’s suspensions follow the student from school to school?

No. As with all state indicators, the data used for the Dashboard are based on the data generated at each district or school. An LEA or school does not inherit another LEA/school’s data. The only instance data are inherited by another LEA is with the application of the District of Residence rule.

### One of my students was suspended for five full days. Are each of these suspension days counted in the suspension rate?

No. The suspension rate is based on the number of students who were suspended at least one day during the school year.

A student who is suspended multiple days is only counted as suspended once.

### Does the suspension rate for the Dashboard only use “out-of-school” suspensions?

No. Both “in-school” and “out-of-school” suspensions are counted as suspensions in the rate. These are listed as discipline code 100 and 110. Expulsions are not included in the suspension rate.

### Need Additional Help with the Suspension Rate Indicator?

**Resources:**

* Suspension Rate Indicator web page: <https://www.cde.ca.gov/ta/ac/cm/dashboardsusp.asp>
* CDE School Dashboard Additional Reports web page at <https://www6.cde.ca.gov/californiamodel/>
	+ The suspension rate data includes:
		- Number of students counted as suspended
		- Percent of students counted as suspended
		- Number of students included in denominator (cumulative enrollment)
	+ School or student group comparison through the tables provided
* Contact Us by Email: dashboard@cde.ca.gov

## Chronic Absenteeism Indicator

### What is the Chronic Absenteeism Indicator?

The chronic absenteeism indicator represents the percent of students that are chronically absent (miss 10% or more of days expected). The rate is provided for students in kindergarten through grade eight who are expected to attend at least 31 days.

The chronic absenteeism rate indicator uses attendance data from the Student Absence Summary (STAS) file submitted by LEAs for the End-of-Year-3 (EOY3) collection.

### Chronic Absenteeism Rate Indicator on the Dashboard



### What is the Chronic Absenteeism Rate Formula?

Numerator: the number of students who are considered chronically absent (missed at least 10 percent of the days expected to attend)

Denominator: the number of students who have been enrolled to attend at least 31 days

*Note: Students no longer need to attend at least one day to be included in the denominator for chronic absenteeism. This is a change from the 2019 Dashboard, which will be covered later in this section.*

### Chronic Absenteeism Rate—Reverse Goal

For most of the other state indicators, the desired outcome is to have a high percentage in the current year. However, for the Chronic Absenteeism Rate Indicator, the desired outcome is reversed, and the goal is to achieve a low chronic absenteeism rate.

Due to this reverse goal, the “cell phone bars” for the Chronic Absenteeism Rate Indicator on the 2022 Dashboard is reversed.

 

### Chronic Absenteeism—Automatic Assignment of High

LEAs that did not certify their EOY3 data will have their Status level automatically assigned “High” if they have 30 or more students enrolled to attend for at least 31 days. LEAs submit the data for their schools as well, so the schools within the LEA would also be assigned “High”. This rule was applied to the 2019 Dashboard, however, the LEA and their schools were automatically assigned the color Orange.

### Chronic Absenteeism Cut Scores

Cut scores for the Chronic Absenteeism indicator have held steady since they were first set in 2018 by the State Board of Education. One set of cut scores is used for all school and district types. Keep in mind the chronic absenteeism indicator is a kindergarten through grade eight indicator only for the Dashboard, so it will not appear in a High School’s Dashboard unless they serve grade eight students.

Cut scores can be accessed on the CDE Status Cut Scores for the 2022 Dashboard at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>.

### Changes to the Chronic Absenteeism Rate Indicator

There have been a few changes to the chronic absenteeism indicators since the Dashboard was last published in 2019. To simplify these differences, the table below shows what has changed.

| **2019 Dashboard** | **2022 Dashboard** |
| --- | --- |
| Attendance is kept at the District of Attendance for Students with Disabilities | Attendance is sent back to the District of Residence for Students with Disabilities |
| Three times five Methodology for Small Schools Applied | No Three times five Methodology applied due to no Change |
| Automatic assignment of Orange | Automatic assignment of High |
| At least 31 days enrolled and one day attended | At least 31 days enrolled |

### Differences between Dataquest and the Dashboard for Chronic Absenteeism Rate

Many schools and LEAs use both Dataquest and the Dashboard to understand their data. While both report chronic absenteeism rates, there are differences in the way the data is calculated and reported. To simplify these differences, the table below highlights the differences between Dataquest and the Dashboard reports for the chronic absenteeism rate.

| **DataQuest** | **Dashboard** |
| --- | --- |
| Use filters to report grade spans | Reports grades kindergarten through grade eight only |
| Non-public Schools (NPS) included in LEA reports | NPS **not** included in LEA reports |
| Use filters to include/exclude charter schools for authorizers | **Charter schools excluded** from authorizer’s results  |
| Students with Disabilities are reported at the **District of Attendance** | Students with Disabilities are reported at the **District of Residence** |

### The Dashboard is not showing chronic absenteeism data for all of my high schools. Is this an error?

No. Keep in mind that the Chronic Absenteeism Indicator is a kindergarten through grade eight indicator. Data are reported on the Dashboard for elementary and middle grades only. However, chronic absenteeism data for all grades (kindergarten through grade twelve) are available on DataQuest.

### Are transitional kindergarten (TK) students included in the chronic absenteeism rate?

Yes. Because TK and kindergarten students are both coded the same way in CALPADS, TK students are included in the chronic absenteeism rate.

### I heard that students with ‘in-school’ suspensions are counted as absent in the chronic absenteeism rate. Is this true?

No. In-school suspensions are not counted as an absence. Only the following are counted as an absence and included in the numerator of the chronic absenteeism rate:

* Excused Absence (In-Person)
* Unexcused Absence (In-Person)
* Out-of-School Suspension
* Non-ADA-Generating Independent Study

### Need Additional Help with the Chronic Absenteeism Rate Indicator?

**Resources:**

* CDE Chronic Absenteeism Rate Indicator web page: <https://www.cde.ca.gov/ta/ac/cm/dashboardchronic.asp>
* CDE School Dashboard Additional Reports web page: <https://www6.cde.ca.gov/californiamodel/>
	+ The chronic absenteeism data includes:
		- Number of students counted as chronically absent;
		- Percent of students counted as chronically absent; and
		- Number of students included in denominator (expected to attend at least 31 days).
	+ School or student group comparison through the tables provided.
* Contact Us by email: dashboard@cde.ca.gov.

## ELPI Indicator

### What is the ELPI Indicator?

The English Learner Progress Indicator (ELPI) is a measurement of how well your district or school is at moving current EL students towards English Language Proficiency (ELP).

* Based on performance on the Summative English Language Proficiency Assessments for California (ELPAC)
* The only state indicator that focuses on one student group, namely the EL student group
* ELPI Status measures the percent of EL students progressing towards ELP

### ELPI Levels

Each student receives one of four ELPAC performance levels. The four ELPAC performance levels are then divided into six ELPI levels to allow students enough time to make progress toward English language proficiency in the ELPI.

 

### Determining Progress on the ELPI

To show progress toward English language proficiency, EL students must increase at least one ELPI level from the previous year or maintain a Level 4 from one year to the next.

* Example 1: A student in 2021 scored a Level 2 High (2H). In 2022, the same student scored a Level 3 Low (3L). This student **advanced** one ELPI level.
* Example 2: A student in 2021 scored a Level 2 High (2H). In 2022, the same student scored a Level 2 High (2H). This student **did not** advance one ELPI level.

### ELPI Status Rate Formula

Number of EL students who advanced at least one ELPI level between 2021 and 2022

***Plus***

Number of EL students who maintained a Level 4

***Divided by***

Total number of EL students tested

### Automatic Assignment of Low

* LEAs and schools that did not test at least 95 percent of their students on the Summative ELPAC were automatically assigned a Low Status.
* LEAs and schools with 30 or more EL students **enrolled** must meet the participation rate criteria.
* For more information, please access our flyer on the including of the Summative ELPAC participation rate into the ELPI.

2022 Dashboard Toolkit English Language Proficiency Assessments for California Participation Flyer can be found on the CDE website at <https://www.cde.ca.gov/ta/ac/cm/documents/elpIparticipationrate.pdf>.

### Summative ELPAC Participation Rate Formula

Number of EL students who were tested on the 2022 Summative ELPAC

***Divided by***

Total number of EL students enrolled during the testing window

### N-Size Exceptions for ELPAC Summative Participation Rate

**Districts and Schools Testing Less than 95 Percent.**

LEAs/schools that do not meet the ELPAC Summative participation rate **and** have 30 or more EL students enrolled during the 2021–22 school year will have their data displayed and will be assigned automatically assigned “Low” Status for the ELPI (note: LEAs/schools with a “Very Low” Status will retain their Status).

### What grades are included in the ELPI?

Grades **one through twelve** are included in the ELPI. Summative ELPAC testing occurs in kindergarten through grade **twelve** for current EL students. However, only EL students in grades **one through twelve** are included because EL students must have two years of Summative results to determine progress.

### Are reclassified fluent English proficient (RFEP) students included in the ELPI?

No, only students who are current EL students (at the time of testing are included).

### Who is counted as participating in the Summative ELPAC?

EL students who log on to at least one domain (i.e., Listening, Speaking, Reading, or Writing) in each composite are counted as participating in the Summative ELPAC.

### Do RFEP students count in the Participation Rate?

No, EL students who are reclassified as fluent English proficient (RFEP) in the California Longitudinal Pupil Achievement Data System (CALPADS) before the EL students begin testing on the Summative ELPAC are not included in the participation rate calculation. EL students who are RFEP after the EL students take the Summative ELPAC are included in the participation rate calculation.

### Need Additional Help with ELPI?

* CDE ELPI web page:
<https://www.cde.ca.gov/ta/ac/cm/dashboardelp.asp>
* CDE School Dashboard Additional Reports web page:
<https://www6.cde.ca.gov/californiamodel/>
* Questions? Send an email to dashboard@cde.ca.gov.

### Contacting Us

Email the Analysis, Measurement, and Accountability Reporting Division at dashboard@cde.ca.gov.

Follow us on Twitter at @CDEDashboard!

### Questions and Answers

[Insert notes here.]