# 2023 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](https://www.cde.ca.gov/dashboard)

[and System of Support](https://www.cde.ca.gov/dashboard) Web Page

**December 2023**

Table of Contents

[About this Mini-Guide, Resources, and Contacts 1](#_About_this_Mini-Guide,)

[2023 Dashboard 2](#_2023_Dashboard)

[Introduction2](#_2022_Dashboard)

[What is this Indicator?2](#_What_is_this)

[Reverse Goal2](#_Reverse_Goal)

[Who is Held Accountable for this Indicator? 3](#_Who_is_Held_1)

[What is the Data Source? 3](#_What_is_the)

[Differences Between DataQuest and Dashboard3](#_Differences_between_DataQuest)

[Suspension Rate Rules5](#_Suspension_Rate_Rules_1)

[What’s New Since the 2022 Dashboard?5](#_What’s_New_Since)

[Which Students Are Included in the Suspension Rate? 5](#_Which_Students_Are)

[Calculate Status 10](#_Calculation_Formula_for)

[Calculate Change 11](#_Calculate_Change)

[Status and Change Cut Scores, Five-by-Five Colored Tables, and Three-by-Five Colored Table11](#_Status_and_Change)

[Charter Schools and Single School Districts 11](#_Charter_Schools_and)

[Automatic Assignment of and Orange Performance Level 12](#_Automatic_Assignment_of)

[Student Groups12](#_Student_Groups_1)

[School Dashboard Additional Reports12](#_School_Dashboard_and)

[School and LEA Examples13](#_School_and_LEA)

[Frequently Asked Questions19](#_Frequently_Asked_Questions_1)

[Local Data Sources20](#_Additional_Local_Data)

[Appendix A: Descriptive Text for Image in Guide21](#_Appendix_A:_Descriptive_2)

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

#### About this “Mini-Guide”

The California School Dashboard (Dashboard) Technical Guide provides technical information on California’s accountability system, specifically the state and local indicators reported on the Dashboard. The guide is divided into multiple sections, or mini-guides, to allow viewers to download only the topics of interest. The focus of this mini-guide is on the Suspension Rate Indicator. 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)[2023 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

#### Resources

* The [Suspension Rate Indicator](https://www.cde.ca.gov/ta/ac/cm/dashboardsusp.asp) web page offers all resources related to this state indicator.
* The [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) web page was developed to support local educational agencies (LEAs), parents and communities bring the 2023 Dashboard closer to home.
* The [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp) web page 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.
* Local indicators, logging onto the Dashboard, submitting local indicators into the Dashboard, and the Local Control and Accountability Plan (LCAP), contact the Local Agency Support Systems Office (LASSO) by email at LCFF@cde.ca.gov.
* California’s System of Support (Differentiated Assistance and Comprehensive School Support), contact the System of Support Office (SSO) by email at CASystemofSupport@cde.ca.gov.
* California Longitudinal Pupil Achievement Data System (CALPADS), contact the CALPADS-CSIS Service Desk at calpads-support@cde.ca.gov.

Material in this publication is not copyrighted and may be reproduced.

### 2023 Dashboard

#### A Return to Colors

The 2023 Dashboard reflects a full return of California’s accountability system with the reporting of Status (current year data), Change (the difference from prior year data), and Performance Levels (or colors) for most state indicators. With this return, for the Suspension Rate Indicator, the Dashboard will display performance by using the color gauges illustrated in Figure 1 below.

**Figure 1: Five Performance Levels (or Colors) Represented by Gauges** (Refer to [Appendix A](#AppendixA) for the descriptive text.)



### 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 from a classroom.

#### Reverse Goal

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 and a decrease in the suspension rate from the prior year.

#### 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. “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 [CSI]/Additional Targeted Support and Improvement [ATSI] 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.

##### When there are Fewer than 30 Students

While the Dashboard does report data (i.e., Status and Change) for **11 to 29 students**, it is not used to determine eligibility for Differentiated Assistance and CSI/ATSI and is reported for informational purposes only. In these instances, a Performance Level (or color) is not displayed on the Dashboard.

When there are **less than 11 students,** no data (i.e., Status, Change, and Performance Levels) are displayed on the Dashboard to protect students’ privacy. Therefore LEAs, schools, and student groups with less than 11 students are not held accountable for Differentiated Assistance and CSI/ATSI.

More information on when LEAs and schools are held accountable are available in the *California’s Accountability System and the Dashboard*, *Local Educational Agency Eligibility: Differentiated Assistance*, and *Every Student Succeeds Act School Support* mini-guides available on the CDE [2023 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

#### What is the Data Source?

Discipline incidents (or events) committed by students are recorded by LEAs in 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 used for the Suspension Rate Indicator 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 (or District of Special Education Accountability [DSEA])

For the Dashboard, the data outcomes for students with disabilities (SWDs) are “sent back” to their district of residence. Therefore, the district where the student geographically resides is held accountable for their absences. If the student is suspended at the LEA that is serving the student, then that student will be included in the district of residence’s Suspension Rate Indicator. DataQuest, on the other hand, does not apply this rule. Rather, these students are reported at the District of Attendance.

Note that this rule is only applied at the LEA-level and not at the school-level. All schools where the SWD attends are held accountable for the student’s performance. For further details of this rule, refer to the *District of Residence Rule for Students with Disabilities* flyer posted on the CDE [Dashboard Communications Toolkit](https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp) web page.

##### CALPADS Race/Ethnicity Field

If the race/ethnicity is blank in a student’s CALPADS record, that student is included in the “Two or More Races” student group on the Dashboard and in the “Not Reported” demographic group for DataQuest reports. These students are included once in the “ALL” student group as well for both the Dashboard and DataQuest.

### Suspension Rate Rules

#### What’s New Since the 2022 Dashboard?

##### Return of Change and Performance Levels (or Colors)

The 2023 Dashboard includes a return to the calculation and reporting of Change (the difference from prior year data) and Performance Levels (colors) for the Suspension Rate Indicator. Therefore, performance will be determined using the five-by-five colored tables. For more information on how performance colors are determined, please view the Introductory mini-guide, *California’s Accountability System and the Dashboard*, posted on the CDE [2023 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

##### Application of Three-by-Five- Colored Tables for Fewer than 150 Students

In 2023, the Dashboard will restart the application of a separate methodology for LEAs, schools, and student groups that have fewer than 150 students as small counts have more Red (or Blue) Performance Levels compared to LEAs and schools with large 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.

For the Suspension Rate Indicator, the Three-by-Five is automatically applied when there are fewer than 150 students (in the current year) in the denominator at the LEA, school, and/or student group levels.

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

###### DENOMINATOR

The denominator of the suspension rate consists of students 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.

* *Example 1*: 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 oneday 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.

LEA-Level Denominator

The following identifies rules used to determine the denominator at the LEA-level.

***Enrolled in Multiple Schools in the Same LEA***

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

***District of Residence Rule (District of Special Education Accountability)***

Students with disabilities (SWDs) 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 appropriate services can be provided to these students.

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, all SWD results are “sent back” to the DSEA and included in the DSEA’s 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).

Therefore, at the **LEA-level** **only,** SWDs are included in the denominator if they have a **DSEA** in the CALPADS SPED file (field #14.16) and meet the three denominator criteria noted earlier.

* *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 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](https://documentation.calpads.org/Extracts/DSEAExtract/#district-of-special-education-accountability-dsea-extract) web page. Note that the CALPADS extract is data taken from the Operational Data Store (ODS), which reflects the most updated data submitted by LEAs. Because the DSEA data used for the Dashboard is extracted at the close of EOY, it is a snapshot (“point in time”) data and may not match the DSEA extract that includes any updates that may have been made to the data by the LEA since the close of EOY.

Further information about the District of Residence rule is available in the: (1) Introductory mini-guide, *California’s Accountability System and the Dashboard*, which is available on the CDE [2023 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page, (2) the [*CALPADS to Dashboard Handbook*](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp#handbookcalpads), and (3) the CDE [*District of Residence Rule for Students with Disabilities*](https://www.cde.ca.gov/ta/ac/cm/documents/districtresidencerule.pdf) flyer.

###### 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 from a classroom.

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 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 suspension lengths to determine each student’s total suspension. For example:

* Two half-day suspensions are 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 Dashboard purposes 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 length 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 length 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 length 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 length 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

Based on Katya’s suspension lengths at each school, at the LEA-level, her 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 total suspension length 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 (i.e., 0.95), 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.  |
| **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 Schools and** **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

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, Students with Disabilities (SWDs) at an NPS school who have a District of Special Education Accountability (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.

Since the release of Flash 145, the CALPADS Office released the following subsequent flashes that pertain to the collection of discipline data:

* [Flash 159](https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash159.asp), [Flash 169](https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash169.asp), and [Flash 178](https://www.cde.ca.gov/ds/sp/cl/calpadsupdflash178.asp).

LEAs can be apprised of any updates to the discipline data collection by reviewing CALPADS Update FLASHES available on the CDE [CALPADS Communications](https://www.cde.ca.gov/ds/sp/cl/communications.asp) web page.

#### Calculate Status

The suspension rate calculation for Status is based on the unduplicated number of students suspended within the 2022–23 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.

#### Calculate Change

Once the Status for each LEA, schools, and student group is calculated, Change can be calculated. The following is the calculation formula for Change:

**Calculation Formula for Change**

2023 Status (2022–23 suspension rate)

**minus**

2022 Status (2021–22 suspension rate)

#### Status and Change Cut Scores, Five-by-Five Colored Tables, and Three-by-Five Colored Table

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 mini-guide, *California’s Accountability System and the Dashboard*, available on the CDE [2023 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

To access the Status cut scores, Change cut scores, and five-by-five colored tables that are used for all Dashboard state indicators, please refer to the CDE [Five-by-Five Colored Tables](https://www.cde.ca.gov/ta/ac/cm/fivebyfivecolortables23.asp) web page.

To access the three-by-five colored table information for the Suspension Rate Indicator, refer to the section titled “Application of Three-by-Five- Colored Tables for Fewer than 150 Students” in this mini-guide as well as the Introductory mini-guide *California’s Accountability System and the Dashboard*, which is available on the CDE [2023 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

#### 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 an Orange Performance Level

In 2023, the Dashboard will return to the rules of automatically assigning an Orange Performance Level to LEAs and schools if they:

* ***Submitted incorrect data*** for the current year,
* ***Did not submit*** suspension data in CALPADS for the current or prior year, OR
* **S*ubmitted*** suspension data in CALPADS ***but did not certify*.**

Note that a Red Performance Level is 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 is not assigned an Orange.

The downloadable data files identify which LEAs or schools were automatically assigned an Orange performance color. These data files can be accessed on the CDE [Dashboard Resources](https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp) web page - see Data Files tab. The “certifyflag” field identifies which LEAs and schools received an automatic Orange.

#### Student Groups

To access student group definitions and the data used to determine the student groups for this indicator, please view the Introductory mini-guide, *California’s Accountability System and the Dashboard* posted on the CDE [2023 Dashboard Technical Guide](https://www.cde.ca.gov/ta/ac/cm/dashboardguide23.asp) web page.

#### School Dashboard and Additional Reports

Designed for educators, the [School Dashboard Additional Reports and Data](https://www6.cde.ca.gov/californiamodel/) web page 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:

* **Five-by-Five Placement Reports**: These reports help LEAs and schools quickly identify which Performance Levels (or color) all student groups achieved on the state indicator. It also does the same for all schools within an LEA.

### School and LEA Examples

#### Example 1: Ruby Elementary School(A school serving grades kindergarten through grade six)

###### Step 1: Determine the Denominator

During the 2022–23 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 2022–23,
* 10 had a secondary enrollment record for 2022–23, and
* 350 had a primary enrollment record for 2022–23.
	+ 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 2022–23 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 2022–23 school year. The suspension increments were: 0.45, 0.6, 0.25, 0.75, and 0.9. The aggregate suspension for Dmitri was:

0.45 + 0.6 + 0.25 + 0.75 + 0.9 = 2.95

Because only students with 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: Calculate Status

The school’s calculated 2022–23 suspension rate or Status is:

15 (Step 2) **divided by** 370 (Step 1) = 0.04054 which is rounded to **4.1%.**

###### Step 4: Calculate Change

In order to calculate Change, the prior year Status must be used. The prior year’s Status for Ruby Elementary School was 5.6 percent. Because Change is calculated *prior to rounding*, the calculation is:

* Current Year Status: 4.054 percent
* Prior Year Status: 5.634 percent
* Change Calculation: (Difference Between Current Year Status to Prior Year Status) 0.04054 *minus* 0.05634 = -0.01579 which is -1.579% which is rounded to **-1.6%**

Ruby Elementary’s suspension rate decreased by **-1.6%**.

###### Step 5: Determine the Performance Level (Color)

Because Ruby Elementary School’s school type is “elementary,” the school’s performance level for the Suspension Rate Indicator is determined using the **elementary school-level Status and Change cut scores**. Based on Ruby Elementary School’s Status and Change results, the school made considerable progress over the previous year, reducing its suspension rate by 1.6 percent; yet it still has a 4.1 percent suspension rate, which is high. The school will receive a Yellow Performance Level as illustrated in the five-by-five colored table on the following page.

Note that “p.pts” refers to "Percentage Point Change" to signify that Change reflects the numerical difference between two percentages.

**Table 3: Elementary Five-by-Five Colored Table Results for Example 1 (Ruby Elementary)**

| Performance Level | Increased Significantlyfrom Prior Year (by 2.1 p.pts or more) | Increasedfrom Prior Year (by 0.3 to 2.0 p.pts) | Maintainedfrom Prior Year (declined orincreased by 0.2 p.pts or fewer) | Declinedfrom Prior Year(by 0.3 to 0.9 p.pts) | Declined Significantlyfrom Prior Year(by 1.0 p.pts or more) |
| --- | --- | --- | --- | --- | --- |
| Very Low0.5% or less in Current Year | N/A | Green | Blue | Blue | Blue |
| Low0.6% to 1.0% in Current Year | N/A | Yellow | Green | Green | Blue  |
| Medium1.1% to 3.0% in Current Year | Orange | Orange | Yellow | Green | Green |
| High3.1% to 6.0% in Current Year | Red | Orange | Orange | Yellow | Yellow |
| Very High6.1% or greater in Current Year | Red | Red | Red | Orange | Yellow |

#### Example 2: Emerald Unified

(An LEA serving grades kindergarten through grade twelve)

###### Step 1: Determine the Denominator

During the 2022–23 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 2022–23,
* 50 had a secondary enrollment record for 2022–23, and
* 700 had a primary enrollment record for 2022–23
	+ 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 (when the End-of-Year data collection closed), 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)
	+ 32 had an aggregate suspension of one day or more. For example:
		- Amara was suspended twice on different days at the same school throughout the 2022–23 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 2022–23 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:

* **32 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 5: Calculate Status

The LEA’s calculated 2022–23 suspension rate or Status is:

32 (Step 4) ***divided by*** 853 (Step 3) = 0.0375 which is rounded to **3.8%.**

###### Step 6: Calculate Change

In order to calculate Change, the prior year Status must be used. The prior year’s Status for Emerald Unified was 3.5 percent. Because Change is calculated *prior to rounding*, the calculation is:

* Current Year Status: 3.75 percent
* Prior Year Status: 3.44 percent
* Change Calculation: (Difference Between Current Year Status to Prior Year Status) 0.0375 *minus* 0.0344 = 0.0031 is 0.31% which is **0.3%**

Emerald Unified’s suspension rate increased by **0.3%**.

###### Step 7: Determine the Performance Level (Color)

The LEA’s Performance Level for the Suspension Rate Indicator is determined using the unified school district Status and Change cut scores. Based on Emerald Unified School District’s Status and Change results, the suspension rate increased by 0.3 percent from the previous year and it had a current suspension rate of 3.8 percent. The LEA will receive an Orange Performance Level as illustrated in the five-by-five colored table below.

Note that “p.pts” refers to "Percentage Point Change" to signify that Change reflects the numerical difference between two percentages.

| Performance Level | Increased Significantlyfrom Prior Year (by 2.1 p.pts or more) | Increasedfrom Prior Year (by 0.3 to 2.0 p.pts) | Maintainedfrom Prior Year (declined orincreased by 0.2 p.pts or fewer) | Declinedfrom Prior Year(by 0.3 to 1.9 p.pts) | Declined Significantlyfrom Prior Year(by 2.0 p.pts or more) |
| --- | --- | --- | --- | --- | --- |
| Very Low1.0% or less in Current Year | N/A | Green | Blue | Blue | Blue |
| Low1.1% to 2.5% in Current Year | Orange | Yellow | Green | Green | Blue  |
| Medium2.6% to 4.5% in Current Year | Orange | Orange | Yellow | Green | Green |
| High4.6% to 8.0% in Current Year | Red | Orange | Orange | Yellow | Yellow |
| Very High8.1% or greater in Current Year | Red | Red | Red | Orange | Yellow |

**Table 4: Unified Five-by-Five Colored Table Results for Example 2 (Emerald Unified School District)**

### Frequently Asked Questions

This section covers the commonly asked questions about this indicator by LEAs. Any updates or new questions and answers can be found on the CDE [Suspension Rate Indicator FAQs](https://www.cde.ca.gov/ta/ac/cm/dbsuspfaq.asp) web page.

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 from the classroom included in the numerator of the Suspension Rate Indicator?**

Yes. These suspensions are included in the numerator.

1. **My suspension numbers match on CALPADS and DataQuest. Why are the rates different on the Dashboard?**

DataQuest and the Dashboard fulfill different purposes and sometimes report slightly different metrics. For the case of suspension – DataQuest reports any suspensions regardless of length time. The Dashboard only counts students who have an aggregate (total) suspension of at least one full day. Additionally, LEA reports on the Dashboard may have a different count of students due to the application of rules around the District of Special Education Accountability.

1. [**Must LEAs report restraint or seclusion occurring outside of school hours?**](https://www.cde.ca.gov/ds/sp/cl/calpadsfaqs.asp#must-leas-report-restraint-or-seclusion-occurring-outside-of-school-hours)

LEAs need not report restraint or seclusion occurring outside of school hours.

1. [**Must LEAs report suspension or expulsion based on incidents that occur outside of school hours?**](https://www.cde.ca.gov/ds/sp/cl/calpadsfaqs.asp#must-leas-report-suspension-or-expulsion-based-on-incidents-that-occur-outside-of-school-hours)

All incidents resulting in suspensions and expulsions from the student’s regular educational setting must be reported. Education Code Section 48900(s) describes instances in which a student may be suspended or expelled for incidents occurring outside of school hours, but in relation to a school activity or school attendance.

1. **If I have a student that is suspended or expelled for less than one (1) full day, am I required to report the student?**

Yes. Beginning in 2019–20, the guidance changed. Previously LEAs did not report suspensions or expulsions that were less than one full day for general education students. Beginning in 2019–20, LEAs are required to report any increment of a day for all students.

### 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 Image 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 Performance Levels (or Colors) Represented by Gauges**

The 2023 Dashboard returns with the use of five-segmented gauges with an arrow that points to one of the following colors: red, orange, yellow, green, and blue. The image shows five color gauges lined up in a row with Performance Level descriptors underneath each gauge. Each gauge has five colored segments ranging from left to right: red, orange, yellow, green, and blue. An arrow points to one of these five colors to identify the Performance Level determined for the LEA, schools, or student group. Within this image, the left gauge has an arrow pointing to the red segment with the word “Red” underneath the gauge. The next gauge has an arrow pointing to the orange segment with the word “Orange” underneath the gauge. The middle gauge has an arrow pointing to the yellow segment with the word “Yellow” underneath the gauge. The next gauge has an arrow pointing to the green segment with the word “Green” underneath the gauge. Finally, the last gauge to the right has an arrow pointing to the blue segment with the word “Blue” underneath the gauge. Underneath the red gauge are the words “Lowest Performance.” Underneath the blue gauge are the words “Highest Performance”. In between Lowest Performance and Highest Performance is a double-sided black arrow.