

LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Sato Academy

School Plan for Student Achievement
2024-2025

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-risk students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: lbschools.net/lcap. The LCAP Federal Addendum is presented at: lbschools.net/departments/business-and-finance/fiscal-services/state-and-federal-programs/state-and-federal-required-plans

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

Progress and components of LBUSD's Strategic Plan, viewable at lbschools.net/departments/strategic-planning, are rooted in the following core values:

- Centering student needs and voice
- Authentic community engagement and collaboration
- Culture of innovation and creativity
- Diversity and inclusion
- Environment that fosters connection, respect and safety
- Equity and social justice
- Excellence and accountability through continuous improvement
- Fostering joy and commitment
- Integrity and responsible leadership

The Board of Education has set goals to help guide the district and schools:

Goal 1: Reading: Proficiency

The percentage of Grade 3 students who meet or exceed grade-level standards on the state English Language Arts SBAC assessment will grow from 48% in June 2023 to 70% by June 2028.

Goal 2: Reading: Acceleration

The percentage of students in Grades 4-8 scoring at the “Not Met” achievement level in the prior year who meet the scale score growth target on the state SBAC-English Language Arts assessment will increase from 28% in June 2023 to 60% in June 2028.

Goal 3: Algebra Proficiency

In pursuit of having more than 80% of Black/African American students meet the Algebra A-G requirement by the end of Grade 9, the proficiency gap between Black/African American students and all other students will decline from 5% in June 2023 to 0% by June 2028.

Goal 4: College & Career Readiness

In pursuit of having more than 66% of Black/African American graduating seniors A-G eligible, the proficiency gap between Black/African American students and all other students will decline from 15% in June 2023 to 0% by June 2028

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 2: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 3: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

DELAC Recommendations:

1. Monitor the implementation of the district's comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
3. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
4. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020:

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parent involvement in the education of children contributes greatly to student achievement and a positive school environment. For this reason, the Governing Board will have a written parent involvement policy developed jointly with and agreed upon by parents/guardians and applicable to non-Title I schools.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for

meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318).

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

Comprehensive Needs Assessment: English-Language Arts

ELA Findings

Most Sato students perform well in their ELA classes and perform higher on their SBAC than they do in math. However, teachers notice that on demand essay writing is the biggest challenge students have in English class. Strengthening this skill will also improve performance in other classes, especially in AP courses.

ELA Goals

Goal: Using the performance task rubric and quarterly performance tasks, 95% of students in ELA 1-2, 3-4, and 5-6 will be able to score a 3 or higher by the end of the 2024-2025 school year. Action plan summary: ELA teachers will meet quarterly to norm grading to the rubric and discuss areas of need and create a plan to address the need. Progress monitoring plan: ELA teachers will monitor and select next steps at each quarterly writing planning meeting and report to the principal their findings and next steps.

Comprehensive Needs Assessment: Mathematics

Math Findings

Although our math scores are strong, and our math AP rates are especially high for pre-calc (93%) and calculus (97% with nearly all scores of 4 and 5), students come to us with a great range of abilities. Our focus on their first two years of math at Sato (Geometry and Algebra 2) is designed to strengthen math thinking.

Math Goals

Goal: Using unit assessment data for geometry and algebra 2, identified most struggling 9th and 10th grade math students will grow a minimum of one proficiency level by the end of the school year. These same students will maintain a C or better grade in their math class. Action plan summary: teachers will identify struggling math students in geometry and algebra 2, working with them in class and period 8 to provide extra supports. Progress monitoring plan: Teachers will track their growth and discuss in math dept meetings and with grade level teams, reporting to the principal at Q2 and Q3 grades.

Comprehensive Needs Assessment: English Learners

English Learner Findings
Sato has two English Learners this year and several redesignated students. The EL students will need targeted supports and the RFEP students will need progress monitoring.

English Learner Goals
Goal: Ensure Sato's two EL students receive supports in all classes so they can pass with a C or better and improve at least one band on the ELPAC. Action plan summary: Grade level teams will provide tier 2 supports for our two EL students. The English department teachers will monitor our RFEP students semesterly. Progress monitoring plan: Sato's Student Intervention Team will monitor tier 2 supports for EL students and assess their progress quarterly and as needed.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings
Sense of Belonging and Self-Efficacy on the CORE survey has been a consistent focus for Sato over the past few years. Our positive rates continue to rise in those areas. A relatively new category, Cultural Awareness and Action took a 7% point dive last year.

Culture/Climate Goals
Goal 1: Using the Core Survey Data, raise the lowest three ethnic groups (Sense of Belonging: African American, Asian, and Mixed; Self Efficacy: Asian, Hispanic/Latino, Filipino) by 3% by April 2025. Goal 2: Using the Core Survey Data, raise the Cultural Awareness and Action positive responses by 7% for African American students by April 2025. Action plan summary: provide students with data and an understanding of the work we are doing in these areas. have a student forum to mine student input and put their ideas into action. Progress monitoring plan: Student InterventionTeam will monitor messaging with students, student input, and work with grade level teacher teams.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	1) Using the Sato ELA writing rubric and quarterly process essays, 95% of Sato students will be able to score a 3 or higher by the end of the 2023-24 school year on the rubric, thus maintaining the current ABC rate of 96.5%.	Goal Partially or Not Met	ELA teachers did not gel around this goal last year. It was forgotten in a myriad of other demands. ELA teachers did work with the rubric and grew kids, but as individuals and not as a department.	This year, teachers have agreed to work together on what they do with the writing rubrics and have built in check-points and accountability for their work. We have already had the 9th grade team and the 10th grade team working together to norm "on demand" writing.
Math	1) Increase student academic proficiency in math in order to increase college readiness for STEM related fields as measured by student achievement in all subgroups with district unit exams, ABC semester rates, SBAC and AP pass rates. ABC semester rates for math will maintain or grow from 92.8%.	Goal Met	Our math scores and grades were healthy last year, especially in upper math. Our lower math scores and grades neither grew nor fell--they remained relatively stagnant.	This year the focus is on those students who struggle in math at the 9th and tenth grade levels. Teachers choose students to track and support based on data and there is more personal ownership with this goal.
English Learner	1) Redesignate the four EL students through additional supports offered to Satos at-risk students, including tutoring, grade monitoring and regular check-ins, as well as ELPAC prep.	Goal Met	Our four EL students were all redesignated last year and are now RFEP. They will be tracked semesterly by the ELA department.	The four EL students last year were all proficient and advanced proficient in most areas, so they were ripe for redesignation. This year our two EL students are lower in their English proficiency and will need targeted intervention and support.

Culture/Climate	1) Enhance our schools Culture & Climate through improved Self-Efficacy in which students are supported through the struggle to learn difficult content by staff, peers and parents while maintaining motivation to continue learning. The goal is to move sense of belonging to 70% on the CORE Survey and self-efficacy to 65%	Goal Partially or Not Met	We met our goal for self-efficacy, moving up three percentage points from 62% to 65%. For sense of belonging, we nearly met the goal, short by one percentage point, from 68% to 69%.	This year we are adding a goal for Cultural Awareness and Action. This is a relatively new category--just the third year--but we dropped seven percentage points from last year, to 44% positive. Our African American students were only 27% positive for this category. Thus, this is an important data point for us to work on regarding Sato's school culture.
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Gizmos is an online application subscription. Gizmos are interactive math and science virtual labs and simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. Our science teachers use Gizmos to allow students to access content differently, which is key for struggling learners. (IN 1)	(Does not apply to this goal)	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
2022/2023 buses to Disneyland for the Sato band and orchestra. Funds were allocated from the music gift account, but were never taken out. The gift account money is no longer available. Fiscal needs the buses paid for. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact	Strong Positive Impact
Student planners are provided for every Sato dragon and provide an array of information pertinent to the school year. School expectations, calendars, bell schedules, counseling info, Sato student outcomes and so much more are provided in writing for each student. Teachers and students also use the planner for time management and recording due dates and project timelines. (IN 3)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful

A wall banner for the College & Career Center refresh project is needed to cover the south wall. The room was once a middle school library and still looks that way. We have gotten the carpet replaced and the walls painted and applied, and received, a grant to refurnish the room. Continuing efforts include more materials, branding, and college & career resources. The wall banner identifies the space and adds branding and a new look for the room. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
A banner is needed for the Sato Wellness Center. The wellness center, called the Dragon's Den, is currently housed in an unmarked bungalow in our quad /lunch area of the campus and has nothing to identify it. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Championship style banners are needed for the auditorium walls. The auditorium is old, dark, and bare, but their is newer paint on the walls and seating and curtains have been repaired and cleaned. The banners will bring color and school pride during assemblies, parent orientation, and other events held their. Like athletic banners in gyms, these banners will highlight Sato students' wins in MESA, Drone Soccer, Momentum Robotics, Rocketry, HOSA, and other annual contests Sato dragons compete in. We will be able to add ""years"" to the banners for future wins. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
<p>Students pursue a balanced, integrated literacy program of literature and language study to promote academic discourse. In literature, students develop strategies to construct meaning and interact thoughtfully with all genres of literature and nonfiction texts. Language production (in both speech and written response) becomes an extension of experiences developed through reading literary and nonfiction works. Students also receive instruction in the conventions of written language, effective oral communication, and research techniques.</p> <p>Reading activities are based on contemporary themes in</p>	<p>Interim Assessments</p> <p>End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression</p>	My Perspectives, 2017, Pearson

literature and non-fiction selections to provide for an ever-changing and highly motivational curriculum.

LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.

Please see the full catalog of high school courses at: <https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nrxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf>

Writing Tasks

These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples include the following:

- Unit and section introduction tasks: section overview activities, Launch Text activities
- Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure
- Language Development tasks: concept vocabulary, word study, conventions, author’s style
- Preparation for performance assessments, Unit reflections, evidence logs, word networks
- Short constructed response, Cornell notes, double entry journals, journal quick writes

Formative Assessments/Quizzes

These assessments allow teachers and students to collect the best possible evidence about where students are in the learning process, and teachers use this information to decide what to do next.

These are quick assessments to check for understanding of the content and skills taught so far. These mini assessments can be oral, multiple choice, short answer, essay format, or visual. They can be graded or not. Some examples include the following:

- Brief quizzes and general comprehension checks

	<ul style="list-style-type: none"> • Thinking Maps • Selection Tests <p>Homework This independent practice reinforces or extends the instruction or learning done in class. Teachers use the data to determine areas of focus for student intervention (reteach) and/or acceleration (move on). The work should be checked for completion, but not graded for mastery: it is practice in a skill.</p>	
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Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
<p>Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.</p> <p>Students are provided a concentrated study of the writing process, essay genres, close reading of fiction and non-fiction, research skills and correctness. Writing activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. Students use technology to support production of text, correctness, and research reading and writing</p>	<p>Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following:</p> <ul style="list-style-type: none"> • Interim district assessment • Unit tests • Portfolios <p>Reading & Writing Tasks: Making Meaning, Language Development, and Effective Expression Writing Tasks These tasks provide students with opportunities to “attempt” or “discover” multiple strategies in their learning of new or reviewed skills. This process allows for multiple submissions to master the learning without penalty. These are primarily teacher guided or collaborative tasks that may include scaffolded supports. Some examples</p>	<p>My Perspectives, 2017, Pearson</p>

<p>LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement.</p> <p>Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyeyznk2e7i/HS-Course-Selection-Guide.pdf</p>	<p>include the following:</p> <ul style="list-style-type: none"> • Performance Task: Writing Focus (teacher-guided process essay), including prewrites, Thinking Maps, Flee Maps, drafts, peer feedback, etc. • Effective Expression Writing Tasks: writing to sources, writing to compare, quick writes, summaries, Write Now tasks • Short constructed response, Cornell notes, double entry journals, journal quick writes • Teacher modeled writing lesson activities <p>Language Production through Speaking & Listening Tasks: Preparation and participation in effective collaborative conversations that are built around important content ensures that students may show competency in contributing appropriately and analyzing and synthesizing a multitude of ideas from a variety of sources. Some examples include the following:</p> <ul style="list-style-type: none"> • Performance Task: Speaking and Listening Focus (small group presentation) • Effective Expression Speaking & Listening tasks • Everyday classroom participation, active participation activities, collaborative conversations, Socratic seminars, peer feedback and critiques, reader's theater, choral response, recitations 	
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Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-	Formative Assessment Lessons embedded into each Unit of Instruction	Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015

<p>level/course standards in Mathematics. For high school, the core program includes Algebra 1, Geometry, Algebra 2 and Precalculus.</p> <p>Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.</p> <p>Intensified Algebra I is offered to a small group of approximately 30 students at selected sites. Intensified Algebra I is a comprehensive, two-period course that is designed to help students who are one to three years behind in mathematics re-engage as motivated learners and succeed in Algebra I within a single academic year. Students are enrolled in a double block of Algebra which is supplemented with mindset activities and a hands-on approach to help students gain confidence and competence in Algebra.</p> <p>Geometry The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from</p>	<p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>First Semester Final End of Course (EOC) Assessment (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p> <p>Khan Academy offers the teachers a way to get assessment data and differentiate instruction based on student needs. It is being used in many classrooms for class activities, homework, and assessment.</p>	<p>Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015</p> <p>Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015</p> <p>Precalculus: Precalculus, McGraw Hill, 2014</p> <p>Khan Academy</p>
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the middle grades. This course includes standards from the Geometry conceptual category. In this Geometry course, students explore more complex geometric situations and deepen their explanations of geometric relationships, presenting and hearing formal mathematical arguments. Instructional time focuses on five critical areas: (1) establish criteria for congruence of triangles based on rigid motions; (2) establish criteria for similarity of triangles based on dilation and proportional reasoning; (3) informally develop explanations of circumference, area, and volume formulas; (4) apply the Pythagorean Theorem to the coordinate plane; and (5) prove basic geometric theorems.

Algebra 2

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include logarithmic, polynomial, rational, and radical functions in the Algebra 2 course. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Students work closely with the expressions that define the functions, competently manipulate algebraic expressions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. Instructional time focuses on four critical areas: (1) relate arithmetic of rational expressions to arithmetic of rational numbers; (2) expand understandings of functions and graphing to include trigonometric functions; (3) synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and (4) relate data display and summary statistics to probability

and explore a variety of data collection methods.

Precalculus

Precalculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Instructional time focuses on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of those functions; and (4) perform operations with vectors. Precalculus is not a required course for A-G completion. See additional 4th year options below.

4th Year Options

To meet the four year math requirement and to provide access to upper level math classes, some schools offer additional math electives, which may include:

- Introduction to Applied Math (not A-G)
- Intro to Data Science (IDS)
- Functions, Statistics & Trigonometry (FST)
- Finite Math
- AP Statistics
- AP Calculus (AB or BC)

For other math offerings and the full catalog of high school courses, please visit:

<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Students need copies of these novels for the integrated project (Surviving the Extremes) for freshmen, and sophomores will be reading The Hobbit as an outside novel. EL Reclassification 10, Core Curriculum 90	Novels are needed for English 9 and 10 classes. Freshmen students read Surviving the Extremes and some replacement novels are needed for our growing population-- 25 copies at \$8.28 each. Sophomores are reading The Hobbit this year and 180 copies are needed at \$17.10 each for the hardback, which lasts much longer than the paperback. These novels are in addition to the Perspectives text that our ninth and tenth graders use for English class.	All Students	LCFF \$3,622 Materials - LCFF 100%	09/15/2024 - 06/15/2025 Annually	Tania Ovalle-Perez, English Dept Head Ronnie Coleman, Principal	The texts will be monitored by the English department teachers and our office supervisor. EL Reclassification 10, Core Curriculum 90

A laptop for the auditorium for presentations. Other 100	A laptop is needed for the auditorium. The auditorium is shared by the Sato community, including club meetings, assemblies, and guest speakers. The laptop we are currently using is the counselor's laptop; we need one that is allocated 100% to the auditorium.	All Parents, All Staff, All Students	LCFF \$1,200 Materials - LCFF 100%	10/10/2024 - 06/10/2025 Weekly	Principal	The principal and office supervisor will ensure the auditorium laptop is protected and used appropriately and is in good working order Other 100
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Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		<p>Freshman Orientation takes place each August before the start of school. It is a 3 day session for 4 hours per day of onboarding for Sato's new ninth graders. They meet their ninth grade teachers and attend sessions for our handbook, student outcomes are assessed and placed for Spanish, and receive their schedules, school ID and textbooks.</p> <p>Dragon Crew is the Sato version of Link Crew, where older students are trained to mentor younger students. They spend three half days with freshmen in small groups in August before schools starts and then have touchpoints throughout the school year to ensure that freshmen have an older student to learn from</p>

	<p>who makes them feel welcomed and at home in their new school.</p> <p>Dragonfest is a welcome to Sato party that is open to the entire school. It is traditionally held at CSULB's student union where there is bowling, billiards, pingpong, video gaming, dancing, and food. The idea is for everyone to meet our new freshmen and welcome them into the Sato culture.</p> <p>Frieshman Parent Orientation occurs on the first day of school in the morning. Parents walk their freshman onto campus and when students go to class, parents meet with the principal in the auditorium for an information session that includes how we conduct student drop-off and pick-up, how to partner with Sato staff, and other pertinent information that parents need.</p>
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Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness

No supplemental budgeted items have been approved.

Accountability Measure 3: Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
WASC training for WASC coordinator Other College Readiness Measures 100	WASC training for WASC coordinator is needed to prepare for Sato's WASC certification next year.	LCFF \$300 Services - LCFF 100%	09/15/2024 - 12/15/2024 Annually	Principal	Principal will ensure that WASC coordinator attends a full day training.

Describe Teacher Involvement

Accountability Measure 4: Parent & Community

Parent and Community Involvement					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness

No supplemental budgeted items have been approved.

School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	0
Title I Parent and Family Involvement (3008)	0

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Research LROIX Development.	NA
Centralized Services Share	Counselors, Family Resource Centers, Facilitators, Travel/Conferences, APEX Online, Youth Orchestra Travel/Conferences, CORE	NA

State Programs *	Allocation
LCFF	20020

* It is understood that LCFF funding is district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Midyear Adjustments:

The state projects amounts districts receive in Title I and other resources, sometimes making mid-year adjustments to the allotments as a result of the Consolidated Application. While there is often no difference in site allocations, LBUSD will notify affected principals who will announce any adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to allocations to sites and designed to provide central services to underserved, underperforming, and/or Title I schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need and budget adjustments.

Administrative Share & Reservations Title I Program Administration**Parent Involvement** (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Provides homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Research/TISB LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Program Administration and Personnel to provide leadership:

- Curriculum Instruction and Professional Development (OCIPD): DELAC and EL services
- Early Learning (CDC, Educare, Head Start) - early childhood education, personnel including pre-K teachers of subsidized programs, office assistants
- Equity Engagement and Partnerships (EEP) - parent workshops and community engagement
- State and Federal Programs (SFP): state and federal supplemental programs

Centralized Services**Family Resource Centers**

Services to address students' social, emotional, and behavioral needs at 32 schools, including short-term counseling. The centers work with families to connect them to community resources, school-based services and parent education workshops.

Youth Orchestra

Students receive music opportunities with string instruments and instruction from professional music performers on weekends.

Assistance to Schools**Counselors**

Addresses student well-being, provides and coordinates various mental health supports, and collaborates with the site team to promote academic, behavioral or social-emotional development.

Facilitators

Assists in site engagement and compliance tasks to improve communication, build and strengthen community partnerships, and address goals to improve student achievement.

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Health

Technology

Supplemental technology support and devices to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Ronnie Coleman	
Staff	Classroom Teacher	Bailey Bellenfant	06-11-2025
Staff	Classroom Teacher	Gabriela Cook	06-11-2025
Staff	Classroom Teacher	Christi Phelps	06-11-2025
Staff	Classroom Teacher	Ian Speece	06-11-2025
Staff	Other School Personnel	Stephanie Fontela	06-11-2026
Community	Parent/Community Member	██████ Cooke	06-11-2025
Community	Parent/Community Member	██████ Diaab	06-11-2025
Community	Parent/Community Member	██████ Ozoude	06-11-2025
Community	Student	R ██████	06-11-2025
Community	Student	M ██████	06-11-2026
Community	Student	A ██████	06-11-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	
DELAC Representative	Parent of EL Student (required)	
Principal or Designee	Staff Member (required)	
Secretary		

Name	Representing
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ELAC Recommendations

Pursuant to Education Code, Section 52176, the school's English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	
2. At which ELAC meeting did ELAC approve its Recommendations?	
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	
5. At which SSC meeting were the ELAC recommendations presented? Ensure the SSC Agenda and Minutes list the receipt of the ELAC Recommendations	
6. What was SSC's response to ELAC recommendations?	

Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s):
2. The SSC approved the **Home-School Compact** on 10/10/2024
3. The SSC approved the **Parent Involvement Guidelines** on 10/10/2024
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): ,
5. SSC Participated in the Annual Evaluation of SPSA:12/12/2024
6. The SPSA was approved at the following SSC Meeting: 12/12/2024

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

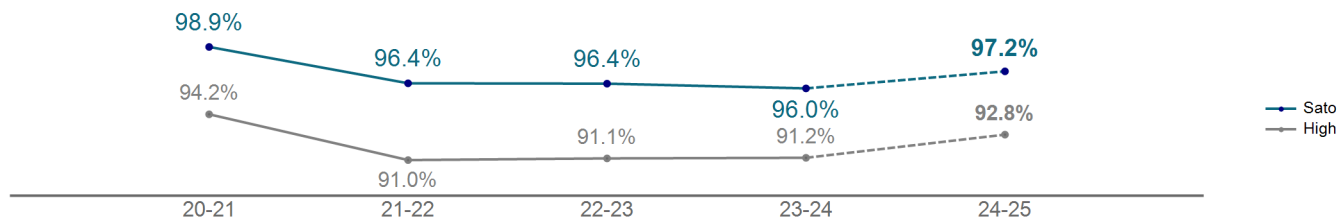
Printed Name: _____ Date: _____

ELAC Chair: _____

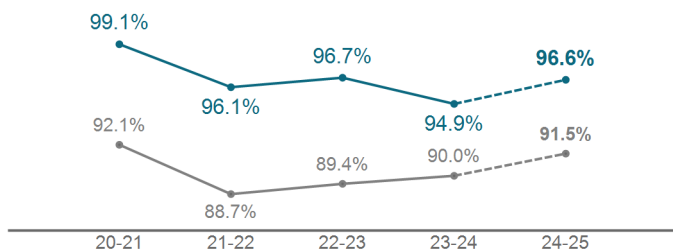
Printed Name: _____ Date: _____

Attendance Rate

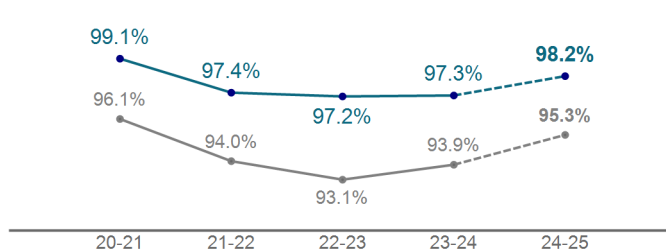
Sato
All Students
N = 552



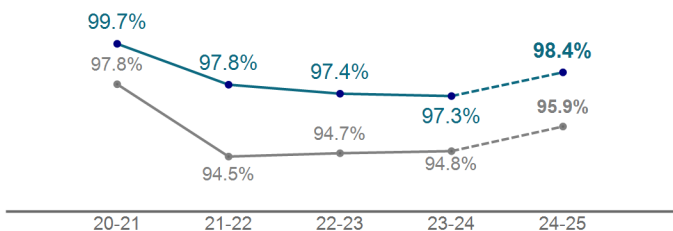
African American
N = 35



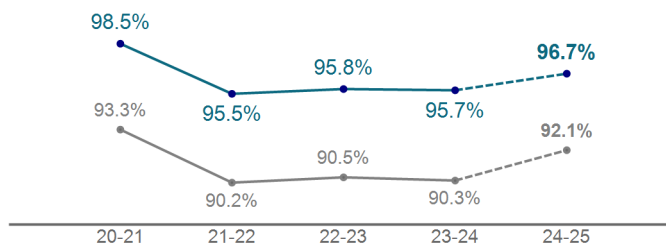
Asian
N = 71



Filipino
N = 53



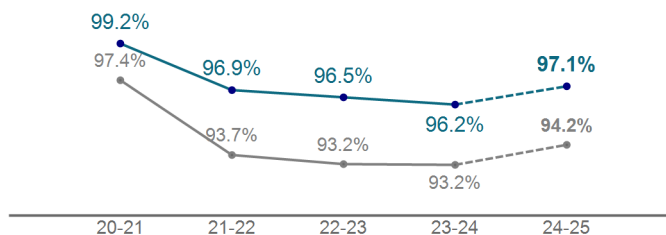
Hispanic
N = 204



Pacific Islander

Subgroup with fewer than 20 students.

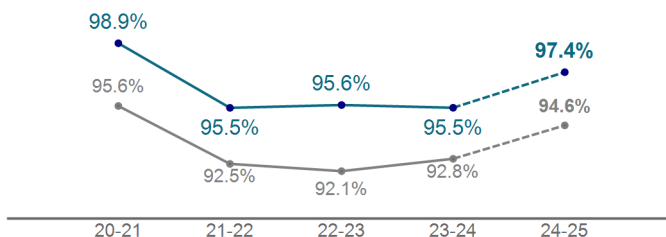
White
N = 120



Native American

Subgroup with fewer than 20 students.

Other
N = 66



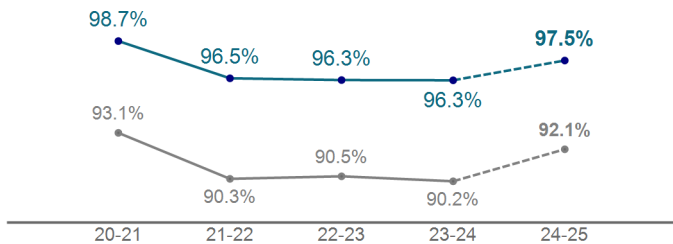
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.

Dashed line represents data for current year still in progress.

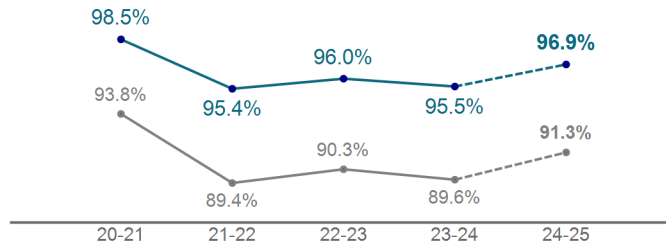
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 110



Low SES
N = 149



English Learner

Subgroup with fewer than 20 students.

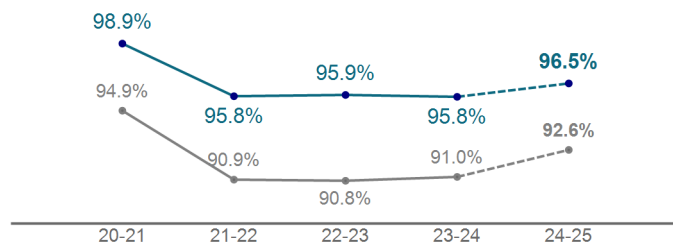
Special Education

Subgroup with fewer than 20 students.

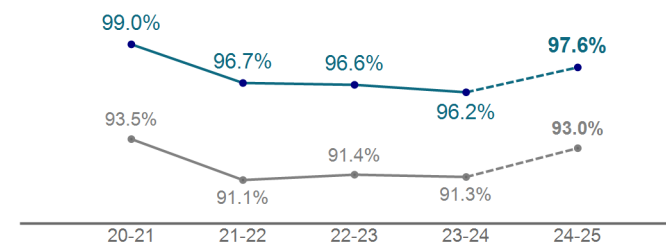
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 205



Male
N = 345



SBAC ELA 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	123	123	6%	6	28	66	94%	↓2		↑5	
		All High	47%	27	21	28	24	53%	↑1		↑3
		District	51%	29	22	27	23	49%	↑1		↑2
Grade	Gr. 11	123	6%	6	28	66	94%	↓2		↑5	
		All High	47%	27	21	28	24	53%	↑1		↑3
		District	48%	27	21	28	24	52%	↑1		↑3
	Gr. 12	All High*	100%	100			0%	-		-	
Ethnicity	Hispanic	55	7%	7	33	60	93%	↑2		↑8	
		All High	53%	31	22	29	18	47%	↑1		↑4
		District	57%	33	25	27	16	43%	↑1		↑2
	White	26	0%		12	88	100%	-		-	
		All High	30%	15	15	27	43	70%	↓1		-
		District	26%	12	14	30	44	74%	↑-		↓-
	Asian	15*	0%		40	60	100%	-		-	
		All High	23%	9	14	32	45	77%	↑5		↑7
		District	32%	15	18	29	38	68%	↑2		↑4
	Filipino	13*	15%	15	31	54	85%	↓15		-	
		All High	29%	11	18	33	38	71%	↓3		↑9
		District	27%	13	14	32	42	73%	↑1		↑4
	Cambodian	9*	0%		56	44	100%	-		-	
		All High	31%	14	17	37	32	69%	↑7		↑8
		District	37%	18	20	30	33	63%	↑2		↑3
	Other	8*	0%		38	63	100%	-		-	
		All High	33%	15	18	29	38	67%	↑4		↓4

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Students without scores are not included in the graphical comparison of these results.
*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Ethnicity	Other	District	32%	16	15	28	41	68%	↑1		↑-
	African American	5*	20%	20		80		80%	↓20		-
		All High	64%	40	24	21	14	36%	↓1		↑5
		District	66%	42	24	22	12	34%	↑2		↑3
	American Indian	1*	0%			100		100%	↑50		-
		All High*	33%	17	17	33	33	67%	↑17		-
		District	46%	31	15	44	10	54%	↓5		↓5
Gender	Female	45	4%		4	31	64	96%	↑2		↑3
		All High	41%	21	21	31	28	59%	↑1		↑3
		District	46%	24	22	29	25	54%	↑2		↑3
	Male	78	6%		6	27	67	94%	↓3		↑6
		All High	53%	32	21	26	21	47%	↑1		↑4
		District	55%	33	22	25	20	45%	↑1		↑1
	Nonbinary	All High*	46%	23	23	23	31	54%	↓23		↓11
		District	46%	24	22	34	20	54%	↓6		↑3
Special Populations	EL + RFEP	33	12%		12	30	58	88%	↓2		↑10
		All High	57%	34	23	27	16	43%	↑1		↑4
		District	63%	38	25	25	12	37%	↑1		↑3
	ELL	2*	100%	100				0%	-		-
		All High	94%	73	21	6		6%	↑1		↑2
		District	86%	61	25	11	3	14%	↓1		↑3
	RFEP	31	6%		6	32	61	94%	↑4		↑11
		All High	44%	20	24	35	22	56%	↑1		↑4
		District	41%	16	25	38	21	59%	↑3		↑3

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SBAC ELA 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort			
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg			
Special Populations	GATE/Excel	51	0%		22		78		100%	↑2		↑2		
		All High	15%		6	8	29		56	85%	↑3		↓-	
		District	12%		3	9	30		58	88%	↑2		↓1	
	Foster	All High*	83%	78		6	6	11	17%		↓14		↓10	
		District	77%	55		22	17	6	23%		↓2		↓3	
	Homeless	4*	0%		25		75		100%	-		-		
		All High	70%	45		25	20	10	30%		↓8		↓2	
		District	69%	45		24	22	9	31%		↓5		↑2	
	Homeless/Foster	4*	0%		25		75		100%	-		-		
		All High	71%	47		24	19	10	29%		↓8		↓2	
		District	70%	46		24	21	9	30%		↓5		↑1	
	Low SES	43	9%		9	30		60		91%	↓1		↑3	
		All High	56%	32		24	27	17	44%		↓3		↑4	
		District	60%	35		25	25	15	40%		↓1		↑2	
	Special Ed.	5*	0%		100						100%	↑20		-
		All High	84%	63		21	12	4	16%		↓-		↑6	
		District	83%	64		19	11	6	17%		↑-		↑2	
	Spec Ed. Speech/RSP	5*	0%		100						100%	↑20		-
		All High	78%	53		25	16	6	22%		↑1		↑7	
		District	79%	57		22	14	7	21%		↑-		↑2	

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SBAC Math 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level							2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	123	123	29%	9	20	33	38	71%	↓6	<div><div></div><div></div><div></div></div>	↓8	
		All High	76%	55	22	14	10	24%	↓2	<div><div></div><div></div><div></div></div>	↓11	
		District	64%	38	25	19	17	36%	↑2	<div><div></div><div></div><div></div></div>	↓2	
Grade	Gr. 11	123	29%	9	20	33	38	71%	↓6	<div><div></div><div></div><div></div></div>	↓8	
		All High	76%	55	22	14	10	24%	↓2	<div><div></div><div></div><div></div></div>	↓11	
		District	77%	55	21	14	10	23%	↓2	<div><div></div><div></div><div></div></div>	↓11	
	Gr. 12	All High*	100%	100				0%	-	<div><div></div><div></div><div></div></div>	-	
Ethnicity	Hispanic	56	36%	11	25	34	30	64%	↓-	<div><div></div><div></div><div></div></div>	↓19	
		All High	83%	62	21	12	5	17%	↓2	<div><div></div><div></div><div></div></div>	↓11	
		District	71%	43	27	18	12	29%	↑2	<div><div></div><div></div><div></div></div>	↓2	
	White	25	16%		16	28	56	84%	↓6	<div><div></div><div></div><div></div></div>	-	
		All High	59%	33	27	22	18	41%	↓6	<div><div></div><div></div><div></div></div>	↓11	
		District	38%	17	21	25	37	62%	↓-	<div><div></div><div></div><div></div></div>	↓4	
	Asian	15*	20%		20	33	47	80%	↑3	<div><div></div><div></div><div></div></div>	-	
		All High	55%	35	21	14	31	45%	↓1	<div><div></div><div></div><div></div></div>	↓17	
		District	45%	24	22	21	33	55%	↑3	<div><div></div><div></div><div></div></div>	↓2	
	Filipino	13*	31%	8	23	46	23	69%	↓31	<div><div></div><div></div><div></div></div>	-	
		All High	54%	35	19	24	21	46%	↓4	<div><div></div><div></div><div></div></div>	↓6	
		District	38%	18	20	27	35	62%	↑6	<div><div></div><div></div><div></div></div>	↑4	
	Cambodian	9*	22%		11	11	33	44	78%	↑28	<div><div></div><div></div><div></div></div>	-
		All High	69%	44	25	15	16	31%	↑1	<div><div></div><div></div><div></div></div>	↓17	
		District	50%	26	24	23	28	50%	↑5	<div><div></div><div></div><div></div></div>	↓2	
	Other	8*	38%		38		63	63%	↓25	<div><div></div><div></div><div></div></div>	-	
		All High	61%	35	26	21	18	39%	↓-	<div><div></div><div></div><div></div></div>	↓14	

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SBAC Math 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Other	District	43%	22	21	23	34	57%	↑2	<div><div></div></div>	↓2	
	African American	5*	20%	20		60		20	80%	↑5	<div><div></div></div>	-
		All High	89%	70	19	8	4	11%	↑2	<div><div></div></div>	↓8	
		District	80%	55	25	13	7	20%	↑2	<div><div></div></div>	↓2	
	American Indian	1*	100%	100				0%	↓50	<div><div></div></div>	-	
		All High*	43%	29	14	57		57%	↑32	<div><div></div></div>	-	
		District	69%	41	29	20	10	31%	↑3	<div><div></div></div>	↓3	
Gender	Female	45	40%	11	29	29	31	60%	↓9	<div><div></div></div>	↓25	
		All High	78%	55	23	13	9	22%	↓3	<div><div></div></div>	↓15	
		District	66%	39	27	19	16	34%	↑1	<div><div></div></div>	↓3	
	Male	78	23%	8	15	35	42	77%	↓3	<div><div></div></div>	-	
		All High	75%	55	20	14	11	25%	↓1	<div><div></div></div>	↓7	
		District	62%	38	24	19	19	38%	↑2	<div><div></div></div>	↓2	
	Nonbinary	All High*	71%	50	21	14	14	29%	↓18	<div><div></div></div>	-	
District		76%	40	36	14	10	24%	↓14	<div><div></div></div>	↑3		
Special Populations	EL + RFEP	33	45%	15	30	33	21	55%	↓1	<div><div></div></div>	↓20	
		All High	85%	65	20	9	6	15%	↓3	<div><div></div></div>	↓12	
		District	76%	50	26	15	9	24%	↑1	<div><div></div></div>	↓2	
	ELL	2*	100%	50	50			0%	-	<div><div></div></div>	-	
		All High	99%	93	6			1%	↓-	<div><div></div></div>	↓1	
		District	89%	65	23	9	3	11%	↑1	<div><div></div></div>	↑1	
	RFEP	31	42%	13	29	35	23	58%	↑3	<div><div></div></div>	↓21	
		All High	80%	55	25	12	8	20%	↓3	<div><div></div></div>	↓15	
		District	64%	35	29	21	15	36%	↑2	<div><div></div></div>	↓4	

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SBAC Math 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	GATE/Excel	51	16%	4	12	24	61	84%	↓6	<div><div></div><div></div><div></div></div>	↓11
		All High	43%	17	26	29	28	57%	↑1	<div><div></div><div></div><div></div></div>	↓18
		District	21%	6	16	28	51	79%	↑5	<div><div></div><div></div><div></div></div>	↓4
	Foster	All High*	100%	89	11			0%	↓7	<div><div></div><div></div><div></div></div>	↓10
		District	84%	62	23	12	4	16%	↑-	<div><div></div><div></div><div></div></div>	↓3
	Homeless	4*	0%			25	75	100%	↑33	<div><div></div><div></div><div></div></div>	-
		All High	92%	77	15	4	4	8%	↓4	<div><div></div><div></div><div></div></div>	↓10
		District	82%	56	25	11	7	18%	↓4	<div><div></div><div></div><div></div></div>	↓1
	Homeless/Foster	4*	0%			25	75	100%	↑33	<div><div></div><div></div><div></div></div>	-
		All High	92%	78	14	4	4	8%	↓4	<div><div></div><div></div><div></div></div>	↓10
		District	82%	57	25	11	7	18%	↓4	<div><div></div><div></div><div></div></div>	↓2
	Low SES	43	35%	14	21	28	37	65%	↓2	<div><div></div><div></div><div></div></div>	↓11
		All High	85%	64	21	10	6	15%	↓5	<div><div></div><div></div><div></div></div>	↓11
		District	72%	45	27	17	11	28%	↑-	<div><div></div><div></div><div></div></div>	↓2
	Special Ed.	5*	0%			60	40	100%	↑60	<div><div></div><div></div><div></div></div>	-
		All High	96%	86	9	3	1	4%	↓-	<div><div></div><div></div><div></div></div>	↓-
		District	86%	70	17	8	6	14%	↑1	<div><div></div><div></div><div></div></div>	↓-
	Spec Ed. Speech/RSP	5*	0%			60	40	100%	↑60	<div><div></div><div></div><div></div></div>	-
All High		94%	81	13	4	2	6%	↑-	<div><div></div><div></div><div></div></div>	↓-	
District		83%	63	20	10	7	17%	↑1	<div><div></div><div></div><div></div></div>	↓-	

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*Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2024 :: School Data by Subgroup

Sato

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	96	96	55%	4	51	32	13	45%	↓35	-
		All High	76%	15	61	19	5	24%	↓1	-
		District	73%	17	57	19	7	27%	↑1	-
Grade	Gr. 12	96	55%	4	51	32	13	45%	↓35	-
		All High	76%	15	61	19	5	24%	↓1	-
		District	77%	15	61	18	5	23%	↓1	-
Ethnicity	Hispanic	34	76%	3	74	18	6	24%	↓45	-
		All High	82%	18	64	15	3	18%	↓-	-
		District	80%	20	60	16	4	20%	↑1	-
	White	27	37%	4	33	41	22	63%	↓31	-
		All High	59%	7	52	30	11	41%	↓-	-
		District	50%	6	44	30	19	50%	↑1	-
	Asian	11*	45%		45	45	9	55%	↓22	-
		All High	57%	8	49	31	12	43%	↓3	-
		District	55%	7	48	30	15	45%	↑2	-
	Filipino	8*	25%		25	75		75%	↓10	-
		All High	56%	7	49	37	7	44%	↓6	-
		District	55%	6	49	32	13	45%	↓1	-
	Other	7*	86%	14	71	14		14%	↓75	-
		All High	66%	12	55	22	13	34%	↓4	-
		District	56%	10	46	28	16	44%	↑1	-
	African American	6*	50%		50	17	33	50%	-	-
		All High	90%	21	69	9	1	10%	↑-	-
		District	86%	24	62	12	2	14%	↑1	-

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SBAC Science 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
			Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Ethnicity	Cambodian	4*	50%	50		50		50%	↓50	<div></div>	-	
		All High	72%	11	62		22	7	28%	↓6	<div></div>	-
		District	63%	8	55		26	11	37%	↑3	<div></div>	-
	Pacific Islander	2*	50%	50		50		50%	↓50	<div></div>	-	
		All High	94%	18	76		24		6%	↓2	<div></div>	-
		District	91%	14	76		6	4	9%	↓2	<div></div>	-
	American Indian	1*	0%			100		100%	-	<div></div>	-	
		All High*	63%	13	50		38		38%	↑28	<div></div>	-
		District	81%	23	58		15	4	19%	↓8	<div></div>	-
Gender	Female	27	56%	4	52		33	11	44%	↓30	<div></div>	-
		All High	76%	13	62		20	4	24%	↑1	<div></div>	-
		District	73%	15	58		20	7	27%	↑1	<div></div>	-
	Male	69	55%	4	51		32	13	45%	↓37	<div></div>	-
		All High	78%	17	60		17	5	22%	↓3	<div></div>	-
		District	73%	18	55		19	8	27%	↑-	<div></div>	-
	Nonbinary	All High*	45%	18	27	27	27	55%	↑15	<div></div>	-	
		District	61%	9	52		26	13	39%	↑7	<div></div>	-
	Special Populations	EL + RFEP	19*	63%	63		37		37%	↓28	<div></div>	-
All High			84%	18	66		13	2	16%	↓2	<div></div>	-
District			84%	22	62		13	3	16%	↓-	<div></div>	-
RFEP		19*	63%	63		37		37%	↓28	<div></div>	-	
		All High	80%	11	69		17	3	20%	↓2	<div></div>	-
		District	76%	12	64		20	5	24%	↓-	<div></div>	-
ELL		All High	99%	41	58		1	1%	↑-	<div></div>	-	

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SBAC Science 2024 :: School Data by Subgroup

Sato

Category		Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
			Not+Nearly Met		Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	ELL	District	98%	40	58	2		2%		↑-		-
	GATE/Excel	37	27%		3	24	49	24	73%	↓18		-
		All High	52%		6	46	35	13	48%	↑1		-
		District	35%		3	33	39	25	65%	↑8		-
	Foster	All High*	88%	25	63	13		13%	↓2		-	
		District	89%	32	57	8	2	11%	↓1		-	
	Homeless	1*	100%		100			0%	↓50		-	
		All High	87%	24	63	13		13%	↓-		-	
		District	86%	28	59	12	1	14%	↑-		-	
	Homeless/Foster	1*	100%		100			0%	↓50		-	
		All High	87%	24	63	13		13%	↓-		-	
		District	87%	28	59	12	1	13%	↓-		-	
	Low SES	25	64%	4	60	28	8	36%	↓37		-	
		All High	84%	18	66	14	2	16%	↓2		-	
		District	82%	20	61	15	4	18%	↓1		-	
	Special Ed.	3*	100%	33	67			0%	-		-	
		All High	93%	33	60	5	1	7%	↑7		-	
		District	92%	41	51	6	2	8%	↑1		-	
	Spec Ed. Speech/RSP	3*	100%	33	67			0%	-		-	
		All High	91%	29	62	7	2	9%	↑9		-	
		District	89%	34	55	8	3	11%	↑1		-	

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SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup
Sato

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	All Students	94	94	69	<div><div>20</div><div>25</div><div>72</div></div>			
			All High	25	<div><div>38</div><div>6</div><div>6</div><div>50</div></div>			
			District	30	<div><div>33</div><div>15</div><div>16</div><div>36</div></div>			
	Grade	Gr. 11 (Minimum Growth Target: 12)	94	69	<div><div>20</div><div>25</div><div>72</div></div>			
			All High	25	<div><div>38</div><div>6</div><div>6</div><div>50</div></div>			
			District	24	<div><div>38</div><div>6</div><div>6</div><div>49</div></div>			
	Ethnicity	Hispanic	40	65	<div><div>25</div><div>3</div><div>3</div><div>70</div></div>			
			All High	22	<div><div>39</div><div>6</div><div>5</div><div>50</div></div>			
			District	29	<div><div>34</div><div>15</div><div>16</div><div>36</div></div>			
		White	19^	-	<div><div>11</div><div>11</div><div>79</div></div>			
			All High	31	<div><div>34</div><div>6</div><div>8</div><div>53</div></div>			
			District	28	<div><div>33</div><div>15</div><div>18</div><div>34</div></div>			
		Asian	12^	-	<div><div>17</div><div>8</div><div>75</div></div>			
			All High	35	<div><div>36</div><div>7</div><div>5</div><div>52</div></div>			
			District	35	<div><div>31</div><div>14</div><div>15</div><div>40</div></div>			
		Filipino	11^	-	<div><div>18</div><div>18</div><div>64</div></div>			
			All High	35	<div><div>33</div><div>8</div><div>9</div><div>50</div></div>			
			District	35	<div><div>29</div><div>16</div><div>17</div><div>38</div></div>			
		Cambodian	8^	-	<div><div>25</div><div>75</div></div>			
			All High	32	<div><div>38</div><div>7</div><div>5</div><div>50</div></div>			
			District	34	<div><div>30</div><div>16</div><div>16</div><div>38</div></div>			

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Sato

1/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
E L A	Ethnicity	Other	6^	-	33 67			
			All High	26	35	8 8	48	
			District	32	30	16 19	35	
		African American	5^	-	20 80			
			All High	20	42	6 7	45	
			District	28	34	15 15	37	
		American Indian	1^	-	100			
			All High^	86	33 67			
			District	26	32	21 13	34	
	Gender	Female	32	70	19	9	72	
			All High	27	37	6 7	49	
			District	32	31	15 17	36	
		Male	62	68	21	3 3	73	
			All High	22	39	7 5	50	
			District	27	35	15 15	35	
		Nonbinary	All High^	2	56 44			
			District	5	53	6 12	29	
	Special Populations	EL + RFEP	29	68	21	3	76	
			All High	23	39	6 6	50	
			District	29	34	14 14	38	
		ELL	1^	-	100			

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Sato

1/22/25

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
ELA	Special Populations	ELL	All High	25	<div><div></div><div>40</div><div>6</div><div>6</div><div>48</div></div>			
			District	33	<div><div></div><div>32</div><div>17</div><div>16</div><div>35</div></div>			
		RFEP	28	65	<div><div></div><div>21</div><div>4</div><div>75</div></div>			
			All High	23	<div><div></div><div>39</div><div>6</div><div>6</div><div>50</div></div>			
		GATE/Excel	District	26	<div><div></div><div>35</div><div>12</div><div>13</div><div>40</div></div>			
			43	67	<div><div></div><div>21</div><div>25</div><div>72</div></div>			
		Foster	All High	32	<div><div></div><div>32</div><div>7</div><div>6</div><div>54</div></div>			
			District	31	<div><div></div><div>31</div><div>16</div><div>18</div><div>35</div></div>			
		Homeless	All High^	-33	<div><div></div><div>70</div><div>30</div></div>			
			District	9	<div><div></div><div>40</div><div>19</div><div>13</div><div>28</div></div>			
		Homeless/Foster	2^	-	<div><div></div><div>50</div><div>50</div></div>			
			All High	8	<div><div></div><div>43</div><div>7</div><div>5</div><div>44</div></div>			
		Low SES	District	27	<div><div></div><div>35</div><div>14</div><div>14</div><div>37</div></div>			
			2^	-	<div><div></div><div>50</div><div>50</div></div>			
		Special Ed.	All High	6	<div><div></div><div>45</div><div>7</div><div>5</div><div>44</div></div>			
			District	25	<div><div></div><div>35</div><div>15</div><div>14</div><div>36</div></div>			
		Special Ed.	34	72	<div><div></div><div>24</div><div>3</div><div>74</div></div>			
			All High	21	<div><div></div><div>40</div><div>6</div><div>5</div><div>49</div></div>			
		Special Ed.	District	29	<div><div></div><div>33</div><div>15</div><div>16</div><div>35</div></div>			
			4^	-	<div><div></div><div>100</div></div>			
		Special Ed.	All High	27	<div><div></div><div>37</div><div>7</div><div>6</div><div>50</div></div>			

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2024 School Growth Data by Subgroup

Sato

1/22/25

Category				Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
					Growth Target			
				N	Declined	Below Target	Above Target	Accelerated*
E L A	Special Populations	Special Ed.	District	28	<div><div></div><div>35</div><div>15</div><div>15</div><div>35</div></div>			
		Spec Ed. Speech/RSP	4^	-	<div><div></div><div></div><div></div><div></div><div>100</div></div>			
			All High	29	<div><div></div><div>36</div><div>5</div><div>7</div><div>52</div></div>			
			District	31	<div><div></div><div>34</div><div>15</div><div>15</div><div>36</div></div>			
SLC	Sato - BIO	34	70	<div><div></div><div>26</div><div>6</div><div>68</div></div>				
	Sato - ENGS	60	68	<div><div></div><div>17</div><div>3</div><div>5</div><div>75</div></div>				

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^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Sato

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)					
			N		Growth Target					
					Declined	Below Target	Above Target	Accelerated*		
All Students	95		95	43	<div><div></div><div>27</div><div>22</div><div>28</div><div>22</div></div>					
		All High	8	<div><div></div><div>46</div><div>23</div><div>18</div><div>14</div></div>						
		District	22	<div><div></div><div>35</div><div>19</div><div>19</div><div>27</div></div>						
Grade	Gr. 11 (Minimum Growth Target: 49)		95	43	<div><div></div><div>27</div><div>22</div><div>28</div><div>22</div></div>					
		All High	8	<div><div></div><div>46</div><div>23</div><div>18</div><div>14</div></div>						
		District	9	<div><div></div><div>46</div><div>22</div><div>18</div><div>14</div></div>						
Math 										

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.
^Not currently a significant subgroup.
*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup
Sato

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Ethnicity	Other	6^	-	500				
		All High	11	46	19	21	14	
		District	27	32	18	20	30	
	African American	5^	-	20	20	20	40	
		All High	7	47	22	18	14	
		District	18	38	18	17	26	
	American Indian	1^	-	100				
		All High^	26	50	50			
		District	24	35	16	30	19	
Gender	Female	32	12	41	28	25	6	
		All High	-1	52	22	16	11	
		District	21	35	19	19	26	
	Male	63	58	21	19	30	30	
		All High	17	41	23	20	16	
		District	23	34	19	19	28	
	Nonbinary	All High^	14	50	13	13	25	
		District	11	45	15	6	33	
Special Populations	EL + RFEP	30	26	33	27	30	10	
		All High	6	48	22	16	14	
		District	20	37	19	16	27	
	ELL	1^	-	1000				

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SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Sato

Category			Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
			N		Growth Target			
					Declined	Below Target	Above Target	Accelerated*
Math at Special Populations	h	ELL	All High	25		39	21	1822
			District	24		34	20	1827
		RFEP	29	24		34	28	2810
			All High	-		50	23	1512
			District	15		40	18	1528
		GATE/Excel	44	49		25	18	3027
			All High	5		46	23	2110
			District	28		29	21	2229
		Foster	All High^	-18		70	20	100
			District	11		39	20	1427
		Homeless	2^	-		50		500
			All High	2		50	20	1416
			District	20		37	19	1727
		Homeless/Foster	2^	-		50		500
			All High	2		51	20	1415
			District	19		37	19	1627
		Low SES	35	34		31	14	3717
			All High	7		47	21	1715
			District	21		36	19	1827
		Special Ed.	4^	-			25	2550
			All High	26		36	23	2318

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SBAC Math GROWTH REPORT 2024 School Growth Data by Subgroup

Sato

1/22/25

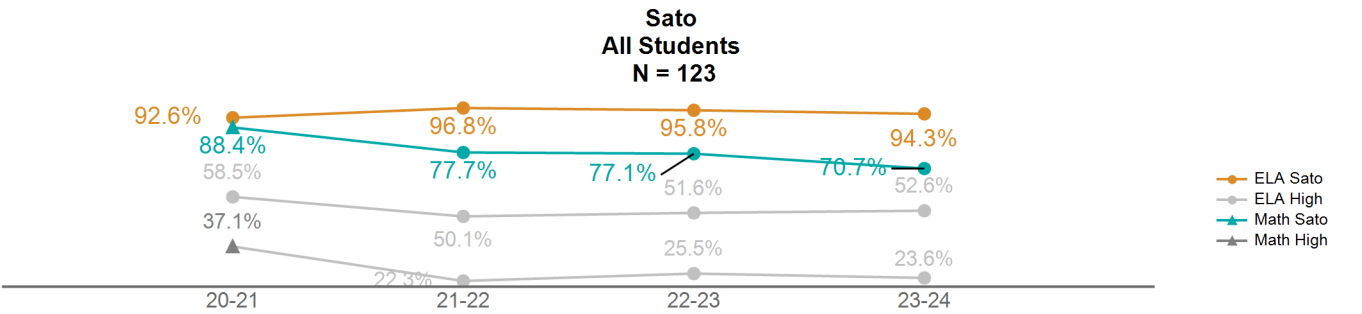
Category				Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
					Growth Target				
				N	Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Special Ed.	District	20		38	18	17	28
		Spec Ed. Speech/RSP	4^	-			25	25	50
			All High	26		36	24	23	18
			District	20		37	18	17	28
	SLC	Sato - BIO	34	41		18	32	32	18
Sato - ENGS		61	43		33	16	26	25	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

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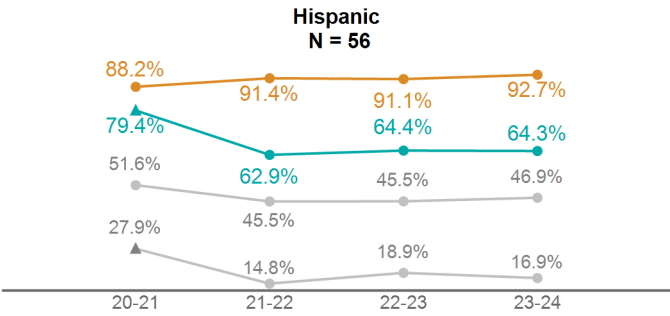
Percent of Students with Achievement Level of Met or Exceeded in SBAC



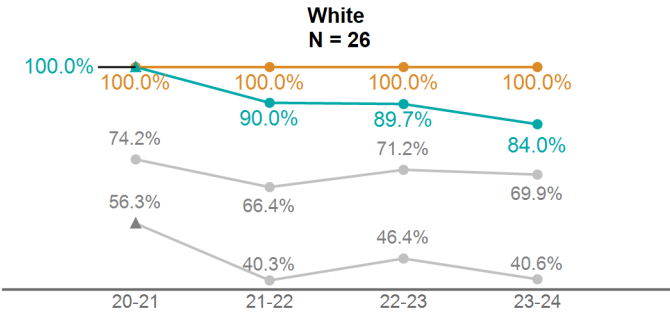
African American
Subgroup with fewer than 20 students.

Asian
Subgroup with fewer than 20 students.

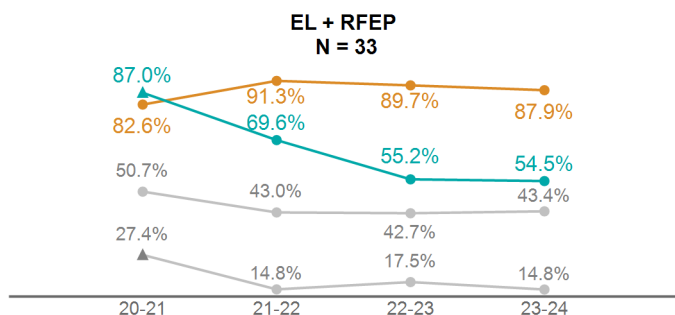
Filipino
Subgroup with fewer than 20 students.



Pacific Islander
Subgroup with fewer than 20 students.

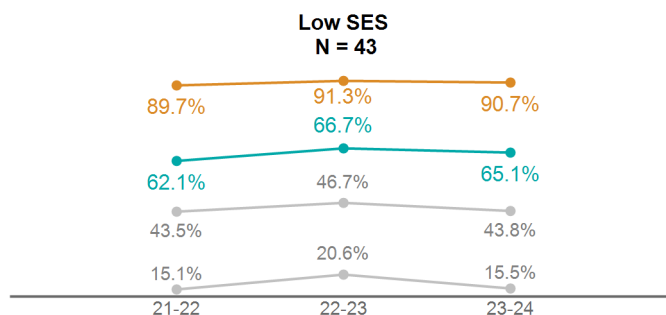


Percent of Students with Achievement Level of Met or Exceeded in SBAC



English Learner

Subgroup with fewer than 20 students.

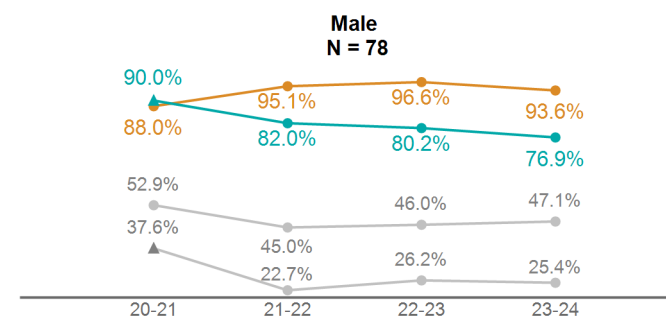
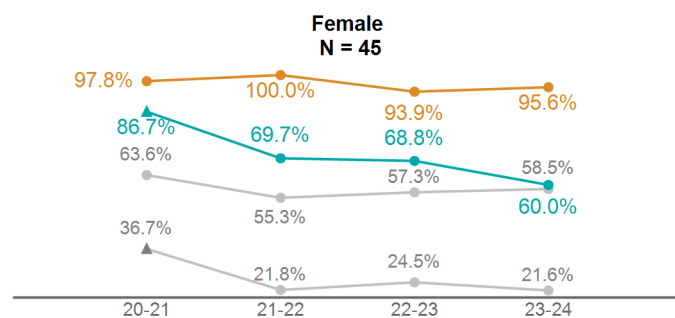


Special Education

Subgroup with fewer than 20 students.

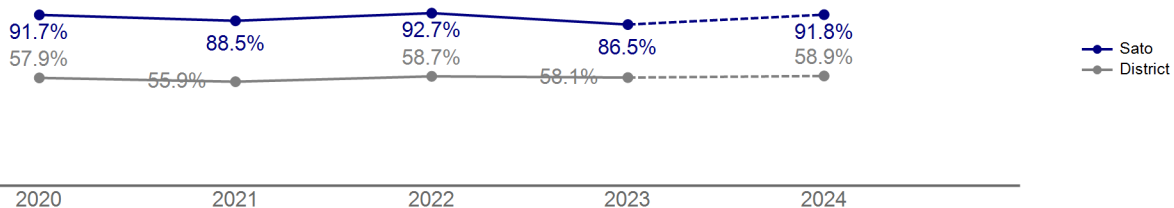
Homeless
Subgroup with fewer than 20 students.

Foster Youth
Subgroup with fewer than 20 students.



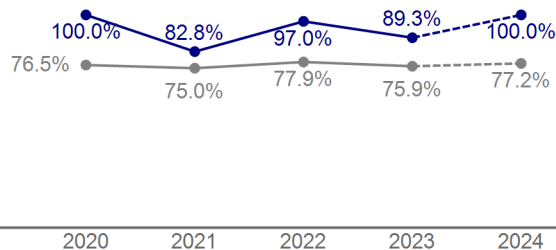
Advanced Placement - Students Enrolled in At Least One Course

Sato
Grades 11-12
N = 245

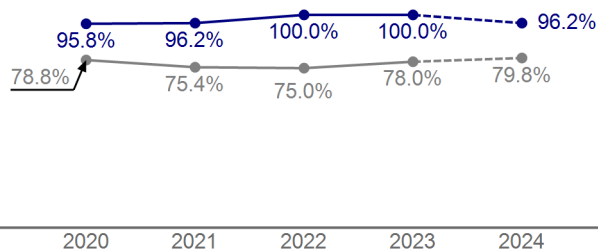


No Data Available

Asian
N = 29

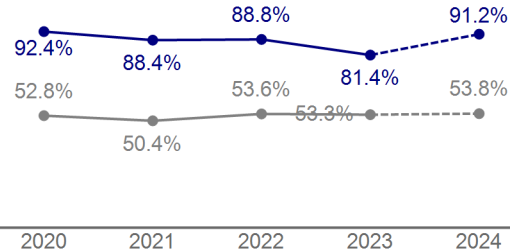


Filipino
N = 26

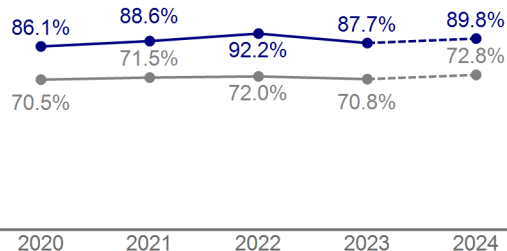


No Data Available

Hispanic
N = 91



White
N = 59



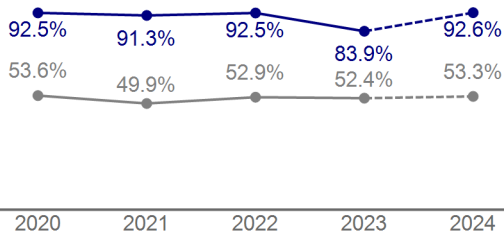
No Data Available

Other
N = 24



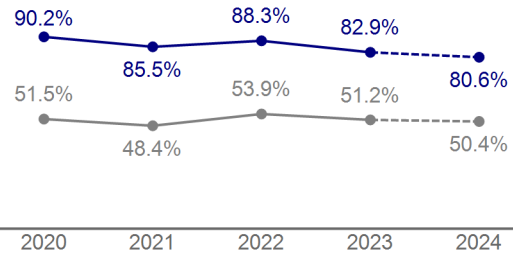
Advanced Placement - Students Enrolled in At Least One Course

EL + RFEP
N = 54

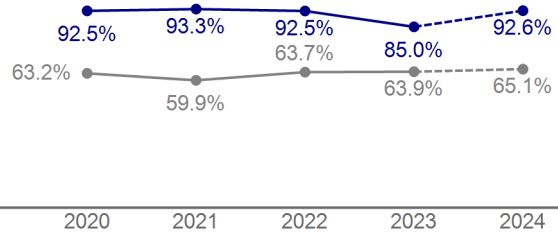


No Data Available

Low SES
N = 67



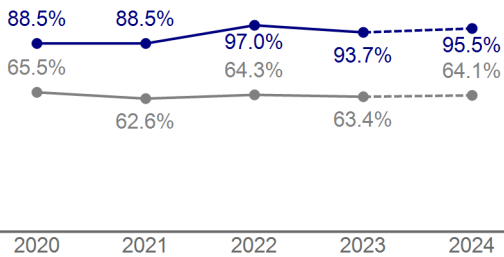
RFEP
N = 54



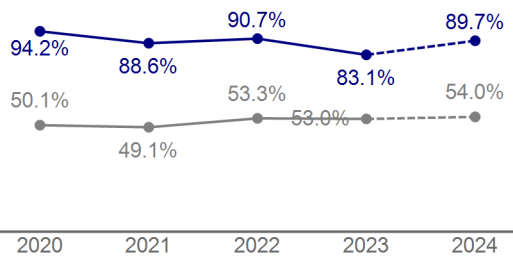
No Data Available

No Data Available

Female
N = 89

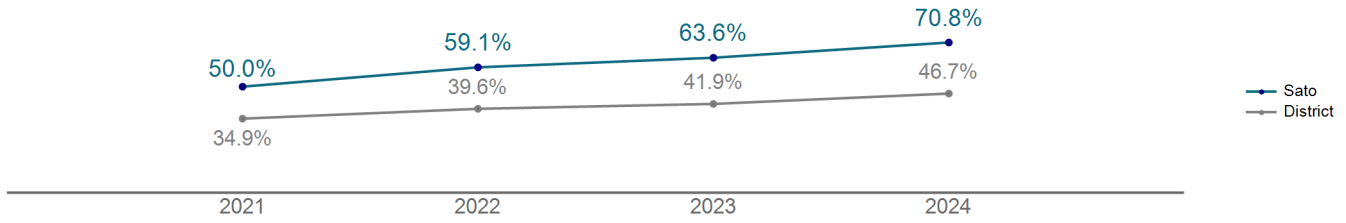


Male
N = 156



Advanced Placement Percent of Tests Passed

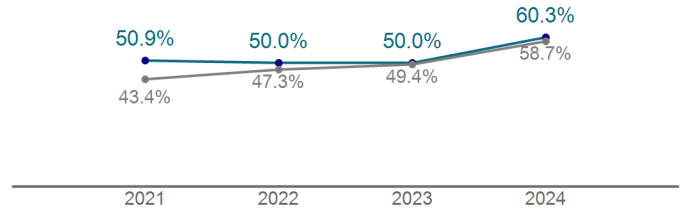
Sato All Students



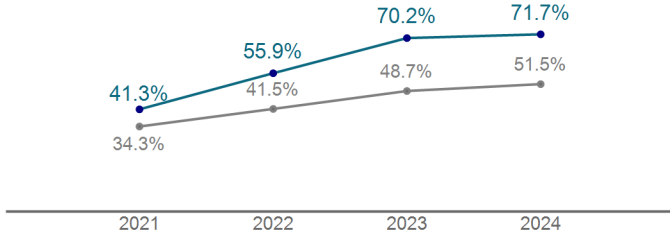
African American

Subgroup with fewer than 20 students.

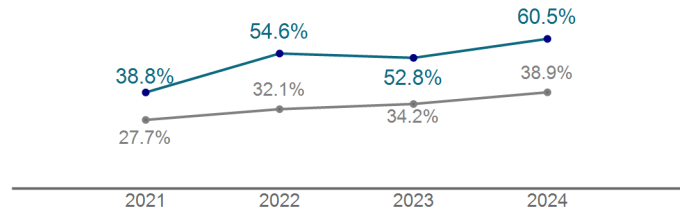
Asian



Filipino



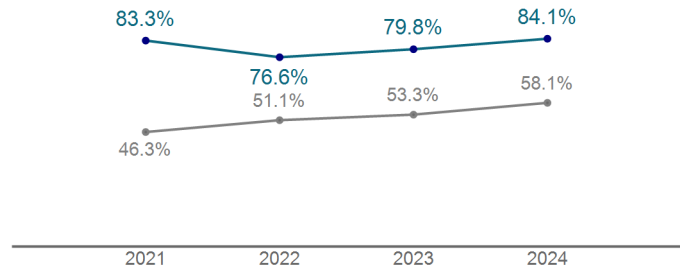
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



Native American

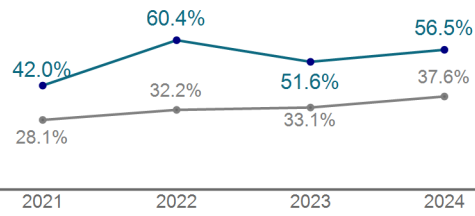
Subgroup with fewer than 20 students.

Other

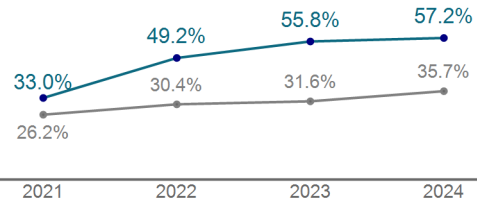
Subgroup with fewer than 20 students.

Advanced Placement Percent of Tests Passed

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

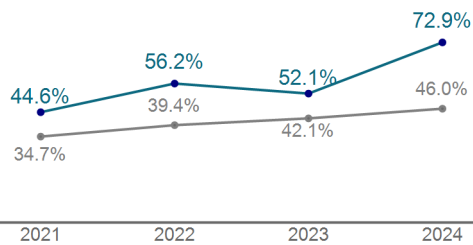
Special Education

Subgroup with fewer than 20 students.

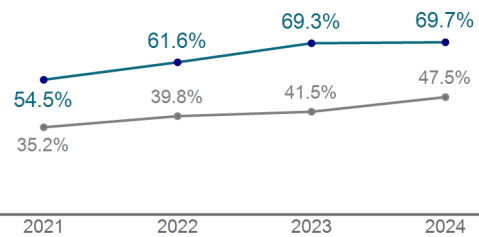
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



Male



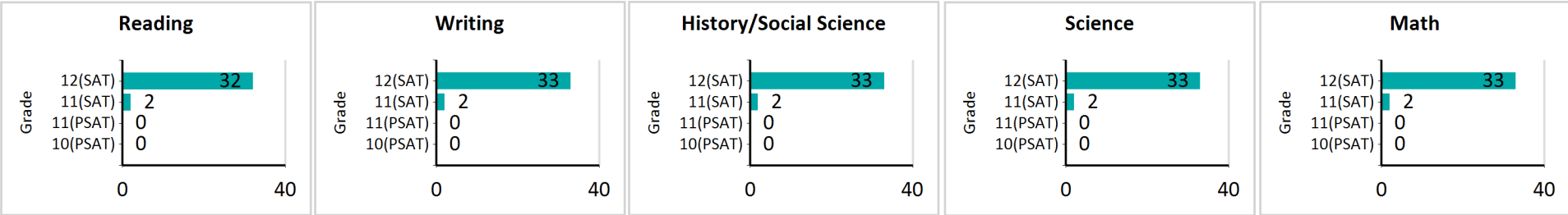
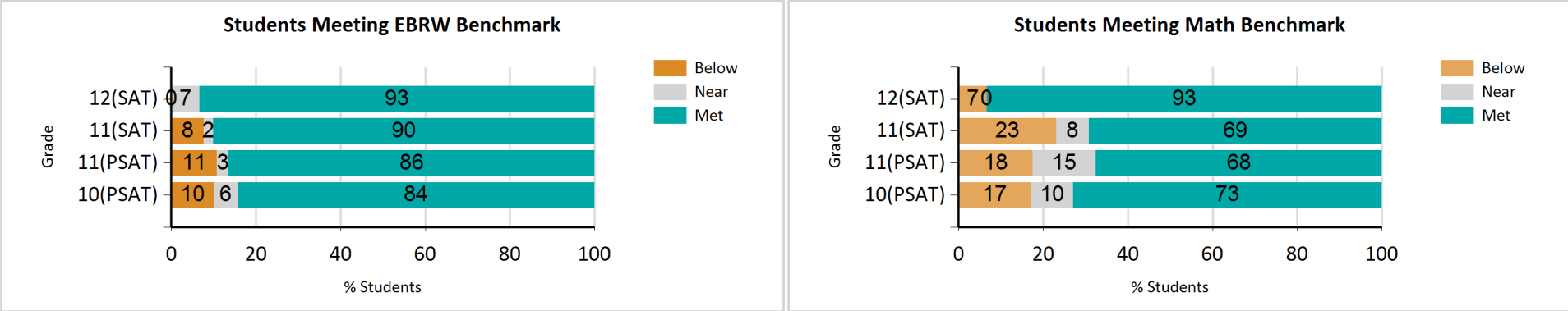
COLLEGE BOARD SUMMARY REPORT :: 23-24

Site :: Sato

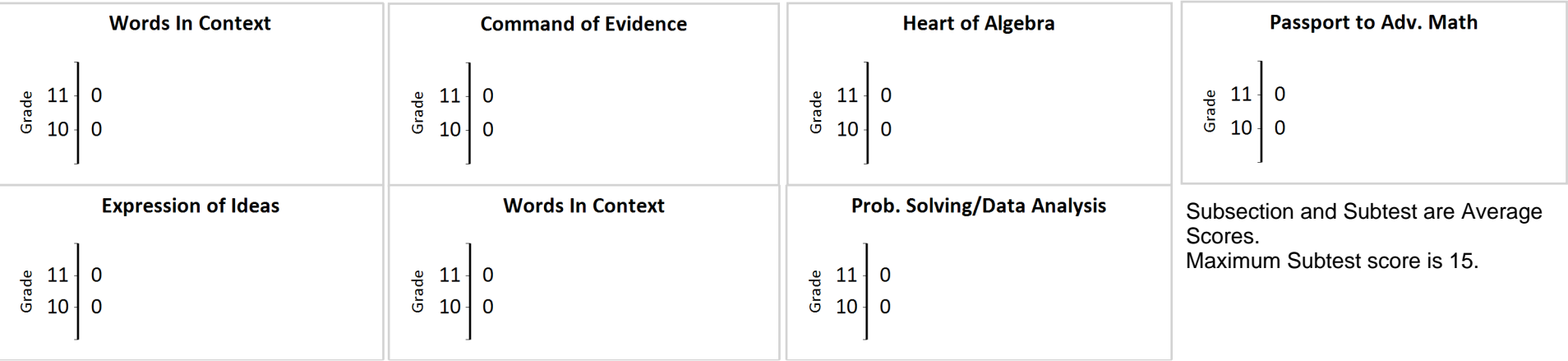
Tested: 0 0 70 74 91 15

8th Grade Students PSAT 8/9 9th Grade Students PSAT 8/9 10th Grade Students PSAT/NMSQT 11th Grade Students PSAT/NMSQT 11th Grade Students SAT 12th Grade Students SAT

BENCHMARK AND SUBJECT AREA (PSAT 8/9, PSAT/NMSQT & SAT)



SUBTESTS (PSAT 8/9 & PSAT/NMSQT)



PSAT Summary :: 23-24 :: Sato

Increase in Average Score or Percent Met Decrease in Average Score or Percent Met			Total				Math				Evidence-Based Reading Writing			
Test	Subgroup		Avg. Total Score Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark	
	N= 70		2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
NMSQT Gr. 10	All Students		1026	1047	66.1%	70.0%	508	511	70.9%	72.9%	518	535	81.9%	84.3%
	Ethnicity	Filipino	947	1015	28.6%	70.0%	478	503	42.9%	80.0%	468	512	57.1%	80.0%
		Hispanic	990	1015	56.9%	68.8%	491	501	60.3%	68.8%	499	513	74.1%	87.5%
		Other		1118		91.7%		540		91.7%		577		91.7%
		White	1108	1061	88.5%	68.4%	539	507	92.3%	68.4%	569	553	96.2%	84.2%
	Gender	Female	1030	1032	67.4%	63.3%	499	508	69.6%	66.7%	530	524	91.3%	76.7%
		Male	1024	1057	65.4%	75.0%	513	513	71.6%	77.5%	510	544	76.5%	90.0%
	Grade	Gr. 10	1026	1047	66.1%	70.0%	508	511	70.9%	72.9%	518	535	81.9%	84.3%
	SLC	Sato - BIO	1001	1002	59.2%	60.0%	492	500	63.3%	64.0%	508	502	83.7%	72.0%
		Sato - ENGS	1042	1071	70.5%	75.6%	518	517	75.6%	77.8%	523	554	80.8%	91.1%
	Special Populations	GATE/Excel	1112	1111	85.2%	87.9%	540	534	87.0%	87.9%	572	577	96.3%	90.9%
		Low SES	998	906	64.2%	41.7%	498	472	67.9%	58.3%	500	434	84.9%	50.0%

PSAT Summary :: 23-24 :: Sato

Increase in Average Score or Percent Met <i>Decrease in Average Score or Percent Met</i>			Total				Math				Evidence-Based Reading Writing			
Test	Subgroup		Avg. Total Score Gr 8/9: 240-1440 NMSQT: 320-1520		% Met Both Benchmarks		Avg. Math Score Gr 8/9: 120-720 NMSQT: 160-760		% Met Math Benchmark		Avg. EBRW Score Gr 8/9: 120-720 NMSQT: 160-760		% Met EBRW Benchmark	
	N= 70		2022	2023	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
NMSQT Gr. 11	All Students		1123	1095	73.7%	64.9%	558	537	80.5%	67.6%	564	557	87.3%	86.5%
	Ethnicity	Hispanic	1047	1034	60.5%	51.6%	527	502	74.4%	54.8%	520	531	79.1%	74.2%
		White	1190	1190	87.1%	81.8%	583	580	90.3%	81.8%	607	609	96.8%	100.0%
	Gender	Female	1117	1057	71.9%	51.7%	555	506	75.0%	55.2%	562	551	90.6%	89.7%
		Male	1125	1119	74.4%	73.3%	559	558	82.6%	75.6%	565	561	86.0%	84.4%
	Grade	Gr. 11	1123	1095	73.7%	64.9%	558	537	80.5%	67.6%	564	557	87.3%	86.5%
	SLC	Sato - BIO	1116	1002	73.8%	53.3%	553	484	76.2%	53.3%	562	518	90.5%	86.7%
		Sato - ENGS	1126	1158	73.7%	72.7%	561	574	82.9%	77.3%	565	584	85.5%	86.4%
	Special Populations	EL + RFEP	1022	1006	48.1%	36.8%	519	491	63.0%	47.4%	502	515	74.1%	73.7%
		GATE/Excel	1194	1142	85.7%	73.5%	592	560	90.5%	79.4%	601	581	95.2%	85.3%
		Low SES	1075	1066	59.1%	55.0%	535	535	70.5%	65.0%	540	531	79.5%	80.0%
		RFEP	1022	1011	48.1%	38.9%	519	493	63.0%	50.0%	502	517	74.1%	72.2%

PSAT/SAT EBRW 2023 :: School Data by Subgroup

Sato

1/22/25

Category		Tested	Percent by Benchmark Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	244	244	12%	9	3	88	88%	↑1	<div></div>	↓2
		District	23%	18	4	77	77%	↑27	<div></div>	↓1
Grade	Gr. 10	70	16%	10	6	84	84%	↑2	<div></div>	↓6
		District	28%	23	5	72	72%	↑30	<div></div>	↓4
	Gr. 11	160	12%	9	3	88	88%	↑1	<div></div>	↓1
		District	23%	18	4	77	77%	↑17	<div></div>	↑-
	PSAT11	74	14%	11	3	86	86%	↓1	<div></div>	↓3
		District	27%	21	6	73	73%	↑8	<div></div>	↓2
	SAT11	86	10%	8	2	90	90%	↑3	<div></div>	↑1
		District	20%	16	3	80	80%	↑23	<div></div>	↑2
Ethnicity	Hispanic	80	21%	18	4	79	79%	↑-	<div></div>	↓4
		District	32%	26	6	68	68%	↑28	<div></div>	↑1
	White	70	4%	1	3	96	96%	↑2	<div></div>	↑1
		District	10%	6	4	90	90%	↑13	<div></div>	↓4
	Asian	29	7%	7		93	93%	↑5	<div></div>	↓3
		District	9%	6	2	91	91%	↑20	<div></div>	↓1
	Other	27	4%		4	96	96%	↑3	<div></div>	-
		District	16%	13	2	84	84%	↑17	<div></div>	↓1
	Filipino	24	21%	13	8	79	79%	↓9	<div></div>	-
		District	18%	13	5	82	82%	↑11	<div></div>	↓4
Gender	Female	95	13%	8	4	87	87%	↑-	<div></div>	↓4
		District	22%	18	4	78	78%	↑25	<div></div>	↓2
	Male	149	12%	9	3	88	88%	↑2	<div></div>	-
		District	23%	18	5	77	77%	↑29	<div></div>	↑1
Special Populations	EL + RFEP	47	26%	19	6	74	74%	↓2	<div></div>	↓10

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

PSAT/SAT EBRW 2023 :: School Data by Subgroup

Sato

1/22/25

Category		Tested	Percent by Benchmark Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	EL + RFEP	District	34%	27	6	66	66%	↑30	<div><div></div><div></div><div></div></div>	↓-
	RFEP	45	27%	20	7	73	73%	↓3	<div><div></div><div></div><div></div></div>	↓11
		District	30%	24	7	70	70%	↑26	<div><div></div><div></div><div></div></div>	↓-
	GATE/Excel	110	9%	7	2	91	91%	↓5	<div><div></div><div></div><div></div></div>	↓5
		District	7%	5	2	93	93%	↑11	<div><div></div><div></div><div></div></div>	↑-
	ELL	District	82%	77	5	18	18%	↑13	<div><div></div><div></div><div></div></div>	-
	Low SES	57	21%	18	4	79	79%	↓3	<div><div></div><div></div><div></div></div>	↓8
		District	37%	30	7	63	63%	↑20	<div><div></div><div></div><div></div></div>	↓2
	Homeless	District	42%	35	7	58	58%	↑24	<div><div></div><div></div><div></div></div>	↑4
	Homeless/Foster	District	43%	36	7	57	57%	↑24	<div><div></div><div></div><div></div></div>	↑4
Special Ed.	District	68%	63	4	32	32%	↑18	<div><div></div><div></div><div></div></div>	↓5	
Spec Ed. Speech/RSP	District	71%	68	3	29	29%	↑11	<div><div></div><div></div><div></div></div>	↓2	

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

PSAT/SAT Math 2023 :: School Data by Subgroup

Sato

1/22/25

Category		Tested	Percent by Benchmark Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg
All Students	244	244	30%	19	10	70	70%	↓7	<div><div></div><div></div><div></div></div>	↓10
		District	44%	34	10	56	56%	↑24	<div><div></div><div></div><div></div></div>	↓7
Grade	Gr. 10	70	27%	17	10	73	73%	↑1	<div><div></div><div></div><div></div></div>	↓9
		District	44%	33	11	56	56%	↑31	<div><div></div><div></div><div></div></div>	↓10
	Gr. 11	160	33%	21	11	68	68%	↓13	<div><div></div><div></div><div></div></div>	↓13
		District	46%	36	10	54	54%	↑17	<div><div></div><div></div><div></div></div>	↓6
	PSAT11	74	32%	18	15	68	68%	↓13	<div><div></div><div></div><div></div></div>	↓12
		District	47%	33	13	53	53%	↑10	<div><div></div><div></div><div></div></div>	↓6
	SAT11	86	33%	24	8	67	67%	↓12	<div><div></div><div></div><div></div></div>	↓13
		District	46%	38	8	54	54%	↑21	<div><div></div><div></div><div></div></div>	↓5
Ethnicity	Hispanic	80	43%	31	11	58	58%	↓9	<div><div></div><div></div><div></div></div>	↓14
		District	57%	45	12	43	43%	↑20	<div><div></div><div></div><div></div></div>	↓7
	White	70	19%	9	10	81	81%	↓10	<div><div></div><div></div><div></div></div>	↓10
		District	30%	20	10	70	70%	↑16	<div><div></div><div></div><div></div></div>	↓8
	Asian	29	34%	21	14	66	66%	↓12	<div><div></div><div></div><div></div></div>	↓13
		District	20%	13	7	80	80%	↑24	<div><div></div><div></div><div></div></div>	↓4
	Other	27	15%	7	7	85	85%	↑-	<div><div></div><div></div><div></div></div>	↓3
		District	34%	23	11	66	66%	↑19	<div><div></div><div></div><div></div></div>	↓8
Filipino	24	33%	25	8	67	67%	↓13	<div><div></div><div></div><div></div></div>	-	
	District	32%	23	8	68	68%	↑15	<div><div></div><div></div><div></div></div>	↓4	
Gender	Female	95	39%	23	16	61	61%	↓12	<div><div></div><div></div><div></div></div>	↓14
		District	48%	37	12	52	52%	↑22	<div><div></div><div></div><div></div></div>	↓7
	Male	149	23%	17	7	77	77%	↓4	<div><div></div><div></div><div></div></div>	↓7
		District	38%	30	8	62	62%	↑27	<div><div></div><div></div><div></div></div>	↓7
Special Populations	EL + RFEP	47	51%	40	11	49	49%	↓11	<div><div></div><div></div><div></div></div>	↓12

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

PSAT/SAT Math 2023 :: School Data by Subgroup

Sato

1/22/25

Category		Tested	Percent by Benchmark Level					2 yr	3 yr	% Cohort
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg
Special Populations	EL + RFEP	District	57%	47	11	43	43%	↑21	<div><div></div><div></div><div></div></div>	↓9
	RFEP	45	49%	38	11	51	51%	↓10	<div><div></div><div></div><div></div></div>	↓13
		District	54%	43	11	46	46%	↑20	<div><div></div><div></div><div></div></div>	↓9
	GATE/Excel	110	15%	9	5	85	85%	↓7	<div><div></div><div></div><div></div></div>	↓7
		District	23%	14	9	77	77%	↑14	<div><div></div><div></div><div></div></div>	↓6
	ELL	District	97%	92	5	3	3%	↓1	<div><div></div><div></div><div></div></div>	↓6
	Low SES	57	39%	21	18	61	61%	↓10	<div><div></div><div></div><div></div></div>	↓14
		District	61%	50	11	39	39%	↑14	<div><div></div><div></div><div></div></div>	↓9
	Homeless	District	81%	69	12	19	19%	↑5	<div><div></div><div></div><div></div></div>	↓4
	Homeless/Foster	District	81%	69	12	19	19%	↑5	<div><div></div><div></div><div></div></div>	↓4
	Special Ed.	District	74%	72	1	26	26%	↑19	<div><div></div><div></div><div></div></div>	↓5
	Spec Ed. Speech/RSP	District	76%	76		24	24%	↑14	<div><div></div><div></div><div></div></div>	↓2

The percentages in each Claim may not equal 100% due to rounding.
Students without scores are not included in the graphical comparison of these results.

Sato

SBAC Met or Exceeded Standards

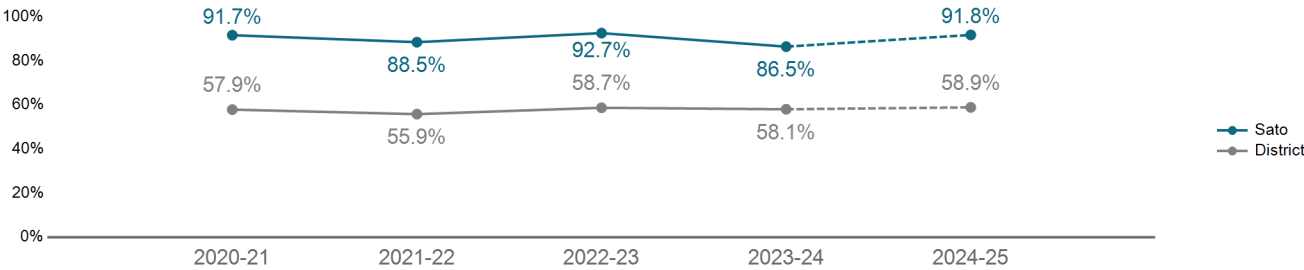
Test	Subgroup	2022-23	2023-24	2 Year Change
ELA	All	96%	94%	-2% ▼
	Hispanic	91%	93%	2% ▲
	White	100%	100%	0%
	Asian	100%	100%	0%
	Filipino	100%	85%	-15% ▼
	Cambodian	100%	100%	0%
	Other	100%	100%	0%
	African American	100%	80%	-20% ▼
	American Indian	50%	100%	50% ▲
Math	All	77%	71%	-6% ▼
	Hispanic	64%	64%	0% ▼
	White	90%	84%	-6% ▼
	Asian	77%	80%	3% ▲
	Filipino	100%	69%	-31% ▼
	Cambodian	50%	78%	28% ▲
	Other	88%	63%	-25% ▼
	African American	75%	80%	5% ▲
	American Indian	50%	0%	-50% ▼
Science	All	80%	45%	-35% ▼
	Hispanic	69%	24%	-45% ▼
	White	94%	63%	-31% ▼
	Asian	76%	55%	-22% ▼
	Filipino	85%	75%	-10% ▼
	Other	89%	14%	-75% ▼
	African American		50%	
	Cambodian	100%	50%	-50% ▼
	Pacific Islander	100%	50%	-50% ▼
	American Indian		100%	

The Smarter Balanced assessments are computer-based tests that measure student knowledge of California’s English language arts/literacy (ELA) and mathematics standards in grades 3-8 and 11. These summative assessments are administered as part of the California Assessment of Student Performance and Progress (CAASPP) System.

Advanced Placement (AP) - Grades 11-12

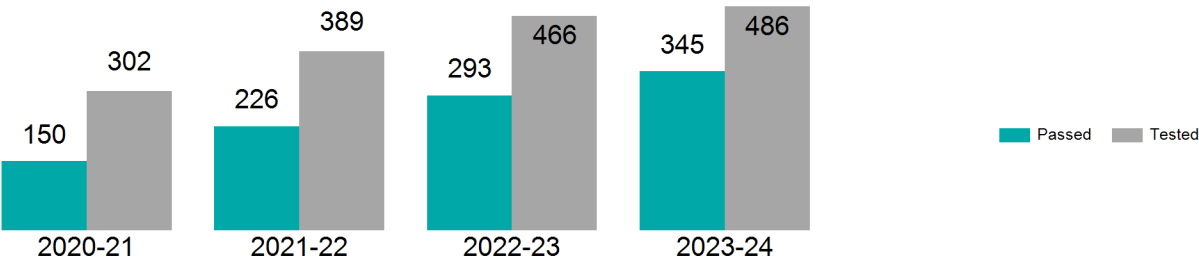
Note: Some rates are rounded to the nearest percent.

Course Enrollment



Percent of students in grades 11-12 taking at least one Advanced Placement (AP) course during the given year.

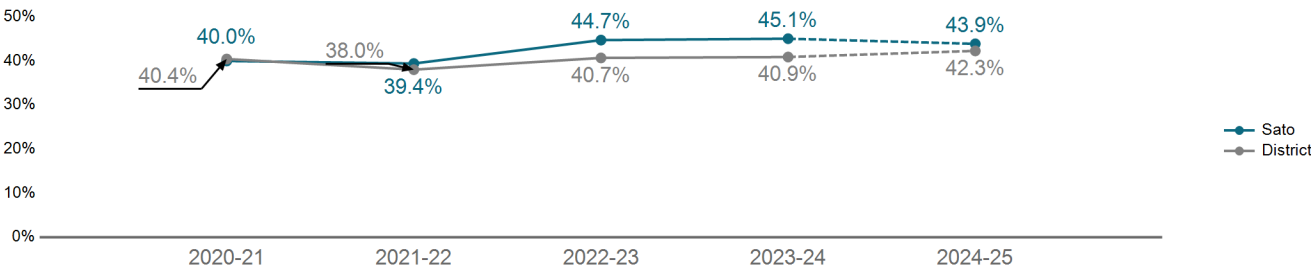
Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 11-12 during the given school year.

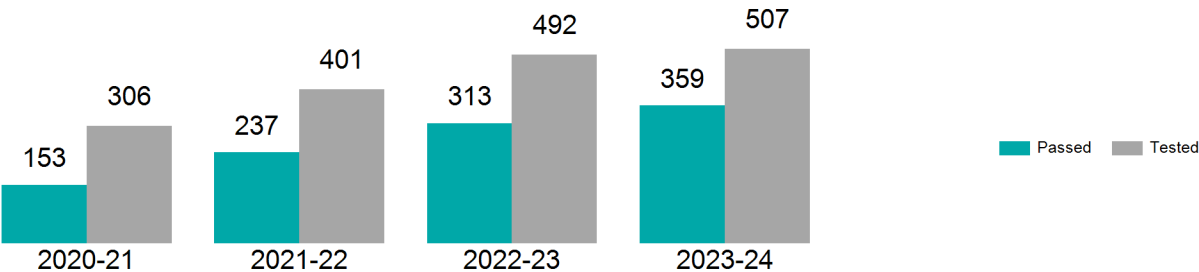
Advanced Placement (AP) - Grades 9-12

Course Enrollment



Percent of students in grades 9-12 taking at least one Advanced Placement (AP) course during the given year.

Exams Taken and Passed



Number of Advanced Placement (AP) exams taken and passed by students in grades 9-12 during the given school year.

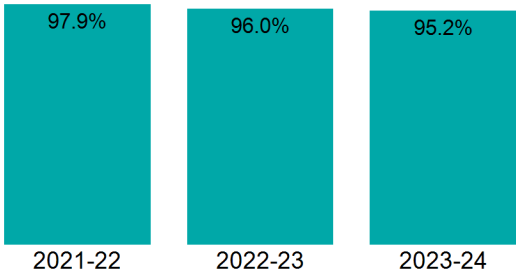
Note: Some rates are rounded to the nearest percent.

Algebra Proficiency for 9th Grade



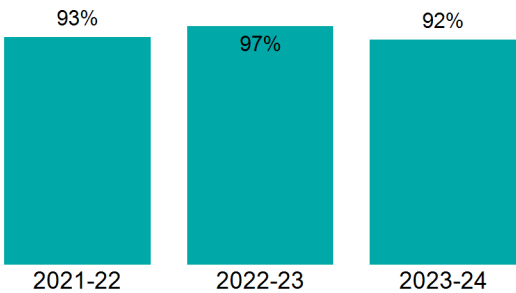
Percent of 9th grade students with a 'C' or better in Algebra.
* Note that due to the COVID-19 school closures, pass/fail grades were given in the 2019-20 school year.

Graduation
4-Year Cohort



4-year Adjusted Cohort Graduation Rate - Calculated by the state using data reported on CALPADS. The four-year graduation rate is calculated by dividing the number of students in the 4-year adjusted cohort who graduate in four years or less with either a high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam (CHSPE) by the number of students who form the adjusted cohort for that graduating class.

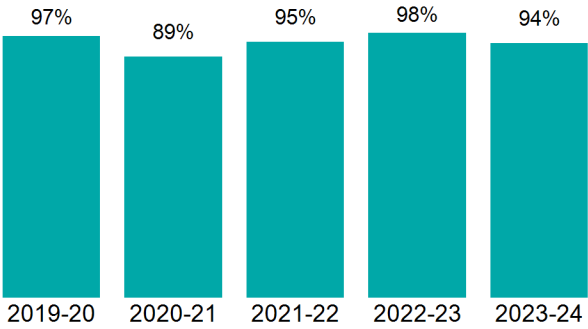
A-G Requirements Met
for UC/CSU Entrance



UC/CSU entrance requirements include a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area (A-G). A grade of C or better is required for each course you use to meet any subject requirement.

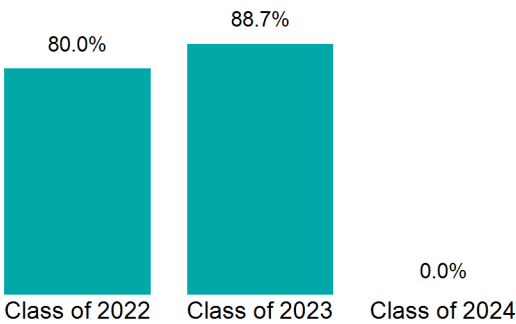
Note: Some rates are rounded to the nearest percent.

College & Career Readiness



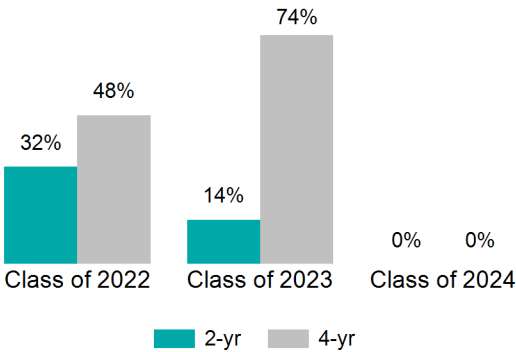
Percentage of 12th grade students who demonstrate college and career readiness based on multiple measures.

College Enrollment



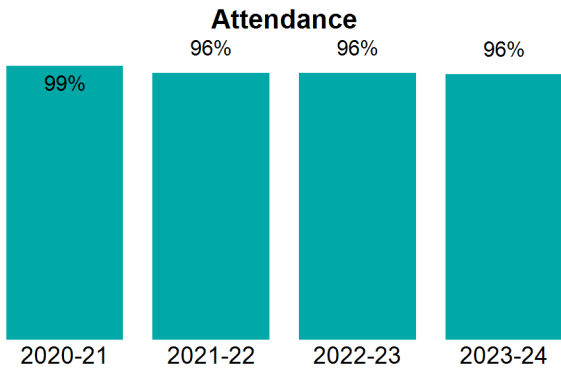
Percent of graduates enrolled in higher education within the first year after high school graduation.

Enrollment in Two-Year and Four-Year Institutions

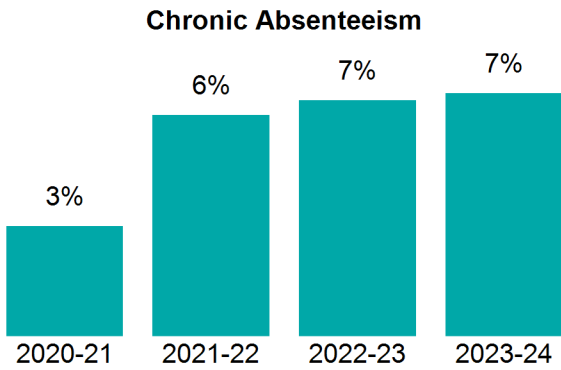


Percent of graduates enrolled in higher education within the first year after high school graduation by two or four year institutions.

Note: Some rates are rounded to the nearest percent.

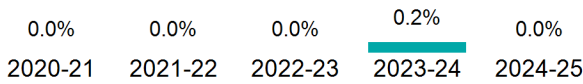


Attendance rates are calculated using excused, unexcused, and unverified all day absences divided by days enrolled.



A "chronic absentee" has been defined in Education Code (EC) Section 60901(c)(1) as "a pupil who is absent on 10 percent or more of the school days in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays." Please note that days missed due to Covid-19 quarantine are not included in the absence count.

Suspension

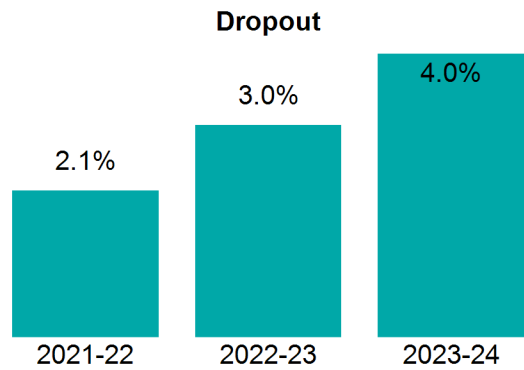


The suspension rate is calculated using an unduplicated count of students suspended one or more times divided by cumulative enrollment.

Number of Expulsions

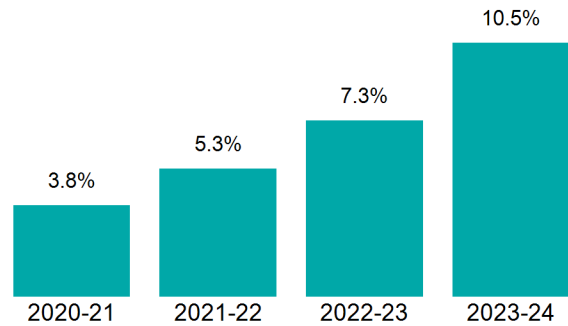
2021-22	0
2022-23	0
2023-24	0
2024-25	0

Note: Some rates are rounded to the nearest percent.



4-year Adjusted Cohort Dropout Rate - Calculated by the state using data reported on CALPADS. The rate of students that leave the 9-12 instructional system without a high school diploma, GED, or special education certificate of completion and do not remain enrolled after the end of the 4th year.

English Learner - District Redesignation Rate



English Learner (EL) students are redesignated to Fluent English Proficient (FEP) using multiple criteria, standards, and procedures adopted by LBUSD. Redesignation rate is calculated by dividing the number of students redesignated from EL to FEP between Information Day of the displayed year and Information Day of the following year by the EL counts from Information Day of the displayed year. (* = partial year data)

Note: Some rates are rounded to the nearest percent.



ELPAC Summative Assessment Grade Level Summary 2023-2024

Site :: Sato

Site Level Overall Performance Level Summary

0%Beginning
Stage**50%**Somewhat
Developed**0%**Moderately
Developed**50%**Well
Developed

Site Level Domain Performance Level Summary

Listening

50%
Beg.**0%**
Some/Mod.**50%**
Well Dev.

Speaking

0%
Beg.**0%**
Some/Mod.**100%**
Well Dev.

Reading

50%
Beg.**0%**
Some/Mod.**50%**
Well Dev.

Writing

0%
Beg.**100%**
Some/Mod.**0%**
Well Dev.

Grade Level Performance Summary (Overall and by Domain)

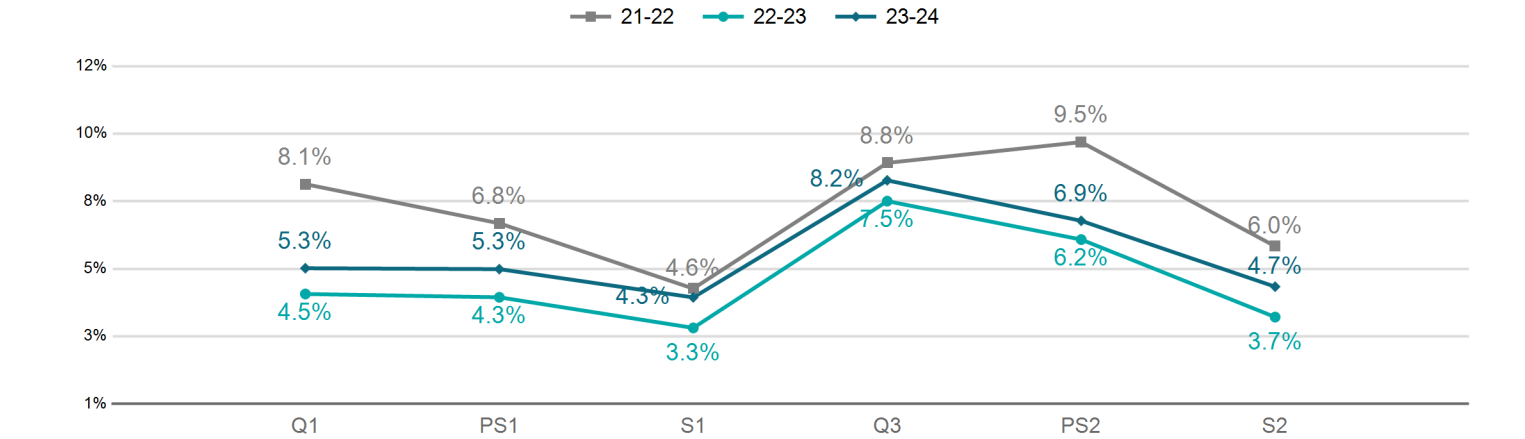
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
10	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	0%	100%	0%	100%	0%
11	0%	100%	0%	0%	100%	0%	0%	0%	0%	100%	100%	0%	0%	0%	100%	0%

Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: All Students



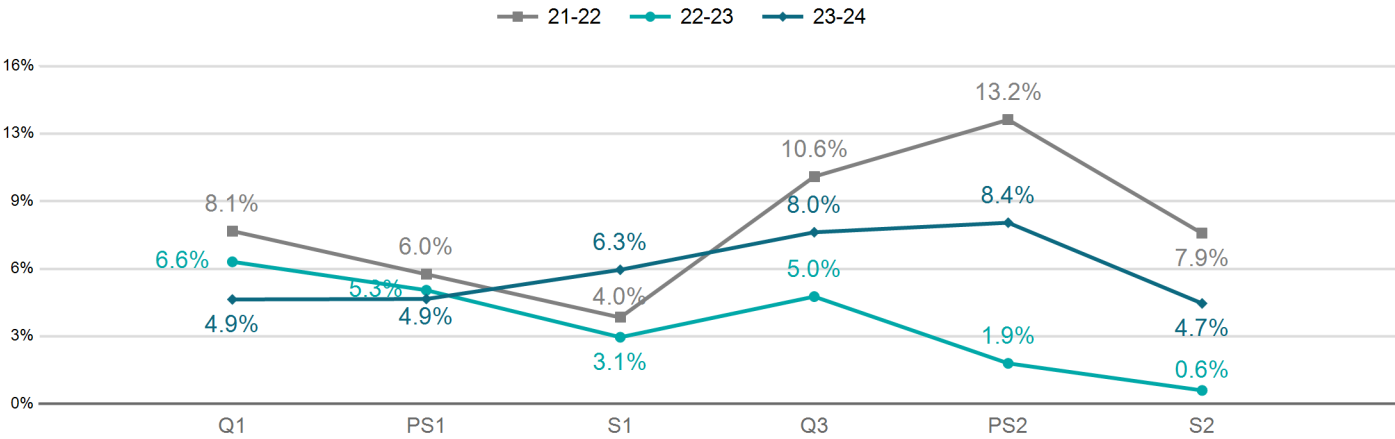
Graphs for subgroups on following pages.

Sato D/F Rate - 3 year Comparison

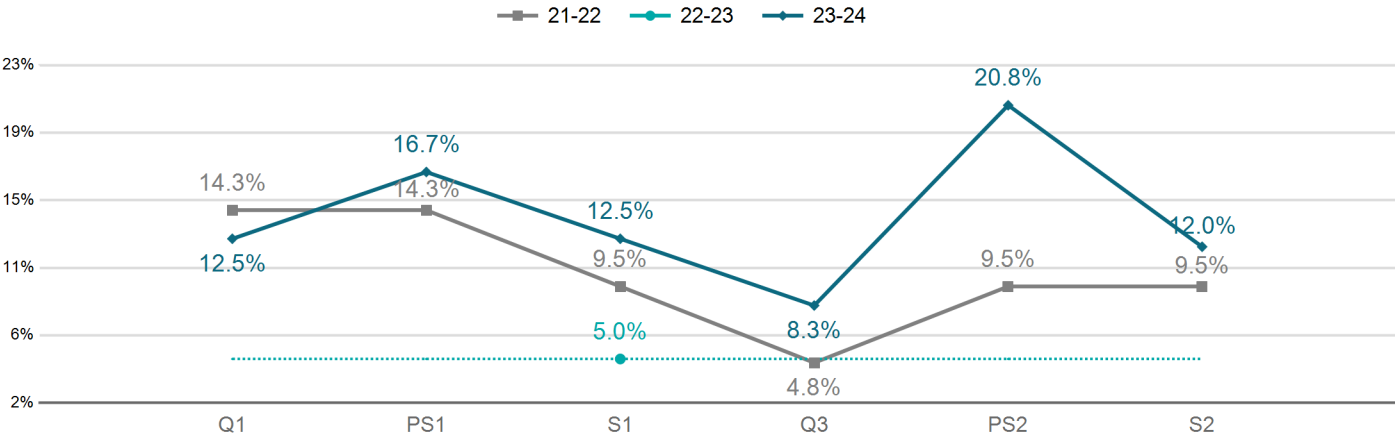
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

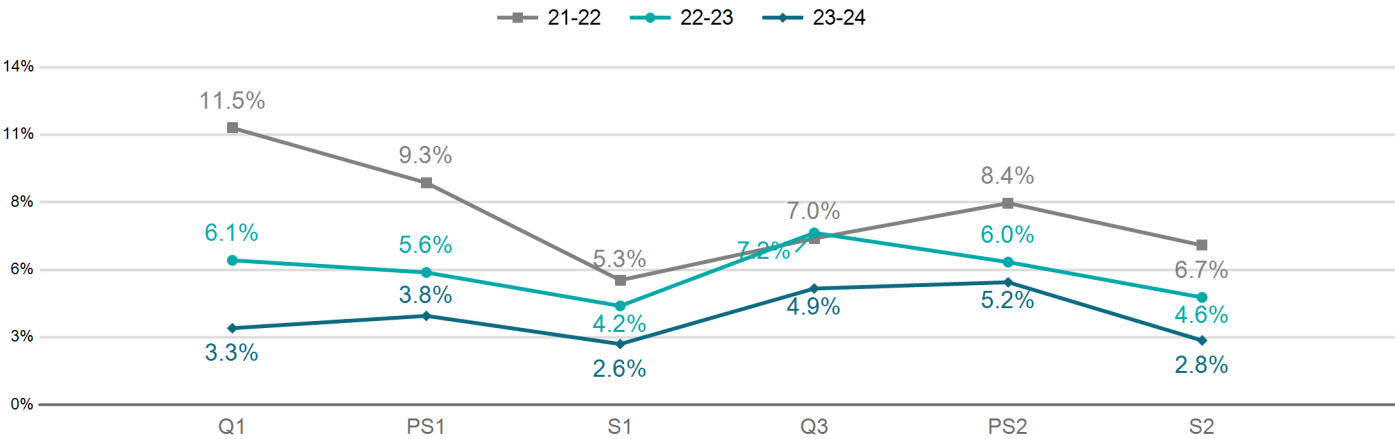
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian



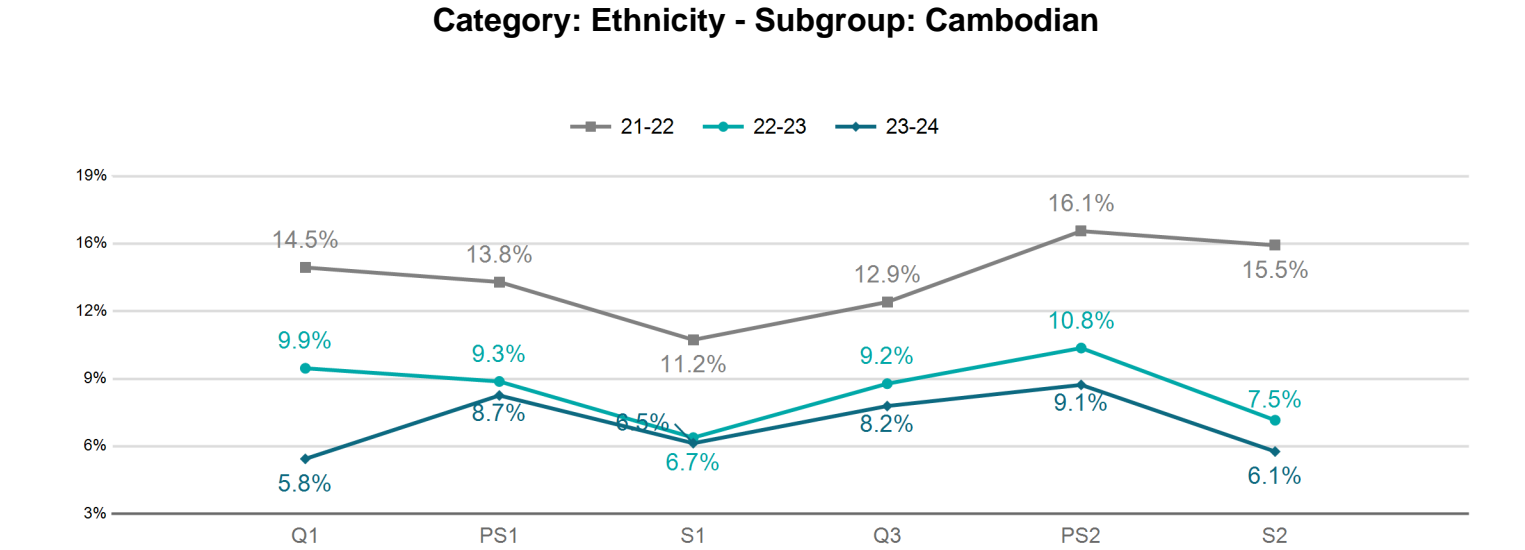
Category: Ethnicity - Subgroup: Asian



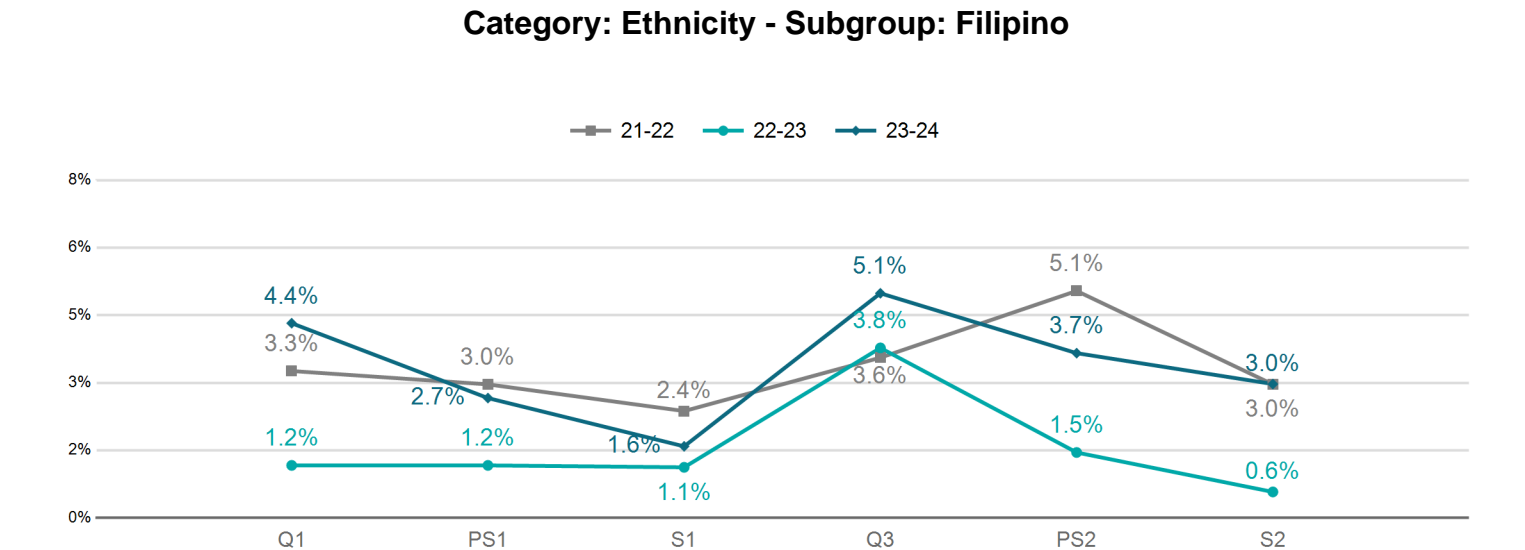
Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

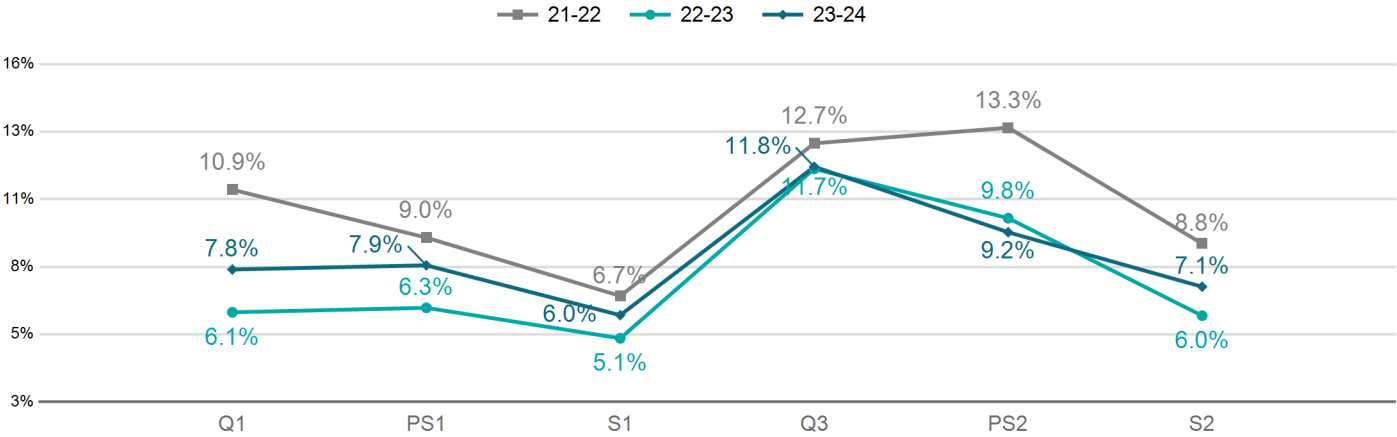


Category: Ethnicity - Subgroup: Hispanic

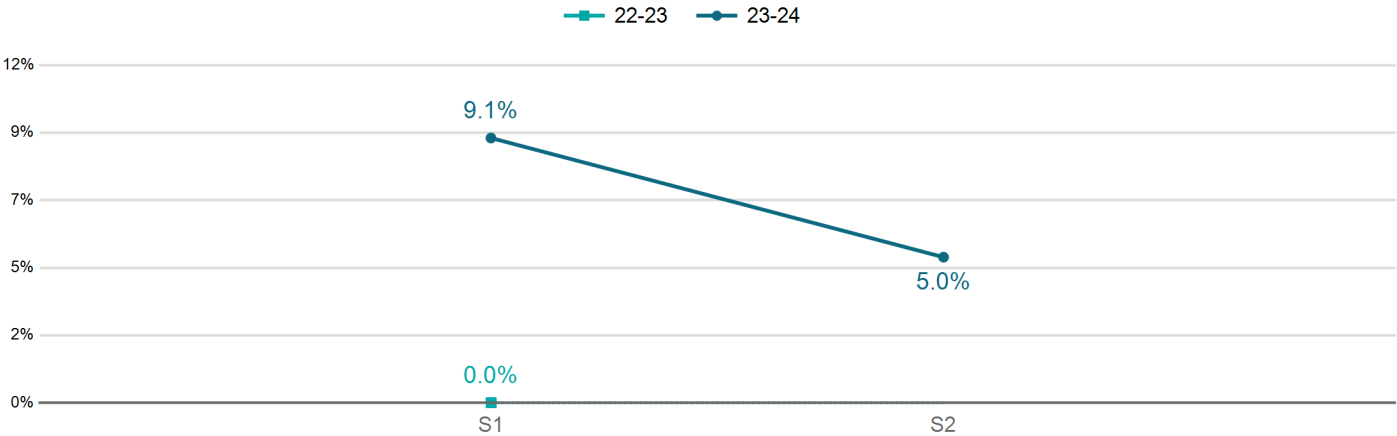
Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

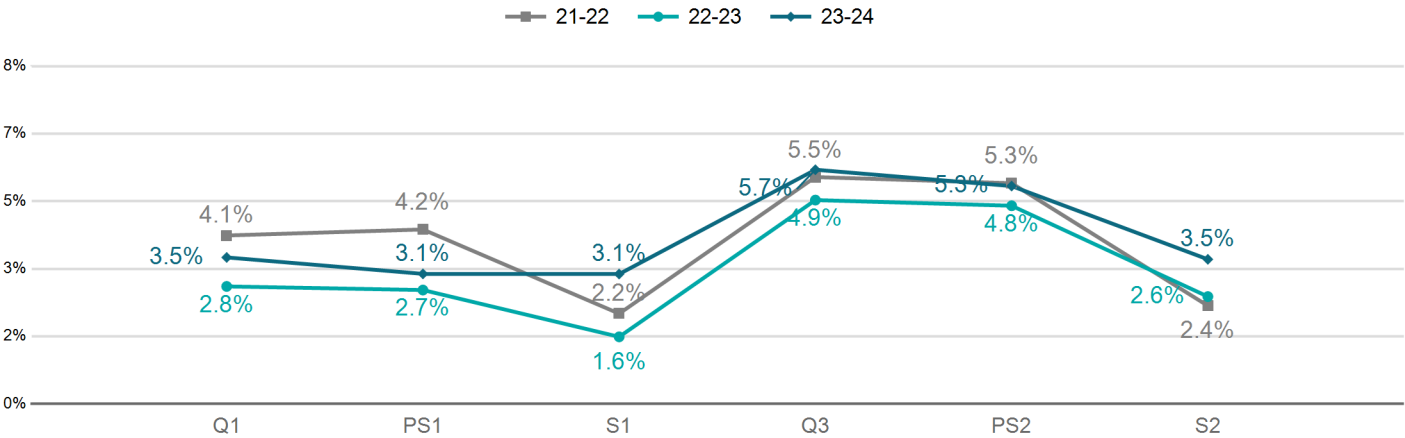
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

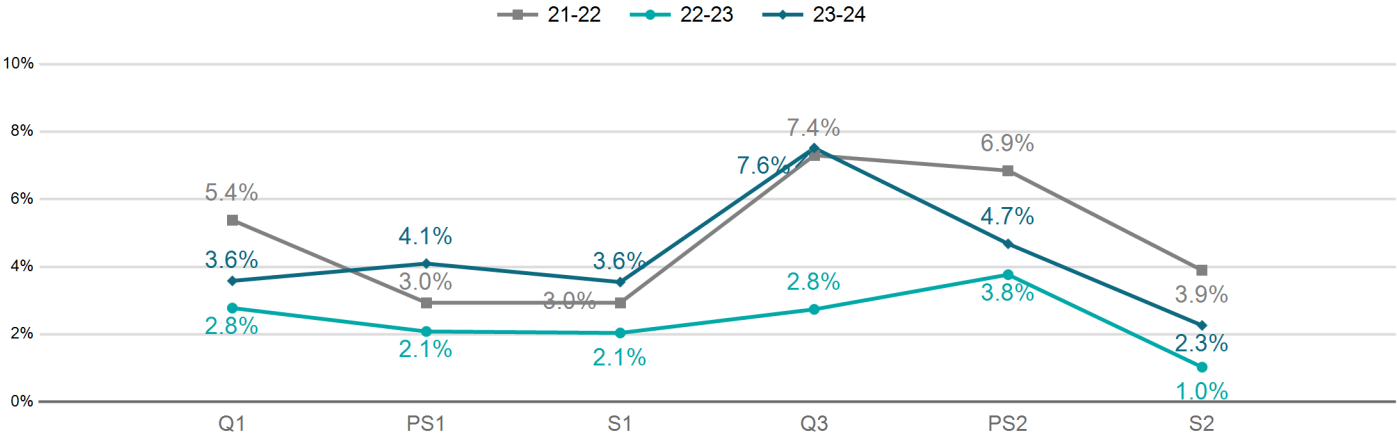


Category: Ethnicity - Subgroup: Other

Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

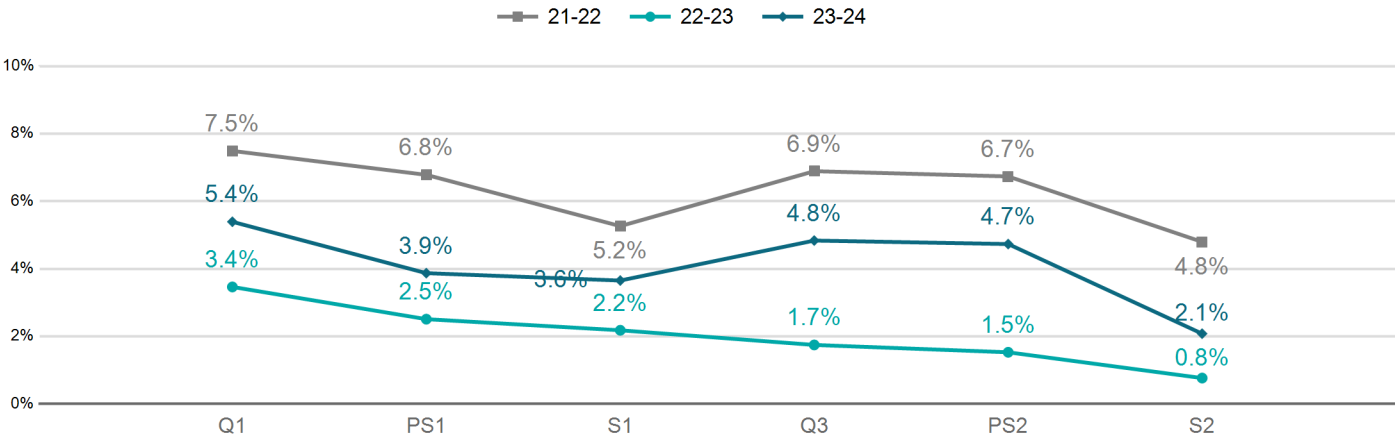


Sato D/F Rate - 3 year Comparison

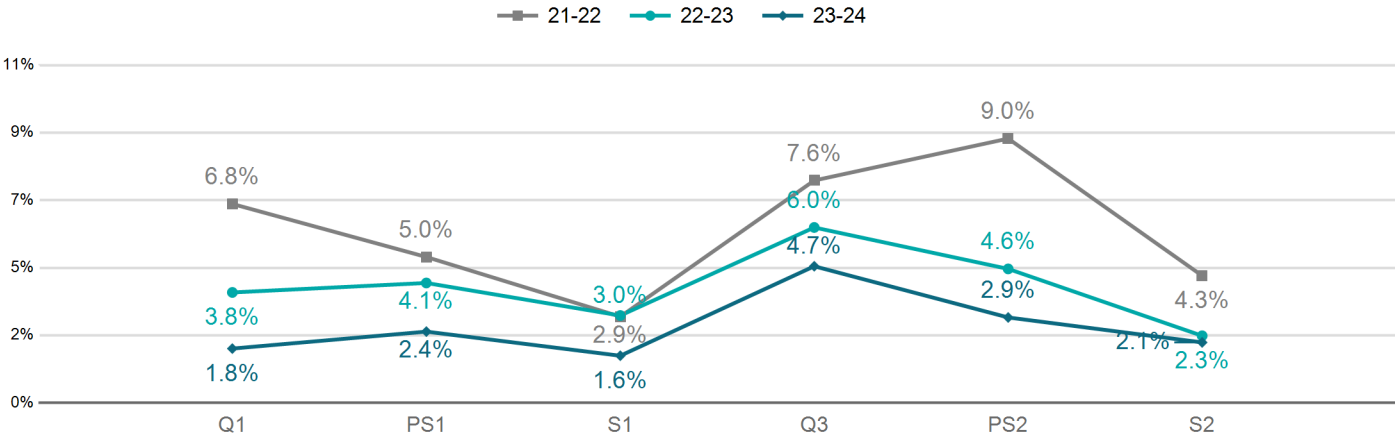
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

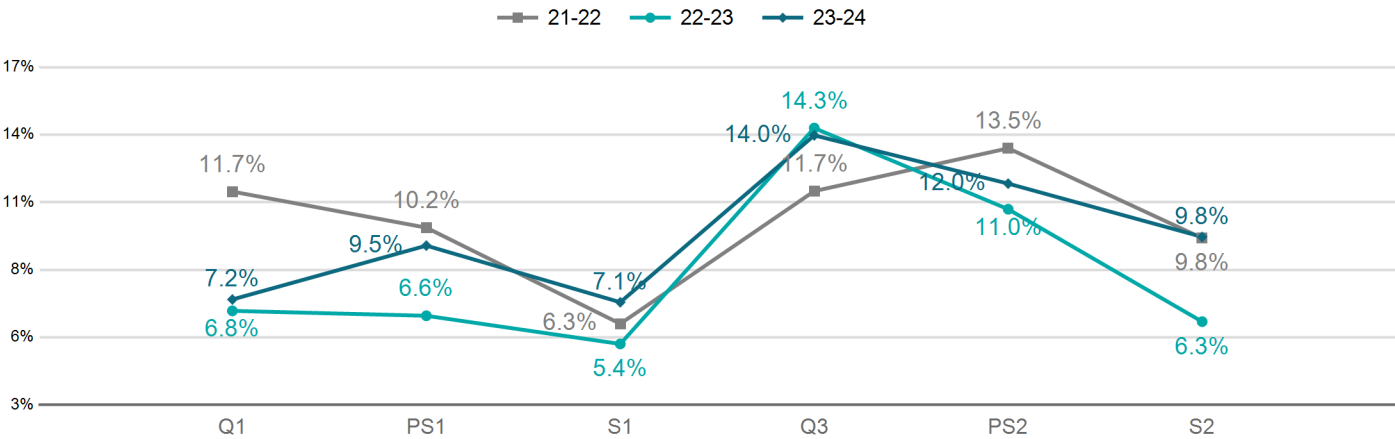
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

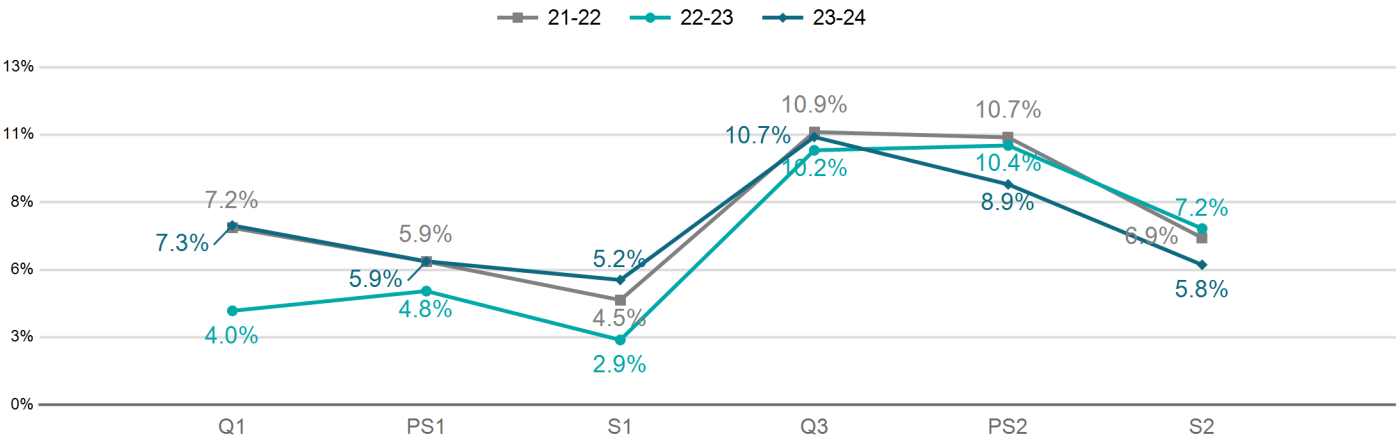


Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Grade - Subgroup: Gr. 12

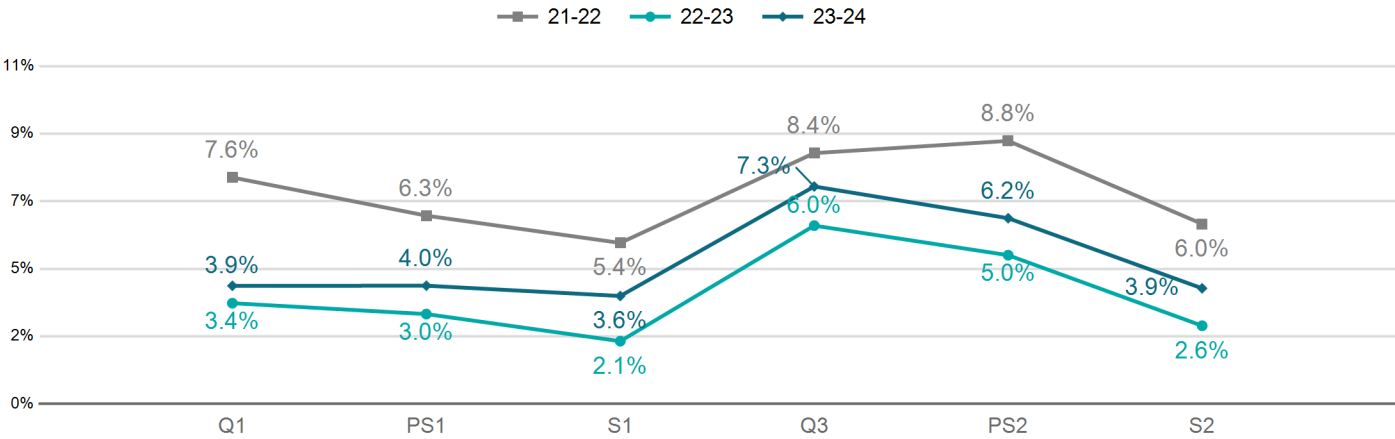


Sato D/F Rate - 3 year Comparison

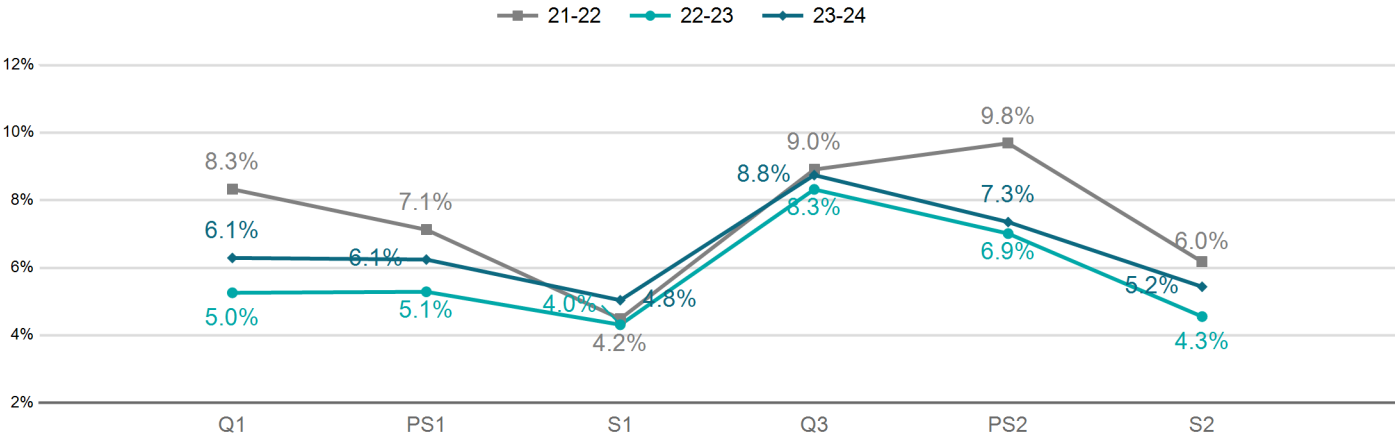
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

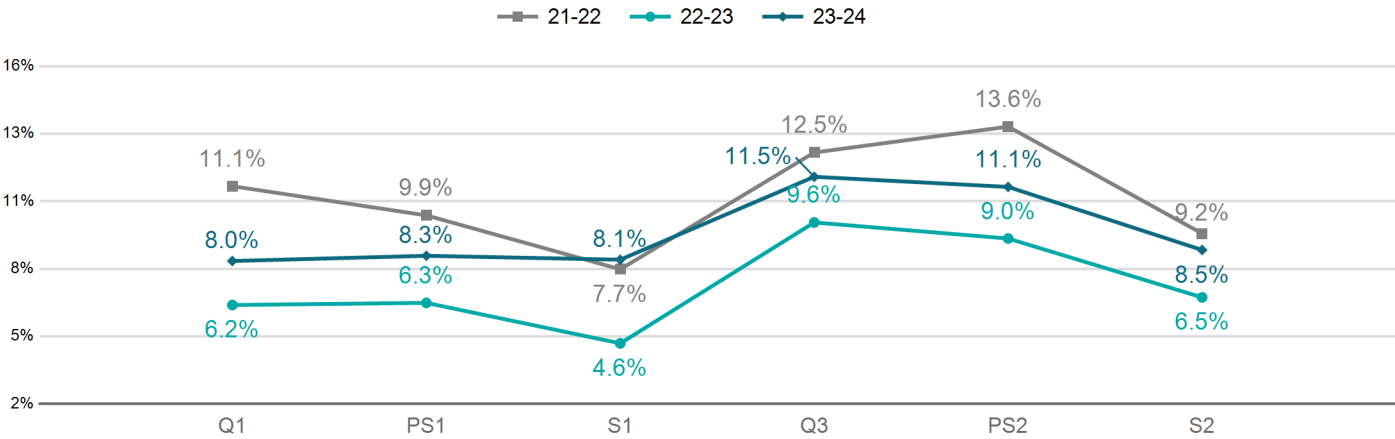


Sato D/F Rate - 3 year Comparison

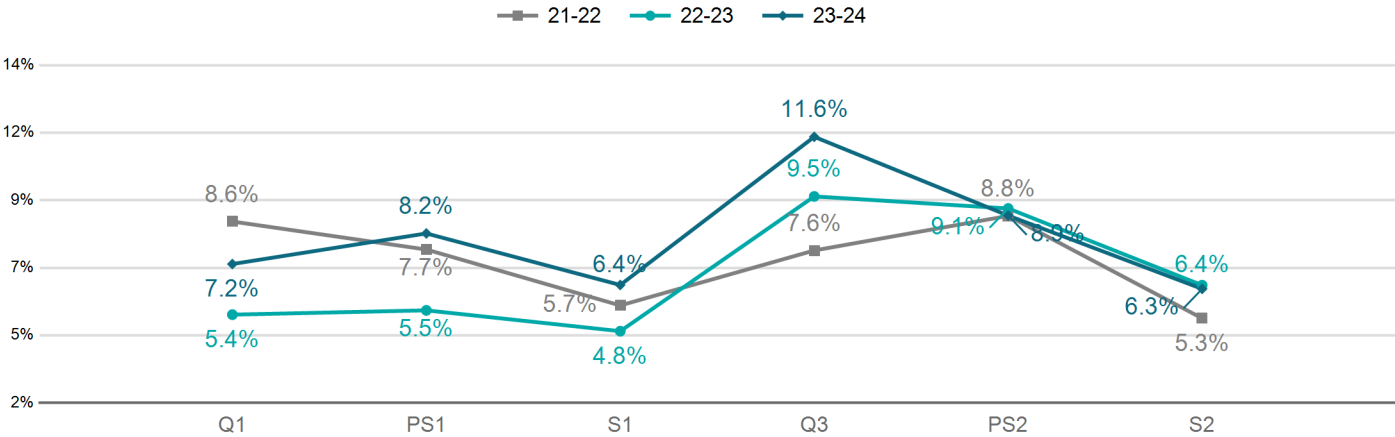
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

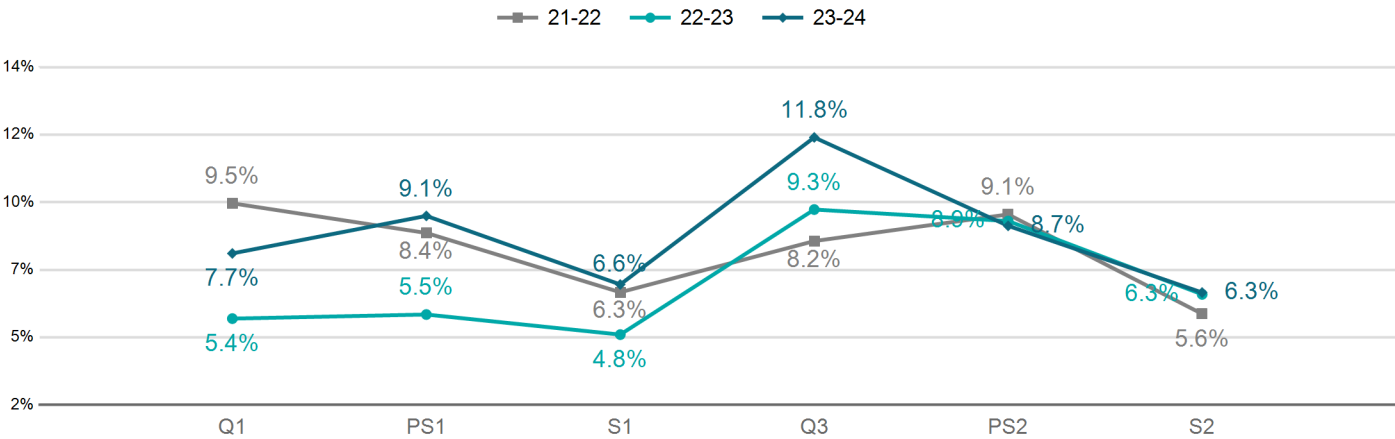
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: RFEP



Category: Special Populations - Subgroup: EL + RFEP

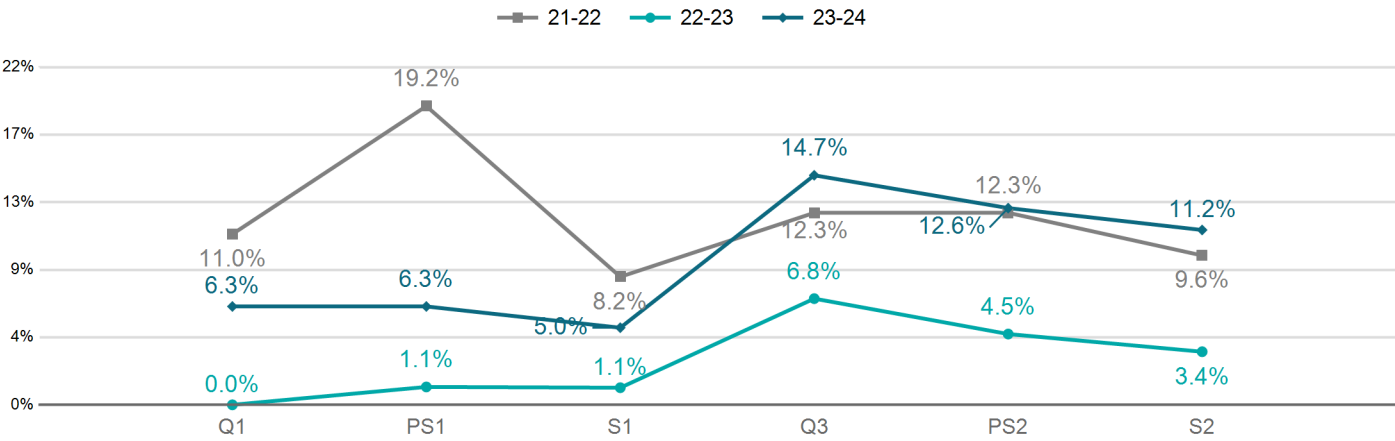


Sato D/F Rate - 3 year Comparison

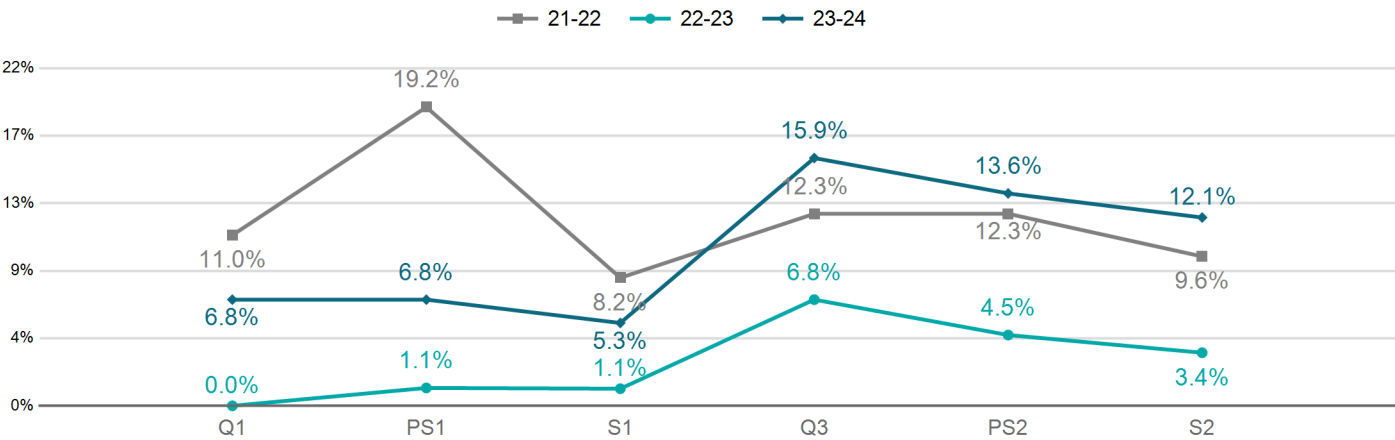
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Special Populations - Subgroup: Special Ed.



Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

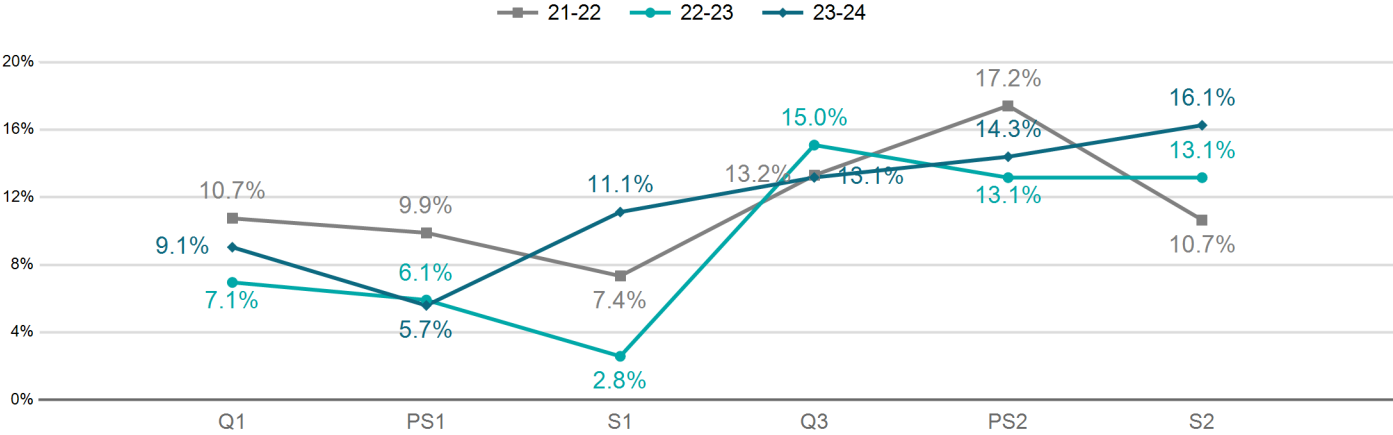


Category: Special Populations - Subgroup: Homeless/Foster

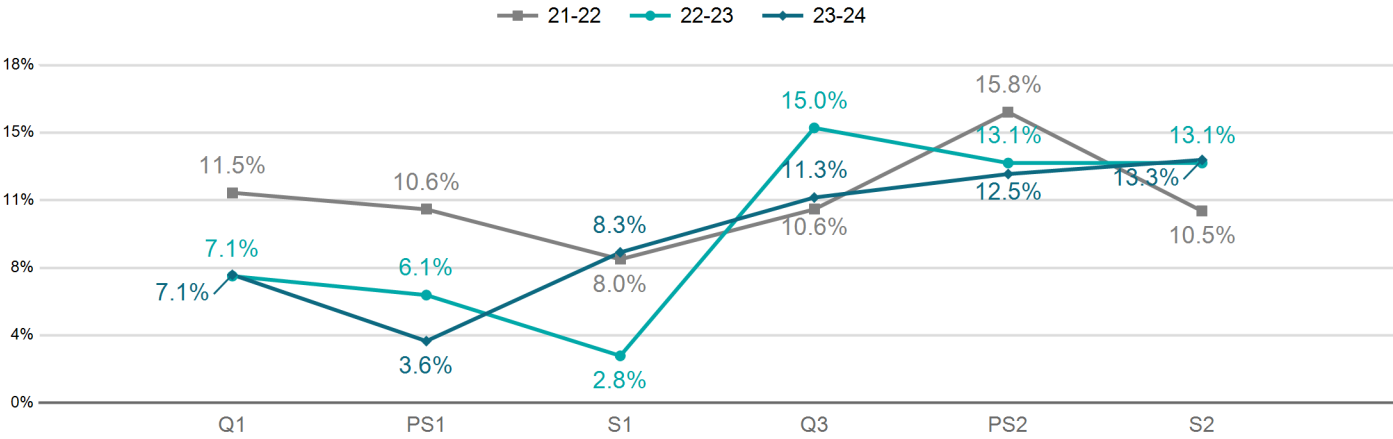
Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

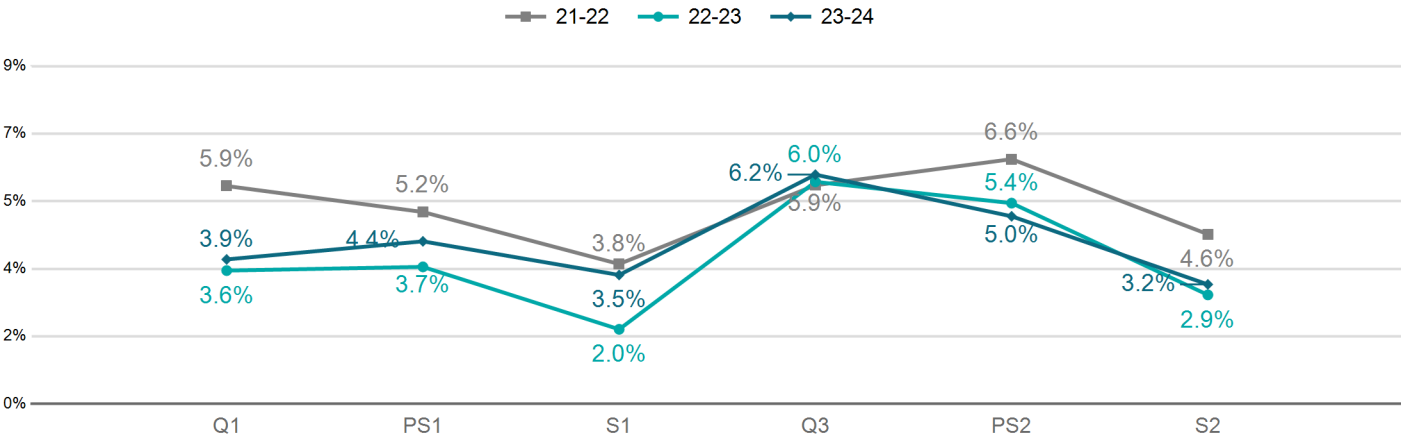
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless



Category: Special Populations - Subgroup: GATE/Excel

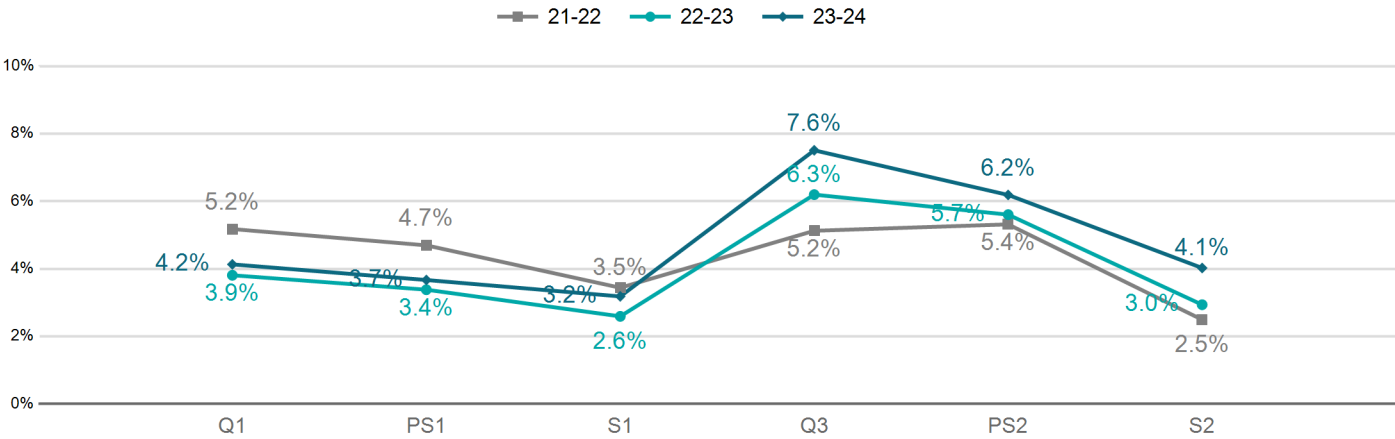


Sato D/F Rate - 3 year Comparison

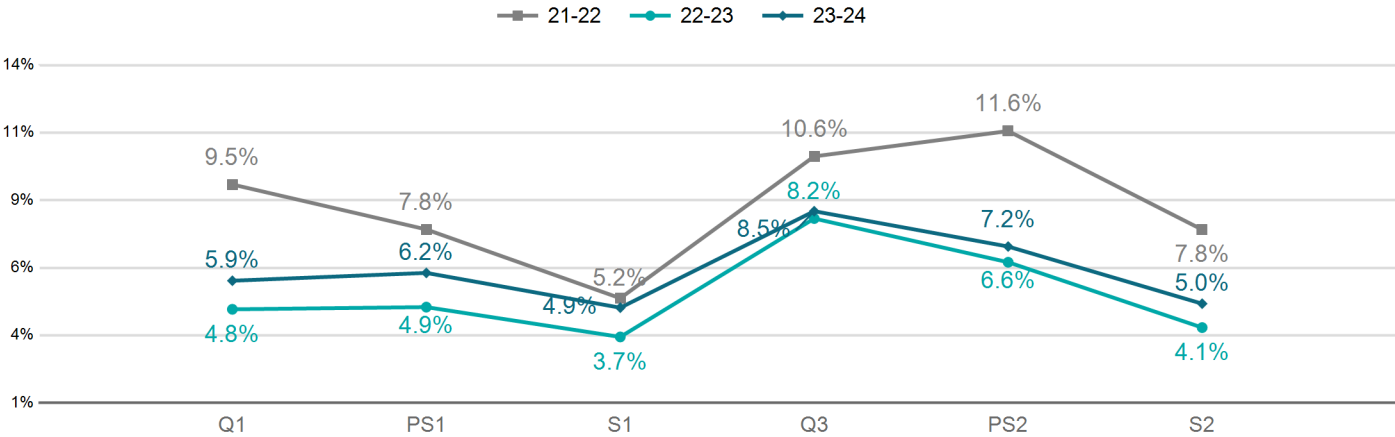
Percent of total grades that are Ds or Fs

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: SLC - Subgroup: Sato - BIO



Category: SLC - Subgroup: Sato - ENGS



Grade Distribution - Sato

2023-2024 S2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Legend
F
D
C
B
A

Category		Count of Marks	Percent by Category				D/F Rate	A/B/C Rate			
All Students		3,369		2	311	22	63	4.7%	95.3%		
Grade	Gr. 09	1,015		2	6	19	73	2.1%	97.9%		
	Gr. 10	875		2	9	21	67	2.1%	97.9%		
	Gr. 11	825		5	5	16	25	49	9.8%	90.2%	
	Gr. 12	654		2	4	12	24	58	5.8%	94.2%	
Ethnicity	African American	235		2	3	11	22	62	4.7%	95.3%	
	American Indian	25		12		20	36	32	12.0%	88.0%	
	Asian	395		1	2	8	23	66	2.8%	97.2%	
	Cambodian	213		4	2	10	28	56	6.1%	93.9%	
	Filipino	298		3	6		22	69	3.0%	97.0%	
	Hispanic	1,227		3	4	13	22	58	7.1%	92.9%	
	Pacific Islander	20		5	5		35	55	5.0%	95.0%	
	White	774		1	2	10	19	67	3.5%	96.5%	
	Other	395		1	4	9	26	62	2.3%	97.7%	
Gender	Female	1,268		1	2	10	19	67	3.9%	96.1%	
	Male	2,086		2	3	11	24	60	5.2%	94.8%	
	Nonbinary	15				7		93	0.0%	100.0%	
Special Populations	Low SES	976		4	4	11	25	55	8.5%	91.5%	
	ELL	13		8			46	38	8	7.7%	92.3%
	RFEP	667		2	4	13	24	56	6.3%	93.7%	
	EL + RFEP	680		2	4	14	24	55	6.3%	93.7%	
	Special Ed.	98		5	6	7	28	54	11.2%	88.8%	
	Spec Ed. Speech/RSP	91		5	7	8	27	53	12.1%	87.9%	
	Homeless/Foster	87		7	9	8	23	53	16.1%	83.9%	
	Foster	4		25		50		25		75.0%	25.0%
	Homeless	83		6	7	7	24	55	13.3%	86.7%	
	GATE/Excel	1,464		2	2	8	19	70	3.2%	96.8%	
Pathway	Sato - BIO	1,325		2	2	10	22	63	4.1%	95.9%	
	Sato - ENGS	2,036		2	3	11	22	62	5.0%	95.0%	

Grade Distribution - Sato

2023-2024 PS2

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Legend
F
D
C
B
A

Category		Count of Marks	Percent by Category				D/F Rate	A/B/C Rate		
All Students		3,295		24	12	24	57	6.9%	93.1%	
Grade	Gr. 09	976		1	46	22	67	4.7%	95.3%	
	Gr. 10	860		3	9	23	65	2.9%	97.1%	
	Gr. 11	808		5	7	19	27	42	12.0%	88.0%
	Gr. 12	651		4	5	16	24	51	8.9%	91.1%
Ethnicity	African American	225		3	5	12	24	55	8.4%	91.6%
	American Indian	24		4	17	21	25	33	20.8%	79.2%
	Asian	386		1	48	24	62	5.2%	94.8%	
	Cambodian	208		3	6	9	26	55	9.1%	90.9%
	Filipino	296		3	8	25	63	3.7%	96.3%	
	Hispanic	1,202		4	5	15	24	51	9.2%	90.8%
	Pacific Islander	19		11	11	32	47	10.5%	89.5%	
	White	761		2	410	23	62	5.3%	94.7%	
	Other	382		2	310	26	59	4.7%	95.3%	
Gender	Female	1,224		24	11	21	62	6.2%	93.8%	
	Male	2,056		25	13	26	54	7.3%	92.7%	
	Nonbinary	15			7	20	73	0.0%	100.0%	
Special Populations	Low SES	954		5	6	14	27	48	11.1%	88.9%
	ELL	12				75	8	17	0.0%	100.0%
	RFEP	655		3	6	17	24	51	8.9%	91.1%
	EL + RFEP	667		3	6	18	23	50	8.7%	91.3%
	Special Ed.	95		4	8	8	32	47	12.6%	87.4%
	Spec Ed. Speech/RSP	88		5	9	9	32	45	13.6%	86.4%
	Homeless/Foster	84		7	7	11	27	48	14.3%	85.7%
	Foster	4		25	25		50		50.0%	50.0%
	Homeless	80		6	6	9	29	50	12.5%	87.5%
	GATE/Excel	1,428		2	410	20	65	5.0%	95.0%	
Pathway	Sato - BIO	1,281		24	12	25	57	6.2%	93.8%	
	Sato - ENGS	2,006		25	12	23	57	7.2%	92.8%	

Grade Distribution - Sato

2023-2024 Q3

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Legend
F
D
C
B
A

Category		Count of Marks	Percent by Category						D/F Rate	A/B/C Rate
All Students		3,296								
Grade	Gr. 09	976	2	37	22		66		4.8%	95.2%
	Gr. 10	860	1	38	23		64		4.7%	95.3%
	Gr. 11	808	5	9	18	28	39		14.0%	86.0%
	Gr. 12	652	4	7	14	25	51		10.7%	89.3%
Ethnicity	African American	225	3	5	12	28	52		8.0%	92.0%
	American Indian	24	4	4	25	29	38		8.3%	91.7%
	Asian	386	1	4	9	24	62		4.9%	95.1%
	Cambodian	208	2	6	11	25	56		8.2%	91.8%
	Filipino	296	1	4	7	23	65		5.1%	94.9%
	Hispanic	1,202	5	7	14	24	51		11.8%	88.2%
	Pacific Islander	19	1	1	11	21	58		10.5%	89.5%
	White	761	2	4	10	25	59		5.7%	94.3%
	Other	383	3	5	10	25	57		7.6%	92.4%
Gender	Female	1,224	2	5	10	22	60		7.3%	92.7%
	Male	2,057	3	6	12	26	54		8.8%	91.2%
	Nonbinary	15			7	40	53		0.0%	100.0%
Special Populations	Low SES	954	4	7	13	28	47		11.5%	88.5%
	ELL	12	2	2	33	42		25.0%	75.0%	
	RFEP	655	3	9	15	24	49		11.6%	88.4%
	EL + RFEP	667	3	9	16	24	48		11.8%	88.2%
	Special Ed.	95	5	9	6	36	43		14.7%	85.3%
	Spec Ed. Speech/RSP	88	6	10	7	36	41		15.9%	84.1%
	Homeless/Foster	84	8	5	10	36	42		13.1%	86.9%
	Foster	4	2	2	25	25		50.0%	50.0%	
	Homeless	80	8	4	9	36	44		11.3%	88.8%
Pathway	GATE/Excel	1,428	2	4	10	21	63		6.2%	93.8%
	Sato - BIO	1,281	3	5	11	25	56		7.6%	92.4%
	Sato - ENGS	2,007	3	5	12	24	56		8.5%	91.5%

Grade Distribution - Sato

2023-2024 S1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Legend
F
D
C
B
A

Category		Count of Marks	Percent by Category				D/F Rate	A/B/C Rate	
All Students		3,459			1 310	25	61	4.3%	95.7%
Grade	Gr. 09	990			3 8	24	65	3.6%	96.4%
	Gr. 10	873			1 8	24	66	1.6%	98.4%
	Gr. 11	869			34 15	28	49	7.1%	92.9%
	Gr. 12	727			1 4 8	23	63	5.2%	94.8%
Ethnicity	African American	240			15 12	23	58	6.3%	93.8%
	American Indian	24			4 8 21	29	38	12.5%	87.5%
	Asian	417			2 9	24	65	2.6%	97.4%
	Cambodian	216			42 10	30	54	6.5%	93.5%
	Filipino	310			1 8	21	70	1.6%	98.4%
	Hispanic	1,256			2 4 13	27	54	6.0%	94.0%
	Pacific Islander	22			9 18	73		9.1%	90.9%
	White	798			3 7	21	69	3.1%	96.9%
	Other	392			3 8	28	60	3.6%	96.4%
Gender	Female	1,275			3 9	21	66	3.6%	96.4%
	Male	2,169			2 310	27	58	4.8%	95.2%
	Nonbinary	15			7	40	53	0.0%	100.0%
Special Populations	Low SES	1,012			3 5 13	29	50	8.1%	91.9%
	ELL	12			17 17	33	33	16.7%	83.3%
	RFEP	684			24 12	28	54	6.4%	93.6%
	EL + RFEP	696			25 12	28	53	6.6%	93.4%
	Special Ed.	101			3 213	33	50	5.0%	95.0%
	Spec Ed. Speech/RSP	94			3 2 14	33	48	5.3%	94.7%
	Homeless/Foster	90			3 8 14	28	46	11.1%	88.9%
	Foster	6			17 33	50		50.0%	50.0%
	Homeless	84			2 6 15	26	49	8.3%	91.7%
	GATE/Excel	1,501			1 2 7	22	68	3.5%	96.5%
Pathway	Sato - BIO	1,331			1 2 10	24	62	3.2%	96.8%
	Sato - ENGS	2,120			1 310	25	60	4.9%	95.1%

Grade Distribution - Sato

2023-2024 PS1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Legend
F
D
C
B
A

Category		Count of Marks	Percent by Category				D/F Rate	A/B/C Rate
All Students	3,322	3,322	<div><div>2312</div><div>27</div><div>55</div></div>				5.3%	94.7%
Grade	Gr. 09	986	<div><div>2210</div><div>27</div><div>59</div></div>				3.9%	96.1%
	Gr. 10	866	<div><div>210</div><div>28</div><div>60</div></div>				2.4%	97.6%
	Gr. 11	814	<div><div>4617</div><div>27</div><div>46</div></div>				9.5%	90.5%
	Gr. 12	656	<div><div>2412</div><div>26</div><div>56</div></div>				5.9%	94.1%
Ethnicity	African American	225	<div><div>417</div><div>29</div><div>49</div></div>				4.9%	95.1%
	American Indian	24	<div><div>41317</div><div>17</div><div>50</div></div>				16.7%	83.3%
	Asian	395	<div><div>228</div><div>27</div><div>61</div></div>				3.8%	96.2%
	Cambodian	208	<div><div>457</div><div>37</div><div>48</div></div>				8.7%	91.3%
	Filipino	296	<div><div>29</div><div>20</div><div>68</div></div>				2.7%	97.3%
	Hispanic	1,210	<div><div>3515</div><div>29</div><div>49</div></div>				7.9%	92.1%
	Pacific Islander	19	<div><div>511</div><div>21</div><div>63</div></div>				5.3%	94.7%
	White	765	<div><div>1211</div><div>25</div><div>60</div></div>				3.1%	96.9%
	Other	388	<div><div>239</div><div>31</div><div>55</div></div>				4.1%	95.9%
Gender	Female	1,240	<div><div>1312</div><div>24</div><div>60</div></div>				4.0%	96.0%
	Male	2,067	<div><div>2412</div><div>29</div><div>53</div></div>				6.1%	93.9%
	Nonbinary	15	<div><div>13</div><div>40</div><div>47</div></div>				0.0%	100.0%
Special Populations	Low SES	968	<div><div>3517</div><div>29</div><div>46</div></div>				8.3%	91.7%
	ELL	18	<div><div>281117</div><div>28</div><div>17</div></div>				38.9%	61.1%
	RFEP	656	<div><div>3515</div><div>28</div><div>49</div></div>				8.2%	91.8%
	EL + RFEP	674	<div><div>3615</div><div>28</div><div>48</div></div>				9.1%	90.9%
	Special Ed.	95	<div><div>3319</div><div>31</div><div>44</div></div>				6.3%	93.7%
	Spec Ed. Speech/RSP	88	<div><div>3320</div><div>30</div><div>43</div></div>				6.8%	93.2%
	Homeless/Foster	87	<div><div>3224</div><div>28</div><div>43</div></div>				5.7%	94.3%
	Foster	4	<div><div>5025</div><div>25</div><div></div></div>				50.0%	50.0%
	Homeless	83	<div><div>1224</div><div>28</div><div>45</div></div>				3.6%	96.4%
Pathway	GATE/Excel	1,442	<div><div>139</div><div>24</div><div>63</div></div>				4.4%	95.6%
	Sato - BIO	1,291	<div><div>1213</div><div>27</div><div>56</div></div>				3.7%	96.3%
	Sato - ENGS	2,023	<div><div>2411</div><div>27</div><div>55</div></div>				6.2%	93.8%

Grade Distribution - Sato

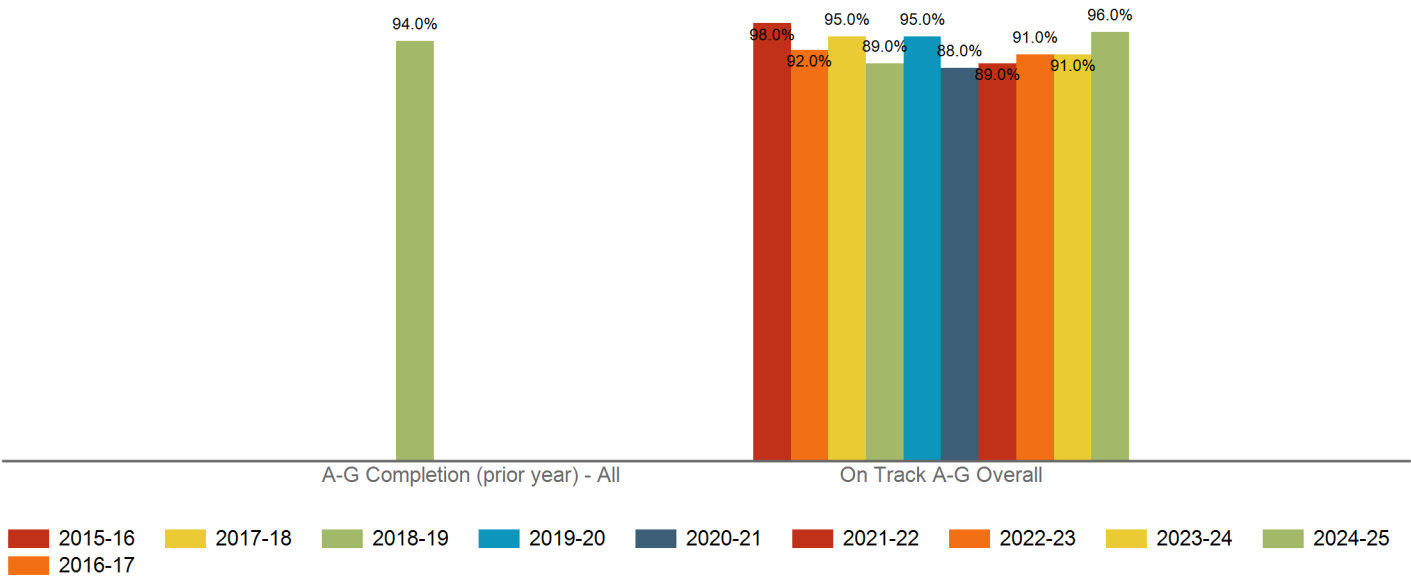
2023-2024 Q1

Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial Tech Ed, Inter-Department, Mathematics, Off Campus, Performing Arts, Physical Education, ROTC, Science, Special Education, World Language

Legend
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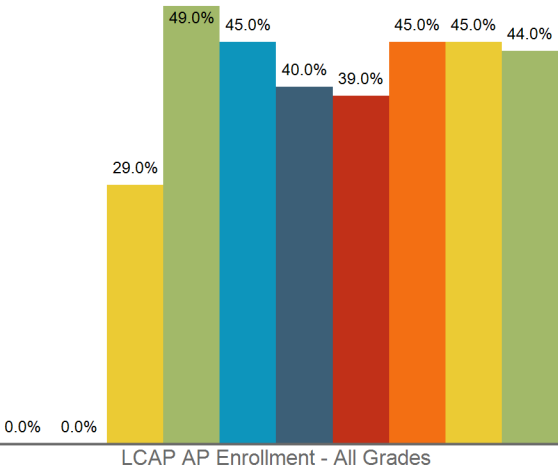
Category		Count of Marks	Percent by Category				D/F Rate	A/B/C Rate		
All Students		3,322	3,322	2	38	24	62	5.3%	94.7%	
Grade	Gr. 09	987	987	2	47	23	64	5.4%	94.6%	
	Gr. 10	866	866	1	8	28	62	1.8%	98.2%	
	Gr. 11	814	814	44	10	24	59	7.2%	92.8%	
	Gr. 12	655	655	25	8	23	62	7.3%	92.7%	
Ethnicity	African American	226	226	4	14	27	54	4.9%	95.1%	
	American Indian	24	24	8	4	17	17	54	12.5%	87.5%
	Asian	395	395	2	16	22	69	3.3%	96.7%	
	Cambodian	208	208	4	19	29	56	5.8%	94.2%	
	Filipino	296	296	1	34	19	73	4.4%	95.6%	
	Hispanic	1,210	1,210	35	10	26	56	7.8%	92.2%	
	Pacific Islander	19	19	5	5	32	58	5.3%	94.7%	
	White	764	764	1	2	7	23	67	3.5%	96.5%
	Other	388	388	3	7	27	62	3.6%	96.4%	
Gender	Female	1,241	1,241	2	28	22	66	3.9%	96.1%	
	Male	2,066	2,066	2	48	26	60	6.1%	93.9%	
	Nonbinary	15	15			13	33	53	0.0%	100.0%
Special Populations	Low SES	969	969	3	5	11	27	54	8.0%	92.0%
	ELL	18	18	11	17	22	17	33	27.8%	72.2%
	RFEP	656	656	3	4	9	26	57	7.2%	92.8%
	EL + RFEP	674	674	4	4	10	26	57	7.7%	92.3%
	Special Ed.	95	95	4	2	11	35	48	6.3%	93.7%
	Spec Ed. Speech/RSP	88	88	5	2	11	34	48	6.8%	93.2%
	Homeless/Foster	88	88	6	3	9	20	60	9.1%	90.9%
	Foster	4	4	50			50		50.0%	50.0%
	Homeless	84	84	4	4	10	19	63	7.1%	92.9%
	GATE/Excel	1,442	1,442	2	2	6	21	69	3.9%	96.1%
Pathway	Sato - BIO	1,291	1,291	1	3	9	25	62	4.2%	95.8%
	Sato - ENGS	2,023	2,023	2	4	8	24	62	5.9%	94.1%

A-G Rate
School Year: 23-24



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Gizmos is an online application subscription. Gizmos are interactive math and science virtual labs and simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. Our science teachers use Gizmos to allow students to access content differently, which is key for struggling learners.		Materials
Total			

AP Participation/Pass
School Year: 23-24



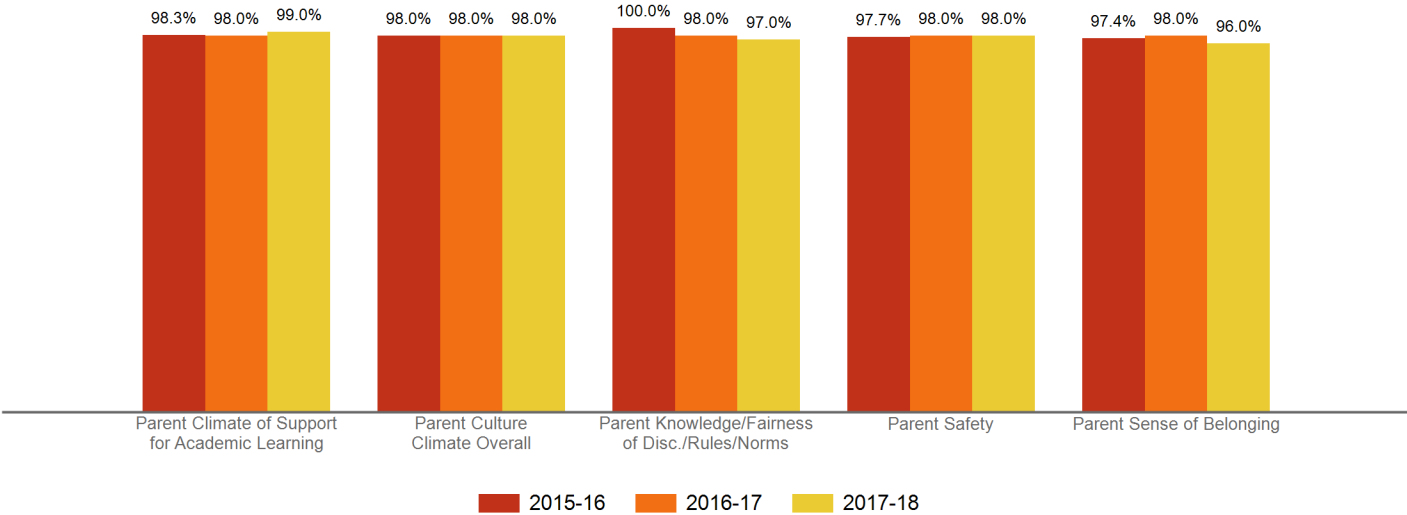
2015-16 2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 2023-24 2024-25
2016-17

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Gizmos is an online application subscription. Gizmos are interactive math and science virtual labs and simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. Our science teachers use Gizmos to allow students to access content differently, which is key for struggling learners.		Materials
Total			

Culture-Climate Survey (Parent)

School Year: 23-24

Goals	
Area	Description
Culture/Climate Goals	Enhance our schools Culture & Climate through improved Self-Efficacy in which students are supported through the struggle to learn difficult content by staff, peers and parents while maintaining motivation to continue learning. The goal is to move sense of belonging to 70% on the CORE Survey and self-efficacy to 65%

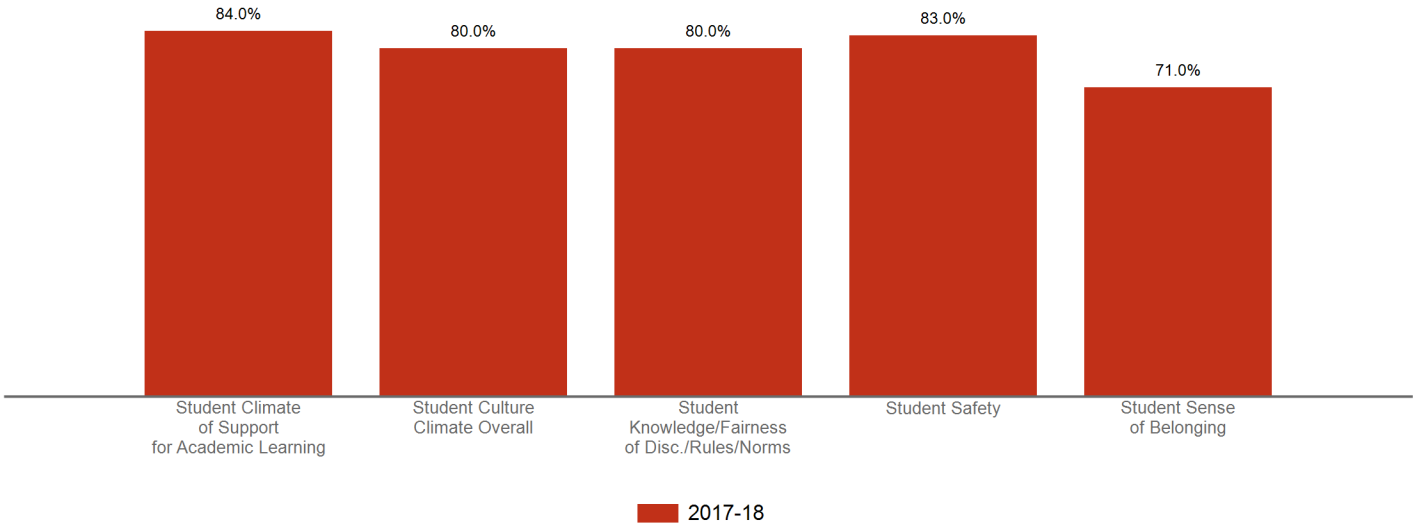


Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Championship style banners are needed for the auditorium walls. The auditorium is old, dark, and bare, but their is newer paint on the walls and seating and curtains have been repaired and cleaned. The banners will bring color and school pride during assemblies, parent orientation, and other events held there. Like athletic banners in gyms, these banners will highlight Sato students' wins in MESA, Drone Soccer, Momentum Robotics, Rocketry, HOSA, and other annual contests Sato dragons compete in. We will be able to add years to the banners for future wins.		Materials
Total			

Culture-Climate Survey (Student-Staff)

School Year: 23-24

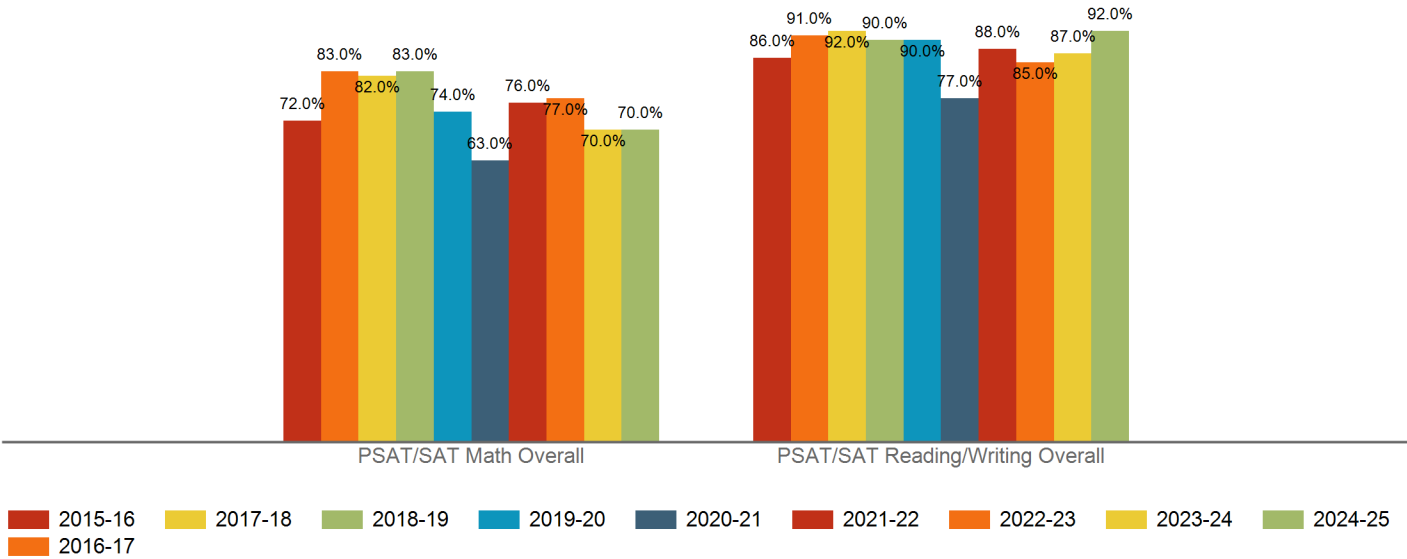
Goals	
Area	Description
Culture/Climate Goals	Enhance our schools Culture & Climate through improved Self-Efficacy in which students are supported through the struggle to learn difficult content by staff, peers and parents while maintaining motivation to continue learning. The goal is to move sense of belonging to 70% on the CORE Survey and self-efficacy to 65%



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A wall banner for the College & Career Center refresh project is needed to cover the south wall. The room was once a middle school library and still looks that way. We have gotten the carpet replaced and the walls painted and applied, and received, a grant to refurbish the room. Continuing efforts include more materials, branding, and college & career resources. The wall banner identifies the space and adds branding and a new look for the room.		Materials
3	Championship style banners are needed for the auditorium walls. The auditorium is old, dark, and bare, but their is newer paint on the walls and seating and curtains have been repaired and cleaned. The banners will bring color and school pride during assemblies, parent orientation, and other events held there. Like athletic banners in gyms, these banners will highlight Sato students' wins in MESA, Drone Soccer, Momentum Robotics, Rocketry, HOSA, and other annual contests Sato dragons compete in. We will be able to add years to the banners for future wins.		Materials
Total			

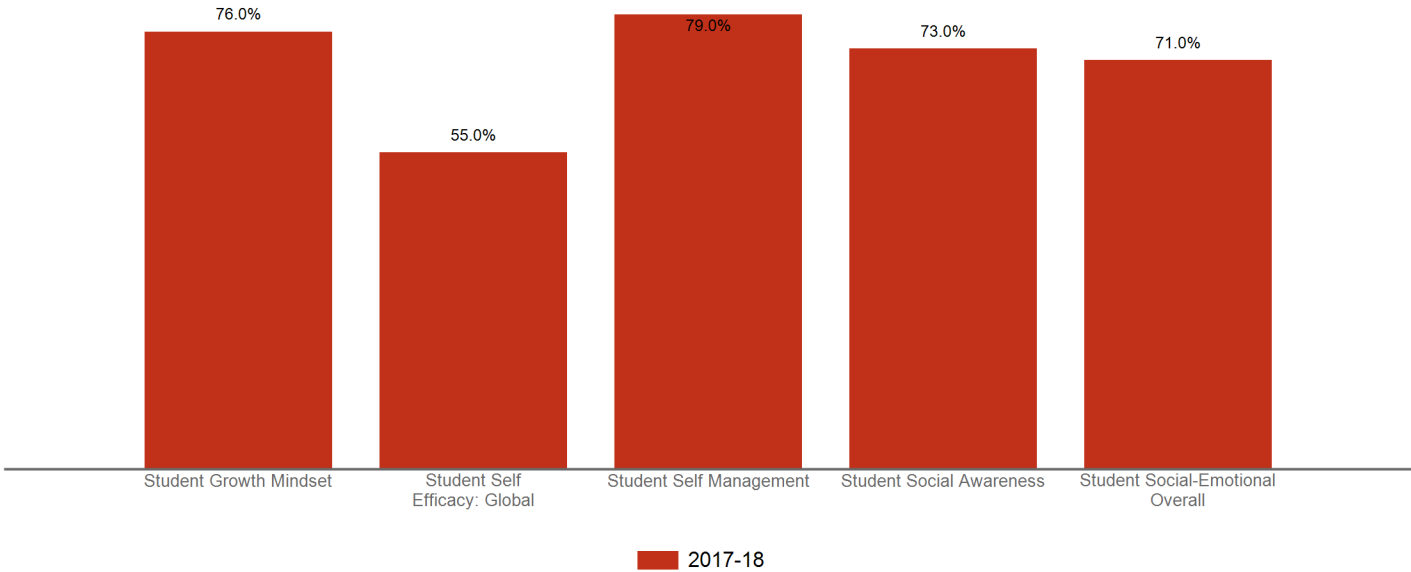
Other College Readiness Measures

School Year: 23-24



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A wall banner for the College & Career Center refresh project is needed to cover the south wall. The room was once a middle school library and still looks that way. We have gotten the carpet replaced and the walls painted and applied, and received, a grant to refurbish the room. Continuing efforts include more materials, branding, and college & career resources. The wall banner identifies the space and adds branding and a new look for the room.		Materials
3	Student planners are provided for every Sato dragon and provide an array of information pertinent to the school year. School expectations, calendars, bell schedules, counseling info, Sato student outcomes and so much more are provided in writing for each student. Teachers and students also use the planner for time management and recording due dates and project timelines.		Materials
Total			

Goals	
Area	Description
Culture/Climate Goals	Enhance our schools Culture & Climate through improved Self-Efficacy in which students are supported through the struggle to learn difficult content by staff, peers and parents while maintaining motivation to continue learning. The goal is to move sense of belonging to 70% on the CORE Survey and self-efficacy to 65%



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
2	A banner is needed for the Sato Wellness Center. The wellness center, called the Dragon's Den, is currently housed in an unmarked bungalow in our quad /lunch area of the campus and has nothing to identify it.		Materials
3	Championship style banners are needed for the auditorium walls. The auditorium is old, dark, and bare, but their is newer paint on the walls and seating and curtains have been repaired and cleaned. The banners will bring color and school pride during assemblies, parent orientation, and other events held there. Like athletic banners in gyms, these banners will highlight Sato students' wins in MESA, Drone Soccer, Momentum Robotics, Rocketry, HOSA, and other annual contests Sato dragons compete in. We will be able to add years to the banners for future wins.		Materials
Total			

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	A wall banner for the College & Career Center refresh project is needed to cover the south wall. The room was once a middle school library and still looks that way. We have gotten the carpet replaced and the walls painted and applied, and received, a grant to refurnish the room. Continuing efforts include more materials, branding, and college & career resources. The wall banner identifies the space and adds branding and a new look for the room.	\$1,200	
	Gizmos is an online application subscription. Gizmos are interactive math and science virtual labs and simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. Our science teachers use Gizmos to allow students to access content differently, which is key for struggling learners.	\$1,840	
2	2022/2023 buses to Disneyland for the Sato band and orchestra. Funds were allocated from the music gift account, but were never taken out. The gift accoun money is no longer available. Fiscal needs the buses paid for.	\$3,100	
	A banner is needed for the Sato Wellness Center. The wellness center, called the Dragon's Den, is currently housed in an unmarked bungalow in our quad /lunch area of the campus and has nothing to identify it.	\$550	
3	Championship style banners are needed for the auditorium walls. The auditorium is old, dark, and bare, but their is newer paint on the walls and seating and curtains have been repaired and cleaned. The banners will bring color and school pride during assemblies, parent orientation, and other events held there. Like athletic banners in gyms, these banners will highlight Sato students' wins in MESA, Drone Soccer, Momentum Robotics, Rocketry, HOSA, and other annual contests Sato dragons compete in. We will be able to add years to the banners for future wins.	\$2,500	
	Student planners are provided for every Sato dragon and provide an array of information pertinent to the school year. School expectations, calendars, bell schedules, counseling info, Sato student outcomes and so much more are provided in writing for each student. Teachers and students also use the planner for time management and recording due dates and project timelines.	\$850	
Total		\$10,040	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	Student planners are provided for every Sato dragon and provide an array of information pertinent to the school year. School expectations, calendars, bell schedules, counseling info, Sato student outcomes and so much more are provided in writing for each student. Teachers and students also use the planner for time management and recording due dates and project timelines.	\$850	
Total		\$10,040	

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
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	Gizmos is an online application subscription. Gizmos are interactive math and science virtual labs and simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. Our science teachers use Gizmos to allow students to access content differently, which is key for struggling learners.	\$1,840	
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	Student planners are provided for every Sato dragon and provide an array of information pertinent to the school year. School expectations, calendars, bell schedules, counseling info, Sato student outcomes and so much more are provided in writing for each student. Teachers and students also use the planner for time management and recording due dates and project timelines.	\$850	
Total		\$10,040	

LONG BEACH UNIFIED SCHOOL DISTRICT
Sato Academy of Math & Science
Student – Parent – School Compact 2024-2025

As a STUDENT at Sato Academy of Math & Science, I will:

- 1) maintain a minimum 2.75 GPA with a goal of 3.0 or higher.
- 2) show respect toward all staff, teachers, students, visitors, and all property at school.
- 3) review my academic grades and missing assignments weekly through Canvas or communication with my teachers.
- 4) finish all assignments on time, neatly, accurately, and to the best of my ability.
- 5) make up work I miss when I am not at school per district policy by checking Canvas or utilizing additional resources.
- 6) seek additional support for academic and/or personal help based upon my need.
- 7) contact my teacher when I need help on a lesson or assignment at an agreed-upon time.
- 8) comply with the Sato dress code policy each and every day.
- 9) arrive at school and to every class, each day, on time with my completed assignments, and required materials.
- 10) take responsibility for what I do and say.
- 11) maintain a system for organization (like a planner) of homework and due dates.
- 12) provide all school communications to my parents/guardians, including progress reports.
- 13) participate in one or more clubs, as long as it does not impact academic achievement.

As a PARENT of Sato Academy of Math & Science student, I will:

- 1) know and enforce Sato's dress code policy.
- 2) make sure my child arrives at school on time, well-rested, and ready to learn.
- 3) communicate respectfully with students, staff, teachers, and other parents at Sato Academy of Math & Science.
- 4) check my child's Canvas grades and assignments at least twice a week.
- 5) provide a scheduled time and quiet place each day for homework, studying, or reading.
- 6) review homework assignments and projects regularly with my child.
- 7) communicate regularly with my child and ask for clarification on assignments or projects if needed.
- 8) promptly return phone calls or emails to teachers and provide the school with accurate contact information.
- 9) register for Parent Vue and Canvas.
- 10) allow and encourage my child to attend intervention programs that will support her/his academic growth.
- 11) follow the Chain of Communication as posted in the Policy, Planner & Calendar on the school website and Sato Newsletter.
- 12) attend as many school functions as possible: Back-to-School Night, Open House, ImPact meetings, and parent workshops.

TEACHERS at Sato Academy of Math & Science agree to:

- 1) provide instruction per the state frameworks, California State Standards, and the LBUSD standards.
- 2) address the needs of all students and provide enrichment opportunities at all grade levels.
- 3) provide a safe and respectful environment for learning by implementing Sato's behavioral expectations.
- 4) be a positive role model for all students.
- 5) supply clear expectations and evaluations of student progress and achievement for all students and parents.
- 6) maintain open lines of communication between school and home.
- 7) let parents know that there are ways to support their child's education and their school.
- 8) provide additional help to students who request it, in an agreed-upon manner.
- 9) regularly check student planners and Canvas to ensure proper student use and/or parent communication.
- 10) participate in professional development to strengthen skills and knowledge.
- 11) update Canvas grades at least every 2 weeks (Noted: contractual language states every four weeks).
- 12) participate in as many school functions as possible.

STUDENTS WHO ATTEND SATO ACADEMY OF MATH & SCIENCE AND THEIR PARENT/GUARDIAN MUST READ AND AGREE IN WRITING TO FOLLOW THE STUDENT/PARENT/SCHOOL COMPACT.

I/We have read the Student/Parent/School Compact, and understand the Academic, Dress Code, and Behavior Standards. We agree to follow all requirements. I/We understand that Sato Academy of Math & Science provides an environment of academic and behavioral excellence and that this requires a strong commitment to the standards and requirements contained therein. I/We have elected to send my student to Sato Academy of Math & Science and understand that compliance with the standards and requirements enhances the educational experiences of all students in this program.

Signature of Principal _____ Date _____

Signature of Parent/Guardian _____ Date _____

Please Print and Sign your name.

Signature of Student _____ Date _____

Please Print and Sign your name.

Sato Academy of Math & Science
Parent Involvement Guidelines
2024-2025

Sato Academy and the members of the School Site Council have jointly developed and distributed the Parent Involvement Guidelines to parents. The Guidelines establish Sato's expectations for parental involvement and describe how the school will implement several specific parental involvement activities. The Parent-Student-School compact is incorporated into the Parent Involvement Guidelines.

PART I

Sato agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating children, the Parent Involvement Guidelines that the school and parents of participating children agree on.
- Notify parents about the school Parent Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.
- Make the school Parent Involvement Guidelines available to the local community.
- Periodically update the school Parent Involvement Guidelines to meet the changing needs of parents and the school. The School Site Council (SSC) must approve these Guidelines annually.
- Adopt the school's Student-Parent-School Compact as a component of its school Parent Involvement Guidelines. The School Site Council must approve the Compact annually.
- To be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition.

PART II

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENT INVOLVEMENT GUIDELINES COMPONENTS

1. Sato will take the following actions to involve parents in the joint development and joint agreement of its school Parent Involvement Guidelines and its school-wide plan. Sato will update periodically its School Parental Involvement Guidelines to meet the changing needs of parents and the school:

- Attendance at one of the district training or school site training:
 - i. Responsibilities & Roles of School Site Council (SSC) and its members
 - ii. Composition of SSC

- iii. Budgetary consideration
- iv. SPSA-Single Plan for Student Achievement

- Plan a meeting with SSC parents (at a convenient time) to review assessment data and the previous year's Parent Involvement Guidelines:
 - i. Invite other parents and stakeholders to attend the meeting
 - ii. Use School-Messenger and Canvas to announce dates/location of meetings
- At Meeting
 - i. Review School Plan, Parent Involvement Guidelines, and Parent-Student-School Compact. As a group, make changes (deletions or additions) as necessary
 - ii. School Site Council (SSC) must vote to approve the Parent Involvement Guidelines & Student-Parent-School Compact. This vote must be stated in the meeting minutes.
 - iii. Oral and written translations made available for Spanish, Khmer, and Tagalog as needed.

2. Sato will take the following actions to distribute the school Parent Involvement Guidelines to the parents of participating children and the local community:

- SSC meetings
- Sato Weekly Newsletter
- Main Office Counter
- School website
- Canvas email

3. Sato will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:

- Back-to-School Night
- Parent-teacher conferences as needed
- Sato Weekly Newsletter
- Canvas

4. Sato will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:

- Parent-teacher conferences as needed, telephone calls, email, Canvas, or in-person (depending on the preference of the parent/teacher).

5. Sato will submit to the district any parent comments if the school-wide plan is not satisfactory to parents of participating children.

PART III

SHARED RESPONSIBILITIES FOR HIGH ACADEMIC ACHIEVEMENT

1. Sato will build capacity for strong parental involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities specifically described below:

- Parent-teacher conferences as needed
- District trainings offered for parents and staff
- Parent education workshops on site
- District website resources: click "P" for Parent Involvement

2. Sato will incorporate the Student-Parent-School Compact as a component of its School Parent Involvement Guidelines:

- Outlines the shared responsibility of home, school, and student in academic achievement
- Developed/reviewed at early SSC meetings
- School Site Council must vote to approve the compact
- Student-Parent-School Compact, once approved, will be distributed to parents via the website, the principal's newsletter, Canvas email, and the summer registration packet.

3. Sato will, with the assistance of its district and parents, educate its teachers and other staff on how to reach out to, communicate with, and work with parents as equal partners and build ties between parents and schools by:

- Teacher/Staff in-services

4. Sato will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that the parents can understand.

- Contact person for parental involvement information/activities/education:

Stephanie Fontela
(562) 598-7611
tfontela@lbschools.net

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PART IV
ADOPTION

This Sato Parental Involvement Guidelines has been developed jointly with and agreed upon by parents of the School Site Council. The Guidelines were adopted by the School Site Council members on 10/10/24 and will be in effect for a period of 1 year. The school will distribute the Guidelines to all parents on or before 11/15/24. Sato, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal _____

Date _____