# 2022 Dashboard Technical GuideSUSPENSION RATE INDICATOR

A Kindergarten through Grade Twelve Indicator

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](https://www.cde.ca.gov/dashboard%22%20%5Co%20%22CA%20School%20Dashboard%20and%20System%20of%20Support%20web%20page)

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### About this Mini-Guide, Resources, and Contacts

#### About this “Mini-Guide”

In prior years, the California School Dashboard (Dashboard) Technical Guide was offered as one large downloadable file consisting of over 260 pages. Beginning with the 2022 Dashboard, the guide has been divided into multiple sections (or mini-guides) to allow viewers to download only the topics of interest. However, to ensure that you do not **miss important information and business rules** pertaining to the entire Dashboard, we encourage you to review as many of these mini-guides as possible:

* Access the full guide through the California Department of Education (CDE)2022 Dashboard Technical Guide web page at [https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp.](https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp%22%20%5Co%20%222022%20Dashboard%20Technical%20Guide%20web%20page)

#### Resources

* The new **Suspension Rate Indicator** **web page** (<https://www.cde.ca.gov/ta/ac/cm/dashboardsusp.asp>) offers all resources related to this state indicator.
* The **Dashboard Communications Toolkit** (<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>) was developed to support local educational agencies (LEAs), parents and communities bring the 2022 Dashboard closer to home.
* The **Dashboard Resources** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp>) contains general and technical information, tools for educators, translations, and downloadable data files.

#### Contacts

Questions about:

* State Indicators (Academic, College/Career, Chronic Absenteeism, English Learner Progress, Graduation Rate, and Suspension Rate), contact the Analysis, Measurement, and Accountability Reporting Division by email at Dashboard@cde.ca.gov.
* Logging onto the Dashboard, registering as an LEA Dashboard Coordinator, uploading local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by e-mail at lcff@cde.ca.gov.
* California’s System of Support (Differentiated Assistance and Comprehensive School Support), contact the System of Support Office (SSO) by e-mail at CASystemofSupport@cde.ca.gov.
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at calpads-support@cde.ca.gov.

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### 2022 Dashboard

#### Requirement to Restart Accountability

For the past two school years, the accountability requirements for California were waived or adjusted due to the impact of the COVID-19 pandemic on education communities. However, the requirements to hold LEAs and schools accountable for student outcomes has resumed with the 2021–22 school year and the release of the 2022 Dashboard.

Due to the restrictions imposed by Assembly Bill 130, the CDE is required to **only** report **current year data** (or **Status**) for the 2022 Dashboard. Therefore, unlike in prior years, the 2022 Dashboard **does not** display the difference from prior year (also known as Change) or performance level colors. With the reporting of Status only for the 2022 Dashboard, performance levels are reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low). These levels are reported for all state indicators except for the College/Career Indicator, and the data are based on information submitted by LEAs to the CDE for students enrolled during the **2021–22 school year.** (Next year, Change and performance level colors will be reported within the 2023 Dashboard.)

With the adjustment to report only Status levels, the CDE has revised the design of the Dashboard from the typical color gauges (i.e., Red, Orange, Yellow, Green, and Blue) to using “cell phone bars” to reflect the five Status levels. Refer to Figure 1 below and refer to [Appendix A](#AppendixA) for the descriptive text.

**Figure 1: Five Status Levels Represented through “Cell Phone Bars”**



**Reverse Goal:** For most of the other state indicators, the desired outcome is to have a high percentage in the current year and an increase in percentage from the prior year. However, for the Suspension Rate Indicator, the desired outcome is reversed, and the goal is to achieve a low suspension rate and a decrease in percentage from the prior year.

Due to this reverse goal, the Status level associated with the “cell phone bars” for the Suspension Rate Indicator on the 2022 Dashboard is reversed as illustrated in Figure 2 below. Refer to [Appendix A](#AppendixA) for this figure’s descriptive text.

**Figure 2: Chronic Absenteeism and Suspension Rate: Reverse Status Levels**



### Introduction

#### What is this Indicator?

The Suspension Rate Indicator is one of several state indicators that the CDE reports on the Dashboard (<http://www.caschooldashboard.org/>). It represents the percentage of unduplicated students who were suspended for an aggregate total of one full day anytime during the school year. (Unduplicated means that even if a student is enrolled multiple times within a school or district, the student is only counted once in the denominator.)

**What is a “Suspension”?** Suspension is a form of school discipline that temporarily removes students from a class or from school due to behavior incidents (or events). While LEAs submit various suspension (or discipline) data into the California Longitudinal Pupil Achievement Data System (CALPADS), for purposes of calculating this indicator for the Dashboard, only **“in-school” and “out-of-school” suspensions** are counted in the numerator of the suspension rate; this includes teacher suspensions.

#### Reverse Goal

As noted earlier, the goal of this indicator is reversed compared to most of the other state indicators. The desired outcome is to achieve a low suspension rate.

#### Who is Held Accountable for this Indicator?

***All*** LEAs and schools with students in ***kindergarten through grade twelve*** with **30 or more students enrolled for at least one day anytime within the school year** will be held accountable for this indicator. **Note:** Accountable means that the data will be used to determine LEAs and schools eligible for support (i.e., Differentiated Assistance at the LEA level and Comprehensive Support and Improvement/Additional Targeted Support and Improvement at the school level).

Students in transitional kindergarten are part of the kindergarten grade level and are included in the enrollment counts for the suspension rate.

**Less than 30 Students:**

* While the Dashboard does report data (i.e., Status) for **11 to 29 students**, it is not used to determine eligibility for LEA and school support and are reported for informational purposes only. Note that in these instances, a Status level (i.e., “cell phone bars”) is not displayed on the Dashboard.
* Both Status and Status levels (i.e., “cell phone bars”) are not displayed on the Dashboard for **less than 11 students** to protect these students’ privacy and therefore LEAs, schools, and student groups with less than 11 students are not held accountable.

More information on when LEAs and schools are held accountable is available in the Introductory section for this guide “California’s Accountability System and the Dashboard,” which is available on the CDE web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

#### What is the Data Source?

Discipline incidents (or events) committed by students are recorded by LEAs in the CALPADS. These discipline incidents are taken from the **Student Incident (SINC) and Student Incident Result (SIRS) files**. The base of students that determines the denominator of the suspension rate are those students who are cumulatively enrolled at the school or LEA. Enrollment data is taken from the CALPADS Student Enrollment (SENR) file.

All files are part of the CALPADS End-of-Year 3 data collection.

#### Differences between DataQuest and Dashboard

Suspension rate data are reported on both the Dashboard and DataQuest. However, because different business rules are applied during the calculation process, differing rates may be reported. This section explains these differences.

##### Suspension Lengths: Aggregated versus Non-Aggregated

In DataQuest, students who have any suspensions—regardless of the length of the suspension—are included in the calculation of the suspension rate. For example, a student with one partial day suspension would be counted in the numerator of the suspension rate.

However, in the Dashboard, students are only included in the suspension rate if they have an aggregated suspension of at least one full day (i.e., their total suspension value equals 1.0 or more). For example, if a student had two suspensions occurring on two different days totaling 0.65, the student would not be included in the numerator of the suspension rate for the Dashboard.

##### Inclusion of Students Who Attend Nonpublic, Nonsectarian Schools (NPS)

Another difference between DataQuest and the Dashboard is the inclusion of students who attend an NPS. In DataQuest, these students are included. For the Dashboard, students with disabilities (SWDs) at a NPS school who have a District of Special Education Accountability (DSEA) are included. Otherwise, they are excluded.

##### Inclusion of Charter Schools

In DataQuest, charter schools are included in their authorizer’s report, although they can be filtered out. In contrast, charter schools are treated as LEAs under the Local Control Funding Formula (LCFF) and are not included in their authorizer’s report for the Dashboard.

##### District of Residence Rule

For the Dashboard, the data outcomes for SWDs are “sent back” to their district of residence. Therefore, the district where the student geographically resides is held accountable for their absences and if the student is chronically absent, then that SWD will be included in the district of residence’s Chronic Absenteeism Indicator. (For further information on this rule, see the section of “Application of the District of Residence Rule” in the next section below.)

### Suspension Rate Rules

#### What’s New Since the 2019 Dashboard?

Because the last reporting of the Suspension Rate Indicator occurred with the 2019 Dashboard, this section identifies new changes for this indicator on the 2022 Dashboard.

##### Application of the District of Residence Rule

Students with disabilities often receive services outside of the district where the student geographically resides if the district – also known as the *district of special education accountability (DSEA)* – is unable to provide the full range of special education services that the student requires. In these instances, the DSEA will enter into a Memorandum of Understanding (MOU) with another LEA or county office of education so that the services can be provided to the SWDs.

To ensure that the DSEA (which receives federal funding—under the Individuals with Disabilities Education Act—for their SWDs) is held accountable for the outcomes of their students, beginning with the 2022 Dashboard, all SWD results are “sent back” to the DSEA and included in the DSEA’s 2022 Dashboard. This means that the DSEA is held accountable for all the data generated by the student (e.g., assessment results, suspensions, absences, graduation, course completion, and so on). For further information, please view the Introductory section for this guide “California’s Accountability System and the Dashboard,” which is available on the CDE web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp> and the “Changes to the District of Residence Rule for Students with Disabilities” flyer posted on the CDE web page at <https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule.pdf>.

##### Small Student Populations and Three-by-Five- Colored Tables – Not Applied for 2022

In prior Dashboard reporting years, a separate methodology was applied to LEAs, schools, and student groups with small student populations as they were subject to larger swings in data due to their smaller n-size compared to larger student populations. This separate methodology—known as the “Three-by-Five”—removes both the “Increased Significantly” and “Declined Significantly” **Change levels** thereby limiting the large swings in the **Change data** that can be triggered by just a few students.

Because the Three-by-Five methodology is founded on the removal of the “Increased Significantly” and “Declined Significantly” Change levels, this methodology **will not be applied** for the 2022 Dashboard as Change is not calculated this year. This methodology will be applied next year as Change will be calculated and used to determine performance level colors for the 2023 Dashboard.

##### Automatic Assignment of a “High Status Level”

In prior Dashboard reporting years, LEAs and schools were automatically assigned an Orange performance level color for the Suspension Rate Indicator if they ***did not submit*** suspension (or discipline) data in CALPADS for the most current or prior year. Furthermore, LEAs and schools that submitted but ***did not certify*** their suspension (or discipline) data could not receive a performance level color higher than Orange. Because performance level colors are not reported on the 2022 Dashboard, an adjustment has been made to this rule to use the “High Status” level instead of an Orange performance level.

The automatic assignment of an Orange performance level will be applied next year with the return of determining performance level colors for the 2023 Dashboard.

#### Which Students Are Included in the Suspension Rate?

###### Denominator

The denominator of the suspension rate consists of students who were enrolled for **at least one day** **at any time** **during the school year,** which is also known as “cumulative enrollment.” The total number is an unduplicated count meaning that even if a student is enrolled multiple times within a school or district, the student is only counted once in the denominator.

* *Example1*: A student who enrolled in a school on March 7 and transferred out of the school on March 10 would be included in the suspension rate denominator.
* *Example 2*: A student at Gemstone Middle:
	+ Enrolled on November 5 and transferred out of the school on December 12
	+ Re-enrolled at Gemstone Middle on April 5 and then transferred out on April 30
	+ Re-enrolled a third time at the same school on May 20 and stayed at Gemstone Middle until the end of the school year.

Although the student enrolled multiple times at the same school, the student would be included only once in the suspension rate denominator.

If a student is enrolled in **multiple schools within a district** during the academic year, the student is counted once in the denominator of the suspension rate at each school, and only once in the district’s denominator.

Students in the CALPADS SENR file who meet the following **three denominator criteria** are included in the denominator:

1. Have a grade level of kindergarten (K) through twelve (12) as this indicator includes all students in K–12. Note that students in transitional kindergarten are part of the kindergarten grade level and are included in the enrollment counts for the suspension rate.
2. Have at least one day of enrollment at any time during the academic year (July 1 to June 30), and
3. Have a CALPADS primary (status code 10) or short-term (status code 30) enrollment record within the academic year. Students enrolled under other enrollment types (e.g., secondary enrollments) are excluded.

District of Residence

At the **LEA-level** **only,** SWDs may also be included in the denominator if they have a **District of Special Education Accountability (DSEA)** in the CALPADS SPED file (field #14.16). These SWDs are included only if they meet the three denominator criteria bulleted above.

* *Example:* Jade Unified sent Troy, a grade nine student, to Turquoise County Office of Education (COE) to ensure that he received appropriate Special Education services. During the academic year, Troy was enrolled at Turquoise COE during October 1 to May 5, had a primary enrollment record, and was suspended once for half a day (0.5). The DSEA field in CALPADS (SPED file; field #14.16) identified Jade Unified as the DSEA. Because Troy met the three denominator criteria while at Turquoise COE, he is included in the denominator of Jade Unified’s suspension rate. However, he is excluded from the numerator because his total suspension length was a half a day.

Note that LEAs can confirm which of their SWDs’ data are (1) sent to other entities and (2) attributed to their LEA by another entity by requesting an extract that identifies which students are being sent or attributed based on the County-District Code in the DSEA field. This extract can be downloaded directly from CALPADS and is accessible by CALPADS LEA Administrators.

For complete steps on how to request and download the DSEA extract, please refer to the CALPADS User Manual District of Special Education Accountability (DSEA) Extract web page at <https://documentation.calpads.org/Extracts/DSEAExtract/#district-of-special-education-accountability-dsea-extract>. You can also review information on the DSEA in the CALPADS to Dashboard Handbook at <https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp#handbookcalpads>.

###### Numerator

In-School and Out-of-School Suspensions

Only students with **“in-school” and “out-of-school” suspensions are counted** as “suspended” and included in the numerator of the Suspension Rate Indicator. Note that “in-school” suspensions are when the principal or the principal’s designee assigns a student to a “supervised suspension classroom,” which includes teacher suspensions.

While LEAs also submit expulsion data in CALPADS as part of the discipline data collection, expulsion data is not included in the calculation of the suspension rate. Table 1 on the following page identifies the “in-school” and “out-of-school” CALPADS suspension codes.

**Table 1: CALPADS Discipline Codes Used for the Suspension Rate Indicator**

| **CALPADS Discipline Action** **Category Code** | **Suspension Type** |
| --- | --- |
| 110 | In-school suspension |
| 100 | Out-of-school suspension |

Aggregate Suspension of One Full Day

**Only students with an aggregate suspension of one full day are counted in the suspension rate numerator.** Beginning in 2018–19, LEAs were required to report all increments of suspension for all students (see the next section on “CALPADS Reporting Rules”). Because students can have varying suspension length totals, the CDE aggregates all suspensions to determine each student’s total suspension:

* For example, two half-day suspensions would be counted as a full day suspension since the two half-days total a full day: 0.5 + 0.5 = 1.0.

The following rules are used, **for purposes of the Dashboard only,** to determine which students are included (or excluded) in the suspension rate:

* Students who have an aggregate suspension of **one full day** (i.e., their total suspension value equals 1.0 or more) are ***included*** in the numerator.
	+ Note that students who have an aggregate suspension of **one full day** (i.e., the total suspension value equals 1.0 or more) at ***any time*** during the school year, including **the last day of school**, are ***included*** in the numerator.
* Students who have an aggregate suspension of **less than a full day** (i.e., their total suspension value was less than 1.0) are ***excluded*** from the numerator.
* A student who has **multiple suspensions** (i.e., suspended multiple times) is counted in the numerator **only once** as long as the aggregate suspension is **one full day or more** (i.e., total suspension value equals 1.0 or more).
* A student who has **multiple suspensions** across **multiple schools** **in the same LEA** is ***included*** in the numerator if the aggregate suspension (based on all suspension lengths in each school) is **one full day or more** (i.e., total suspension value equals 1.0 or more). For example:

Katya was enrolled in three different high schools in the same LEA. She was suspended in each high school on different days:

* + *School 1:* Suspension Increments: 0.25 and 0.8
	+ *School 2:* Suspension Increments: 0.1, 0.5, and 0.3
	+ *School 3:* Suspension Increments: 0.5 and 0.5

At the LEA-level, Katya’s total suspension length is:

0.25 + 0.8 + 0.1 + 0.5 + 0.3 + 0.5 + 0.5 = 2.95

Because Katya’s total suspension length was more than 1.0 days, she is included once in the numerator of the district’s suspension rate. (She is also included in the numerator of School 1 and School 3’s suspension rates because the total suspension length equals 1.0 or more at each school. She is not included in the numerator for School 2 because the total suspension length is less than 1.0 [i.e., 0.1 + 0.5 + 0.3 = 0.9].)

When calculating the suspension total for each student, **rounding is not used**. For instance:

* If a student’s suspension increments were 0.20, 0.25, 0.1, and 0.4, then the student’s aggregate suspension is:

0.20 + 0.25 + 0.1 + 0.4 = 0.95

The student’s suspension is not rounded to 1.0. Because this student’s suspension is less than one full day, this student will not be included in the numerator of the suspension rate.

Table 2 below contains multiple student scenarios to help further clarify when students are included or excluded in the suspension rate calculation.

**Table 2: Student Examples**

| **Example** | **Scenario** |
| --- | --- |
| **Same School** | Within one academic year, Student A was suspended five different times within his/her school. Each suspension was for a full day. Student A would be counted only once in both the numerator and denominator of the suspension rate. |
| **Same School with Multiple Enrollments** | Within one academic year, Student A: * Enrolled at School 1, was suspended twice (each for a full day), and then exited the school, and
* Re-enrolled at School 1, was suspended once (for a full day), and exited the school.

Student A would be counted as being suspended only once at School 1 (i.e., the student would be counted only once in both the numerator and denominator of the suspension rate) even though the student transferred in and out of the school.  |

**Table 2: Student Examples (Cont.)**

| **Example** | **Scenario** |
| --- | --- |
| **Different Schools within One LEA** | Within one academic year, Student A was enrolled at three different schools within one LEA. In each school, Student A was suspended:* Five times at School 1 (which equaled 3 full day suspensions),
* Twice at School 2 (which equaled 1 full day suspension), and
* Twice at School 3 (which equaled 2 full day suspensions)

Student A would be counted as being suspended once in each of the three schools and only once in the LEA (i.e., the student would be counted only once in both the numerator and denominator of the suspension rate). |
| **Different LEAs** | Within one academic year, Student A was enrolled in two separate LEAs. In each LEA, Student A was suspended in more than one school:**LEA 1:*** One full day suspension at School 1, and
* Two full day suspensions at School 2

**LEA 2:*** One full day suspension at School 3, and
* One full day suspension at School 4

Student A would be counted as being suspended once in each of the four schools (i.e., Schools 1 through 4) and once in each LEA (i.e., LEA 1 and LEA 2). That is, the student would be counted only once in both the numerator and denominator of the suspension rate. |

###### CALPADS Reporting Rules for Suspension (Discipline)

In November 2018, the CALPADS Office published Flash 145, which detailed the business rule changes for suspension (discipline) data beginning with the 2018–19 school year. This flash:

* Defined what discipline data needed to be submitted,
* Reminded LEAs that they **must** report ***all*** suspensions, regardless of the length of suspension. In CALPADS, LEAs can submit **decimal values** for the length of suspensions.
* RemindedLEAs that they are required to report suspension and expulsion data for students attending *Nonpublic, Nonsectarian Schools (*NPS). Note that NPS do not receive a Dashboard. At the LEA-level, SWDs at a NPS school who have a DSEA are included. Otherwise, they are excluded.

Furthermore, the flash offers guidance on what ***should not*** be submitted as suspensions:

* Reassignment to another education program or class at the same school, where the pupil will receive ongoing instruction,
* Referral to a certificated employee designated by the principal to advise pupils, or
* Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal’s designee.

These flashes discuss the disabling of the former Student Discipline (SDIS) file in February 2020 and the addition of three new discipline files:

* Student Incident (SINC) File,
* Student Incident Result (SIRS) File, and
* Student Offense (SOFF) File

We encourage Accountability Coordinators to be informed of any changes to CALPADS through the review of CALPADS Flashes and to continue to work closely with their CALPADS LEA Administrators to ensure accurate reporting of discipline data.

#### Calculation Formula for Status

The suspension rate calculation for Status is based on the unduplicated number of students suspended within the 2021–22 school year. The formula is noted below:

**Suspension Rate Formula**

Number of Unduplicated Count of Students with an Aggregate Suspension of

at Least One Full Day

**divided by**

Cumulative Enrollment\* Multiplied by 100

\* See earlier section that discusses cumulative enrollment.

#### Status Cut Scores

Multiple data simulations revealed that suspension data vary widely by LEA type (elementary, high, and unified) and school type (elementary, middle, and high). For example, suspension rates are higher at the middle school level than at the elementary school level. Therefore, unlike other state indicators, which use only LEA-level distributions to set the cut scores for Status and Change, the Suspension Rate Indicator uses both LEA-level and school-level distributions.

Due to the simulation results, the suspension cut scores were approved and set by the SBE based on LEA and school type. This resulted in six different sets of cut scores for Status and Change:

* + Three sets based on LEA type distributions
	+ Three sets based on school type distributions
	+ For **K–12 schools**,the Status cut scores for ***unified school district*** is applied.

For further details on how a LEA or school “type” is determined, please view the Introductory section for this guide “California’s Accountability System and the Dashboard” available on the CDE 2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

Because **only** **Status** can be reported for the 2022 Dashboard, **only the Status cut scores** are applied to determine the **Status levels** for the 2022 Dashboard. Change cut scores are not applied. Change levels and performance level colors are not reported.

* To access the Status cut scores, please refer to the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>.
* To access Status, Change and performance colors that were used in prior Dashboard reporting, please refer to the CDE 2019 Five-by-Five Colored Tables web page at <https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables19.asp>.

#### Charter Schools and Single School Districts

**Both charter schools and single school districts are only held accountable for their school-level performance** because:

* Under the LCFF, charter schools are treated as districts.
* Under the Every Student Succeeds Act, single school districts are treated as schools.

Charter schools and single school districts could potentially receive two Dashboard reports: (1) an LEA report and (2) a school report. Since cut scores for the Suspension Rate Indicator were set and approved by the State Board of Education (SBE) separately for LEAs and schools, different performance levels could be reported for a charter school and single school districts. Such inconsistency would undermine the goal of developing one integrated local-state-federal accountability system. As a result, the SBE approved ***using only the school-level suspension rate cut scores* for charter schools and single school districts**.

#### Automatic Assignment of a High Status Level

In prior Dashboard reporting cycles, LEAs and schools were automatically assigned an Orange performance level for the Suspension Rate Indicator if they ***did not submit*** suspension (or discipline) data in CALPADS for the current or prior year. For LEAs and schools ***that submitted discipline data but did not certify***, they were also automatically assigned an Orange performance level**.**

* A Red performance level was assigned if the LEA or school’s own suspension data placed them at this performance color. In these instances, the LEA or school continued to receive a Red performance level and was not assigned an Orange.

Because only Status levels are reported on the 2022 Dashboard, this rule has been adjusted to the following:

* LEAs and schools are automatically assigned a **High Status** level if they ***did not submit*** suspension (or discipline) data in CALPADS for the 2021–22 school year.
* LEAs and schools are automatically assigned a **High Status** level if they ***submitted discipline data but did not certify*** the data in CALPADS for the 2021–22 school year.
	+ A **Very High** Status level is assigned if the LEA or school’s own suspension data places them at this performance level. In these instances, the LEA and school continues to receive a Very High level and is not assigned a High.

Note that because the goal is reversed for the Suspension Rate Indicator, the automatic assignment of a performance level is “High” and not “Low.”

The downloadable data files identify which LEAs or schools were assigned a High Status level. These data files can be accessed on the CDE Dashboard Resources web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp> - see Data Files tab. The “certifyflag” field identifies which LEAs and schools received an automatic High Status level.

#### School Dashboard and Additional Reports

Designed for educators, the School Dashboard Additional Reports and Data web page:

 <https://www6.cde.ca.gov/californiamodel/> offer information and data beyond what are reported on the Dashboard, including summarized views across all state indicators. One report specific to the Suspension Rate Indicator is the:

* **2022 Status Placement Report**: These reports help LEAs and schools quickly identify which one of the five Status levels all student groups achieved on the state indicator. It also does the same for all schools within an LEA.

#### Student Groups

To access student group definitions and the data used to determine the student groups for this indicator, please view the Introductory section for this guide “California’s Accountability System and the Dashboard” available on the CDE 2022 Dashboard Technical Guide web page at <https://www.cde.ca.gov/ta/ac/cm/dashboardguide22.asp>.

### School and LEA Examples

#### Example 1: Ruby Elementary(Kindergarten through Grade Six)

Step 1: Determine the Denominator

During the 2021–22 school year, 380 students enrolled (for at least one day) at Ruby Elementary School. Of these 380 students:

* 20 had a short-term enrollment record for 2021–22
* 10 had a secondary enrollment record for 2021–22
* 350 had a primary enrollment record for 2021–22
	+ Of the 350 students, two had multiple enrollments:
* Joaquin enrolled on October 15 and transferred out on November 10. He then re-enrolled on January 20 and remained at the school until the end of the school year.
* Yoshiko enrolled on September 5 and transferred out on October 5. She then re-enrolled on December 1 and transferred out on January 31. She re-enrolled again on April 5 and remained at the school until the end of the school year.

To determine the denominator of the suspension rate, first review the enrollment records. Because the rate only includes students with primary and short-term enrollments, the 10 students with a secondary enrollment record are excluded from the denominator. Second, although two students (Joaquin and Yoshiko) had multiple enrollments at Ruby Elementary, they are included only once in the denominator. Therefore, the denominator of the rate is:

20 (students with short-term enrollments) + 350 (students with primary enrollments) = **370**

Step 2: Determine the Numerator

Of the 370 students in the denominator, 35 had suspensions. After aggregating each student’s suspension lengths:

* + 20 had an aggregate suspension of less than one day (i.e., each student’s suspension total was less than 1.0)
	+ 15 had an aggregate suspension of one day or more. For example:
		- Mauricio was suspended three times on different days throughout the 2021–22 school year. The suspension increments were: 0.25, 0.5, and 1.0. The aggregate suspension for Mauricio was:

0.25 + 0.5 + 1.0 = 1.75

* + - Dmitri was suspended five times on different days throughout the 2021–22 school year. The suspension increments were: 0.45, 0.6, 0.25, 0.75, and 0.9. The aggregate suspension for Dmitri was:

0.4 + 0.6 + 0.25 + 0.75 + 0.9 = 2.9

Because only students who have an aggregate suspension of 1.0 (one day) or more are included in the numerator of the suspension rate, the 20 students who had an aggregate suspension of less than one day are excluded. Therefore, the numerator of the rate is:

* **15 students.** These are the students who had an aggregate suspension of 1.0 or more, which includes Mauricio and Dmitri. Recall that even if a student is suspended multiple times for more than one full day, the student is counted as being suspended only once. As a result, the 15 students are included **only once** in the numerator of the suspension rate.

Step 3: Determine the Suspension Rate or Status

The school’s calculated 2021–22 suspension rate or Status is:

15 (Step 2) **divided by** 370 (Step 1) = 0.0405 or **4.1%.**

Step 4: Determine the Status Level

Because Ruby Elementary School’s school type is “elementary,” the school’s Status level for the Suspension Rate Indicator is determined using the **elementary school-level Status cut scores** identified on the CDE Status Cut Scores for the 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>. Based on Ruby Elementary School’s Status results, the school had a suspension rate of 4.1 percent, which is a **Status level of High** as highlighted with a thick purple border in Table 3 below.

**Table 3: Elementary School Suspension Cut Scores and Status Levels**

| **Status Level** | **Cut Scores** |
| --- | --- |
| **Very High** | Greater than 6.0% in Current Year |
| **High** | Greater than 3.0% to 6.0% in Current Year |
| **Medium** | Greater than 1.0% to 3.0% in Current Year |
| **Low** | Greater than 0.5% to 1.0% in Current Year |
| **Very Low** | 0.5% or less in Current Year |

##### Example 2: Emerald Unified (Kindergarten through Grade Twelve)

Step 1: Determine the Denominator

During the 2021–22 school year, 900 students enrolled (for at least one day) at Emerald Unified. Of these 900 students:

* 150 had a short-term enrollment record for 2021–22
* 50 had a secondary enrollment record for 2021–22
* 700 had a primary enrollment record for 2021–22
	+ Of the 700 students, 20 had multiple enrollments. For example:
* Mat enrolled at Diamond Elementary, a school within Emerald Unified, on February 2 and transferred out on April 10. He then re-enrolled on April 20 and remained at the school until the end of the school year.
* Aliyah enrolled at Opal High, a school within Emerald Unified, on August 25 and transferred out on October 5. She then re-enrolled on November 1 and transferred out on February 5. She re-enrolled again on March 10 and remained at the school until the end of the school year.
* Hussam enrolled at multiple schools within Emerald Unified during the academic year:
	+ Sapphire Middle from September 5 to October 31.
	+ Aquamarine Middle from November 3 to February 6.
	+ Blue Topaz Middle from March 1 to the end of the school year.

To determine the denominator of the suspension rate, first review the enrollment records. Because the rate only includes students with primary and short-term enrollments, the 50 students with a secondary enrollment record are excluded. Second, although 20 students within the 700 with primary enrollment had: (1) multiple enrollments within one school or (2) enrollments at different schools within the district, all of these students are included only once in the denominator at each school and only once in the denominator for the district. Therefore, the denominator of the rate is:

150 (students with short-term enrollments) + 700 (students with primary enrollments) = **850**

Reminder that at the LEA-level, charter school data are not included and therefore students at charter schools are not included in the denominator.

Step 2: Check for District of Special Education Accountability

Because the District of Residence (or DSEA) rule is applied only at the LEA-level, it is critical to check if any SWDs are being “sent back” and attributed to Emerald Unified. After accessing the DSEA extract from CALPADS, there are three SWDs who were enrolled at Pearl County Office of Education (COE) to receive their appropriate special education services and have been “sent back” to Emerald Unified:

* Smitha was a grade five student with a primary enrollment record who was enrolled from August 26 to the end of the school year at Pearl COE. She had no suspensions.
* Gunnar was a grade eight student with a primary enrollment record who was enrolled from September 5 to March 30 at Pearl COE. He was suspended once with a suspension length of 0.3.
* Richard was a grade eleven student with a primary enrollment record who was enrolled from January 5 to the end of the school year at Pearl COE. He was suspended twice on different days with suspension lengths of: 0.25 and 0.5.

Step 3: Determine the New Denominator Count

Because the three SWDs in Step 2 meet the denominator criteria, these three students will need to be added to the denominator count determined in Step 2. Therefore, the new denominator count is:

850 (students from Step 1) + 3 (SWDs based on the DSEA rule [Step 2]) = **853**

Step 4: Determine the Numerator

Of the 853 students in the denominator, 80 had suspensions. After aggregating each student’s suspension lengths:

* + 55 had an aggregate suspension of less than one day (i.e., less than 1.0)
	+ 25 had an aggregate suspension of one day or more. For example:
		- Amara was suspended twice on different days at the same school throughout the 2021–22 school year. These suspension increments were: 0.69 and 0.75. The aggregate suspension for Amara was:

0.69 + 0.75 = 1.44

* + - Qianfan was suspended four times at four different schools within Emerald Unified throughout the 2021–22 school year. These suspension increments were: 0.5, 0.5, 0.7, and 0.9. The aggregate suspension for Qianfan was:

0.5 + 0.5 + 0.7 + 0.9= 2.6

Because only students who have an aggregate suspension of 1.0 (one day) or more are included in the numerator of the suspension rate, the 55 students who had an aggregate suspension of less than one day are excluded. Therefore, the numerator of the rate is:

* **25 students.** These are the students who had an aggregate suspension of 1.0 or more, which includes Amara and Qianfan. Keep in mind that even if a student is suspended multiple times for more than one full day, the student is counted as being suspended only once.

Step 4: Determine the Suspension Rate or Status

The LEA’s calculated 2021–22 suspension rate or Status is:

25 (Step 4) ***divided by*** 853 (Step 3) = 0.0293 or **2.9%.**

Step 5: Determine the Status Level

Because Emerald Unified’s LEA type is “unified,” the LEA’s Status level for the Suspension Rate Indicator is determined using the **unified school district Status cut scores** identified on the CDE Status Cut Scores for the 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>. Based on Emerald Unified’s Status results, the LEA had a suspension rate of 2.9 percent, which is a **Status level of Medium** as highlighted with a thick purple border in Table 4 below.

**Table 4: Unified Suspension Cut Scores and Status Levels**

| **Status Level** | **Cut Scores** |
| --- | --- |
| **Very High** | Greater than 8.0% in Current Year |
| **High** | Greater than 4.5% to 8.0% in Current Year |
| **Medium** | Greater than 2.5% to 4.5% in Current Year |
| **Low** | Greater than 1.0% to 2.5% in Current Year |
| **Very Low** | 1.0% or less in Current Year |

### Frequently Asked Questions

This section covers the commonly asked questions about this indicator by LEAs.

1. **If a student transfers from one school to another, do the student’s suspensions follow the student from school to school? For example, would a student’s suspension at the first school be included in the student’s second school?**

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

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

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

* A student who is suspended multiple times is only counted as suspended once.
1. **Each partial day suspension is counted as a “suspension” in the suspension rate for the Dashboard. Therefore, all students with a partial suspended are included in the suspension rate. Is this accurate?**

No. Only students with an aggregate suspension of one full day are counted in the suspension rate numerator.

* If a student is suspended for:
	+ 0.5 partial day,
	+ 0.3 partial day, and
	+ 0.1 partial day

The student is not included in the numerator of the suspension rate because the aggregate suspension total is 0.9 (i.e., less than one full day).

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

No. Both “in-school” and “out-of-school” suspensions are counted as suspensions in the rate. See Table 1.

1. **I have a student who enrolled on October 10 and exited on the same day (October 10). Is this considered an enrollment of one day and therefore the student would be included in the denominator?**

Yes. A student who enrolls and exits a school on the same day is considered enrolled for one day and therefore included in the denominator count.

1. **Are teacher suspensions included in the numerator of the Suspension Rate Indicator?**

Yes. These suspensions are included in the numerator.

### Additional Local Data Sources

Another critical resource for LEAs is their own local data as it reflects an up-to-date picture of current students. Here are a few local sources that can be considered for use:

* Office discipline referral data at the district and school level.
* Student level disciplinary data from local student information systems.
* Number and rates of students who receive exclusionary discipline from local student information systems.

### Appendix A: Descriptive Text for Images in Guide

This section contains the descriptive text to the images presented throughout this guide to ensure accessibility to individuals with disabilities as required by Section 508 of the federal Rehabilitation Act of 1973.

[**Figure 1**](#Figure1)**: Five Status Levels Represented through “Cell Phone Bars”**

The image shows five bar graphs lined up in a row with Status level descriptors underneath each graph. The left graph shows one of bars filled with purple with the remaining four bars in gray. Below this graph are the words “Very Low.” The next bar graph to the right shows two bars filled with purple with the remaining three bars in gray. Underneath this graph is the word “Low.” The middle graph shows three bars filled with purple with the remaining two bars in gray. Underneath this graph is the word “Medium.” The next bar graph to the right reflects four of the bars filled with purple with one bar in gray. Below this graph is the word “High.” And finally, the last bar graph to the right shows all five bars filled with purple with the words “Very High” below it. Underneath the Very Low bar graph are the words “Lowest Performance.” Underneath the Very High bar graph are the words “Highest Performance.” In between Lowest Performance and Highest Performance is a double-sided purple arrow.

[**Figure 2**](#Figure2)**: Chronic Absenteeism and Suspension Rate: Reverse Status Levels**

The image reflects five bar graphs lined up in a row with Status level descriptors underneath each graph. The left graph shows one of bars filled with purple with the remaining four bars in gray. Below this graph are the words “Very High.” The next bar graph to the right shows two bars filled with purple with the remaining three bars in gray. Underneath this graph is the word “High.” The middle graph shows three bars filled with purple with the remaining two bars in gray. Underneath this graph is the word “Medium.” The next bar graph to the right reflects four of the bars filled with purple with one bar in gray. Below this graph is the word “Low.” And finally, the last bar graph to the right shows all five bars filled with purple with the words “Very Low” below it. Underneath the Very High bar graph are the words “Lowest Performance.” Underneath the Very High bar graph are the words “Highest Performance.” In between Lowest Performance and Highest Performance is a double-sided purple arrow.