# 2022 Dashboard Technical Guide: CHRONIC ABSENTEEISM INDICATOR

A Kindergarten through Grade Eight 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" \o "CA Dashboard and System of Support web page)

**December 2022**

Table of Contents

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

[2022 Dashboard 2](#_2022_Dashboard)

[Introduction3](#_Introduction)

[What is this Indicator?3](#_What_is_this)

[Reverse Goal3](#_Reverse_Goal)

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

[What is the Data Source? 4](#_What_is_the)

[Differences Between DataQuest and Dashboard4](#_Differences_between_DataQuest)

[Chronic Absenteeism Rate Rules5](#_Chronic_Absenteeism_Rate)

[What’s New Since the 2019 Dashboard?5](#_What’s_New_Since)

[Which Students Are Included in the Chronic Absenteeism Rate? 6](#_Which_Students_Are)

[Step A: Calculate Each Student’s Absence Rate6](#_Step_A:_Calculate)

[Step B: Calculate Status9](#_Step_B:_Calculate)

[Status Cut Scores11](#_Status_Cut_Scores)

[Automatic Assignment of a High Status Level 11](#_Automatic_Assignment_of)

[School Dashboard Additional Reports12](#_School_Dashboard_Additional)

[Student Groups12](#_Student_Groups)

[School and LEA Examples13](#_School_and_LEA)

[Frequently Asked Questions17](#_Frequently_Asked_Questions)

[Additional Local Data Sources19](#_Additional_Local_Data)

[Appendix A: Descriptive Text for Images in Guide19](#_Appendix_A:_Descriptive)

### 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" \o "2022 Dashboard Technical Guide web page).

#### Resources

* The new **Chronic Absenteeism Rate Indicator** web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardchronic.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](mailto: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](mailto: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](mailto:CASystemofSupport@cde.ca.gov).

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

### 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). The data is 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](#Figure1) 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 Chronic Absenteeism Rate Indicator, the desired outcome is reversed and the goal is to achieve a low chronic absenteeism 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 Chronic Absenteeism Rate Indicator on the 2022 Dashboard is reversed as illustrated in Figure 2 below. Refer to [Appendix A](#Figure2) for this figure’s descriptive text.

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



### Introduction

#### What is this Indicator?

The Chronic Absenteeism Rate Indicator is one of several state indicators that the CDE reports on the Dashboard (<http://www.caschooldashboard.org/>). It represents the percentage of students who were absent for 10 percent or more of the instructional days they were expected to attend.

**What is an “absence”?** There are a multitude of reasons that a student may not be able to attend school. LEAs submit a variety of absence data into the California Longitudinal Pupil Achievement Data System (CALPADS) and from this data collection, for purposes of calculating this indicator for the Dashboard, only the following are counted as absences:

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

#### 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 chronic absenteeism rate.

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

All LEAs, schools, and student groups with **30 or more students who were enrolled** in ***kindergarten through grade eight* (K–8)** **for at least 31 instructional days** will be held accountable for this indicator. “Accountable” means that the data will be used to determine LEAs and school 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)].

Note that students in transitional kindergarten are included in the enrollment counts for the chronic absenteeism 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>.

Per approval of the state’s Every Student Succeeds Act (ESSA) State Plan by the U.S. Department of Education, California’s accountability system is contingent on maintaining a balance between academic and non-academic indicators. Given that attendance already factors heavily into the Graduation Rate and College/Career Indicators (i.e., students may not perform as well on these indicators if they are chronically absent), the State Board of Education (SBE) excluded high schools from receiving a Chronic Absenteeism Indicator on the Dashboard. Therefore, the Chronic Absenteeism Indicator serves as the “Other Academic Indicator” for K–8 schools in California's ESSA State Plan.

Note though that chronic absenteeism data for all grade levels, including high schools, are reported on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/>.

#### What is the Data Source?

The attendance data used for this indicator stems from data LEAs and schools submit in the Student Absence Summary (STAS) file in CALPADS. The base of students that determines the denominator of the chronic absenteeism 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 (EOY) 3 data collection. The CDE extracts these certified data from CALPADS after the close of the EOY certification deadline to calculate this indicator.

#### Differences between DataQuest and Dashboard

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

##### Different Grade Spans Reported

While the Chronic Absenteeism Indicator for the Dashboard is an indicator for K–8 schools, the chronic absenteeism rates are reported in DataQuest for all grade spans (i.e., kindergarten through grade twelve [K–12]). Note that DataQuest has filters for grade levels that can be used to filter the reports to K–8 only.

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

Another difference between DataQuest ad 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 an 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 therefore 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.) DataQuest, on the other hand, does not apply this rule. Rather, these students are reported at the District of Attendance.

### Chronic Absenteeism Rate Rules

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

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

##### New Data Fields and Updated Field Names in CALPADS STAS File

Due to requirements under Assembly Bill 130 and Assembly Bill 167, several fields in the CALPADS STAS file have been renamed or added thereby creating a change in determining the denominator and numerator when calculating each student’s absence rate. For complete details on all the fields used from the CALPADS STAS file, please see the section titled “Step A: Calculating Each Student’s Absence Rate.”

##### Removal of “Attend at Least One Day” Denominator Criterion

In prior Dashboard reports, a student was included in the denominator of the chronic absenteeism rate at the LEA, school, and student group levels if the student was:

* Enrolled for at least 31 instructional days and
* *Attended at least one day*

However, a review of the absence data revealed that, in some cases, the application of the “attended at least one day” criterion inadvertently removed all students in independent study when they should have been included. In independent study, attendance is determined through the submission of coursework. As a result of the “attended at least one day” rule, students who did not submit any coursework were removed from the calculations even thought they were enrolled for many days. To ensure that this indicator includes all students as appropriate, beginning with the 2022 Dashboard, the “attended at least one day” criterion has been removed.

##### Application of the District of Residence Rule Beginning with the 2022 Dashboard

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 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 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). This is a new rule for this indicator beginning with the 2022 Dashboard. For further information, 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> 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 had 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.

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 starting next year as Change will once again be calculated for the 2023 Dashboard.

#### Which Students Are Included in the Chronic Absenteeism Rate?

The chronic absenteeism rate calculated for LEAs, schools, and student groups reflects the percentage of students who are absent at least 10 percent of the instructional days in which the student was expected to attend. This means that the first step is to determine which students meet the chronically absent threshold and should be included in the numerator of the rate.

##### Step A: Calculate Each Student’s Absence Rate

Use the following formula to determine each student’s absence rate for the most current year data (i.e., 2021–22):

**Student Absence Rate Formula**

Out-of-School Suspension Days + Days Absent Excused (In-Person) + Days Absent Unexcused (In-Person) + Non-ADA-Generating Independent Study Days

**divided by**

Expected Attendance Days

The following details each of the fields in the above formula:

###### DENOMINATOR

Expected Attendance Days

For a student to be included in an LEA or school’s chronic absenteeism rate, the student must be enrolled for at least 31 instructional days that they are expected to attend during the academic year (July 1 to June 30). The “Expected Attendance Days” are the total number of days a student was scheduled to attend and can be determined by taking the sum of the following fields in the CALPADS STAS file. (Note that the field numbers and definitions bulleted below can also be found in the CALPADS File Specifications on the CALPADS System Documentation web page at <https://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>):

* *Days Attended In-Person*: Total number of days the student attended the school in-person. A day attended is defined as any day a student attended for all or part of a school day. (Field # 13.16)
* *Out of School Suspension*: Total number of days the student was absent from the regular classroom for the entire school day due to an out-of-school suspension pursuant to California *Education Code (EC)* Section 48911. This does not apply to students while they are in an independent study program. (Note that ‘Days Absent Out-of-School Suspension’ is only reported for students attending traditional in-person instruction.) (Field # 13.17)
* *Days in Attendance In-School Suspension*: Total number of days the student was in attendance but absent from the regular classroom for the entire school day due to either an in-school suspension pursuant to *EC* Section 48911.1, or a teacher suspension from a classroom pursuant to *EC* Section 48910(c) or a combination of both. (Note that ‘Days Attended In-School Suspension’ is only reported for students attending traditional in-person instruction.) (Field # 13.18)
* *Days Absent In-Person Excused*: Total number of days the student was absent for in-person instruction for the entire school day with a valid excuse, per *EC* Section 48260(c). (Note that this does not include an absence due to an out-of-school or in-school suspension. In addition, ‘Days Absent Excused Non-Suspension’ is only reported for students attending traditional in-person instruction.) (Field # 13.19)
* *Days Absent In-Person Unexcused Non-Suspension*: Total number of days the student was absent from in-person instruction for the entire school day without a valid excuse. (Note that this does not include students who are absent due to an out-of-school suspension or who attended in-school suspension. Furthermore, the ‘Days Absent Unexcused Non-Suspension’ is only reported for students attending traditional in-person instruction.) (Field # 13.20)
* *Non-ADA Generating Independent Study Days*: Total number of days the student did not satisfy statutory and regulatory requirements necessary to generate a day attendance for either traditional (*EC* Section 51747.5) or course-based (*EC* Section 51749.5) independent study. (Field # 13.21)
  + This field used to be named ‘Incomplete Independent Study’ in prior years but was renamed to ‘Non-ADA Generating Independent Study Days.’
* *ADA-Generating Independent Study Days*: Total number of days the student *satisfied* statutory and regulatory requirements necessary to generate a day of attendance for either traditional (*EC* Section 51747.5) or course-based (*EC* Section 51749.5) independent study. (Field #13.22)

The student must also:

* Have a grade between K–8.
  + Students in transitional kindergarten are included in the enrollment counts for the chronic absenteeism rate.
* 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 not included.

For students who are in a ***Home/Hospital***, LEAs are advised by CALPADS to report attendance summary data for the days a student was not enrolled in home/hospital. They are also advised to exempt students who are on a majority of home/hospital instruction (i.e., a record has to be submitted in CALPADS specifically exempting these students).

* **Example:** If a student was:
* Enrolled at a school for 3 months
* In a home/hospital for 3 months
* Returned to school for the remainder of the school year

The student’s denominator includes only the days enrolled at the school (i.e., does not include the days in home/hospital).

###### NUMERATOR

The numerator is determined by taking the sum of the following four fields from the CALPADS STAS file for each student in the denominator:

* Out of School Suspension Days (Field #3.17),
* Days Absent In-Person Excused (Field #13.19),
* Days Absent In-Person Unexcused (Non-Suspension) (Field #13.20), AND
* Non-ADA Generating Independent Study Days (Field #3.21)

**After calculating the rate**, a student with an absence rate of 9.999 is not considered to have an absence rate of 10 percent or more and would be excluded from the numerator. Therefore, only students who have a calculated absence rate of 10 percent or more is considered chronically absent and is included in the numerator of the chronic absenteeism rate for LEAs and schools.

##### Step B: Calculate Status

Once each student’s absence rate is calculated, the next step is to take all the students who had a chronic absence rate of 10 percent or more and calculate the chronic absenteeism rate for LEAs, schools, and student groups. The following identifies the formula to use, which also is the formula to calculate Status for the 2022 Dashboard.

**Chronic Absenteeism Rate Formula**

Total Number of Unduplicated Count of Students Who Were Absent 10 Percent or More of Instructional Days (in which the student was expected to attend) During the 2021–22 Academic Year

**divided by**

Total Number of Cumulatively Enrolled Students Who Meet Specific

“Eligible Enrolled” Requirements

Note that in calculating the rate, the same weight is assigned to all students.

* Example: 20 of 2,000 students at Nebula Middle School were absent at least 10 percent of the instructional days in which the student was expected to attend. The chronic absenteeism rate for the school is 1 percent:

20 ***divided by*** 2,000 = 1 percent

The following details the information in the above formula:

###### NUMERATOR

Only students who are absent 10 percent or more of the instructional days they were expected to attend are included in the numerator of the chronic absenteeism rate at the LEA, school, and student group levels. Therefore, this would be the total number of students who had an absence of 10 percent or more determined under “Step A: Calculate Each Student’s Absence Rate.”

###### DENOMINATOR: Eligible Enrolled

The denominator is based on all students who are cumulatively enrolled at the school or LEA. The cumulative enrollment information is taken from the CALPADS Student Enrollment (SENR) file. Cumulative enrollment reflects the total number of students who were enrolled for at least one day at any time during the school year. For example:

* A student who enrolls in a school on March 7 and transfers out on March 10 would be counted in the school’s cumulative enrollment.

To be ***included*** in the denominator, students must be enrolled for at least 31 instructional days that they are expected to attend during the academic year (July 1 to June 30). In addition, students must also have a CALPADS primary (status code 10) or short-term (status code 30) enrollment record.

The following students are ***excluded***from the denominator:

* Enrolled less than 31 instructional days,
* Flagged as exempt in the CALPADS STAS file:
  + Received instruction through a home or hospital instructional setting, or
  + Attended community college full-time.
* Enrolled in a Non-Public School (NPS) if they *do not* have a DSEA. SWDs who *do* have a DSEA will be “sent back” to their DSEA. Otherwise, SWDs who do not have a DSEA will be 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 district** during the academic year, the student is counted once in the denominator of the chronic absenteeism rate at each school, and only once in the district’s denominator as long as the student meets the eligible enrolled criteria identified above.

***District of Residence Rule***

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). This rule is new for this indicator. For complete details, please refer to 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>.

Students with disabilities are included in the denominator of the DSEA (or District of Residence) only if they meet the eligible enrolled criteria. (They are also included in the numerator only if their absence rate meets the 10 percent or more absenteeism threshold.)

* *Example:* Jade Unified sent Walid, a grade four student, to Amber Unified to ensure that he received appropriate Special Education services. During the academic year, Walid was enrolled at Amber Unified during August 25 to May 20 and had a primary enrollment record. At Amber Unified, Walid had a total of five days of excused absences. Because the DSEA field in CALPADS (SPED file; field #14.16) identified Jade Unified as the DSEA for Walid, all the absence data that occurred at Amber Unified is “sent back” to Jade Unified. Because Walid was enrolled for at least 31 instructional days while at Amber Unified, he will be included in the denominator of Jade Unified’s chronic absenteeism rate. However, he will not be included in the numerator because he was not absent 10 percent or more of the instructional days he was expected to attend.

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 District-County 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>.

#### Status Cut Scores

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>.

#### Automatic Assignment of a High Status Level

In ***prior*** Dashboard reporting cycles, LEAs and schools were automatically assigned an Orange performance level for the Chronic Absenteeism Rate Indicator if they:

* ***Submitted attendance data but did not certify*** for the current or prior year, OR
* *Had more* ***full-days*** *of* ***out-of-school suspensions*** *than the* ***number of days*** *reported as* ***absences.*** Recall that out-of-school suspensions are counted as absences. LEAs and schools meet this criterion if (for the current Dashboard cycle) the CALPADS student absence summary file reflected:
  + Full day out-of-school suspensions but there were zero absences reported.

A Red performance level was assigned if the LEA or school’s own chronic absenteeism 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:
  + ***Submitted absence data but did not certify*** the attendance data in CALPADS for the 2021–22 school year, OR
  + *Had more* ***full-days*** *of* ***out-of-school suspensions*** *than the* ***number of days*** *reported as* ***absences*** if (for the current Dashboard cycle) the CALPADS student absence summary file reflected:
* Full day out-of-school suspensions but zero absences reported
  + A **Very High** Status level is assigned if the LEA or school’s own chronic absenteeism 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” and/or “DataErrorFlag” fields identify which LEAs and schools received an automatic High Status level.

#### School Dashboard Additional Reports

Designed for educators, the School Dashboard Additional Reports (<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 Chronic Absenteeism Rate Indicator is the:

* **2022 Status Placement Report:** This report helps 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 mini-guide titled “California’s Accountability System and the Dashboard” which is posted 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: Aquamarine Academy (Kindergarten through Grade Eight)

Step 1: Calculate the Absence Rate for Each Student to Determine the Numerator of the School’s Absenteeism Rate

Using the formula identified within “Step A: Calculate Each Student’s Absence Rate,” calculate the absence rate for each student. For example:

* Athena, a grade four student, was expected to be enrolled to attend 180 instructional days during the 2021–22 school year and therefore, this is the denominator of her absence rate. By the end of the school year, she had:
  + 19 days of excused absences
  + 5 days of unexcused absences

Using the above information, her absence rate is:

19 (excused absences) + 5 (unexcused absences) *divided by* 180 =

0.1333 or 13.3 percent

Because Athena’s absence rate is 10 percent or more, and she had more than 31 instructional days enrolled to attend, she will be included in both the numerator and denominator of the school’s chronic absenteeism rate.

* After calculating each student’s absence rate, it revealed that 125 students at the school had an absence rate of 10 percent or more. Therefore, the numerator of the school’s rate is:

**125** students who met the 10 percent or more “chronic absenteeism” threshold.

Step 2: Determine the Denominator of the School’s Absenteeism Rate

During the 2021–22 school year, 750 students enrolled at the school for at least one day. Of these 750 students:

* 10 were enrolled for less than 31 instructional days.
* 740 were enrolled for at least 31 instructional days. Of these 740 students:
  + 5 had a secondary enrollment record
  + 5 had a short-term enrollment record
  + 730 had a primary enrollment record. Of these 730 students, 15 students transferred in and out of the school. For example:
* Marcie was enrolled at:
  + *School 1* for 20 days and then transferred out
  + *Returned to School 1* for another 50 days and then transferred out

To determine the denominator of the chronic absenteeism rate:

* First, review the number of days that the students were enrolled to attend. Because students must be enrolled for at least 31 instructional days, the 10 students who were enrolled for less than 31 instructional days are excluded from the denominator.
* Second, the rate only includes students with primary and short-term enrollments. Therefore, the five students with a secondary enrollment record are excluded from the denominator.
* Third, although 15 out of the 730 students (like Marcie) with primary enrollments transferred in and out of the same school, they are included *only once* in the denominator as long as their total enrollment count within the school is at least 31 instructional days. Therefore, the denominator of the rate is:

5 (students with short-term enrollments) + 730 (students with primary enrollments) = **735**

Step 3: Determine the Chronic Absenteeism Rate or Status

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

* *Numerator*: 125 (Step 1)
* *Denominator:* 735 (Step 2)

125 ***divided by*** 735 = 0.170068 or **17.0%.**

Step 4: Determine the Status Level

The school’s Status level is determined using the **Status cut scores** identified on the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>. Based on the school’s chronic absenteeism rate of 17.0 percent, the school has a **Status level of High**, which is highlighted with a thick purple border in Table 1 below.

**Table 1: Chronic Absenteeism Cut Scores and Status Levels**

| **Status Level** | **Cut Scores** |
| --- | --- |
| **Very High** | More than 20.0% in Current Year |
| **High** | More than 10.0% to 20.0% in Current Year |
| **Medium** | More than 5.0% to 10.0% in Current Year |
| **Low** | More than 2.5% to 5.0% in Current Year |
| **Very Low** | 2.5% or less in Current Year |

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

Step 1: Calculate the Absence Rate for Each Student and Determine the Numerator of the LEA’s Absenteeism Rate

Using the formula identified within “Step A: Calculate Each Student’s Absence Rate,” calculate the absence rate for each student **in kindergarten through grade eight only.** For example:

* Hugo, a grade seven student, was expected to be enrolled for 131 instructional days during the 2021–22 school year and therefore, this will be used as the denominator of his absence rate. By the end of the school year, he had:
  + 21 days of excused absences
  + 7 days of unexcused absences

Using the above information, his absence rate is:

21 (excused absences) + 7 (unexcused absences) *divided by* 131 =

0.2137 or 21.3 percent

Because Hugo’s absence rate is 10 percent or more, and he had more than 31 instructional days enrolled to attend, he will be included in both the numerator and denominator of the LEA’s chronic absenteeism rate.

* After calculating each student’s absence rate, it was revealed that 4,900 students at the LEA had an absence rate of 10 percent or more. Therefore, the numerator of the school’s rate is:

**4,900** students who met the 10 percent or more “chronic absenteeism” threshold.

Step 2: Determine the Denominator of the LEA’s Absenteeism Rate

During the 2021–22 school year, 65,000 students enrolled at the LEA for at least one day. Of these 65,000 students:

* 2,000 were enrolled for less than 31 instructional days.
* 63,000 were enrolled for at least 31 instructional days. Of these 63,000 students:
  + 50 had a secondary enrollment record
  + 50 had a short-term enrollment record
  + 62,900 had a primary enrollment record. Of these 62,900 students, 5,000 transferred in and out of the schools within the district. For example:
* Brianwas enrolled at:
  + *School 1* for 10 days and then transferred out
  + *School 2* for 51 days and then transferred out
  + *School 3* for 57 days and then exited the school

To determine the denominator of the chronic absenteeism rate:

* First, review the number of days that the students were enrolled to attend. Because students must be enrolled for at least 31 instructional days, the 2,000 students who were enrolled for less than 31 instructional days are excluded from the denominator.
* Second, the rate only includes students with primary and short-term enrollments. Therefore, the 50 students with a secondary enrollment record are excluded from the denominator.
* Third, although 5,000 out of the 62,900 students with primary enrollments transferred in and out of the schools within the same district (like Brian), they are included *only once* in the district’s denominator if their total enrollment count within the district (across all schools) is at least 31 instructional days. Therefore, the denominator of the rate is:

50 (students with short-term enrollments) + 62,900 (students with primary enrollments) = **62,950**

Step 3: 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 Diamond Unified. After accessing the DSEA extract from CALPADS, there are 150 SWDs who were enrolled at Blue Topaz County Office of Education (COE) to receive their appropriate special education services and have been “sent back” to Diamond Unified as the DSEA. These students’ absence and enrollment data at Blue Topaz COE will be used to determine if they should be included in Diamond Unified’s chronic absenteeism rate. For example:

* Gianna was a grade six student with a primary enrollment record who was enrolled for 160 instructional days at Blue Topaz COE. She had five days of unexcused absences, one full day of suspension, and three days of excused absences. Her absence rate was:

5 (unexcused absences) + 1 (suspension) + 3 (excused absences) *divided by* 160 =

0.056 or 5 percent

Because Gianna’s absence rate at Blue Topaz COE is five percent and does not meet the 10 percent or more “chronic absenteeism threshold,” she will not be included in the numerator of Diamond Unified’s chronic absenteeism rate. However, because she had more than 31 instructional days enrolled to attend, she will be included in the district’s denominator. (Gianna will not be included in Blue Topaz COE’s chronic absenteeism rate.)

After reviewing all 150 SWDs who were being sent back to Diamond Unified:

* 120 had more than 31 instructional days. Therefore, all 120 students will be added to the denominator calculated within Step 2.
* Of the above 120 students:
  + 100 had an absence rate of 10 percent or more. Therefore, these 100 students will be added to the numerator calculated within Step 1.

Step 3: Determine the Chronic Absenteeism Rate or Status

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

* *Numerator*: 4,900 (Step 1) + 100 (Step 3 DSEA) = 5,000
* *Denominator:* 62,950 (Step 2) + 120 (Step 3 DSEA) = 63,070

5,000 ***divided by***63,070 = 0.07927 **or 7.9%.**

Step 4: Determine the Status Level

The LEA’s Status level is determined using the **Status cut scores** identified on the CDE Status Cut Scores for 2022 Dashboard web page at <https://www.cde.ca.gov/ta/ac/cm/perfcutscores22.asp>. Based on the LEA’s chronic absenteeism rate of 7.9 percent, the LEA has a **Status level of Medium**, which is highlighted with a thick purple border in Table 2 below.

**Table 2: Chronic Absenteeism Cut Scores and Status Levels**

| **Status Level** | **Cut Scores** |
| --- | --- |
| **Very High** | More than 20.0% in Current Year |
| **High** | More than 10.0% to 20.0% in Current Year |
| **Medium** | More than 5.0% to 10.0% in Current Year |
| **Low** | More than 2.5% to 5.0% in Current Year |
| **Very Low** | 2.5% or less in Current Year |

### Frequently Asked Questions

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

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

No. Keep in mind that the Chronic Absenteeism Indicator is a K–8 indicator. Data are reported on the Dashboard for elementary and middle grades only. However, chronic absenteeism data for all grades (K–12) are available on DataQuest (<https://dq.cde.ca.gov/dataquest/>).

1. **Are transitional kindergarten (TK) students included in the chronic absenteeism rate?**

Yes. Transitional kindergarten students are included in the enrollment counts for the chronic absenteeism rate.

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

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

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

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?**

Yes. A student who enrolls and exits a school on the same day is considered enrolled for one day.

1. **Are students in independent study included in the calculations for chronic absenteeism?**

Yes. As long as the student meets the eligible enrollment rule (enrolled for at least 31 instructional days), the student is included in the denominator of the chronic absenteeism calculation. Any independent study student who has an absence rate of 10 percent or more **(including non-ADA generating independent study days**) are considered chronically absent and **are also** included in the numerator.

1. **The student population (enrollment) numbers on my district’s Dashboard reflects 1,000 students. But the denominator for my district’s Chronic Absenteeism Rate Indicator displays 1,300 students. The denominator is a much higher count for the chronic absenteeism rate. Is this an error?**

No. The student population data on the Dashboard (which includes enrollment) reflects the count of students on Fall Census Day. However, the denominator for the chronic absenteeism rate reflects the count of students who were enrolled for at least 31 days at any time during the school year. This enrollment data is taken from the CALPADS Student Enrollment (SENR) file.

1. **Does it make a difference whether my LEA has an hourly or daily attendance in calculating the chronic absenteeism rate?**

No. The rate is determined by using the count of expected instructional days and the count of days not attended. Therefore, it is up to each LEA and their local Student Information System regarding how attendance is reported in CALPADS. For example, if an LEA marks a student as having an unexcused absence for missing one period, then we will count that absence when calculating the rate.

### 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:

* Quarterly attendance reports by grade level (high school, middle school, elementary school) and student group
* Suspension data by month including school distribution

### 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](#AppendixA): 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](#AppendixAFig2): 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.