

SAT0921 - Interim Estimate Camp/Dist Multi-Track Summary Rpt

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This report provides multi-track campus or district summary reports that meet the audit documentation requirements specified in Section 2.3 of the Student Attendance Accounting Handbook. The report is for the current year only and can be run for the school year or by semester or cycle. The totals generated on the report are reported to PEIMS during Submission 3. The totals are part of the equation for determining the school district's funding for the next school year.

This report is similar to SAT0920 except that it includes students who do not qualify for SAT0920 because lines G and J (based on bilingual code is 2, 3, 4, or 5 OR ESL is 2 or 3 and LEP is 1). The students included in SAT0921 that are not included in SAT0920 have the following in their Bil/ESL record:

LEP	**Bil/ESL Fund Cd**	**both Bilingual and ESL**
1	BE, D1, or D2	blank or 0
or		
F, S, 2, 3, 4, or 5	D2	blank or 0

All tracks on a campus are summarized in the Campus Summary Report.

All campuses in the district or charter are summarized for the District Summary Report.

Additionally, after the individual cycle reports, cumulative summary reports are generated when run for a semester or school year.

The 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 also listed.

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.

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 (Table I)

Reporting Period for...	The period covered by the report (cycle #, semester #, or school year) is displayed.
Dates Covered	The beginning and ending dates of the reporting period are displayed. If the campus has multiple tracks the earliest track beginning date and latest track ending date are displayed.

The following fields are listed in the same order as on SAT0950 report, which duplicates the TSDS.

Grade Level Breakout

A. Grade Level	The header for the **Grade** or **Total** column is displayed.
B. Tot Days Membership - All Students	The number of days all eligible students are in membership for the reporting period 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. BE-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. D1-Elig Days Bil Dual Lang	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. D2(EL)-Elig Days Bil 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. D2(EP)-Elig Days Bil 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)
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. BE-Bil/ESL Refined ADA	The total eligible days present for bilingual/ESL divided by the number of days taught for the reporting period is displayed.
L2. D1-Dual Lang Refined ADA	Refined ADA for students in bilingual dual language immersion/one-way programs.
L3. D2(EL)-Bil Dual Lang Refined ADA	Refined ADA for students classified as English learners in bilingual dual language immersion/two-way programs.
L4. D2(EP)-Bil Dual Lang Refined ADA	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.
X. Special Education Contact Hours Total - Table III	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.

Run the report:

Parameter	Description
Campus ID (Blank for All)	Type the three-digit campus ID, or click ⋮ to select the campus. Leave blank to select all campuses in the district. **NOTE:** If you select to create the report for all campuses, any campuses excluded from district reporting (i.e., campuses that have the **Exclude from District Reporting** field selected on Registration > Maintenance > Campus Profile > Campus Information Maintenance > Control Info) are not included in the report. However, you can generate the report for an individual excluded campus by entering the campus ID. If blank, a district report is generated. The report title is District Multi-track Summary Report. Otherwise, the report title is Campus Multi-track Summary Report.
Semester (1, 2, Leave Cycle Blank)	Type the one-digit semester. Valid semesters are 1 and 2. For a four-semester campus, valid semesters are 1, 2, 3, and 4. Leave blank if you are selecting a cycle. If specified, three attendance cycles are reported. Semester summaries are printed after the cycle reports for Tables I, II, and III, and Table IV lists a Gifted and Talented Students snapshot at the end of the semester.

Parameter	Description
Cycle (1, 2, 3, 4, 5, 6, Leave Semester Blank)	Type the one-digit cycle code. Leave blank if you are selecting a semester. If specified, only the cycle reports for Tables I, II, III and IV are printed.

If **Semester** and **Cycle** are blank, all attendance cycles for the school year are reported. School year summaries are printed after the cycle reports for Tables I, II, and III, and Table IV lists a Gifted and Talented Students snapshot at the end of the school year.


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