

SAT0900 - Campus/District Summary Report

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This report provides the eligible/ineligible attendance days present and absent, special program contact hours, and employee full-time equivalencies (FTEs). Cumulative ADA and FTE numbers are provided. The report can summarize counts, ADAs, and FTEs for the same track at all campuses. Reports for all tracks can be added to compare against all but the ADA and FTE results on the summary page of SAT0950.

The totals generated on the report are reported to PEIMS during the third submission. The totals are part of the equation for determining the school district's funding for the next school year. This report is for the current year only, and can be run by semester, or cycle, or date range.

The report is run by track. You can run the report for the entire district; however, all tracks must be added to get district totals.

> If a campus ID is not selected, the report title is District Summary Report. If a campus ID is selected, the report title is Campus Summary Report.

The district report groups all authorized campuses so that each campus in the group has the same number of days taught in each cycle for the specified semester, cycle, or date range. Within the district report, campuses are combined with the same number of days taught and printed together for the specified time period. Campuses with a different number of days taught are included in the report, but not in the group of campuses that have the same number of days taught.

The report is divided into four tables:

- Table I is a report of attendance totals by grade level. The total for all grade levels is displayed in the Total column after grade 12.
- Table II is a report of Career and Technical Education (CTE) attendance totals and FTEs for CTE codes V1-V6.
- Table III is a report of special education attendance totals for special education codes 00-02, 08, 30, 41-45, 81-89, and 91-98, which includes totals for eligible days by instructional setting, special education contact hours served, excess hours, total eligible contact hours, and FTE.
- Table IV provides a count of gifted and talented students by grade level.

> When SAT0600, SAT900, SAT2100 or SAT2300 are run for the entire year (and added up, if necessary), all numbers from the summaries should be the same (within one-tenth).

This report is an auditable document. See the Student Attendance Accounting Handbook for

more information.

NOTE: Students in GRADE-LEVEL-CODE EE can be reported with days in Bilingual/ESL if they are eligible for ADA and meet all other Bilingual Education Allotment eligibility requirements.

Report field descriptions

Grade Level Breakout

A. Number of Days Taught	The total from the district calendar is displayed. • If the report is run for semester 1 or 2, the number of days taught is reported by cycle according to the school calendar. • If the report is run for a cycle, the number of days taught is the number of days in the cycle according to the calendar. • If the report is run for a date range using the beginning and ending dates of the semester, the number of days taught is the number of days taught in the semester and is not reported by cycle.
B. Tot Days Membership - All Students	The number of days all eligible students are in membership for the selected semester, cycle, or date range is displayed.
C. Tot Days Absent - All Students	The total number of days that students have ADA absences during the official attendance period for the reporting period is displayed. The total should match the data on SAT0600 - Daily Register/Weekly Summary (summary report for all grade levels).
D. Tot Days Present - All Students (B-C)	The total number of days that all students are present for the reporting period is displayed. The total should match the data on SAT0600 (summary report for all grade levels).
E. Ineligible Days Present	The total number of days present for all ineligible students for the reporting period is displayed.
F. Total Eligible Days Present (D-E)	The total number of days present for all eligible students for the reporting period is displayed.
G1. B1-Elig Days Bilingual/ESL	Total number of days a student was present and an eligible participant in the state-approved bilingual program during a particular reporting period, where the funding program was **B1** (transitional bilingual or alternative methods for transitional bilingual) * Campus-level calculation - For each grade within the reporting period and instructional track • LEA-level calculation - For each grade within the reporting period from all campuses
G2. E1-Elig Days ESL	Total number of days a student was present and an eligible participant in the state-approved ESL program during a particular reporting period, where the funding program was **E1** (ESL or an alternative method for ESL) * Campus-level calculation - For each grade within the reporting period and instructional track • LEA-level calculation - For each grade within the reporting period from all campuses

G3. D3(EB)-Elig Days Dual Lang	Total number of days a student was present and an eligible participant in the state-approved bilingual dual language program during a particular reporting period, where the funding program was **D3** (EB student in dual language immersion one-way or two-way program) * Campus-level calculation - For each grade within the reporting period and instructional track. • LEA-level calculation - For each grade within the reporting period from all campuses
G4. D4(Non-EB)-Elig Days Dual Lang	Total number of days a student was present and an eligible participant in the state-approved bilingual dual language program during a particular reporting period, where the funding program was **D4** (non-EB student in dual language immersion two-way program)
G5. D5(EB)-Elig Days Alt Dual Lang	The total number of days a student was present and an eligible participant in the state-approved bilingual program during a particular reporting period where the language program was **D5** (EB student in alternative methods dual language immersion one-way or two-way program).
G6. D6(Non-EB)-Elig Days Alt Dual Lang	The total number of days a student was present and an eligible participant in the state-approved bilingual program during a particular reporting period where the language program was **D6** (non-EB student in alternative methods dual language immersion one-way or two-way program).
H1. Early Ed Eco Dis Elig Days	The total number of days eligible for Early Education (economically disadvantaged) funding.
H2. Early Ed Lang Elig Days	The total number of days eligible for Early Education (standard or alternative bilingual or English as a second language (ESL)) funding.
H3. Early Ed Eco Dis & Lang Elig Days	The total number of days eligible for Early Education (economically disadvantaged and standard or alternative bilingual or English as a second language (ESL)) funding.
I. Eligible Days in Res Fac	The total number of days present for all eligible special education mainstream students for the reporting period is displayed.
J. Eligible Days in Pg Related Services	The total number of days present for all eligible pregnancy-related services (PRS) students for the reporting period is displayed.
K. Eligible Days Sp. Ed. Mainstream	The total eligible days for special education mainstream divided by the number of days taught for the reporting period is displayed.
U. Percent Attendance	The value is calculated as follows: (Eligible Days by Instruct Settings (Column A) x Contact Hour Value (Column B)) = Special Ed Contact Hrs Served (Column C) - Excess Hours (Column D) = Total Eligible Contact Hours (Column E) The eligible contact hours from Table III are added together to obtain the total eligible contact hours for the reporting period.

All Grades Breakout

L1. B1-Bil Refined ADA (G1/A)	The total eligible days present for bilingual/ESL divided by the number of days taught for the reporting period is displayed.
L2. E1-ESL Refined ADA (G2/A)	Refined ADA for students in bilingual dual language immersion/one-way programs.
L3. D3(EB)-Dual Lang Refined ADA (G3/A)	Refined ADA for students classified as English learners in bilingual dual language immersion/two-way programs.

L4. D4(Non-EB)-Dual Lang Refined ADA (G4/A)	Refined ADA for students classified as English proficient in bilingual dual language immersion/two-way programs.
L5. D5(EB)-Alt Dual Lang Refined ADA (G5/A)	Refined ADA for students classified as English learners in bilingual dual language immersion/two-way programs.
L6. D6(Non-EB)-Alt Dual Lang Refined ADA (G6/A)	Refined ADA for students classified as English proficient in bilingual dual language immersion/two-way programs.
M. Residential Facility Refined ADA	The value is calculated by first determining the total eligible contact hours. Calculate the CTE contact hours using line J. Then calculate the FTE. The formula is as follows: FTE = Eligible Contact Hours (for V1-V6) / (6 x Number of Days Taught for the reporting period) Example: 4305.00 (Eligible Contact Hours) / (6 x 29 (Number of Days Taught) = 174) = 24.742 (FTE)
N. Spec. Ed Refined ADA	The value is calculated by first determining the total eligible contact hours. Calculate the special education contact hours using line K. Then calculate the FTE. The formula is as follows: FTE = Eligible Contact Hours (for instructional setting codes 01, 02,41, 42, etc.) / (6 x Number of Days Taught for the reporting period) Example: 1864.055 (Eligible Contact Hours) / (6 x 29 (Number of Days Taught) = 174) = 10.713 (FTE)
O1. Early Ed Eco Dis Refined ADA	Average Refined ADA for students in Early Education programs who are classified as economically disadvantaged. Early Ed Eco Dis Refined ADA = Total Eligible Days (F) where the ECONOMIC-DISADVANTAGE-CODE is not equal to 00 / Days Taught for grades KG, 01, 02, 03 only.
O2. Early Ed Lang Refined ADA	Average Refined ADA for students in Early Education programs who are eligible for standard or alternative bilingual or English as a second language (ESL) programs. Early Ed Lang Refined ADA = Total Eligible Days (F) where the BILINGUAL/ESL-FUNDING-CODE = BE, D1, or D2, and the EMERGENT-BILINGUAL-INDICATOR-CODE = 1 / Days Taught for grades KG, 01, 02, 03 only.
O3. Early Ed Eco Dis and Lang Refined ADA	Average Refined ADA for students in Early Education programs who are classified as economically disadvantaged and eligible for standard or alternative bilingual or English as a second language (ESL) programs. Early Ed Eco Dis and Lang Refined ADA = Total Eligible Days (F) where the ECONOMIC-DISADVANTAGE-CODE is not equal to 00, the BILINGUAL/ESL-FUNDING-CODE = BE, D1, or D2, and the EMERGENT-BILINGUAL-INDICATOR-CODE = 1 / Days Taught for grades KG, 01, 02, 03 only.
P. Preg Related Services FTE	The total eligible days present for all students divided by the number of days taught for the reporting period is displayed.

Q1. Career & Technical Ed FTE - Tier 1	The Tier 1 CTE FTE is displayed. • To calculate each reported CTE Tier 1 Service ID, multiply the sum of Career and Technical Education eligible days present (V1, V2, and V3) for each grade by the corresponding CTE Contact Hour Multiplier. (Total Eligible Contact Hours = (Number of Days x Contact Hour Value)). • Add together the Total Eligible Contact Hours for all CTE Tier 1 Service IDs and Career and Technical Education codes (V1, V2 and V3) within the track. • Divide this total by (6 x number of days taught) to get the FTE value.
Q2. Career & Technical Ed FTE - Tier 2	The Tier 2 CTE FTE is displayed. • To calculate each reported CTE Tier 2 Service ID, multiply the sum of Career and Technical Education eligible days present (V1, V2, and V3) for each grade by the corresponding CTE Contact Hour Multiplier. (Total Eligible Contact Hours = (Number of Days x Contact Hour Value)). • Add together the Total Eligible Contact Hours for all CTE Tier 2 Service IDs and Career and Technical Education codes (V1, V2 and V3) within the track. • Divide this total by (6 x number of days taught) to get the FTE value.
Q3. Career & Technical Ed FTE - Tier 3	The Tier 3 CTE FTE is displayed. • To calculate each reported CTE Tier 3 Service ID, multiply the sum of Career and Technical Education eligible days present (V1, V2, and V3) for each grade by the corresponding CTE Contact Hour Multiplier. (Total Eligible Contact Hours = (Number of Days x Contact Hour Value)). • Add together the Total Eligible Contact Hours for all CTE Tier 3 Service IDs and Career and Technical Education codes (V1, V2 and V3) within the track. • Divide this total by (6 x number of days taught) to get the FTE value.
R. Special Education FTE	The total of CTE FTEs plus special education FTEs is displayed.
S. Regular Program Refined ADA (T-V)	The total of eligible days present for PRS divided by the number of days taught for the reporting period is displayed.
T. Total Refined ADA	The total eligible days present for all students divided by the number of days taught for the reporting period is displayed.
V. Total Special Program FTE (Q + R)	A calculation of the Career & Technology FTE (Q) and the Special Education FTE (R). This number is used to determine the calculation of Regular Program Refined ADA (S) by subtracting the Total Special Programs FTE (V) from the Total Refined ADA (T).
W. Career & Technology Contact Hours Total - Table II	The value is calculated as follows: Number of Days by CTE Code (Column A) x Contact Hour Value (Column B) = Total Eligible Contact Hours (Column C) All CTE contact hours from Table II, Column C are added together to obtain the total eligible contact hours for the reporting period.

Parameter	Description
Campus ID	Type the three-digit campus ID, or click ⋮ to select the campus.


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