



Connecting CALPADS to the Dashboard

2020–2021 Handbook



Prepared by the California Department of Education
Available on the CDE California School Dashboard and
System of Support Web Page at: <https://www.cde.ca.gov/dashboard/>

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Important Notice Regarding the 2021 Dashboard

Due to COVID-19, the 2020–2021 school year has marked another challenging period for schools across the nation as many faced closures and the continual implementation of distance learning for a large portion of the school year. On February 22, 2021, the U.S. Department of Education (ED) provided states an opportunity to apply for an accountability waiver for 2020–2021. On April 6, 2021, the California Department of Education (CDE) received approval from the ED on its waiver, which relieves the state from meeting specific requirements, such as the production of the California School Dashboard (Dashboard). The ED's approval letter can be accessed on the CDE ESSA web page at <https://www.cde.ca.gov/re/es/> (scroll to the link titled “ED Accountability, School Identification, and Related Reporting Requirements Waiver Approval”).

However, because California’s accountability system has been designed to meet both federal and state requirements, the CDE has been working with the California State Legislature to align these requirements, which includes the suspension of reporting state indicators on the 2021 Dashboard. At the time of writing this handbook, action on the state requirements is still pending.

Although a 2021 Dashboard may not be produced, the CDE plans to report a modified Dashboard that will display many of the data elements that are typically reported on the Dashboard and will continue to post related information on DataQuest. Because most of the data reported in the Dashboard are extracted from CALPADS, it is critical for LEAs to submit CALPADS data that accurately reflects their student population. Therefore, we have updated this handbook to continue our efforts to inform LEAs of CALPADS reports that are tied to specific Dashboard data. By reviewing these reports, LEAs have an opportunity to validate and confirm prior to certification and the close of amendment windows.

Introduction

Operational since 2009, CALPADS has been the foundation of California’s K–12 education data system, comprising of student demographic, program participation, grade level, enrollment, course enrollment and completion, discipline, and statewide assessment data. This central, cohesive system maintains quality student-level data and is a vehicle that tracks individual student enrollment history and achievement data which thus provides reliable longitudinal information. The student-level, longitudinal data in CALPADS enables the facilitation of program evaluation, the assessment of student achievement over time, the calculation of more accurate dropout and graduation rates, the efficient creation of reports to meet state and federal reporting requirements, and the ability to create ad hoc reports and responses to relevant questions.

In accordance with student data reporting requirements in state law, the district (or charter school) maintains and submits student data to CALPADS. In return, the system provides LEAs with access to longitudinal data and reports on their own students. It also gives LEAs immediate access to information on new students, enabling LEAs to place students appropriately and to determine whether any assessments are necessary.

It is critical for LEAs to ensure that their CALPADS data are accurate because it is used to meet multiple federal and state requirements. One of the uses is to produce the state indicators in the Dashboard.

Regrettably, each year, the CDE is notified by select LEAs – either during the private preview or *after* the public release of the Dashboard – that there are data submission errors. By this time, it is too late for LEAs to make data corrections. Re-running this complex data set for the entire state after the Dashboard private preview or public release would consume valuable staff resources and potentially impact other district’s state indicator results.

To avoid submitting data errors, LEAs can view specific CALPADS reports *in advance* of certifying the data and *in advance* of the private preview release of the Dashboard to identify and correct these errors. We encourage CALPADS LEA Administrators to review these reports with their LEA Accountability Coordinators prior to certification to ensure that the count of students accurately reflects their LEA’s student population. This handbook has been developed specifically for CALPADS LEA Administrators and LEA Accountability Coordinators to use as they review and finalize their CALPADS data. It will be annually updated to reflect any changes to CALPADS and/or the Dashboard. This handbook also:

- Pinpoints which specific CALPADS reports to view as it relates to the most current year data (Status) reported on the Dashboard,
- Provides a step-by-step process on how to run each relevant CALPADS report, and
- Includes guidance and examples to illustrate areas in which to focus

Please Note!! Prior year CALPADS reports were used to produce the print screens illustrated in this handbook. **However, LEAs should select the *most current academic year* for each CALPADS report they generate to review data that will be used to produce the Status or the most current year data reported on the Dashboard.**

This handbook **does not** contain the business rules, calculation formulas, and explanations of the state indicators reported on the Dashboard. To access this information, LEAs should refer to the Dashboard Technical Guide, which is available on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.

This handbook also **does not** contain all the rules of using and uploading data into CALPADS. To access this information, LEAs should refer to the latest CALPADS Data Guide and CALPADS communications and trainings, which are posted on the CDE CALPADS web page at <https://www.cde.ca.gov/ds/sp/cl/>.

For questions about:

- The state indicators reported on the Dashboard, contact the AAU by e-mail at aau@cde.ca.gov.
- The CALPADS Reports, contact the CALPADS Office by e-mail at calpads-support@cde.ca.gov.

First Step to Success: Having Strong Local Data Management Practices

As discussed earlier and illustrated in the steps below, the data submitted in CALPADS are used for many critical purposes, including the Dashboard. Therefore, the first step to data reporting success is to ensure that your LEA has strong local data management practices, which include:

- Inputting and maintaining quality data in the local student information system (SIS),
- Ensuring that relevant staff at the school and district review CALPADS reports before the superintendent (or designee) certifies the data, and
- Comparing local SIS data against CALPADS data to ensure that they match.

Steps to Collect CALPADS Data and the Multiple Ways the Data Are Used

LEAs Maintain Data in Local SIS



LEAs Extract data from SIS for Upload into CALPADS



LEA Superintendent or Designee Certifies CALPADS Data



CALPADS Data Are Used for Multiple Purposes:

- **Dashboard**
- DataQuest
- Local Control Funding Formula (LCFF) Supplemental and Concentration Grant Funding, and
- Federal Reporting

Second Step to Success:

Knowing the CALPADS Submission and Amendment Timelines

The CALPADS Office annually releases the snapshot collection windows and certification deadlines on the CDE CALPADS Calendar web page (<https://www.cde.ca.gov/ds/sp/cl/rptcalendar.asp>), which identifies (1) when specific data are collected, and (2) when certification and amendment deadlines occur.

LEAs are encouraged to review the calendar early in the school year and note when specific data are due. This is crucial because **once the amendment window closes, LEAs are unable to make further corrections and the Dashboard cannot be updated!**

The table below is a copy of the 2020–2021 CALPADS calendar for End-of-Year (EOY) as of April 2021. The table is **only a portion** of the posted calendar. Further details on the windows and deadlines are discussed in the next section.

Note that in addition to important EOY dates, per CALPADS Flash #205, the **Four-Year Adjusted Cohort Graduation Rate** data is currently scheduled to be pulled from the CALPADS ODS on August 27, 2021.

CALPADS Submission	Data to Submit	When Submission Window Opens	Certification Deadline	Amendment Window
End-of-Year (EOY) 1	<ul style="list-style-type: none"> Course Completion for Grades 7–12 CTE Participants, Concentrators, Completers Work-Based Learning Indicators 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 2	<ul style="list-style-type: none"> Program Eligibility/ Participation Homeless Students 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 3	<ul style="list-style-type: none"> Student Discipline Cumulative Enrollment Student Absence Summary Count of EL Reclassified during School Year 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021
EOY 4	<ul style="list-style-type: none"> Special Education 	May 10, 2021 to July 30, 2021	July 30, 2021	July 31, 2021 to August 27, 2021

Third Step to Success: Certifying Accurate Data

Because the majority of data used to produce the state indicators for the Dashboard are derived from CALPADS, it is important for LEAs to review their CALPADS data for accuracy prior to the close of the amendment window. As noted in the Introduction, each year, select LEAs have notified the CDE that data submission errors had occurred and therefore their Dashboard data are incorrect. Sometimes, these errors are due to LEAs failing to certify their CALPADS data. Other times, the errors occur because inaccurate information was certified. Since the certification process is critical in the success of having accurate data reflected on the Dashboard, this section covers the CALPADS submission windows, certification deadlines, amendment windows, the use of data from the ODS, and the role of CALPADS LEA Administrators and Accountability Coordinators.

Submission Windows and Certification Deadlines

The CALPADS Office encourages LEAs to submit data to CALPADS on an ongoing basis. During the fall (fall submission or “Fall 1” and “Fall 2”) and at the end of the school year (“EOY” submissions 1, 2, 3, and 4), LEAs are required to review certification reports which reflect certain data that have been submitted to CALPADS. Each submission represents specific groups of data. The fall submissions include the certification of data as of Census Day, which is always the first Wednesday in October. The end-of-year submissions include cumulative information from the just-completed school year.

During the submission window, LEAs must review and then certify the certification reports by the specified certification deadline. LEAs may update their data at any point during the submission window, and may certify their reports at any point during the submission window. When LEAs are satisfied with the reports, they may certify them, at which point the snapshot of data are “frozen”. While reports that have been certified do not change and remain frozen, during the submission window new revisions continue to be created until the certification deadline. Therefore, during the submission window, even after LEAs certify, they may review revised reports, and if necessary, decertify and then recertify a new report.

Certification

Each LEA has a “Data Collection Certifier” who is responsible for approving the LEA’s Fall 1 and EOY 3 and 4 submissions, and certifying the LEA’s Fall 2 and EOY 1 and 2 submissions. Generally, this person is the LEA Superintendent or his/her designee. When certifying a data submission, this designated certifier must check a box next to the following language: “By reviewing these reports and certifying, you are stipulating that the information contained therein is accurate, correct and complete to the best of your knowledge.”

The Fall 1, EOY 3, and EOY 4 submissions include certification reports that reflect data pertaining to students with disabilities (SWD). These reports must also be approved by Special Education Local Plan Areas (SELPA). Once both LEA and the SELPA approve reports in the submission, the submission is considered certified. Therefore, for these

submissions, LEAs must first approve all reports in a submission, and then the SELPA must review and approve the special education reports in the submission, in order for the submission to be certified.

Amendment Window

For the Fall 1 and EOY submissions, there is an “amendment window” within the submission window. After the initial certification deadline, an “amendment window” opens, during which time LEAs/SELPA’s may (but are not required to) de-certify, then amend and re-certify their data. LEAs that decertify (or SELPA’s that disapprove the submission) during the amendment window, must approve the reports and the SELPA must approve the special education reports by the close of the amendment window or the final certification deadline, for the submission to be certified. *If an LEA decertifies their data and fails to re-certify by the close of the amendment window, the LEA will have no certified data. There is no opportunity to certify or change certified data following the final certification deadline.*

Operational Data Store

The Dashboard not only uses certified data, but it also uses data from the ODS. The ODS reflects the most current data in CALPADS and does not necessarily reflect data that have been certified at one point in time by a given LEA. LEAs may update the CALPADS ODS at any time. LEAs can view CALPADS ODS reports for their current data in CALPADS. The reports display the data in the CALPADS ODS for the time period selected by the LEA.

While the ODS data are not certified, the data from the ODS are pulled from CALPADS *on the same day* as the EOY Final Certification Deadline and used to determine the graduation rate data for comprehensive high schools and the one-year Dashboard Alternative School Status (DASS) graduation rate reported in the Dashboard.

CALPADS LEA Administrators and Accountability Coordinators

As mentioned in the beginning of this section, it is paramount that the CALPADS data are accurate to ensure that correct information is processed for the Dashboard. As a result, we encourage CALPADS LEA Administrators and Accountability Coordinators to work together throughout the data submission and certification process to ensure that their CALPADS data are reflective of their student population.

Resource

To access further information about CALPADS, including the information noted in this section, please see the CALPADS Data Guide posted on the CDE System Documentations web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

Getting Started

Each LEA has at least one (but no more than two) CALPADS LEA Administrators who can log onto CALPADS and access the CALPADS Reports discuss in this handbook. Questions regarding the log in process and becoming a CALPADS LEA Administrator should be directed to the CALPADS Service Desk by email at calpads-support@cde.ca.gov or by phone at 916-325-9210.

To access all CALPADS Reports, use the two steps identified below.

Step 1: Use the login address provided to CALPADS LEA Administrators and log on to CALPADS. After typing in your Username and Password in the space provided for each, click the checkbox that confirms your agreement to the terms and conditions. Next, select the LOGIN button. (See Figure 1. Note that this figure only reflects a portion of the login page and does not display the section detailing the terms and conditions. Refer to Appendix B for the figure’s descriptive text.)

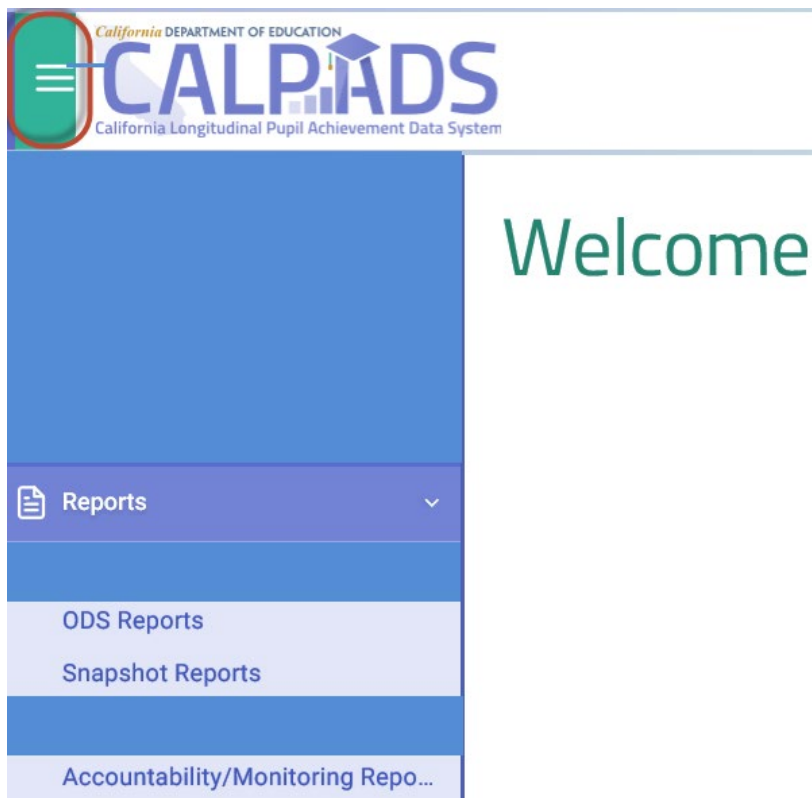
Figure 1: CALPADS Login Page

A screenshot of the CALPADS login interface. The page has a white background with a blue sidebar on the right. The sidebar contains the title "Login" in white text. Below the title are two white input fields with blue borders, labeled "Username" and "Password". Below these fields is a blue checkbox with the text "By clicking the checkbox, I agree to abide by the terms and conditions of usage and accept all ramifications of the policies." At the bottom right of the sidebar is a white button with the text "LOGIN" in blue.

Step 2: Once you have logged on, if you do not see a navigation pane, select the hamburger menu at the top left on the CALPADS Welcome Page. (This is highlighted with a red box in Figure 2 below.) After the menu is selected, the navigation pane will appear to the left, which allows access to various CALPADS features.

To view the specific reports mentioned throughout this handbook, select 'Reports.' Next, select ODS Reports, Snapshot Reports, or Accountability/Monitoring Reports depending on the data you would like to access (e.g., suspension rate versus graduation rate). Figure 2 below shows these three types of reports. The sections following this page provides instructions on these reports and what LEAs should review before and after the data is certified.

Figure 2: CALPADS Welcome Page (Refer to Appendix B for the figure's descriptive text)



Note that Figure 2 does not fully portray the CALPADS Welcome page and only displays the reports that LEAs should focus on.

Graduation Rate Indicator (Dashboard Grades 9–12)

Which CALPADS Reports Should You View?

The following CALPADS reports can be reviewed to verify your LEA/school's graduation rate data:

- *CALPADS Report 15.1 Cohort Outcome – Counts and Rates*, which reports four-year cohort outcome counts and cohort rates at the LEA, school, and student group levels. The counts also include students who are removed from the cohort calculation.
- *CALPADS Report 15.2 Cohort Outcomes – Student Details*, which reports a list of individual student data that supports aggregate view of Report 15.1.
- *CALPADS Report 8.1a Student Profile Exits – List*, which provides exit information to assist LEAs in the calculation of the one-year graduation rate. This report may provide Dashboard Alternative School Status (DASS) schools an estimate of their graduation rate for the Dashboard. However, it is important to note that this specific report does not incorporate the DASS graduation rate business rules.

Reports 15.1 and 15.2 are annually available in CALPADS starting in late April, prior to the opening of the EOY data collections. We encourage LEAs to review these reports throughout the EOY data collection window. The data reflected in these reports are extracted from the ODS. They include:

- Enrollment and exit data, which are used to calculate the four-year Adjusted Cohort Graduation Rate (ACGR) for state and federal reporting and factored into the calculation of the Graduation Rate Indicator for the Dashboard.
- Completer indicator data (e.g., UC/CSU entrance requirements, State Seal of Biliteracy, Pre-Apprenticeships, State and Federal Job Program and Transition Work-Based Experience/Transition Classroom-Based Work Exploration), which are used to calculate the College/Career Indicator (CCI).

Once an LEA exits their students with the appropriate completer codes, these reports will allow LEAs to view their ACGR.

Please note that LEAs **do not certify** their graduation data. After the EOY amendment window closes, which is generally at the end of August, the data used for the ACGR are extracted from the CALPADS ODS. Any further updates made in CALPADS after the extraction will not be reflected in the Dashboard results.

Report 8.1a is available year-round and it contains information for the one-year graduation count. With proper filters applied, viewers can use this report to verify and obtain an *estimate* number of graduates in the DASS graduation rate.

How to Run CALPADS Reports 15.1 and 15.2 for the Four-Year Cohort

CALPADS reports 15.1 (Count and Rates) and 15.2 (Student Details) can be found within Cohort Outcome located under **Accountability and Monitoring Reports** as shown in Figure 3.

Figure 3: Accountability and Monitoring Reports

Accountability and Monitoring Reports

Cohort Outcome

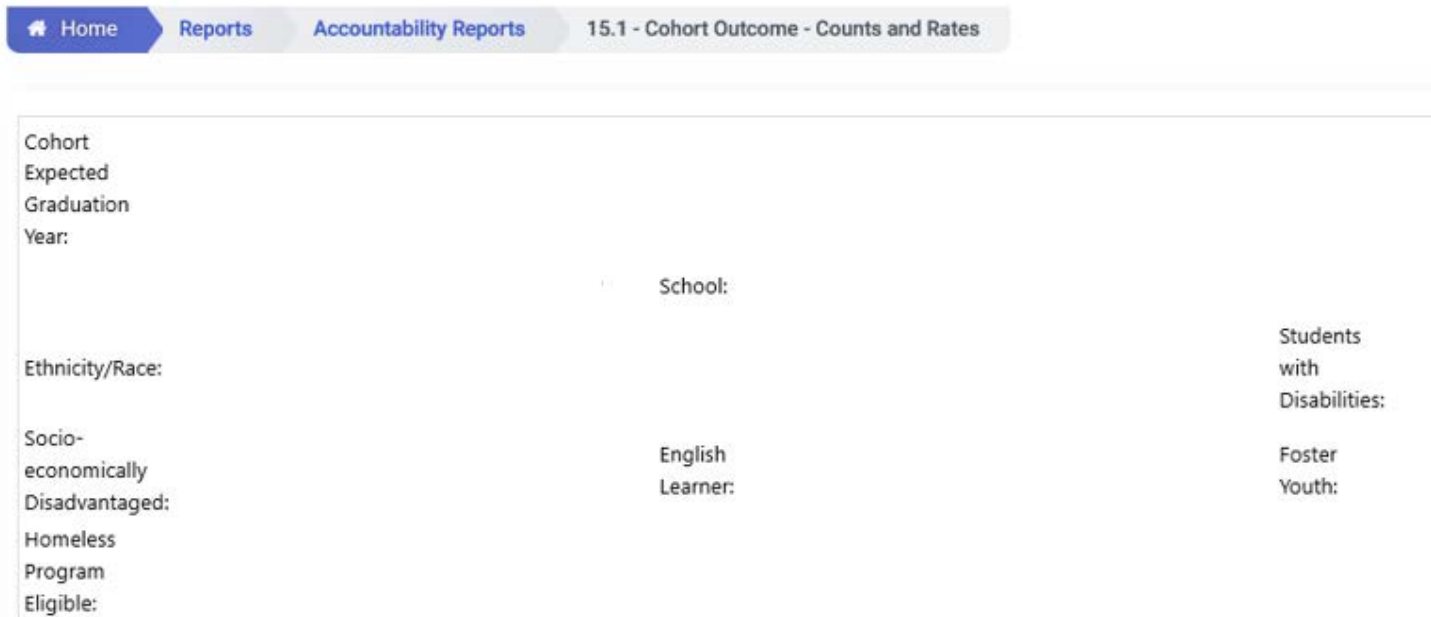
15.1	Count and Rates
15.2	Student Details

To review your four-year cohort graduation rates, run Report 15.1 by selecting the following filters:

- **School:** select a specific school of interest; otherwise, keep the default to access LEA-level data
- **Cohort Expected Graduation Year:** Expected graduation year of the four-year cohort
- **Student Groups:** To view data for a specific student group, use the following available filters as displayed in Figure 4 from left to right: Ethnicity/Race, Students with Disabilities, Socio-Economically Disadvantaged, English Learner, Foster Youth, and Homeless Program Eligible.
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Figure 4 shows the filters that should be applied. The breadcrumbs at the top of the image identifies that by going through Home, Reports, and Accountability Reports, you can access the 15.1 – Cohort Outcome – Counts and Rates Report.

Figure 4: Report 15.1 – Cohort Outcome – Counts and Rates



After running 15.1, there are two columns that should be reviewed. These columns are:

- **Cohort Students** which provides the total number of cohort students in each school. For example, in Table 1 below, School ABC has 567 students in the four-year cohort
- **Regular HS Diploma Graduates** reflects the count and rate of the graduates in each school. As displayed in Table 1 below, 556 students earned a standard diploma and the school’s four-year graduation rate is 98.06 percent. (For definition of Graduate, please reference CALPADS Data Guide: A Guide for Program Staff Version 11.0 at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>)

While this school-level report contains many fields, Table 1 on the following page only shows the two columns identified above.

Table 1: Report 15.1: School-Level Results

School Name	Cohort Students	Regular HS Diploma Graduates Count	Regular HS Diploma Graduates Rate
ABC	567	556	98.06%

To view student-level information by school, click on the **School Name** of interest found in the School Name column of the results. A student-level report will be produced. Table 2 below reflects a portion of this report. Schools and LEAs can obtain counts and other detailed information of the graduates from this report and compare it to the data in their local SIS.

Table 2: Report 15.2 Results: Student-Level Information by School

SSID	Entry Grade in Cohort	Entry Year in Cohort	Cohort Category
XXXXXXXXXX*	9th Grade	2015-2016	HSDiplomaGraduate
XXXXXXXXXX*	9th Grade	2015-2016	StillEnrolled

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID.

The four-year cohort graduation rate at the LEA-level is comprised of data for non-charter schools and charter schools. Because charter schools are treated as LEAs under LCFF, please refer to **Total Selected Non-Charter Schools** as shown in Figure 5 below if you are interested in viewing an LEA’s four-year cohort graduation data. The figure below only shows a portion of the report: The **Cohort Students** column shows 4,785 students in the four-year cohort; the **Regular HS Diploma Graduates** contains two columns (Count and Rate) the Count column shows 4,311 students earned a standard diploma and the Rate column shows the district’s four-year graduation rate is 90.09 percent. It is important to note that the Dashboard graduation rate for LEAs consists of the four-year cohort graduation rate, plus fifth year graduates for traditional schools, and the one-year graduation rate for DASS schools.

Figure 5: Report 15.1 LEA-Level Results

	Cohort Students	Regular HS Diploma Graduates	
		Count	Rate
TOTAL - Selected Non-Charter Schools	4785	4311	90.09%

Graduates in the DASS Graduation Rate

CALPADS report 8.1a is located under **ODS** as shown in Figure 6. Figure 6 on the following page identifies the filters to apply and student-level results. The breadcrumbs at the top of Figure 6 shows that by going through Home, Reports, and ODS Reports, you can access the 8.1a – Student Profile Exits – List.

Although there is currently no dedicated CALPADS report for the one-year DASS graduation rate, report 8.1a includes all students who graduated in a given year. It can be used to estimate the number of graduates in the DASS graduation rate. However, it does not allow filtering of important business rules, such as the 90-day enrollment requirement, that are used to calculate the DASS graduation rate. It is also important to note that it is difficult to determine the denominator for the DASS graduation rate because the report does not: 1) identify lost transfers (i.e., those students who were exited as transferring to another California public school but did not actually enroll in another school), and 2) include the DASS business rules. (The rules and methodology for calculating the DASS Graduation Rate are included in the Dashboard Technical Guide. This Guide is updated annually and is posted on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>)

To obtain an estimated count of graduates in the DASS graduation rate, apply the filters below:

- **Academic Year**
- **School:** select a DASS school
- **Grade:** select grades eleven and twelve
- **Enrollment Status:** select 10–Primary enrollment *and* 30–Short term enrollment
- **From Date:** select August 16 for the start of each graduation cycle
- **Through Date:** select the current date or June 30 for the end of the graduation cycle
- **Completion Status:** select the following filters:
 - 100 – Graduated, standard HS diploma
 - 120 – Student with Disabilities Certificate of Completion
 - 250 – Adult Ed High School Diploma
 - 320 – Received a High School Equivalency Certificate
 - 330 – Pass CHSPE and no standard HS diploma
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

How to Run CALPADS Reports 15.1 and 15.2 for Specific CCI Measures

In addition to providing information on the graduation rate, Reports 15.1 and 15.2 can be used to view student completion of specific CCI measures, which are flagged Y/N upon graduation:

- a-g Completion: Report 15.1 and 15.2
- State Seal of Biliteracy: Report 15.1 and 15.2
- Pre-Apprenticeship Certification Program: Report 15.2
- Pre-Apprenticeship Program (Non-certified): Report 15.2
- State or Federal Job Program: Report 15.2
- Transition Work-Based Experience/Transition Classroom-Based Work Exploration: Report 15.2

Please note that these reports **cannot be used** to determine if students in DASS schools met the CCI criteria. The reports do include DASS schools and students but only display students in the four-year cohort. However, not ALL DASS graduates are included in these reports because many DASS students are fifth, sixth, or seventh year graduates.

a-g Completion, State Seal of Biliteracy

The filters for UC/CSU requirements met (i.e., a-g completion), State Seal of Biliteracy are available in Report 15.1 and Report 15.2, as shown in Figure 7.

Please note that when selecting “Y” in the filters for these measures, be sure to select only one measure of interest at a time. In programming terms, the relationship between the filters is AND, meaning that if you select “Y” for multiple measures at the same time, the report will show data that meets “Y” conditions for all the measures selected.

The breadcrumbs at the top of Figure 7 shows that by going through Home, Reports, and Accountability Reports, you can access the 15.1 – Cohort Outcome – Counts and Rates Report. Figure 7 identifies the specific filters that you will need to apply.

Figure 7: Report 15.1: a-g Completion and State Seal of Biliteracy

Home Reports Accountability Reports 15.1 - Cohort Outcome - Counts and Rates

Cohort Expected Graduation Year:

School:

UC/CSU Requirements Met:

Seal of Biliteracy: Work-based Learning Completion for CCI:

a-g Completion

To obtain a count on the number of students in the four-year cohort who completed a-g requirements, apply the following filters:

- **Cohort Expected Graduation Year:** Expected graduation year of the four-year cohort
- **School:** select a specific school of interest; otherwise, keep the default to access data for all schools in the LEA.
- **UC/CSU Requirements Met:** select Y
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 4 shows a sample report produced for a-g Completion.

Table 4: Count of a-g Completers

School Name	Regular HS Diploma Graduates Count	Regular HS Diploma Graduates Rate
ABC	150	100.00%
XYZ	170	100.00%
TOTAL - Selected Non-Charter Schools	320	100.00%

The column labeled **Count** under **Regular HS Diploma Graduates** provides the number of a-g completers in each school. For example, in the table above there are 150 a-g completers in ABC school and 170 a-g completers in XYZ school. For the purposes of reviewing the data (as it relates to the Dashboard), at the LEA-level refer to the total for non-charter schools only. (Charter school data should be excluded because charter schools are considered LEAs under LCFF). In Table 4 there are 320 a-g completers in the LEA’s four-year cohort.

Note: This report does not provide the actual percentage of students in the four-year cohort who completed a-g requirements or earned the State Seal of Biliteracy. The report will always show a rate of 100 percent because it uses the count of students who completed a-g requirements or earn the State Seal of Biliteracy as the numerator and denominator when the filter is applied.

To view student-level information, click the **School Name** of interest found in the **School Name** column of the results. Table 5 displays a portion of the student-level information for the a-g completers.

Table 5: Detailed Information of a-g Completers

SSID	Seal of Biliteracy	UC/CSU Requirements Met
XXXXXXXXXX*	No	Yes

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID. The report has many fields. The screenshot above shows the portion that captures the a-g field.

State Seal of Biliteracy

To obtain a count on the number of students in the four-year cohort who earned the State Seal of Biliteracy, apply the following filters:

- **Cohort Expected Graduation Year:** Expected graduation year of the four-year cohort

- **School:** select a specific school of interest; otherwise, keep the default to access data for all schools in the LEA
- **State Seal of Biliteracy:** Select Y
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 6 shows a portion of the sample report for State Seal of Biliteracy.

Table 6: Count of Students Who Earned State Seal of Biliteracy

School Name	Regular HS Diploma Graduates Count	Regular HS Diploma Graduates Rate
ABC	29	100.00%
XYZ	37	100.00%
TOTAL - Selected Non-Charter Schools	66	100.00%

The column labeled **Count** under **Regular HS Diploma Graduates** provides the total number of graduates, in each of the LEA’s schools, who earned State Seal of Biliteracy. For example, there are 29 graduates in ABC school and 37 graduates in XYZ school who earned State Seal of Biliteracy. For the purposes of reviewing the data (as it relates to the Dashboard), at the LEA-level refer to total non-charter schools only. (Charter school data should be excluded because charter schools are considered LEAs under LCFF). There are 66 students who earned the seal in the LEA’s four-year cohort.

To view student-level information, click the **School Name** of interest found in the School Name column of the results. Table 7 below displays student information for the students who earned the State Seal of Biliteracy.

Table 7: Detailed Information of Students Who Earned State Seal of Biliteracy

SSID	Seal of Biliteracy	UC/CSU Requirements Met
XXXXXXXXXX*	Yes	No

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID. The report has many fields, the table above shows the portion that captures the State Seal of Biliteracy field.

Pre-Apprenticeships, State or Federal Job Programs and Transition Work-Based Experience/Transition Classroom-Based Work Exploration

The filters available in Report 15.2, as shown in Figure 8 from left to right are: State or Federal Job Program, and Pre-Apprenticeships (certified), Transition Work-based Experience OR Transition Classroom-based Work Exploration and Pre-Apprenticeships (non-certified).

The breadcrumbs at the top of Figure 8 shows that by going through Home, Reports, and Accountability Reports, you can access the 15.2 – Cohort Outcome – Student Details.

Figure 8: Report 15.2 - Cohort Outcome – Student Details

Home Reports Accountability Reports 15.2 - Cohort Outcome - Student Details

Cohort Expected Graduation Year:

School:

Cohort Category:

Pre-Apprenticeship Certification Program Completion:

Pre-Apprenticeship Program (non-registered):

State or Federal Job Program Completion:

Transition Work-based or Classroom-based Work Experience:

Again, please note that when selecting “Y” in the filters for these measures, be sure to select only one measure of interest at a time. In programming terms, the relationship between the filters is AND, meaning that if you select “Y” for multiple measures at the same time, the report will show data that meets “Y” conditions for all the measures selected. If you keep the cohort category filter as default, you will get a list of both graduates and non-graduates who completed a particular measure. Please note that only graduates who complete specific measure(s) are counted in CCI.

Pre-Apprenticeship Program (Non-Certified)

As mentioned earlier, the Pre-Apprenticeship Program (Non-Certified) filter is only available in report 15.2, which provides student-level information.

To obtain a count of students who completed a non-certified Pre-Apprenticeship, apply the following filters:

- **Cohort Expected Graduation Year:** Expected graduation year of the four-year cohort
- **School:** select a specific school of interest **Pre-Apprenticeship Program (Non-Certified):** Select Y
- **Cohort Category:** Select the category of interest
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 8 shows a portion of the sample report for non-certified Pre-Apprenticeship.

Table 8: Report 15.2: Pre-Apprenticeship Program (Non-Certified)

SSID	Pre-Apprenticeship Certification Program Completions	Pre-Apprenticeship Program (Non-Certified) Completion	State or Federal Job Program Completion
XXXXXXXXXX*	N	Y	N

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID

Pre-Apprenticeship Certification Program

The Pre-Apprenticeship Certification Program filter is only available in report 15.2, which provides student-level information. To obtain a count of students who completed the Pre-Apprenticeship Certification Program for the four-year cohort, apply the following filters:

- **Cohort Expected Graduation Year:** Expected graduation year of the four-year cohort
- **School:** select a specific school of interest
- **Pre-Apprenticeship Certification Program Completion:** Select Y
- **Cohort Category:** Select the category of interest

- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 9 below shows a sample report for certified Pre-Apprenticeship.

Table 9: Report 15.2: Pre-Apprenticeship Certification Program Completion

SSID	Pre-Apprenticeship Certification Program Completions	Pre-Apprenticeship Program (Non-Certified) Completion	State or Federal Job Program Completion
XXXXXXXXXX*	Y	N	N

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID

State or Federal Job Program Completion

To obtain a count of students who completed a State or Federal Job Program for the four-year cohort, apply the following filters:

- **Cohort Expected Graduation Year:** Expected graduation year of the four-year cohort
- **School:** select a specific school of interest
- **State or Federal Job Program Completion:** Select Y
- **Cohort Category:** Select the category of interest
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 10 below shows a portion of the sample report for this measure.

Table 10: Report 15.2: State or Federal Job Program Completion

SSID	Pre-Apprenticeship Certification Program Completions	Pre-Apprenticeship Program (Non-Certified) Completion	State or Federal Job Program Completion
XXXXXXXXXX*	N	N	Y

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID

Transition Work-based Experience/Transition Classroom-based Work Exploration

Currently, this filter cannot be used to determine if a student (with an IEP who did not earn a standard diploma) is considered prepared on the CCI. As a result, the district or school will need to verify through their SIS or CALPADS that the student completed both Transition Work-based Experience and Classroom-based Work Exploration. To better assist users with reconciling their data, this filter will be broken out into two separate columns and filters for next cohort to be released during the 2021-2022 academic year.

For the 2020-2021 cohort, viewers can use this filter to obtain a count of students who completed Transition Work-based Experience OR Transition Classroom-based Work Exploration for the four-year cohort, the following filters can be applied:

- **Cohort Expected Graduation Year:** Expected graduation year of the four-year cohort
- **School:** select a specific school of interest
- **Transition Work-based or Classroom-based Work Experience:** Select Y. The filter is “Y” if the student completed Transition Work-based Experience OR Classroom-based Work Exploration
- **Cohort Category:** Select the category of interest
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 11 below shows a portion of the sample report for this measure.

Table 11: Report 15.2: Transition Work-based Experience/Transition Classroom-based Work Exploration

SSID	Pre-Apprenticeship Certification Program Completions	Pre-Apprenticeship Program (Non-Certified) Completion	Transition Work-based or Classroom-based Work Experience
XXXXXXXXXX*	N	N	Y

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID

Some Questions to Consider

While reviewing your data in CALPADS, you may wish to consider a few questions:

- Have I submitted the data within the established time frame?
- Am I referencing the correct reports?
- Am I applying the filters appropriately?
- Does my data look reasonable when compared to prior year data? Are the counts too high? Or too low? Possible causes?

If you find prominent errors/discrepancies, you may want to verify the student-level data provided in CALPADS Report 15.2.

How to Reconcile Your CALPADS Data Against Your Local Student Information System Data

To ensure accurate reporting of LEA and school results in the Dashboard, LEAs must submit all graduate-level data to CALPADS before the amendment window closes. These data will be used to calculate the Graduation Rate Indicator, the CCI, and the ACGR.

In addition, it is advised that LEAs/schools compare their local SIS data to their CALPADS data on a regular basis. LEAs should also keep in mind that the data reflected in Reports 15.1 and 15.2 are based on ODS data and not certified data. When ODS data are extracted for use for the Dashboard, it reflects the latest data in the ODS at the time of the extraction. Therefore, LEAs must confirm the accuracy of their data in ODS at the time they certify their EOY data.

Why Dashboard Data May Not Match Your CALPADS Report

In some cases, the data in the CALPADS Reports may not match the data reported on the Dashboard. This is usually due to the following reasons:

1. Both the CCI and the Graduation Rate Indicator are comprised of students from three distinct groups:
 - *Current-Year Cohort*: Students in the most recent four-year cohort who graduate in four years
 - *Prior-Year Cohort*: Students from the prior-year cohort who graduated in their fifth year
 - *Current-Year DASS Graduates*: Students who attended a DASS school and graduated in the current year as fourth-year seniors, fifth-year seniors, sixth-year seniors, etc.

In contrast, Reports 15.1 and 15.2 reflect only those students in the four-year cohort; viewers should take this into account when making comparisons between CALPADS reports and Dashboard data.

Currently, there is no corresponding CALPADS report for the DASS graduation rate or for determining if students in DASS schools met the CCI criteria.

2. The Graduation Rate Indicator has been subject to several changes since it was first adopted and reported in 2017. Please refer to the most recent Dashboard Technical Guide for these updates.
3. Furthermore, at the LEA-level, charter school data should be excluded because charter schools are considered LEAs under LCFF. Therefore, please refer to the data of the non-charter schools if you are interested in LEA-level data for Dashboard purposes.
4. The CCI uses multiples years of data to produce the CCI. This handbook is focused on making sure that the data for the CCI measures (mentioned this section) collected in the four-year graduation cohort is submitted accurately.

What if Your Data is Incorrect on the Dashboard Preview Site?

The Dashboard LEA private preview occurs each November. The preview is only accessible to Dashboard Coordinators, Secure Accountability Coordinators, and CALPADS LEA Administrators.

It should be noted that no corrections can be made after the CALPADS amendment window closes. As discussed in the Introduction, the CDE will not extract new data from CALPADS to update the Dashboard. However, the Dashboard Coordinator can make use of the optional narrative section in the Dashboard, where explanations of data errors/discrepancies can be provided to Dashboard viewers.

Other Sources

The following resources provide additional information:

- The **College/Career Measures Report** shows the number and percent of students who met the Prepared and Approaching Prepared levels of the CCI, and the specific CCI measures that they completed. This report is available on the CDE School Dashboard Additional Reports and Data web page at <https://www6.cde.ca.gov/californiamodel/>.
- The **Dashboard Technical Guide** provides detailed information on the calculation methodology and rules used to produce the CCI and the Graduation Rate Indicator. The guide is available on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.
- The **CALPADS System Documentation** provides detailed information on CALPADS and the steps needed to use the system. This documentation is available on the CDE CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

College/Career Indicator (Dashboard Grades 9-12)

Which CALPADS Reports Should You View?

The College/Career Indicator (CCI) contains multiple measures, many of which are collected from LEAs in CALPADS. This section will help LEA and/or school staff review current year CALPADS data elements used in the CCI to ensure that the data submitted through the EOY submission window is accurate. This section will also only focus on three CCI measures – College Credit, Leadership/Military Science, and CTE Pathway – and the filters specific to these measures.

- For completion of **College Credit** and **Leadership/Military Science**, refer to:
 - *CALPADS Report 3.10 Course Sections Completed - Count and Details for Departmentalized Courses*, which reflects aggregate data at the district, school, and student group levels.
 - *CALPADS Report 3.11 Course Sections Completed - Student List for Departmentalized Courses*, which provides course completion data for individual students.
- For completion of the **Career Technical Education (CTE) Pathway**, see
 - *CALPADS Report 3.14 Career Technical Education Concentrators and Completers - Count by Pathway*, which reflects aggregate data at the district, school, and student group levels.
 - *CALPADS Report 3.15 Career Technical Education Concentrators and Completers - Student List*, which provides CTE completion and concentrator data for individual students.

We encourage LEAs to begin reviewing these reports when the EOY window opens to confirm that the data are accurate and pinpoint possible problems and errors before the closure of the EOY amendment window.

Other CCI Measures:

Several CCI measures reside in Reports 15.1 (Graduation Count and Rates) and/or 15.2 (Student Details), which are discussed in detail in the Graduation Rate Indicator section of this handbook. These measures include:

- a-g
- State Seal of Biliteracy
- Pre-Apprenticeship Certification Program
- Pre-Apprenticeship Program (Non-Certified)

- State or Federal Job Program
- Transition Work-based Experience/Transition classroom-based Work Exploration

The remaining CCI measures are collected outside of CALPADS, from test vendors, and are not covered in this handbook. They are:

- Advanced Placement Exams: collected from The College Board
- International Baccalaureate (IB) Exams: collected from IB
- Smarter Balanced Summative Assessments

How to Run the CALPADS Reports 3.10, 3.11, 3.14, and 3.15

The data submitted for College Credit, Leadership/Military Science, and CTE Pathway can be located under **Snapshot Reports**. Within EOY1 (End of Year 1), select a report (3.10 - Course Sections Completed - Count and Details for Departmentalized Courses, 3.11 - Course Sections Completed - Student List for Departmentalized Courses, 3.14 - Career Technical Education Concentrators and Completers - Count by Pathway or 3.15 - Career Technical Education Concentrators and Completers - Student List) as shown in Figure 9.

Figure 9: CALPADS Snapshot Reports Page

EOY1 | **END OF YEAR 1**

3.10	Course Sections Completed - Count and Details for Departmentalized Courses
3.11	Course Sections Completed - Student List for Departmentalized Courses
3.14	Career Technical Education Concentrators and Completers - Count by Pathway
3.15	Career Technical Education Concentrators and Completers - Student List

College Credit Courses

This measure includes both College Credit Courses and CTE College Courses. Completion data on both types of courses are reported in Report 3.10.

To get a count of students who completed College Credit courses/CTE College Courses for an academic year, apply the following additional filters in Report 3.10 as shown in Figure 10.

The breadcrumbs at the top of Figure 10 identifies that by going through Home, Reports, and Snapshot Reports, you can access the 3.10 – Home - Reports - Snapshot Reports - Course Sections Completed - Count and Details for Departmentalized Courses.

Figure 10: Apply Filters for College Credit Courses

Academic Year:

Status:

School:

Academic Term:

Non-Standard Instructional Level:

State Course Code:

- **Academic Year:** Select the academic year of your report. (For example, to confirm the data you submitted for the 2020 CCI report, select 2019–2020.)
- **Status:** Select LEA Approved (The **Status** filter has two options: LEA Approved and Revised-uncertified. Prior to the close of the amendment window, you should always select the Revised Uncertified status to ensure you’re looking at the most current data in the ODS. Select LEA Approved only after your data have been certified.)
- **School:** select your school (Note that there is **no LEA-level report.**)
- **State Course Code:** Select College Credit Courses/CTE College Courses code as appropriate. (See Appendix A for course code specifications.)
- **Academic Term:** Select term types currently adopted by CCI. (See Appendix A for the term types.)
- **Non-Standard Instructional Level:** Starting in 2019–2020, for CTE college credit courses (course code 7000-8999), Non-Standard Instructional Level Code [Field #9.19] of “23-College Credit only” and/or “24 – Dual Credit” must also be selected to be counted as college credit courses for CCI purposes.
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Viewers can run the reports to view the aggregate counts by school. Table 12 below shows that the total counts of students who earned college credit are further broken down by specific **State Course Code** and **Non-Standard Instructional Level** for each school.

Table 12: Report 3.10 on College Credit – Counts Results

School Name	State Course Code	Non-Std Inst Lvl	Total
ABC	9200-College Credit Course - History/Social Science	24-Dual Credit	1
XYZ	9227-College Credit Course - Other	24-Dual Credit	40

Note: The report has many fields. The table above shows the most relevant information in the report.

Table 12 reflects 2019–2020 course codes, please note that the course codes prior to 2019-2020 are different (See Appendix A for a cross walk of course codes used for 2018–2019 vs. 2019–2020.)

Viewers can also select a **School Name** of interest to view the data by individual students as shown in Table 13. Viewers may find it useful to verify data fields such as **SSID**, **Marking Period** (used to identify term types) and **Final Grade** as per the CCI business rules. For more details, please refer to Appendix A on Marking Period and the most recent Dashboard Technical Guide on Grade Requirement.

Table 13: Report 3.11 on College Credit - Student List Results

SSID	Marking Period	Final Grade
XXXXXXXXXX*	S2	A
XXXXXXXXXX*	S1	B

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID. The report has many fields. The table above shows the most relevant information in the report.

Leadership/Military Science

The CALPADS course code (CALPADS Field #9.07) for Leadership/Military Science is 2505 prior to 2019–2020. (Note: A new course code of 9373 was adopted starting in 2019–2020, please see Appendix A for more information.) Apply filters in Report 3.10, shown in Figure 11 on the following page, to generate a report. Appendix A explains how term types are used for this measure. The breadcrumbs at the top of Figure 11 identifies that by going through Home, Reports, and Snapshot Reports, you can access the 3.10 – Course Sections Completed - Count and Details for Departmentalized Courses.

Figure 11: Apply Filters for Leadership/Military Science

The screenshot shows a navigation bar with 'Home', 'Reports', 'Snapshot Reports', and '3.10 - Course Sections Completed - Count and Details for Departmentalized Courses'. Below the navigation bar is a filter panel with the following fields:

- Academic Year:
- Status:
- School:
- State Course Code:
- Academic Term:

- **Academic Year:** Select the academic year of your report. (For example, to confirm the data you submitted for the 2020 CCI report, select 2019–2020.)
- **Status:** Select LEA Approved (The **Status** filter has two options: LEA Approved and Revised-uncertified. Select LEA Approved after your data has been certified. Revised-uncertified reflects possible ongoing updates of the data.)
- **School:** Select your school (Note: that there is **no LEA-level report**.)
- **State Course Code:** 9373 - Leadership/Military Science
- **Academic Term:** Select term types currently adopted by CCI. (See Appendix A for the term types.)
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 14 shows data at ABC school. There are two **Local Course ID and Course Names** under **State Course Code 9373** for **Leadership/Military science**. Course 07905A-Aerospace I: Aviation has a total number of 26 completers; course 07907A-Aerospace III: Exploration of Space has a total number of 19 completers. Since the **Total** column shows counts of **Leadership/Military science** completers by Course Name, viewers need to sum up the numbers in the **Total** column to obtain a total count of completers in ABC school.

Table 14: Report 3.10 on Leadership/Military Science - Counts Results

School Name	State Course Code	Local Course ID & Course Name	Total
ABC	9373- Leadership/Military science	07905A-Aerospace I: Aviation	26
ABC	9373- Leadership/Military science	07907A-Aerospace III: Exploration of Space	19

Note: The report has many fields. The table above shows the most relevant information in the report.

To view student-level information for students who completed Leadership/Military Science as shown in Table 15 below, click on the **School Name** of interest. Viewers can check data fields such as **SSID**, **Marking Period** (used to identify term types, for more detail, please refer to Appendix A) and **Final Grade** against the CCI criteria.

Table 15: Report 3.11 Report on Leadership/Military Science – Student List Results

SSID	Marking Period	Final Grade
XXXXXXXXXX*	S2	A
XXXXXXXXXX*	S1	B

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID. The report has many fields. The table above shows the most relevant information in the report.

CTE Pathway Completion

CTE Pathway Completion data comes from the Student CTE (SCTE) file, which details all CTE pathways a student completed and in which year. All students in the SCTE file are at least CTE concentrators. Currently, the CCI **does not** include CTE concentrators and **only counts** CTE completers (CALPADS data field #11.14).

To get a count on the number of CTE pathway completers for an academic year, apply proper filters in Report 3.14, as shown in Figure 12.

The breadcrumbs at the top of Figure 12 shows that by going through Home, Reports, and Snapshot Reports, you can access the 3.10 – Course Sections Completed - Count and Details for Departmentalized Courses.

Figure 12: Report 3.14 Career Technical Education Completers - Count by Pathway

[Home](#) | [Reports](#) | [Snapshot Reports](#) | 3.14 - Career Technical Education Concentrators and Completers - Count by Pathway

Academic Year:

Status: School:

Perkins/CTEIG Fundable: CTE Participant Type:

- **Academic Year:** Select the academic year of your report. (For example, to confirm the data you submitted for the 2020 CCI Report, select 2019-2020.)
- **Status:** Select LEA Approved (The **Status** filter has two options: LEA Approved and Revised-uncertified. Select LEA Approved after your data has been certified. Revised-uncertified reflects possible ongoing updates of the data.)
- **School:** select your school.
- **Perkins/CTEIG Fundable:** Select the ALL option. Note: All CTE Pathway are used in the calculation of the CCI, including pathways that are not considered “high quality” (not taught by a CTE credentialed teacher). Only “high quality” pathways are eligible to be funded with Perkins and CTEIG funding.
- **CTE Participation Type:** Select Completers.
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Table 16 below shows a portion of the sample report for this measure at the school-level. **The # Completers (excludes Concentrators)** column shows counts of the completers by **CTE Pathway** and **CTE Industry Sector** in a school.

Table 16: Report 3.14 Career Technical Education Completers - Count by Pathway Results

CTE Industry Sector	CTE Pathway	# Completers (excludes any Concentrators)
Arts, Media, and Entertainment	113-Production and Managerial Arts	12
Engineering and Architecture	153-Engineering Technology	25
Information and Communication Technologies	174-Software and Systems Development	16

Note: The report has many fields. The table above shows the most relevant information in the report.

The same filters bulleted above for Report 3.14 should be applied to Report 3.15. The breadcrumbs at the top of Figure 13 identifies that by going through Home, Reports, and Snapshot Reports, you can access the 3.15 – Career Technical Education Concentrators and Completers - Student List.

Figure 13: Report 3.15 Career Technical Education Completers – Applying the Filters



Viewers can use data fields in this report such as **SSID**, **CTE Pathway** and **CTE Completer Year** to verify student-level data in their local SIS. See Table 17 Below.

Table 17: Report 3.15 Career Technical Education Completers – Student Lists Results

SSID	CTE Pathway	CTE Completer Year
XXXXXXXXXX*	113-Production and Managerial Arts	2020
XXXXXXXXXX*	111-Design, Visual, and Media Arts	2020
XXXXXXXXXX*	174-Software and Systems Development	2020

* Note the Xs in the SSID column are used as an example and do not reflect a student's true SSID. The report has many fields. The table above shows the portion that captures the CTE Pathway Completer information.

Some Questions to Consider

If you find prominent errors/discrepancies in your CALPADS reports, you should run Reports 3.11 and 3.15, which provide student-level information to further investigate the issue. For example, for college credit course, **Final Grades** (CALPADS Data Field #10.18) can only be located in the 3.11 student-level report as shown in Table 18.

Table 18: Student-Level Report

SSID	Marking Period	Final Grade
XXXXXXXXXX*	S2	A
XXXXXXXXXX*	S1	B

* Note the Xs in the SSID column are used as an example and do not reflect a student's true SSID.

How to Reconcile Your CALPADS Data Against Your Local Student Information System Data

LEAs can submit and make as many changes prior to the close of the amendment window. However, any changes made after the amendment window closes will not be used to produce the Dashboard. It is advised that LEAs/schools compare their local SIS data to their CALPADS data on a regular basis. For example, if LEAs/schools find that CTE Pathway data in the CALPADS report is wrong, they can correct the problem using CALPADS field #11.14 before the data correction window closes. LEAs/schools can make data corrections on or before the CALPADS amendment deadline. Certified data can be updated on or before this amendment deadline by taking three steps: 1) de-certify; 2) update the data; 3) re-certify. Appendix A identifies CCI measures/fields that are referenced in Reports 3.10, 3.11, 3.14, and 3.15 and their field numbers in CALPADS.

Why Dashboard Data May Not Match Your CALPADS Report

In some cases, the data in the CALPADS Reports do not match the data reported on the Dashboard. This is usually due to the following reasons:

1. The CCI course data used for Dashboard processing is pulled from the EOY certified snapshot reports. Any new records added after the amendment window closes will not be reflected in the Dashboard. For example, if an LEA certified its data on August 6th and then added new course completion records to the SIS and CALPADS after the amendment window closed, the data would not be used to produce the Dashboard.
2. The CCI uses multiples years of data to produce the CCI. This handbook is focused on making sure that current year course data is submitted accurately.
3. The CCI has evolved over several years, and new measures and changes in methodology continue to be incorporated. In order to correctly compare your counts against the CALPADS report, it is advisable to reference the Dashboard Technical Guide for these updates.

For the purposes of reviewing the data (as it relates to the Dashboard), at the LEA-level, please keep in mind that charter school data should not be included because charter schools are considered LEAs under LCFF.

What if Your Data are Incorrect on the Dashboard Preview Site?

The Dashboard LEA private preview occurs each November. The preview is only accessible to Dashboard Coordinators, Secure Accountability Coordinators, and CALPADS LEA Administrators.

It should be noted that no corrections can be made after the CALPADS amendment window closes. As discussed in the Introduction, the CDE will not extract new data from CALPADS to update the Dashboard. However, the Dashboard Coordinator can make use

of the optional narrative section in the Dashboard where explanations of data errors/discrepancies can be provided to Dashboard viewers.

Other Sources

Additional information on the CCI is available on the following CDE web pages:

- The **College/Career Measures Report** shows the number and percent of students who met the Prepared and Approaching Prepared levels of the CCI, and the specific CCI measures that they completed. This report is available on the CDE School Dashboard Additional Reports and Data web page at <https://www6.cde.ca.gov/californiamodel/>.
- The **Dashboard Technical Guide** provides detailed information on the calculation methodology and rules used to produce the CCI. The guide is available on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.
- The **CALPADS System Documentation** provides detailed information on CALPADS and the steps needed to use the system. This documentation is available on the CDE CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

Chronic Absenteeism Rate Indicator (Dashboard Grades K–8)

Which CALPADS Reports Should You View?

The following CALPADS reports can be reviewed to verify your LEA/school's absence data:

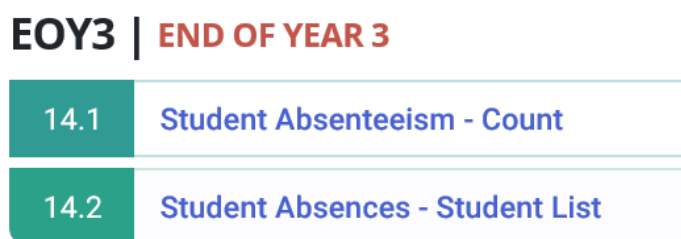
- *CALPADS Report 14.1 Student Absenteeism – Count*, which is a summary report that reflects aggregate absence counts at the LEA, school, and student group levels.
- *CALPADS Report 14.2 Student Absences – Student List*, which provides absence data for individual students. It can be used to diagnose errors if you determine that the absence counts in 14.1 are not accurate.

These reports are annually available in CALPADS starting in May. We encourage LEAs to review these reports when the EOY window opens and throughout the EOY data collection window to verify the accuracy of your LEA data.

How to Run the CALPADS Reports

The chronic absenteeism reports can be found within **EOY3 (End of Year 3)** located under **Snapshot Reports**. Scroll down in EOY3 to access 14.1 Student Absenteeism – Count and 14.2 Student Absences – Student List. (Figure 14 below shows these reports.)

Figure 14: CALPADS Snapshot Report Web Page



While many filters are available within 14.1 and 14.2, specific filters are relevant to the chronic absenteeism rate reported on the Dashboard. These specific filters are identified in each of the figures displayed throughout this section and a description of these filters have been provided.

Before you run the reports, keep in mind that for the Dashboard, chronic absenteeism applies only to kindergarten through grade eight (K–8) students.

How to Run CALPADS Report 14.1

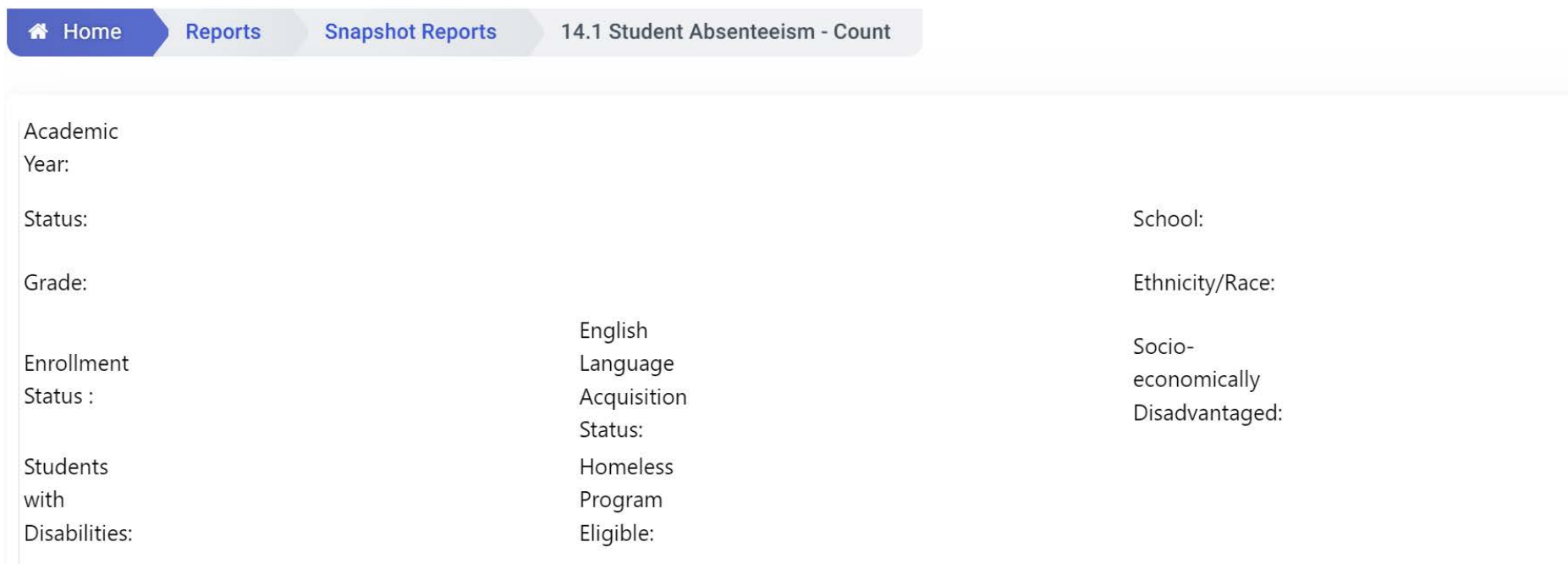
To view absence data at the aggregate LEA or school-level, run Report 14.1 by selecting the following filters:

- **Academic Year:** Select the academic year of your report. (For example, to confirm the data you submitted for the 2021 modified Dashboard, select 2020–2021.)
- **Status:** Select Revised Uncertified. (Select Certify if you have certified your absence data and need to confirm the submitted data. Revised-uncertified reflects possible ongoing updates of the data.)
 - It is important for LEAs/schools to certify their absence data. Those that do not certify their data will automatically be assigned an Orange performance level for the Chronic Absenteeism Indicator.
- **School:** Select the school of your choice. When reviewing the data for all schools within the LEA, deselect all charter schools. (Charter schools are considered LEAs under LCFF and therefore their data are not included in the LEA count.)
- **Grade:** Select '01–First Grade' through '08 –Eighth Grade' *and* 'KN–Kindergarten'
- **Enrollment Status:** Select 10–Primary enrollment *and* 30–Short term enrollment
- **Student Groups:** To view data for a specific student group, use the available filters available from left to right in Figure 15: Ethnicity/Race, English Language Acquisition Status, Socio-Economically Disadvantaged, Students with Disabilities, and Homeless Program Eligible
- Use the default for the remaining filters not listed above. After selecting all the above filters, click on View Report.

These filters are all reflected in Figure 15 on the following page.

Note that the breadcrumbs at the top of Figure 15 shows that by going through Home, Reports, and Snapshot Reports, you can access the 14.1 - Student Absenteeism Count Report.

Figure 15: Report 14.1 – Identifying Filters to Run the Report



Once you run Report 14.1, you will be able to view absence data by aggregate counts. There are three columns that should be reviewed, which are reflected in Figure 16 on the following page. These columns are:

- Total Unduplicated:** The unduplicated cumulative enrollment (found under the Cumulative Enrollment header column) is used as the denominator when calculating the chronic absenteeism rate. Referencing Figure 16, the total unduplicated count for all the schools in the LEA is 24,423. The total unduplicated count for each school is reported following the ‘Total – Selected Schools’ row (e.g., 646).

Because cumulative enrollment data are certified in CALPADS, it is critical that LEAs certify these data during EOY3.

- **‘Students Absent >=10 Percent and <20%’** and **‘Students Absent >=20%’**: Students are considered ‘chronically absent’ if they are absent 10 percent or more of the instructional days. As a result, the total number of students reflected in columns ‘Students Absent >=10% and <20%’ and ‘Students Absent >=20%’ are included in the numerator of the chronic absenteeism rate. Referencing the print screen below, the total number of students with absences 10 percent or more for all schools in the LEA (displayed in the Total – Selected Schools row) is 1,026 (852 + 174). The total for each school is reported in the row beneath the LEA’s count (e.g., 27 [18 + 9]).

Figure 16: Report 14.1 – Results

	Cumulative Enrollment*		<u>Students Absent >=10% and <20%</u>		<u>Students Absent >=20%</u>	
	Total Unduplicated**		#		#	
Total - Selected Schools	24423		852		174	
	646		18		9	

Keep in mind that when you review the counts in the ‘Total – Selected Schools’ row, all charter schools should be filtered out as they are considered LEAs under LCFF and are not included in the chronic absenteeism rate at the LEA-level.

How to Run CALPADS Report 14.2

To view absence data at the student-level, run Report 14.2 by selecting the following filters:

- **Academic Year:** Select the academic year of your report. (For example, to confirm the data you submitted for the 2021 modified Dashboard, select 2020–2021.)
- **Status:** Select Revised Uncertified (Select Certify if you have certified your absence data and need to confirm the submitted data.)
 - It is important for LEAs/schools to certify their absence data. Those that do not certify their data will automatically be assigned an Orange performance level for the Chronic Absenteeism Indicator.
- **School:** Select your school of choice. (When reviewing student-level data for all schools within the LEA, deselect all charter schools. Charter schools are considered LEAs under LCFF and therefore their data are not included in the LEA count.)
- **Grade:** Select '01–First Grade' through '08 –Eighth Grade' and 'KN–Kindergarten'
- **Student Groups:** To view data for a specific student group, use the available filters as shown in Figure 17 from left to right: Ethnicity/Race, English Language Acquisition Status, Socio-Economically Disadvantaged, Students with Disabilities, and Homeless Program Eligible
- **Enrollment Status:** Select 10–Primary enrollment *and* 30–Short term enrollment
- **Absenteeism Category:** Select 'Greater than or equal to 10% and less than 20%' and 'Greater than or equal to 20%'
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Figure 17 on the following page references the bulleted list above.

Note that the breadcrumbs at the top of Figure 17 shows that by going through Home, Reports, and Snapshot Reports, you can access the 14.2 Student Absences – Student List Report.

Figure 17: Report 14.2 - Identifying Filters to Run the Report

The image shows a navigation breadcrumb at the top: Home > Reports > Snapshot Reports > 14.2 Student Absences - Student List. Below this is a list of filter categories and their sub-options:

Academic Year:		
Status:		School:
Grade:		Ethnicity/Race:
Enrollment Status :	English Language Acquisition Status:	Socio-economically Disadvantaged:
Students with Disabilities:	Homeless Program Eligible:	
	Absenteeism Category:	

Once your run Report 14.2, you will be able to view absence data by individual students. Specific columns in which to focus are identified in Table 19. Each field in the table is described and defined below the table.

Table 19: Report 14.2 – Student-Level Results

SSID	Days Expected (A)	Days Absent due to Out-of-School Suspensions (C)	Days Excused Absences (E)	Days Unexcused Absences (F)	Incomplete Independent Study Days (G)	Days Absent (C + E + F + G)	% Absence $\left(\frac{C+E+F+G}{A}\right)100$	Chronically Absent (Accountability) (I)
1	122	0	7	6	0	13	10.66	Y
2	84	2	6	1	0	9	10.71	Y
3	122	0	6	8	0	14	11.48	Y

- **SSID:** This column contains each student’s statewide student identifier. (Note that a true SSID contains 10 digits. This column reflects only one digit due to spacing constraints.)
- **Days Expected (A):** This column identifies the number of instructional days that a student was expected to attend. This is used as the denominator to calculate a student’s chronic absenteeism rate. (Note: For the Dashboard, a student must have at least 31 expected days of attendance to be included in the denominator. Therefore, when you run your counts, exclude all students with less than 31 expected instructional days from the denominator.)
- **Days Absent due to Out-of-School Suspensions (C), Days Excused Absences (E), Days Unexcused Absences (F), and Incomplete Independent Study Days (G)** are counted as absences.
- **Days Absent (C + E + F + G):** This is the sum of all the absences identified in the bullet above. This is used as the numerator to calculate a student’s chronic absenteeism rate.
- **% Absence $\left(\frac{C+E+F+G}{A}\right)100$:** This reflects the calculated chronic absenteeism rate for each student.

- **Chronically Absent (Accountability) (I):** Students who have a calculated chronic absenteeism rate of ten percent or more (calculated in the bullet above) will be marked with a 'Y' in this column. These students are included in the numerator of the chronic absenteeism rate for the Dashboard.

Some Questions to Consider

After reviewing Report 14.1, here are some questions you may wish to consider:

1. After totaling the number of students who were absent more than 10 percent of the instructional days, does the total look reasonable? Is the total too high? Or extremely low? What was the total last year? Comparing to prior year data may help determine if the current year total is too high or too low. In most instances, the numbers remain fairly stable from year to year.
 - If there are significant differences from prior year data, you should investigate the difference to confirm if an error occurred or if the difference truly reflects what occurred at the school site(s). For instance, compared to last year, you were informed that more students were absent for a longer period of time due to the flu. This could increase your chronic absenteeism rate.
2. Do you have zero students who were absent (i.e., 100 percent perfect attendance)? This may be an error. It is highly unlikely for an LEA or school to have no students who are absent.
3. Full-day out-of-school suspensions are counted as absences. Did your LEA or school count students as absent if they had an out-of-school suspension? *Note:* LEAs and schools that report full-day absences due to out-of-school suspension but do not report the out-of-school suspensions in the Student Incident (SINC) file will be automatically assigned an Orange performance level for the Chronic Absenteeism Indicator.
4. You may also need to confirm if the filters are applied appropriately and if the data in the CALPADS report(s) are certified or revised certified.
5. For the Dashboard, at the LEA-level, charter school data are not included because charter schools are considered LEAs under LCFF. Therefore, do not include charter schools when you run an LEA-level report.

If the counts do not look accurate after reviewing 14.1, you can review individual student absence data in 14.2 to correct errors – as long as the EOY3 amendment window has not closed.

How to Reconcile Your CALPADS Data Against Your Local Student Information System Data

Sometimes, local SIS data are not uploaded correctly into CALPADS. When this occurs, incomplete CALPADS data are used to calculate state indicators for the Dashboard. Therefore, during the EOY3 submission window, LEAs should compare local SIS data against the uploaded CALPADS data, especially *before* certifying that the data is accurate.

Once the absence data are uploaded, LEAs should review the aggregate counts in CALPADS Reports 14.1. If they do not match your local SIS data, you can: (1) de-certify, (2) update the data, and (3) re-certify – *don't forget this last step!*

You can re-certify your CALPADS data as long as the *amendment window has not yet closed*. As a reminder, the following CALPADS data file and fields are used to collect student absence data:

Data File: Student Absence Summary (STAS)

Data Fields: While LEA staff should reference the CALPADS File Specifications (available on the CDE CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>) to access the complete list of data elements and definitions related to the STAS file, some critical fields are:

- Expected Attendance Days (Field 13.15)
- Days Attended (Field 13.16)
- Days Absent Out-of-School Suspension (Field 13.17)
- Days Absent Excused Non-Suspension (Field 13.19)
- Days Absent Unexcused Non-Suspension (Field 13.20)
- Incomplete Independent Study Days (Field 13.21)

Why Dashboard Data May Not Match Your CALPADS Report

At the school-level, the number of chronically absent students in 14.1 usually matches the counts in the Dashboard. However, at the LEA-level, the numbers may not match. Some reasons for this may be:

- While chronic absenteeism data for grades nine through twelve are reported on DataQuest, they are **not** included in the Dashboard. Schools that serve grades nine through twelve only should be filtered out.
- Non-Public Schools (NPS), adult schools, and private schools should also be filtered out.
- Beginning in 2020–2021, **all** students with disabilities (SWDs) will be included in their district of residence's Dashboard report. This "District of Residence" rule applies at the LEA-level only. The district of residence is recorded as the 'District of Special Education Accountability' (field #14.16; file SPED) in CALPADS. Information on how to determine which students' data in your LEA are being

attributed to another entity, and which students' data in another entity are being attributed to your LEA, are detailed in the **District of Residence** section towards the end of this handbook.

- Charter schools are not included in the LEA counts because they are treated as LEAs under LCFF. Check to ensure that these schools are filtered out.

Because different rules are used to generate the CALPADS Reports versus the Dashboard reports, the numbers may not always match. However, if the correct filters are applied when running the CALPADS reports, the numbers should be close enough to inform you whether the data are accurate.

What if Your Data is Incorrect on Dashboard Preview Site?

The Dashboard LEA private preview usually occurs each November. The preview is only accessible to Dashboard Coordinators, Secure Accountability Coordinators, and CALPADS LEA Administrators.

Once you certify your data and the CALPADS amendment window has closed, **there are no more opportunities to update** your Dashboard data. Therefore, any corrections made to CALPADS after the amendment window will not be reflected on the Dashboard preview/public site. As discussed in the Introduction, the CDE will not extract new data from CALPADS to update the Dashboard. As a result, it is good practice to monitor and review your CALPADS Reports and note the certification and amendment window timelines. However, the Dashboard Coordinator can make use of the optional narrative section in the Dashboard where explanations of data errors/discrepancies can be provided to Dashboard viewers.

Other Sources

Additional information on the chronic absenteeism rate is available at the following CDE web pages:

- The **Five-by-Five Chronic Absenteeism Placement Report** identifies the performance color that an LEA, school, and student group received on the Dashboard, as well as the chronic absenteeism data used to calculate the indicator. This report is available on the School Dashboard Additional Reports and Data web page at <https://www6.cde.ca.gov/californiamodel/>.
- The **Dashboard Technical Guide** provides detailed information on the calculation methodology and rules used to produce the Chronic Absenteeism Rate Indicator. The guide is available on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.
- The **CALPADS System Documentation** provides detailed information on CALPADS and the steps needed to use the system. This documentation is available on the CDE CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

Suspension Rate Indicator (Dashboard Grades K-12)

Which CALPADS Reports Should You View?

Beginning in 2019–2020, CALPADS Discipline Reports 7.1 to 7.9 were retired and replaced by Reports 7.10 through 7.18. The following CALPADS reports can be reviewed to verify your LEA/school’s suspension (or discipline) data:

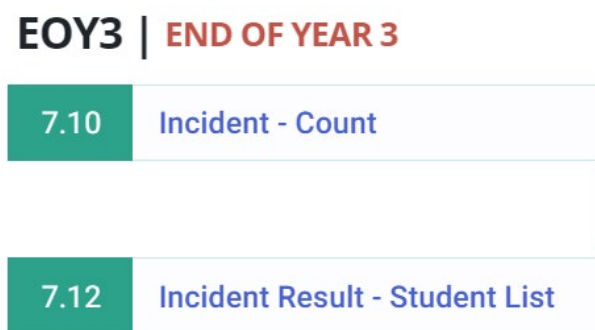
1. *CALPADS Report 7.10 Incident Results – Count*, which is a summary report that reflects aggregate discipline counts (by each offense type) at the LEA, school, and student group levels.
2. *CALPADS Report 7.12 Incident Results - Student List*, which provides discipline data for individual students. It can be used to diagnose errors if you determine that the discipline counts in 7.10 are not accurate.

These reports are annually available in CALPADS starting in May. We encourage LEAs to review these reports while working toward certification and accuracy of this data.

How to Run the CALPADS Reports

The discipline reports can be found within **EOY3 (End of Year 3)** located under **Snapshot Reports**. While there are many discipline reports, 7.10 and 7.12 can be used to confirm the data submitted for the Dashboard. Scroll down within EOY3 to select 7.10 Incident – Count Report and 7.12 Incident Results – Student List. (Figure 18 below references these reports.)

Figure 18: CALPADS Snapshot End of Year 3 Web Page



The next section identifies the specific filters that are relevant to confirming your discipline data reported on the Dashboard.

How to Run CALPADS Report 7.10

To view discipline data at the aggregate LEA or school-level, run Report 7.10. Figure 19 below, and the bulleted list following the figure, identifies and describes the specific filters to apply. Note that the breadcrumbs at the top of the figure shows that by going through Home, Reports, and Snapshot Reports, you can access the 7.10 – Incident – Count Report.

Figure 19: Report 7.10 – Identifying Filters

Home Reports Snapshot Reports 7.10 - Incident - Count

Academic Year:

Status: School:

Grade: Ethnicity/Race:

Enrollment Status: Socio-Economically Disadvantaged:

Students with Disabilities: English Language Acquisition Status: Foster Youth:

Homeless Program Eligible:

Incident Result:

- **Academic Year:** Select the academic year of your report. (For example, to confirm the data you submitted for the 2021 modified Dashboard, select 2020–2021.)

- **Status:** Select Revised Uncertified. (Select Certify if you have certified your absence data and need to confirm the submitted data. Revised-uncertified reflects possible ongoing updates of the data.)
 - It is important for LEAs/schools to certify their discipline data. Those that do not certify their data will automatically be assigned an Orange performance level for the Suspension Rate Indicator.
- **School:** Select a school of choice. When reviewing the data for all schools within the LEA, deselect all charter schools. (Charter schools are considered LEAs under LCFF and therefore their data are not included in the LEA count.)
- **Grade:** Select '01–First Grade' through '12 –Twelfth Grade' and 'KN–Kindergarten'
- **Enrollment Status:** Select '10–Primary enrollment' *and* '30–Short term enrollment'
- **Incident Result:** Select '100 – Out-of-School Suspension' and '110 – In-School Suspension'
- **Student Groups:** To view data for a specific student group, use the available filters as shown in Figure 19 from left to right: Ethnicity/Race, Socio-Economically Disadvantaged, Students with Disabilities, English Language Acquisition Status, Foster Youth, and Homeless Program Eligible.
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Figure 20 below is a sample of the results for Report 7.10. Note that this report has many fields and the figure shows only the most relevant information.

Figure 20: Report 7.10 – Results

	Incidents Involving Suspension (100) and in-house suspension (110)	
School Name	Count of Incidents	Count of Students (Unduplicated)
All Selected Schools	1390	1169
First School Name	9	10

Although multiple disciplinary actions (or incident results) are reported in CALPADS, the suspension data reported on the Dashboard is based on out-of-school and in-school suspensions only. Therefore, you may wish to focus on the total count of incidents under these two categories, such as the column labeled **Incidents Involving Suspension (100) and in-house suspension (110)** referenced in the figure above. In the figure, for the row labeled ‘All Selected Schools’ (under the column School Name), the total number of incidents at the LEA-level is provided (i.e., 1,390 under the column Count of Incidents). The rows following it reflect the total number of incidents for each school within the LEA. (For example, in the figure above, there are a total of nine incidences in the first school row labeled ‘First School Name.’) Using these results will help you confirm if the number of incidents reflected in Report 7.10 match the number of incidents recorded in your local SIS. The ‘Count of Students (Unduplicated)’ column reflects an unduplicated count of students who were involved in the incidents. If a student was involved in more than one incident, the student would only be included once in this count. For the ‘All Selected Schools’ row, a count of 1,169 unduplicated students for all schools is identified. The rows following it reflect the total unduplicated count of students for each school within the LEA. (For instance, there are a total count of ten unduplicated students within the first school row labeled ‘First School Name.’)

Keep in mind that when you review the counts in the ‘All Selected Schools’ row, all charter schools should be filtered out as they are considered LEAs under LCFF and are not included in the suspension rate at the LEA-level. To view student-level information by school, click on the **School Name** of interest. A student-level report will be produced, which is Report 7.12. This report is detailed in the next section.

How to Run CALPADS Report 7.12

Discipline data at the student-level can be accessed through Report 7.12. Figure 21, and the bulleted list following the figure, identifies and describes the specific filters to apply. The breadcrumbs at the top of the figure shows that by going through Home, Reports, and Snapshot Reports, you can access the 7.12 – Incident Results – Student List.

Figure 21: Report 7.12 - Identifying Filters

The screenshot shows the navigation breadcrumbs: Home, Reports, Snapshot Reports, and 7.12 - Incident Results - Student List. Below the breadcrumbs, the filter options are organized into a grid:

Academic Year:		
Status:		School:
Grade:		Ethnicity/Race:
Enrollment Status:		Socio-Economically Disadvantaged:
Students with Disabilities:	English Language Acquisition Status:	Foster Youth:
Homeless Program Eligible:		
	Incident Result Code:	

- **Academic Year:** Select the academic year of your report. (For example, to confirm the data you submitted for the 2021 modified Dashboard, select 2020–2021.)

- **Status:** Select Revised Uncertified. (Select Certify if you have certified your absence data and need to confirm the submitted data. Revised-uncertified reflects ongoing update of the data.)
 - As noted earlier, it is important for LEAs/schools to certify their discipline data. Those that do not certify their data will automatically be assigned an Orange performance level for the Suspension Rate Indicator.
- **School:** Select your school of choice. When reviewing student-level data for all schools within the LEA, deselect all charter schools. (Charter schools are considered LEAs under LCFF and therefore their data are not included in the LEA count.)
- **Grade:** Select '01–First Grade' through '12 –Twelfth Grade' and 'KN–Kindergarten'
- **Enrollment Status:** Select '10–Primary enrollment' *and* '30–Short term enrollment'
- **Incident Result Code:** Select '100 – Out-of-School Suspension' and '110 – In-School Suspension'
- **Student Groups:** To view data for a specific student group, use the available filters, as shown in Figure 21 from left to right: Ethnicity/Race, Socio-Economically Disadvantaged, Students with Disabilities, English Language Acquisition Status, Foster Youth, and Homeless Program Eligible
- Use the default for the remaining filters not listed above. After selecting all the filters, click on View Report.

Once you run 7.12, you will be able to view discipline data by individual students as seen in the sample reflected in Table 20 below. Note that this report has many fields and the table below shows only the most relevant information.

Table 20: Report 7.12 – Student-Level Results

School Name	SSID	Student Name	Incident Result Code	Duration Days
School 1	XXXXXXXXXX*	Student 1	100 - Out-of-School Suspension	2
School 1	XXXXXXXXXX*	Student 2	100 - Out-of-School Suspension	3
School 1	XXXXXXXXXX*	Student 3	110 - In-School Suspension	2

* Note the Xs in the SSID column are used as an example and do not reflect a student’s true SSID.

For the Dashboard, students are included in the suspension rate calculation *only if* they have been suspended within the same LEA (or school) for a cumulative total of **one full day within the academic year**. Report 7.12 provides the number of days that a student has been cumulatively suspended (see column labeled ‘Duration Days’ in the above table), which identifies a rough estimate of the number of students who will be included in the numerator of the suspension rate.

- For example, in the first row, the student had an out-of-school suspension for two days. Because this student had an aggregated suspension length of at least one full day, the student will be included once in the numerator of the suspension rate for the Dashboard. Conversely, if a student had one half-day (50 percent) out-of-school suspension within the LEA within the academic year, this student would NOT be included in the numerator of the suspension rate for the Dashboard.

Some Questions to Consider

After reviewing Report 7.10, here are some questions you may wish to consider:

1. Do the suspension counts for each offense seem accurate?
2. Do the total out-of-school suspensions and in-school suspensions counts seem reasonable?
 - Is the total too high? Or extremely low? Is your site submitting suspensions of any duration for all students?
 - What was the total last year in your local SIS? Comparing to prior year may help determine if the current year total is too high or too low. In most instances, the numbers remain fairly stable from year to year, although a local discipline policy change could cause the numbers to either increase or decrease.
 - If there are significant differences from prior year data, you should investigate the difference to confirm if an error occurred or if the difference truly reflects what occurred at the school site(s).

If the counts do not look accurate after reviewing 7.10, you can review individual student discipline data using 7.12 to correct errors – as long as the EOY3 amendment window has not closed.

How to Reconcile Your CALPADS Data Against Your Local Student Information System Data

Sometimes, local SIS data are not uploaded correctly into CALPADS. When this occurs, incomplete CALPADS data are used to calculate state indicators for the Dashboard. Therefore, during the EOY3 submission window, LEAs should compare local SIS data against the uploaded CALPADS data, especially *before* certifying that the data is accurate.

Once the discipline data are uploaded, LEAs should review the aggregate counts in CALPADS Reports 7.10 and 7.12. If they do not match your local SIS data, you can: (1) de-certify, (2) update the data, and (3) re-certify – *don't forget this last step!*

You can re-certify your CALPADS data as long as the *amendment window has not yet closed*. As a reminder, the following CALPADS data file and fields are used to collect discipline data:

Data File: Beginning in 2019–2020, the following new student incident files were implemented:

- SINC: Student Incident
- SIRS: Student Incident Results
- SOFF: Student Offense

Data Fields: Only two discipline actions are counted in the calculations for the suspension rate for the Dashboard, which are derived from field #19.14 (Incident Result Code) within the SIRS file.

Student Incident Result Code	Suspension Type
110	In-school suspension
100	Out-of-school suspension

Why Dashboard Data May Not Match Your CALPADS Report

In some cases, the data in the CALPADS reports may not match the data reported on the Dashboard. This may be due to the following reasons:

- Discipline data used for the Dashboard is pulled from the EOY certified snapshot reports. Therefore, any updates made to the discipline records after the amendment window closes will not be reflected in the Dashboard.
- Charter schools are not included in the LEA counts because they are treated as LEAs under LCFF. Check to ensure that these schools are filtered out.
- Non-Public Schools (NPS), adult schools, and private schools are not included in the LEA counts and should be filtered out when running LEA-level reports.
- Beginning in 2020–2021, **all** SWDs are included in their district of residence’s Dashboard report. The new “District of Residence” rule applies at the LEA-level only. The district of residence is recorded as the ‘District of Special Education Accountability’ (field #14.16; file SPED) in CALPADS. As a result, this may cause differences in the counts at the LEA-level. Information on how to determine which students’ data in your LEA are being attributed to another entity, and which students’ data in another entity are being attributed to your LEA, are detailed in the **District of Residence** section towards the end of this handbook.

Because different rules are used to generate the CALPADS reports versus the Dashboard reports, the numbers may not match 100 percent. However, if the correct filters are applied when running the CALPADS reports, the numbers should be close enough to inform you whether the data you will certify are accurate.

What if Your Data is Incorrect on Dashboard Preview Site?

The Dashboard LEA private preview occurs each November. The preview is only accessible to Dashboard Coordinators, Secure Accountability Coordinators, and CALPADS LEA Administrators.

If the data on the Dashboard preview site does not match the data in CALPADS Reports 7.10 and 7.12, it is too late to make corrections in CALPADS. Any corrections made to CALPADS after the amendment window will not be reflected on the Dashboard preview/public site. Once you certify your data and the CALPADS amendment window has closed, **there are no more opportunities to update** your Dashboard data. As discussed in the Introduction, the CDE will not extract new data from CALPADS to update the

Dashboard. As a result, it is good practice to monitor and review your CALPADS Reports and note the certification and amendment window timelines. However, the Dashboard Coordinator can make use of the optional narrative section in the Dashboard where explanations of data errors/discrepancies can be provided to Dashboard viewers.

Other Sources

Additional information on the suspension rate is available at the following CDE web pages:

- The **Five-by-Five Suspension Rate Placement Report** identifies the performance color that an LEA, school, and student group received on the Dashboard, as well as the suspension rate data used to calculate the indicator. This report is available on the School Dashboard Additional Reports and Data web page at <https://www6.cde.ca.gov/californiamodel/>.
- The **Dashboard Technical Guide** provides detailed information on the calculation methodology and rules used to produce the Suspension Rate Indicator. The guide is available on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.
- The **CALPADS System Documentation** provides detailed information on CALPADS and the steps needed to use the system. This documentation is available on the CDE CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>.

District of Residence Rule: Applies to All Dashboard State Indicators

What is the District of Residence Rule?

For most student groups, the LEA in which a student resides will be the same LEA in which the student receives the majority of his or her instruction. However, students with disabilities (SWDs) often receive services outside their “district of residence.” The district of residence (also known as the “District of Special Education Accountability” [DSEA]) may be unable to provide the full range of special education services that the student requires and will often enter into a Memorandum of Understanding (MOU) with another LEA or county office of education to provide these services. Which entity, then, is held accountable for the outcomes of the student, as reported on the Dashboard?

Which Entity is Accountable for Students with Disabilities?

In prior years, for the Academic Indicator only, the district of residence was held accountable for only those SWDs who received services from a special education school in another LEA or a non-public school (NPS).

Beginning in 2020–2021, the district of residence rule will be expanded to include all state indicators. This means that the state indicator data for **all SWDs** who receive special education services at another district, county office of education, or NPS will be “sent back” to the district of residence (i.e., the DSEA), and included in that LEA’s Dashboard. This ensures that the LEA that receives federal funding—under the Individuals with Disabilities Education Act—for a student will be held accountable for the outcomes of that student. Table 21 below provides a student example.

Table 21: District of Residence Student Example

Student	Galaxy Unified	Moon Unified	Which LEA is Held Accountable?
Sophia is an SWD student who resides in Galaxy Unified.	Because the LEA cannot provide the appropriate special education services to Sophia, Galaxy Unified enters into an MOU with Moon Unified.	Sophia attends Moon Unified. The LEA provides the majority of instruction to her. While attending this LEA, Sophia is suspended for two full days.	Although the suspension occurred at Moon Unified, Galaxy Unified is held accountable because it is Sophia’s district of residence. Galaxy Unified will receive Sophia’s two full suspension days in their suspension rate indicator for the Dashboard.

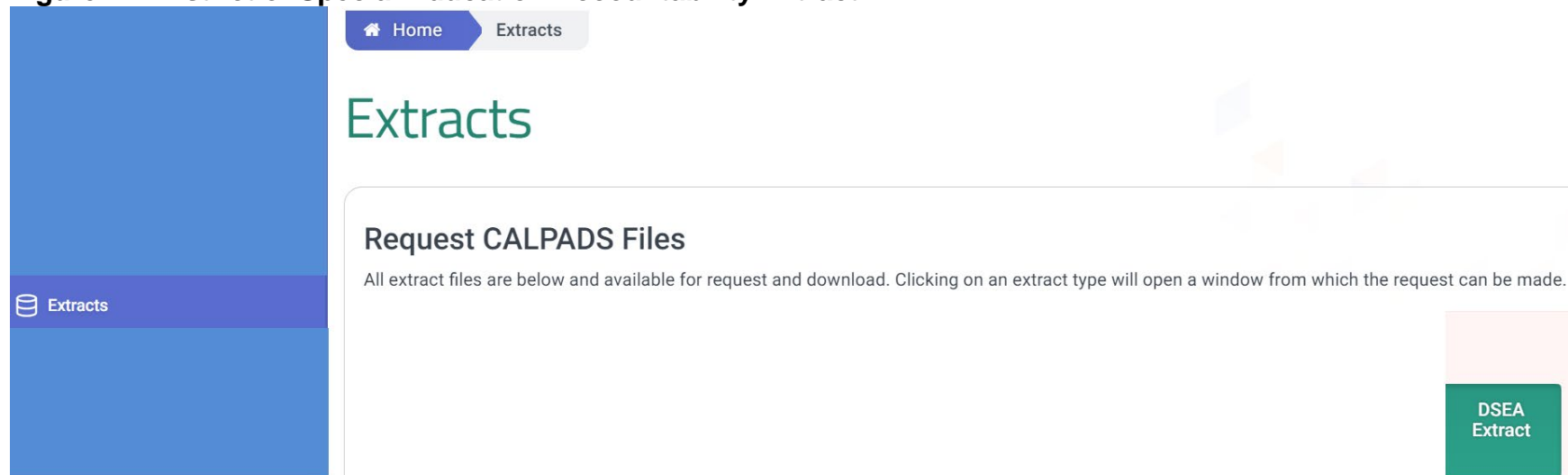
Please note that, at the **school level**, the school of attendance (which includes charter schools) will continue to be held accountable for the student’s performance.

How to Confirm Which Students Your LEA are Accountable for

The district of residence is recorded as the 'District of Special Education Accountability' in CALPADS in the Special Education (SPED) file (field #14.16).

LEAs can confirm which students' data are being: (1) sent to other entities, and (2) attributed to their LEA by another entity by requesting an extract that identifies students flagged with the "DSEA" field. This extract can be downloaded directly from CALPADS. Figure 22 below and the steps following it identifies the download process. (Refer to Appendix B for the figure's descriptive text.)

Figure 22: District of Special Education Accountability Extract



Under the left navigation pane, select "Extracts." A "Request CALPADS Files" will appear in the middle of your screen and notes all the extract files that are available for request and download. Select the "DSEA Extract" available to the right.

Next, a "Request DSEA Extract" will appear allowing LEAs to submit a request to download the file. At the "Submitted Extracts" page, select the download button. For complete steps on how to request and download the DSEA file, see the CALPADS User Manual District of Special Education Accountability (DSEA) Extract web page at <https://documentation.calpads.org/Extracts/DSEAAExtract/>.

Once the file has been downloaded, you can also follow the specific guidance provided in the aforementioned CALPADS User Manual DSEA Extract web page on how to convert the downloaded .txt file to Excel and using their suggested Excel template.

After you open the Excel file, you can use the Record Layout that is also available on the CALPADS User Manual DSEA Extract web page to access the definitions of each field. Of all the fields in the file, the ‘Accountability Attribution Indicator’ and the ‘SPED-District of Special Education Accountability’ will help you determine which SWDs your LEA is held accountable for on the Dashboard. These two fields are outlined in red in Table 22 and further detailed below the table. (Note that this table displays only a portion of all the fields available in the Excel file.)

Table 22: District of Special Education Accountability File Results

Academic Year	Accountability Attribution Indicator	SSID	SENR - Reporting LEA	SENR - School of Attendance	SENR -Grade Level Code	SENR - Enrollment Status Code	SENR - Enrollment Start Date	SENR - Enrollment Exit Date	SENR- Student Exit Reason Code	SENR - School Completion Status	SPED- District of Special Education Accountability
2019–2020	Sending	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1212345

- **Accountability Attribution Indicator:** This field identifies which LEA the student’s data is being attributed to. It will have:
 - “Sending” if your LEA *is not the DSEA*. (The LEA that downloaded the DSEA file does not match the county-district code identified in the “SPED-District of Special Education Accountability” field.) This means that your LEA is *not accountable* for the student on the Dashboard.
 - “Receiving” if your LEA *is the DSEA*. (The LEA that downloaded the DSEA file matches the county-district code identified in the “SPED-District of Special Education Accountability” field.) This means that your LEA *is accountable* for the student on the Dashboard.

- **SPED – District of Special Education Accountability:** This field identifies the county-district code (or LEA) that is held accountable for the SWD for the Dashboard.

Other Sources

Additional information on the district of residence is available on the following CDE CALPADS Communication web pages:

- CALPADS Flash #161: <https://www.cde.ca.gov/ds/sp/cl/calpadsupdf161.asp>
- Reporting Data for Students with Disabilities: <https://www.cde.ca.gov/ds/sp/cl/swdreporting.asp>. This web page provides the most common scenarios for determining which LEA is responsible for reporting SWD data and which LEA is held accountable on the Dashboard.

The **CALPADS User Manual** identifies the steps an LEA can take to extract which students are flagged with the DSEA field from CALPADS. The user manual is available on the CALPADS documentation web page at: <https://documentation.calpads.org/Extracts/DSEAExtract/>.

The **Dashboard Technical Guide** further defines the district of residence rule as it relates to the Dashboard. The guide is available on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.

Academic Indicator English Language Arts/Literacy and Mathematics (Dashboard Grades 3–8 and Grade 11)

The Academic Indicator is based on results from the California Assessment of Student Performance and Progress (CAASPP), which include the Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for grades three through eight and grade eleven. These results are received from the testing vendor, and as a result, there are no associated CALPADS Reports for this indicator.

However, LEAs are reminded that CALPADS information is used for multiple purposes in the Academic Indicator, including: (1) the demographic data to make student group determinations, (2) the enrollment data to determine testing windows for the participation rate, and (3) the enrollment data to determine continuous enrollment for the calculation of Distance from Standard. Therefore, it is imperative that these data are reviewed for accuracy before they are submitted in CALPADS.

To review more information on the Academic Indicator and the business rules used to produce this indicator, please access the Dashboard Technical Guide which is posted on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.

English Learner Progress Indicator (ELPI) (Dashboard Grades 1–12)

The ELPI uses English Language Proficiency Assessments for California (ELPAC) Summative Assessment results to determine English learner (EL) progress towards English language proficiency. The ELPAC Summative Assessment results are obtained from the testing vendor, and as a result, there are no associated CALPADS Reports for this indicator.

However, LEAs are reminded that CALPADS information is used to process the ELPAC participation data used for the ELPI, including: (1) the enrollment data to determine if a student was enrolled during the ELPAC testing window and (2) the English Language Acquisition Status (ELAS) to determine a student's most current English learner status. Therefore, it is imperative that these data are reviewed for accuracy before they are submitted in CALPADS.

To review more information on the ELPI and the business rules used to produce this indicator, please access the Dashboard Technical Guide which is posted on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/>.

Appendix A

This appendix provides additional information on some of the topics discussed throughout this handbook.

College/Career Indicator

College Course Measures Codes

CCI Measure	Field Number in CALPADS	Starting in 2019–2020	Prior to 2019–2020
College Credit Courses	9.07	<p>CALPADS Field #9.07 (CRS-State Course Code) is used CCI College Credit Courses.</p> <p>Starting in 2019–2020, the following codes are used for Academic College Credit Courses:</p> <ul style="list-style-type: none"> • 9020: College Credit Course – Visual Arts • 9082: College Credit Course – Dance • 9096: College Credit Course – Theatre • 9120: College Credit Course – English • 9154: College Credit Course – World Language • 9200: College Credit Course – History/Social Science • 9227: College Credit Course – Other • 9273: College Credit Course – Mathematics • 9303: College Credit Course – Music • 9358: College Credit Course – Science 	<p>CALPADS Field #9.07 (CRS-State Course Code) is used CCI College Credit Courses.</p> <p>Prior to 2019–2020, the following codes were used for Academic College Credit Courses:</p> <ul style="list-style-type: none"> • 2190: Dual Enrollment College Course – English Language Arts • 2290: Dual Enrollment College Course – Foreign Languages • 2490: Dual Enrollment College Course – Mathematics • 2690: Dual Enrollment College Course – Science • 2790: Dual Enrollment College Course – History/Social Science • 2890: Dual Enrollment College Course – Visual or Performing Arts • 6090: Dual Enrollment College Course – Other

CCI Measure	Field Number in CALPADS	Starting in 2019–2020	Prior to 2019–2020
		<ul style="list-style-type: none"> The 7000-8999 codes are used for CTE College Credit Courses <p>Course Section Instructional Level Code [Field #9.19] of “23-College and Credit only” and “24 – Dual Credit” must be selected in conjunction with 7000-8999 codes to be counted</p> <p>CALPADS Data Field #10.18 (Student Course Final Grade): A+, A, A-, B+, B, B-, C+, C, C-, P (passing)</p>	<ul style="list-style-type: none"> The 7000-8999 codes were used for CTE College Credit Courses <p>Non-Standard Instructional Level Code [Field #9.19] of “16 – College Credit” must be selected in conjunction with the 7000-8999 codes to be counted</p> <p>CALPADS Data Field #10.18 (Student Course Final Grade): A+, A, A-, B+, B, B-, C+, C, C-, P (passing)</p>
Leadership /military science	9.07	CRS-State Course Code #9373	CRS-State Course Code #2505
CTE Pathway Completion	11.14	CTE Pathway Completion Academic Year ID on the SCTE file	CTE Pathway Completion Academic Year ID on the SCTE file

Academic Term Types Currently Adopted for the College Credit Courses Measure

Marking Period	Term Type
Q1	First Quarter
Q2	Second Quarter
Q3	Third Quarter
Q4	Fourth Quarter
S1	First Semester
S2	Second Semester
T1	First Trimester
T2	Second Trimester
T3	Third Trimester
SS	Summer
FY	Full Year

Note: 1. One full summer session is equivalent to one quarter.
2. One full-year term is equivalent to one semester term
3. The following combination of term types equals *one year* of course work for college credit:

- 3 quarter term courses
- 3 trimester term courses
- 2 semester term courses

Academic Terms Types Currently Adopted for the Leadership/Military Science Measure

The CCI criteria for leadership/military science is determined by counting the term types. At least two years of leadership/military science is required for a student to be placed in the approaching prepared CCI level. (To be placed in, a student must meet additional criteria).

The following term type combinations equal *two years* of course work for leadership/military science:

- 2 full-year term courses
- 6 quarter term courses
- 6 trimester term courses
- 4 semester term courses

Appendix B

Descriptive Text for Images in the Handbook

This section contains the descriptive text to some of the images presented throughout this handbook that could not be fully described above or below the image. This section is being included to ensure accessibility to individuals with disabilities as required by Section 508 of the federal Rehabilitation Act of 1973.

Figure 1: This image is the Login page. It contains spaces for the user to enter in their Username and Password. It also contains a checkbox so that the user can agree to the following: “By clicking the checkbox, I agree to abide by the terms and conditions of usage and accept all ramifications of the policies.” Once the checkbox is selected, the user can select the Login button.

Figure 2: This image reflects the CALPADS Welcome page where an LEA can access the reports mentioned throughout this handbook. If the navigation pane is not available after logging into CALPADS, the hamburger menu located at the top left should be selected. This will give LEAs access to select ‘Reports.’ Following that, the LEA can select either ODS Reports, Snapshot Reports, or Accountability/Monitoring Reports.

Figure 22: This image illustrates how to extract a data file from CALPADS to access which students with disabilities are flagged with the ‘District of Special Education Accountability’ field. Under the navigation pane to the left on the Home page, the user should select Extracts. At this point, a ‘Request CALPADS Files’ section will appear to show which files are available for downloading along with the following information: “All extract files are below and available for request and download. Clicking on an extract type will open a window from which the request can be made.” To extract the District of Special Education Accountability information, the LEA should select the DSEA Extract button that appears to the right.