



Sato Academy

School Plan for Student Achievement
2025-2026

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

Needs Assessment-

- School Demographics
- English Language Arts (ELA)
- Mathematics
- English Learners (EL)
- 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
- School Site Council (SSC) Membership
- English Learner Advisory Committee (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-promise students.

The School Site Council aligns the Strategic Plan and the Local Control Accountability Plan (LCAP) of the Long Beach Unified School District (LBUSD) into the SPSA. The LCAP Goals are presented at: <https://www.lbschools.net/lcap>. The LCAP Federal Addendum is presented at: <https://www.lbschools.net/departments/chief-academic-office/state-and-federal-programs/state-and-federal-required-plans>

California Education Code § 52062(a)(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 <https://www.lbschools.net/departments/vision-2035/strategic-plan>, 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 (Smarter Balanced Assessment System) 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):

Past DCAC Recommendations:

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

Past DELAC Recommendations:

Provide parent workshops to build capacity on specific topics such as the Local Control Funding Formula (LCFF), LCAP and SSC to better understand how each functions; ways to support English Learners in order to reclassify sooner; tips on effectively communicating and partnering with school staff.

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 United States Code (U.S.C.) § 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.
California Education Code § 11503; 20 U.S.C. § 6318

When the district's Title I, Part A allocation exceeds the amount specified in 20 U.S.C. § 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 U.S.C. § 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 U.S.C § 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

When students discuss complex, culturally affirming ideas in their own writing and the writing of others, there is a deeper engagement and personalized understanding of content. Our ELA ABC grades and AP pass rates have increased since we have begun focusing on these particular collaborative conversations.

ELA Goals

In alignment with the LBUSDs graduate portrait, Sato's student outcomes and WASC goals, students will build and strengthen their collaborative communication skills through discussion of complex, culturally affirming ideas in their own writing and the writing of others in their ELA classes over the course of four years through intentional vertical alignment. This will be measured by teacher norming of student essays at each grade level to provide growth data.

Comprehensive Needs Assessment: Mathematics

Math Findings

Students understand math better when they talk math. Our math ABC grades and AP pass rates have increased since we began focusing on math talk in grades 9 and 10, and are more ready for the flipped classroom of grades 11 and 12.

Math Goals

In alignment with the LBUSDs graduate portrait, Sato's student outcomes and WASC goals, 9th and 10th grade students will engage in teacher directed math talk opportunities several times every lesson, including table, partner, and randomized groupings, to explain their thinking and problem solve together. 11th and 12th grade students will initiate these conversations with each other when provided time during each lesson. This will be measured by conducting math walk-throughs with a "look-for" tool.

Comprehensive Needs Assessment: English Learners

English Learner Findings

Three English Learner students currently attend Sato: one ninth grader who has been in the country for two years, and two tenth graders who have been in the country for multiple years.

English Learner Goals

All three EL students will maintain a grade of C or better in their ELA class and will grow at least two grade levels on the iReady exam by end of the 25-26 school year. This will be monitored by monthly meetings with the ELA team and with the grade level teams to look at data for these three students. The action plan includes goal setting with the counselor, classroom strategies such as producing work in home language when appropriate, preferential seating and guided notes.

Comprehensive Needs Assessment: Culture/Climate Domain

Culture/Climate Findings

Sato parents want to be more involved at the school and we need to provide more touch points and opportunities for parents at Sato.

Culture/Climate Goals

Sato office staff, principal, ASB director, and PBE will foster meaningful, sustainable partnerships with the community to increase parent involvement (as measured by the number of parent engagement opportunities) and enhance work based learning experiences (as measured by CCR data).

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	<p>1) 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.</p> <p>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.</p> <p>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.</p>	Goal Met	<p>ELA teachers have not normed together to create next steps for student writing. However, our SBAC scores continue to be high-- And our ABC rates in ELA are also very strong.</p>	<p>ELA students are collaborating on writing tasks before, during, and after writing in a variety of genres, providing peer review and help. This is in alignment with our current goals for ELA.</p>

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
Math	<p>1) 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.</p> <p>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.</p> <p>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.</p>	Goal Met	Math teachers are working with identified students to support their learning through tutoring and in period 8 tutorials, but not all students showed measurable growth.	Math teachers utilized mandatory tutoring during period 8 set up through our intervention coordinator. Students attended teacher tutoring, then went to a supervised peer group tutoring for 40 minutes twice a week. Parents were notified of attendance at the tutoring sessions. This has been effective for our 9th and 10th grade struggling math students.

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
English Learner	<p>1) 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.</p> <p>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.</p> <p>Progress monitoring plan: Sato's Student Intervention Team will monitor tier 2 supports for EL students and assess their progress quarterly and as needed.</p>	Goal Met	All three of Sato's EL students had all A, B, or C grades (no D or F grades) for semester 1.	Parent meetings are held with Sato teachers and district personnel to provide support to this year's EL students.

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
Culture/Climate	<p>1) 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.</p> <p>Goal 2: Using the Core Survey Data, raise the Cultural Awareness and Action positive responses by 7% for African American students by April 2025.</p> <p>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.</p> <p>Progress monitoring plan: Student Intervention Team will monitor messaging with students, student input, and work with grade level teacher teams.</p>	Goal Met	CORE survey had to be switched to the Pulse survey and questions to focus on that align with our goals of working on the sense of belonging for our African American students.	This year we are focusing on supporting and celebrating our Sato affinity groups. We have held workshops and gleaned student ideas from each group on how to support and celebrate them. Students report a sense of efficacy and support from their school.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (SM 1)	Strong Positive Impact	(Does not apply to this goal)	Strong Positive Impact	Somewhat Impactful
Proctors are needed for state and national testing on campus (SAT, SBAC, AP, ELPAC). Sato uses available staff and parent volunteers but often needs more proctors than people we have available. When we have the correct number of proctors, student testing experiences are calm and well organized. (IN 2)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	Somewhat Impactful
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	Somewhat Impactful
WASC training for WASC coordinator is needed to prepare for Sato's WASC certification next year. (PD 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
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. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Instructional supplies that are needed to replace repeated stock. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Limited or no impact
Teacher tutoring for student success. Teachers will earn extra hourly pay for after school and/or weekend tutoring to support students academically. This includes test preparation such as AP practice test sessions, tutoring for grade recovery or final exam/ unit exam study sessions. (IN 3)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	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) become 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 literature and non-fiction selections to provide for an ever changing and highly motivational curriculum.</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</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 Writing Tasks</p> <p>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:</p> <ul style="list-style-type: none"> • 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 	<p>My Perspectives, 2017, Pearson</p>

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/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

- 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
 Thinking Maps
 Selection Tests

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.

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</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</p>	<p>My Perspectives, 2017, Pearson</p>

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.

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

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.

include the following:

- Interim district assessment
- Unit tests
- Portfolios

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 include the following:

- 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

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

Please see the full catalog of high school courses at:
<https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf>

the following:

- 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

Core Program - Math

Curriculum/Instruction	Assessments	Resources/Materials
<p>The Common Core State Standards Scope and Sequence documents provide a comprehensive “blueprint” for strategically sequencing and operationalizing the grade-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</p>	<p>Formative Assessment Lessons embedded into each Unit of Instruction</p> <p>End of Unit Assessment embedded into each Unit of Instruction</p> <p>Quarter Assessments (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus)</p> <p>SBAC Summative Assessment (Grade 11)</p>	<p>Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015</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>

data that exhibit a linear trend.

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.

Geometry

The fundamental purpose of the Geometry course is to formalize and extend students' geometric experiences from 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/l70nxrvuswyeyznk2e7i/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 access to dictionaries to look up words they do not know. Other College Readiness Measures 100	A class set (40) of Spanish dictionaries are needed for our Spanish 3/4 classes.	All Students	LCFF \$250 Materials - LCFF 100%	09/15/2025 - 06/15/2026 Other	Office Supervisor Spanish Department chair	Spanish Department Chair will work with office supervisor to make purchase Other College Readiness Measures 100
Sr. Wooly helps students with comprehensible input, which is the focus of our Span 3/4 classes Core Curriculum 100	Online subscription platform of Sr. Wooly for Spanish classes.	All Students	LCFF \$200 Services - LCFF 100%	09/15/2025 - 06/15/2026 Annually	Spanish Department teachers	Teachers in the Spanish Dept will monitor Sr. Wooly's use and effectiveness. Core Curriculum 100

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
Looking clean, crisp, and presentable to the community and our families. Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50	Replacing our pole banners that hang from the light posts around our campus is necessary. The banners are torn and faded, and new ones will allow us to add to the culture and climate and pride of being a Sato Dragon.	All Staff, All Parents, All Students	LCFF \$2,500 Materials - LCFF 100%	07/01/2025 - 12/01/2025 Other	Principal and Office Supervisor	The banners will be monitored by the office supervisor Culture-Climate Survey (Student-Staff) 50, Culture-Climate Survey (Parent) 50
A piano and other accompanists provide musical support for band, orchestra, and chorus. Elective Curriculum 100	A piano accompanist is needed, part time, for our band, orchestra, and chorus classes, as well as occasional other coaches or accompanists for other instruments, including voice, as needed.	All Students	Prop 28 \$6,834 Services - Prop 28 100% Services - Prop 28 100%	08/15/2025 - 06/15/2026 Annually	office supervisor music teacher	office supervisor works with teacher and principal to ensure accompanist is accurately paid and qualifies for the job Elective Curriculum 100

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
transportation of students and instruments to the Disney recording studio Elective Curriculum 100	Three buses are needed for our music program to attend the recording studio at Disneyland, as well as a district truck to transport our musical instruments.	Other Targeted Students	Prop 28 \$6,000 Services - Prop 28 100%	01/15/2026 - 05/15/2026 Annually	School site office supervisor Music teacher	office supervisor will monitor the ordering of buses and the instrument truck. Elective Curriculum 100
Instrument repair and purchasing. Elective Curriculum 100	The Sato music program needs funding for purchasing instruments, sheet music, and music supplies such as reeds, bows, stands, and other related supplies. There also needs to be funds for piano tuning and instrument repair.	Other Targeted Students	Prop 28 \$10,000 Materials - Prop 28 100% Services - Prop 28 100%	09/15/2025 - 06/15/2026 Annually	Music teacher	Office supervisor will work with the music teacher to plan spending Elective Curriculum 100

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 support at this time of year for AP prep, other test prep, and grade recovery. D/F Rate 30, AP Participation/Pass 70	Teacher tutoring for student success. Teachers will earn extra hourly pay for after school and/or weekend tutoring to support students academically. This includes test preparation such as AP practice test sessions, tutoring for grade recovery or final exam/ unit exam study sessions.	All Students, Other Targeted Students	LCFF \$1,943 Teacher Hourly Extra Comp (5) for 4 hours annually - LCFF 100%	08/15/2025 - 06/15/2026 Daily	Principal	Principal and office supervisor will approve hours, group size, and topics to be covered during tutoring sessions. D/F Rate 30, AP Participation/Pass 70

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 in science, math, and STEM need interactive labs to solidify learning, especially those who struggle with more difficult concepts. A-G Rate 50, AP Participation/Pass 50	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.	All Students, English Learners, Other Targeted Students	LCFF \$2,000 Materials - LCFF 100%	09/15/2025 - 06/15/2026 Weekly	Michael Perez, Science Dept Head	The principal monitors classroom instruction and will oversee Gizmos use. A-G Rate 50, AP Participation/Pass 50

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
Proctors for state and national exams. AP Participation/Pass 60, Other College Readiness Measures 40	Proctors are needed for state and national testing on campus (SAT, SBAC, AP, ELPAC). Sato uses available staff and parent volunteers but often needs more proctors than people we have available. When we have the correct number of proctors, student testing experiences are calm and well organized.	All Students	LCFF \$972 Teacher Hourly Extra Comp (4) for 2.5 hours annually - LCFF 100%	09/15/2025 - 06/15/2026 Annually	Principal and counselor	Office Manager will work with the principal and counselor to ensure only needed proctors are paid for after using available staff and parent volunteers. AP Participation/Pass 60, Other College Readiness Measures 40

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
Music program at Sato depends on providing quality instruction. Elective Curriculum 100	Sato's music program offers three courses (band, orchestra, chorus) with a part time district teacher. We need to pay her 0.20 FTE for band and orchestra and extra hourly for chorus from our prop 28 funds. Move from resource 0103 to resource 6770.	All Students	Prop 28 \$43,832 Teacher - Secondary .2 FTE - Prop 28 100% Teacher Hourly Extra Comp (1) for 90 hours annually - Prop 28 100%	08/15/2025 - 06/15/2026 Annually	Principal and Office Supervisor	Office supervisor will ensure the music teacher is paid out of prop 28. Elective Curriculum 100

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
		Freshman Orientation takes place each August before the start of school. It is a 2 day session for 6 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>Dragon Crew is the Sato version of Link Crew, where older students are trained to mentor younger students. They spend two days with freshmen in small groups in August before schools starts and then have touch points throughout the school year to ensure that freshmen have an older student to learn from 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>Frieshmen 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
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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
In order to meet our WASC goals and in order to have seamless and high quality vertical planning and integrated projects, teacher teams need time to work together in planning. Other College Readiness Measures 100	Teacher teams will work together outside of their duty day to do vertical planning or integrated project planning.	LCFF \$1,963 Substitute teacher full day (7) for 1 days - LCFF 100%	09/15/2025 - 06/15/2026 Quarterly	Principal	Principal will organize teams and ensure they meet planning outcomes.

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: DELAC and EL Intervention; Reading Intervention/Private Schools; Research LROIX Development	n/a
Centralized Services Share	Counselors, Equitable Services, Foster Youth Transportation, Literacy Teachers, Travel/Conferences, Technology Additional reservation for Parent Involvement (over 1% requirement)	n/a

State Programs *	Allocation
LCFF	\$20,860

* *In the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA (even though LCFF funding is district-directed)*

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. When these adjustments occur, LBUSD will notify affected principals who will then notify their SSCs.

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 and 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.

Literacy Teachers

Provides targeted reading instruction to students struggling with literacy, typically through small-group or individual sessions

Travel/Conferences

Enables staff to develop requisite knowledge about programs they lead.

Foster Youth Transportation

Transportation services for foster youth districtwide, contracted with Los Angeles County Department of Children and Family Services

Data Day

Opportunity for Title I school staff to analyze student data, collaborate, and plan on next steps to address identified needs

Technology

One-time supplemental technology devices and support to school sites

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Ronnie Coleman	06-15-2026
Staff	Classroom Teacher	Bailey Bellenfant	06-15-2026
Staff	Classroom Teacher	Gabriela Cook	06-15-2026
Staff	Classroom Teacher	Jonathan Hawkins	06-15-2027
Staff	Classroom Teacher	Hajra Saeed	06-15-2027
Staff	Other School Personnel	Stephanie Fontela	06-15-2027
Community	Parent/Community Member	██████ Teves	06-15-2027
Community	Parent/Community Member	██████ Amadeus	06-15-2027
Community	Parent/Community Member	██████ Boulding	06-15-2027
Community	Student	M ██████	06-15-2026
Community	Student	M ██████	06-15-2027
Community	Student	K ██████	06-15-2027

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 school resources. 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. SSC received and considered **ELAC recommendations** at its meeting on
2. SSC approved the **Home-School Compact** on 10/08/2025
3. SSC approved the **Parent Involvement Guidelines** on 10/08/2025
4. For Title 1 Schools: Our School held **two Title I Annual Parent Meetings** on ,
5. SSC Participated in the **Annual Evaluation** of the SPSA on 02/11/2026
6. The SPSA was approved at its meeting on 02/11/2026

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

Printed Name: _____ Date: _____

ELAC Chair: _____

Printed Name: _____ Date: _____

Acronym and Terms

for School Site Councils and English Learner Advisory Committees

- AM 1-4 Accountability Measures 1 - 4:** components of the School Plan for Student Achievement that provide plan details: needs, goals, progress monitoring, interventions, and supports.
- CAASPP California Assessment of Student Performance and Progress:** state-based assessment system measuring annual student progress in language arts and math, beginning in third grade. Science is also assessed at intervals beginning in 5th grade. Alternative assessments for students with cognitive disabilities and assessments in Spanish for newcomers are also part of the system.
- Categorical Funds:** financial support from state and federal governments targeted for particular categories of students, special programs, or special purposes. This support is in addition to school district general purpose revenue, is beyond the basic educational program, and most often has restrictions on its use.
- CCSS Common Core State Standards:** Academic standards adopted by multiple states to help ensure all students get a good education, even if they change schools or move to a different state. “Teachers, parents, and education experts designed the CCSS to prepare students for success in college and the workplace.”
- CDE California Department of Education:** state agency responsible for overseeing “the state's diverse public school system... in charge of enforcing education law and regulations and continuing to reform and improve public school programs.” [from the [CDE home page](#)].
- CIE Continuous Improvement Expenditure Plan:** District tool to summarize the school’s allocations and expenditures to address student needs. Line items become part of the SPSA once approved by SSC (if needed) and various district offices [[school CIE Plans](#)].
- DCAC District Community Advisory Committee:** parent advisory committee focused on topics related to Title I, including making recommendations to the Board of Education about programs and services to support student achievement as part of a schoolwide Title I program. Non-Title I schools are also invited to take part in DCAC.
- DELAC District English Learner Advisory Committee:** Parents of English Learners participate in district meetings about English Learner (EL) services which include establishing district programs, goals and objectives for EL programs and services, reclassification process, and how EL funds are used to implement academic services for English Learners.

EL/ELL English Language Learner: a student with a primary language other than English

ELA English Language Arts: basically reading and writing

ELAC English Learner Advisory Committee: In schools with more than 21 ELs, there must be an ELAC, which is the parent group “responsible for advising the principal and staff on programs and services for English Learners and the School Site Council on the development of the Single Plan for Student Achievement (SPSA).” ELAC also works to make parents aware of the need for consistent school attendance and to solicit input from parents regarding school needs.

ELOP Expanded Learning Opportunities Program: California initiative providing funding for afterschool and summer school enrichment programs, to address TK-6th grade students’ academic, social, emotional, and physical needs.

ELPAC English Language Proficiency Assessments for California: language acquisition assessments for students learning English as a second language, testing their English Language Proficiency (ELP) in reading, writing, listening, and speaking. One assessment is for the initial identification of students as English learners (ELs), and a second is for the annual summative assessment to measure a student’s progress in learning English and identify the student’s ELP level.

EONA Educational Opportunities for Native Americans: program whose purpose is to meet the special educational and culturally-related academic needs of the district’s K-12 Native American students.

ESSA Every Student Succeeds Act: The Every Student Succeeds Act (ESSA) was signed by then-President Obama in 2015 and represents “good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law, and longstanding commitment to equal opportunity for all students. The... law builds on key areas of progress... made possible by the efforts of educators, communities, parents, and students across the country.”

FEP Fluent English Proficient: a designation used when an English Learner achieves specified academic targets and is considered to have language skills comparable to those of a student whose primary language is English. Students can be considered **IFEP** (initially FEP) if they achieve those targets upon first entry into a California school or **RFEP** (reclassified FEP) if they achieve the targets after one or more years of instruction.

FINSYS: LBUSD’s Financial System

FPM Federal Program Monitoring: School districts that receive funding for certain programs may be chosen for a review by the state. The review’s purpose is to ensure that funding is spent as required by law. At the end of each review, the state will complete a report that details any findings of non-compliance and informs the district how to correct the findings. The California Department of Education (CDE) works to provide a coordinated and transparent monitoring process.

Within the CDE, the Federal Program Monitoring (FPM) office has been designated to supervise the reviews, which take place either in person or online.

FRSA Foundational Reading Skills Assessment: district assessment used to test letter and sound knowledge, phonological awareness, and phonics (TK-2)

IEP Individual Education Plan: an individualized plan for students qualifying for Special Education Services

LCAP Local Control Accountability Plan: “The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs.”

LCFF Local Control Funding Formula: “hallmark legislation that fundamentally changed how all local educational agencies (LEAs) in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.” This model began in 2013-2014.

LEA Local Educational Agency: this term has multiple uses depending on whether the LEA is a school, district, or county office of education.

MTSS Multi-Tiered System of Support: an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.

NGSS Next Generation Science Standards: adopted by the State of CA in September 2014, these standards are created around a set of performance expectations that require students to integrate content knowledge with application along a continuum from Kindergarten through 12th grade. 1. Science and Engineering Practices, 2. Crosscutting Concepts, and 3. Disciplinary Core Ideas.

PD Professional Development: learning activities designed to increase the instructional knowledge and skills of all staff members. PD can be site-based, district-wide, or outside.

PTA Parent-Teacher Association: a group of parents and teachers that work together to enrich the education of all students. A local PTA is aligned with state and national organizations and operates under a set of bylaws that are in accord with those organizations.

RTI Response to Intervention (or sometimes, Response to Instruction): RTI is the beginning level of interventions designed to support students who are struggling to meet academic proficiency or behavioral goals. The RTI process begins in the

classroom between the teacher and parents.

SBAC Smarter Balanced Assessment System: computer-based tests and performance tasks that allow students to show what they know and are able to do. It is based on the Common Core State Standards (CCSS) for English language arts/literacy (ELA) and mathematics and has three components designed to support teaching and learning throughout the year: the summative assessments, the interim assessments, and the Tools for Teachers formative assessment resources.

SEL Social-emotional learning: “the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” [from CASEL, at <http://www.casel.org/what-is-sel/>.]

SFP State & Federal Programs Office: oversees compliance requirements and provides site and department support as they relate to categorical programs such as Title I

SPSA School Plan for Student Achievement: “A plan of action to improve student academic performance by coordinating all educational services and resources.”

SPV Sankofa Parent Village: community of care and support for Parents and Caregivers of Black children

SSC School Site Council: the group responsible at the local school level for the creation and monitoring of the annual School Plan. SSC’s must be composed of parents, teachers, and other school staff members. They are governed by bylaws that align with the requirements posted by the California Department of Education.

SST Student Success Team: a team of educators who work with parents to support learning for students facing challenges in the school environment. SST meetings are called when in-class interventions are not enabling students to succeed in desired ways or when parents request a closer look at their student’s progress and needs.

TDRs Time Distribution Reports: documentation to support the costs of salaries charged to categorical funds (federal or state) in which an employee works. If the employee is paid in part or in full by categorical funds then TDRs are required by law, and the employee must demonstrate that they worked on behalf of that specific funding source(s) with the time matching the position’s funding percentage.

Title I is a section of the ESEA (or ESSA) that “provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.”

Title III is also a section of the ESEA, which provides funding that supports supplemental language instruction and academic support for students who are English Learners.

TOSA Teacher on Special Assignment: can refer to teachers working outside a classroom-based instructional role but are still classified as teachers. Some TOSAs serve as site-based coaches or as district-level coaches.

Subject to change and updates

Acrónimo y términos

para los consejos escolares y los comités asesores de estudiantes de inglés

AM 1-4 Medidas de Responsabilidad 1 - 4: componentes del Plan Escolar para el Rendimiento Estudiantil que proporcionan detalles del plan: necesidades, metas, seguimiento del progreso, intervenciones y apoyos.

CAASPP Evaluación de California del rendimiento y progreso estudiantil: sistema de evaluación estatal que mide el progreso anual de los estudiantes en artes del lenguaje y matemáticas, comenzando en tercer grado. Las ciencias también se evalúan en intervalos a partir del quinto grado. También forman parte del sistema evaluaciones alternativas para estudiantes con discapacidades cognitivas y evaluaciones en español para recién llegados.

Fondos categóricos: apoyo financiero de los gobiernos estatal y federal destinado a categorías particulares de estudiantes, programas especiales o propósitos especiales. Este apoyo se suma a los ingresos para fines generales del distrito escolar, va más allá del programa educativo básico y, en la mayoría de los casos, tiene restricciones en su uso.

CCSS - Estándares Estatales Básicos Comunes: Estándares académicos adoptados por múltiples estados para ayudar a garantizar que todos los estudiantes obtengan una buena educación, incluso si cambian de escuela o se mudan a un estado diferente.

"Maestros, padres y expertos en educación diseñaron el CCSS para preparar a los estudiantes para el éxito en la universidad y el lugar de trabajo".

CDE Departamento de Educación de California: agencia estatal responsable de supervisar "el diverso sistema de escuelas públicas del estado... a cargo de hacer cumplir las leyes y regulaciones educativas y continuar reformando y mejorando los programas de las escuelas públicas". [[de la página de inicio del CDE](#)].

CIE - Plan de gastos de mejora continua: herramienta del distrito para resumir las asignaciones y gastos de la escuela para abordar las necesidades de los estudiantes. Los artículos de línea pasan a formar parte del SPSA una vez aprobados por el SSC (si es

necesario) y varias oficinas del distrito [[planes CIE escolares](#)].

DCAC - Comité Asesor Comunitario del Distrito: comité asesor de padres enfocado en temas relacionados con el Título I, incluyendo hacer recomendaciones a la Junta de Educación sobre programas y servicios para apoyar el rendimiento estudiantil como parte de un programa de Título I en toda la escuela. Las escuelas que no pertenecen al Título I también están invitadas a participar en DCAC.

DELAC - Comité Asesor de Estudiantes de Inglés del Distrito: Los padres de estudiantes de inglés participan en reuniones del distrito sobre los servicios para estudiantes de inglés (EL), que incluyen el establecimiento de programas, metas y objetivos del distrito para los programas y servicios de EL, el proceso de reclasificación y cómo se utilizan los fondos de EL para implementar servicios académicos para estudiantes de inglés.

EL/ELL Estudiante del idioma inglés: un estudiante con un idioma principal distinto del inglés.

ELA Artes del lenguaje inglés: básicamente lectura y escritura

ELAC - Comité Asesor de Estudiantes de Inglés: En las escuelas con más de 21 EL, debe haber un ELAC, que es el grupo de padres “responsable de asesorar al director y al personal sobre programas y servicios para estudiantes de inglés y al Consejo Escolar sobre el desarrollo del Plan Único de Aprovechamiento Estudiantil (SPSA)”. ELAC también trabaja para concienciar a los padres sobre la necesidad de una asistencia escolar constante y para solicitar opiniones de los padres con respecto a las necesidades escolares.

ELOP - Programa de Oportunidades de Aprendizaje Ampliadas: Iniciativa de California que proporciona fondos para programas de enriquecimiento escolar después de la escuela y en el verano, para abordar las necesidades académicas, sociales, emocionales y físicas de los estudiantes desde jardín de infantes hasta sexto grado.

ELPAC - Evaluaciones de dominio del idioma inglés para California: evaluaciones de adquisición del idioma para estudiantes que aprenden inglés como segundo idioma, evaluando su dominio del idioma inglés (ELP) en lectura, escritura, comprensión auditiva y expresión oral. Una evaluación es para la identificación inicial de los estudiantes como estudiantes de inglés (EL), y la segunda es para la evaluación sumativa anual para medir el progreso de un estudiante en el aprendizaje de inglés e identificar el nivel ELP del estudiante.

EONA Oportunidades Educativas para Nativos Americanos: programa cuyo propósito es satisfacer las necesidades educativas especiales y académicas relacionadas con la cultura de los estudiantes nativos americanos del distrito K-12.

ESSA - Cada Estudiante Triunfa: La Ley Cada Estudiante Triunfa (ESSA) fue firmada por el entonces presidente Obama en 2015 y representa “buenas noticias para las escuelas de nuestra nación”. Esta medida bipartidista reautoriza la Ley de Educación Primaria y Secundaria (ESEA), de 50 años de antigüedad, la ley de educación nacional del país y el compromiso de larga data con la igualdad

de oportunidades para todos los estudiantes. La... ley se basa en áreas clave de progreso... posibles gracias a los esfuerzos de educadores, comunidades, padres y estudiantes de todo el país”.

FEP Competente en inglés con fluidez: una designación utilizada cuando un estudiante de inglés logra objetivos académicos específicos y se considera que tiene habilidades lingüísticas comparables a las de un estudiante cuyo idioma principal es el inglés. Los estudiantes pueden ser considerados IFEP (inicialmente FEP) si logran esos objetivos al ingresar por primera vez a una escuela de California o RFEP (FEP reclasificado) si logran los objetivos después de uno o más años de instrucción.

FINSYS: Sistema financiero LBUSD

FPM - Monitoreo del programa federal : los distritos escolares que reciben fondos para ciertos programas pueden ser elegidos para una revisión por parte del estado. El propósito de la revisión es garantizar que los fondos se gasten según lo exige la ley. Al final de cada revisión, el estado completará un informe que detalla cualquier hallazgo de incumplimiento e informa al distrito cómo corregir los hallazgos. El Departamento de Educación de California (CDE) trabaja para proporcionar un proceso de monitoreo coordinado y transparente. Dentro del CDE, la oficina de Monitoreo de Programas Federales (FPM) ha sido designada para supervisar las revisiones, que se llevan a cabo en persona o en línea.

FRSA - Evaluación de habilidades de lectura fundamentales: evaluación del distrito utilizada para evaluar el conocimiento de las letras y los sonidos, la conciencia fonológica y la fonética (TK-2)

IEP - Plan de educación individual: un plan individualizado para estudiantes que califican para servicios de educación especial

LCAP - Plan de Responsabilidad de Control Local: “El LCAP es un plan de tres años que describe las metas, acciones, servicios y gastos para apoyar resultados positivos de los estudiantes que abordan las prioridades estatales y locales. El LCAP brinda una oportunidad para que las agencias educativas locales (LEA) compartan sus historias sobre cómo, qué y por qué se seleccionan programas y servicios para satisfacer sus necesidades locales”.

LCFF - Fórmula de financiación de control local: “legislación distintiva que cambió fundamentalmente la forma en que se financian todas las agencias educativas locales (LEA) en el estado, cómo se miden los resultados y los servicios y apoyos que reciben para permitir que todos los estudiantes alcancen su mayor potencial. .” Este modelo comenzó en 2013-2014.

LEA - Agencia educativa local: este término tiene múltiples usos dependiendo de si la LEA es una escuela, un distrito o una oficina de educación del condado.

MTSS - Sistema de apoyo de múltiples niveles: un marco integrado e integral que se centra en CCSS, instrucción básica, aprendizaje diferenciado, aprendizaje centrado en el estudiante, necesidades individualizadas de los estudiantes y la alineación de los sistemas necesarios para el éxito académico, conductual y social de todos los estudiantes. .

NGSS - Estándares científicos de próxima generación: adoptados por el estado de CA en septiembre de 2014, estos estándares se crean en torno a un conjunto de expectativas de desempeño que requieren que los estudiantes integren el conocimiento del contenido con la aplicación a lo largo de un continuo desde el jardín de infantes hasta el 12.º grado. 1. Prácticas de ciencia e ingeniería, 2. Conceptos transversales y 3. Ideas centrales disciplinarias.

PD - Desarrollo profesional: actividades de aprendizaje diseñadas para aumentar el conocimiento y las habilidades de instrucción de todos los miembros del personal. El desarrollo profesional puede realizarse en el sitio, en todo el distrito o en el exterior.

PTA - Asociación de Padres y Maestros: un grupo de padres y maestros que trabajan juntos para enriquecer la educación de todos los estudiantes. Una PTA local está alineada con organizaciones estatales y nacionales y opera bajo un conjunto de estatutos que están de acuerdo con esas organizaciones.

RTI - Respuesta a la intervención (o, a veces, Respuesta a la instrucción): RTI es el nivel inicial de intervenciones diseñadas para apoyar a los estudiantes que tienen dificultades para alcanzar el dominio académico o las metas de comportamiento. El proceso RTI comienza en el aula entre el maestro y los padres.

SBAC - Sistema de evaluación Smarter Balanced: pruebas por computadora y tareas de desempeño que permiten a los estudiantes demostrar lo que saben y son capaces de hacer. Se basa en los Estándares Estatales Básicos Comunes (CCSS) para artes del lenguaje/alfabetización en inglés (ELA) y matemáticas y tiene tres componentes diseñados para apoyar la enseñanza y el aprendizaje durante todo el año: las evaluaciones sumativas, las evaluaciones provisionales y las Herramientas para Maestros. Recursos de evaluación formativa.

SEL - Aprendizaje socioemocional: “el proceso a través del cual niños y adultos adquieren y aplican efectivamente los conocimientos, actitudes y habilidades necesarias para comprender y gestionar las emociones, establecer y alcanzar metas positivas, sentir y mostrar empatía por los demás, establecer y mantener relaciones positivas, y tomar decisiones responsables”. [de CASEL, en <http://www.casel.org/what-is-sel/>.]

SFP - Oficina de Programas Estatales y Federales: supervisa los requisitos de cumplimiento y brinda apoyo al sitio y al departamento en lo que se refiere a programas categóricos como el Título I.

SPSA - Plan Escolar para el Rendimiento Estudiantil: “Un plan de acción para mejorar el rendimiento académico de los estudiantes mediante la coordinación de todos los servicios y recursos educativos”.

SPV - Sankofa Parent Village: comunidad de cuidado y apoyo para padres y cuidadores de niños negros

SSC - Consejo Escolar: el grupo responsable a nivel escolar local de la creación y seguimiento del Plan Escolar anual. Los SSC deben estar compuestos por padres, maestros y otros miembros del personal de la escuela. Se rigen por estatutos que se alinean

con los requisitos publicados por el Departamento de Educación de California.

SST - Equipo de éxito estudiantil: un equipo de educadores que trabajan con los padres para apoyar el aprendizaje de los estudiantes que enfrentan desafíos en el entorno escolar. Las reuniones de SST se convocan cuando las intervenciones en clase no permiten que los estudiantes tengan éxito en la forma deseada o cuando los padres solicitan una mirada más cercana al progreso y las necesidades de sus estudiantes.

TDR - Informes de Distribución de Tiempo: documentación que respalda los costos de salarios con cargo a los fondos categóricos (federales o estatales) en los que labora un empleado. Si al empleado se le paga total o parcialmente con fondos categóricos, la ley exige TDR y el empleado debe demostrar que trabajó en nombre de esa fuente de financiamiento específica y que el tiempo coincidió con el porcentaje de financiamiento del puesto.

El **Título I** es una sección de ESEA (o ESSA) que “brinda asistencia financiera a agencias educativas locales (LEA) y escuelas con un alto número o porcentajes altos de niños de familias de bajos ingresos para ayudar a garantizar que todos los niños cumplan con los desafiantes estándares académicos estatales. .”

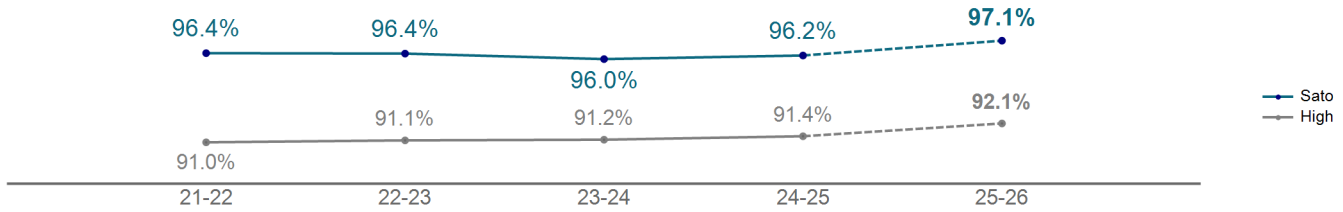
El **Título III** también es una sección de la ESEA, que proporciona fondos que respaldan la enseñanza suplementaria del idioma y el apoyo académico para los estudiantes que están aprendiendo inglés.

TOSA - Maestro en Asignación Especial: puede referirse a maestros que trabajan fuera de una función de instrucción en el aula, pero aún están clasificados como maestros. Algunos TOSA sirven como entrenadores en el sitio o como entrenadores a nivel de distrito.

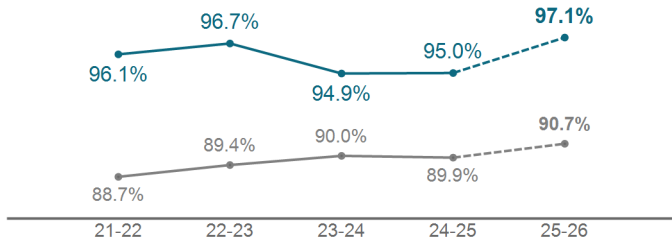
Sujeto a cambios y actualizaciones. La traducción se realizó a través de Google.

Attendance Rate

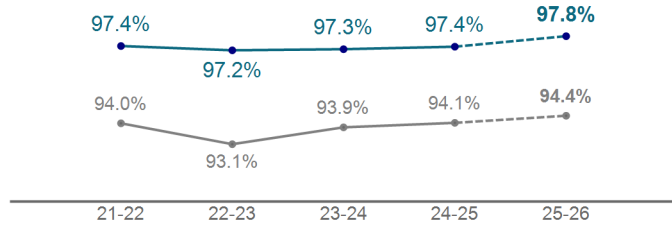
Sato
All Students
N = 578



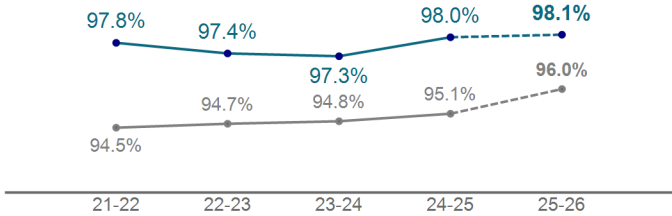
African American
N = 37



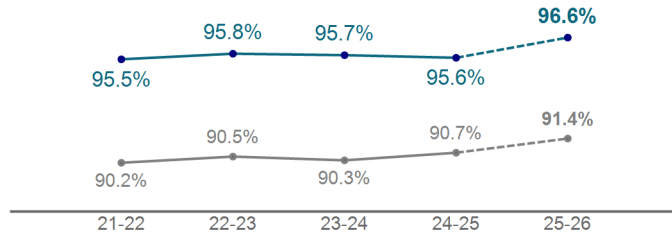
Asian
N = 82



Filipino
N = 59



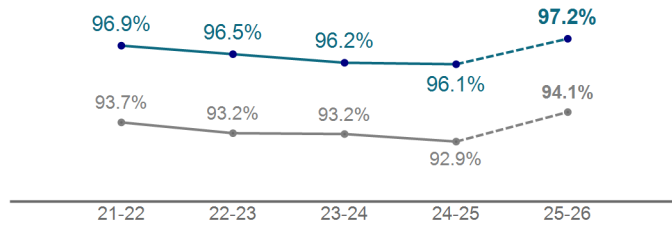
Hispanic
N = 197



Pacific Islander

Subgroup with fewer than 20 students.

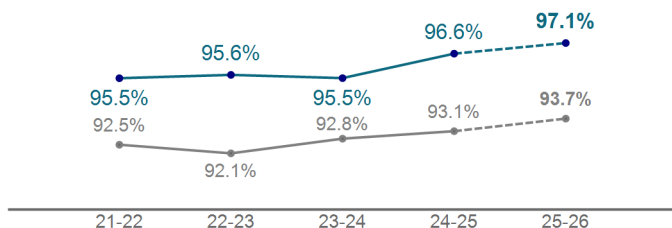
White
N = 111



Native American

Subgroup with fewer than 20 students.

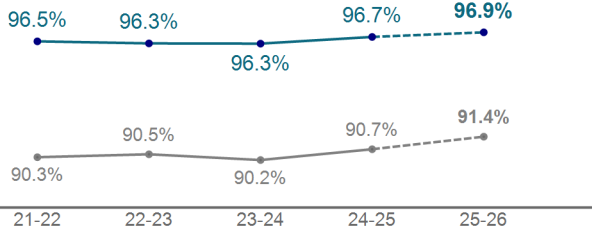
Other
N = 88



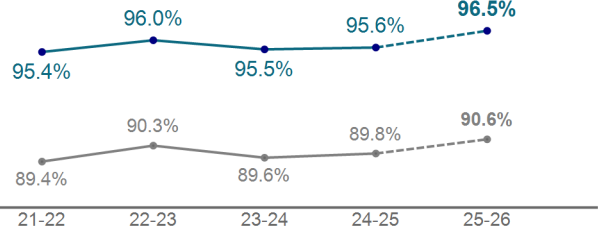
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Attendance Rate

EL + RFEP
N = 93



Low SES
N = 149



English Learner

Subgroup with fewer than 20 students.

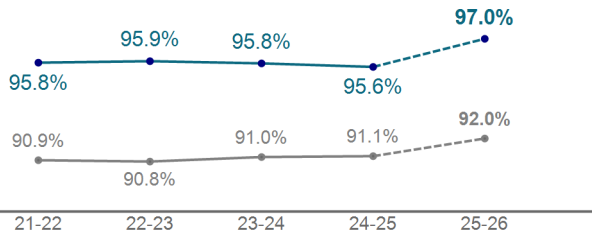
Special Education

Subgroup with fewer than 20 students.

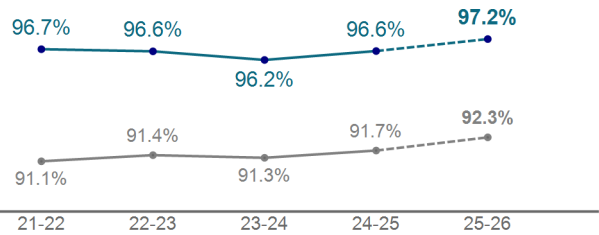
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 222



Male
N = 353



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Chronic Absence by Attendance Bands School Data by Subgroup Sato 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category				Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate	HS Chronic Rate		
All Students	553	553	2	4	7	17	69	6.3%	6.8%	13.6%	27.0%
Grade	Gr. 09	177	3	5	15	77	2.8%	5.9%	7.9%	24.8%	
	Gr. 10	130	2	5	7	12	75	6.9%	1.7%	13.8%	26.9%
	Gr. 11	120	4	18	77	1.7%	8.7%	5.8%	26.0%		
	Gr. 12	126	6	10	13	25	46	15.1%	10.9%	28.6%	30.6%
Ethnicity	African American	35	6	6	6	14	69	11.4%	11.8%	17.1%	36.1%
	American Indian	2	50	50	0.0%	0.0%	0.0%	26.9%			
	Asian	71	4	1	14	80	4.2%	3.4%	5.6%	17.3%	
	Cambodian	40	5	3	13	80	5.0%	6.5%	7.5%	20.6%	
	Filipino	53	2	4	8	87	1.9%	0.0%	5.7%	10.6%	
	Hispanic	204	2	6	9	20	62	8.8%	7.5%	18.1%	29.3%
	Pacific Islander	1	100	0.0%	33.3%	0.0%	38.3%				
	White	122	3	2	9	18	68	4.9%	6.1%	13.9%	19.3%
Gender	Other	65	5	8	18	69	4.6%	10.7%	12.3%	18.8%	
	Female	205	3	4	9	19	65	7.8%	9.2%	16.6%	28.5%
	Male	346	1	4	6	16	72	5.5%	5.4%	11.8%	25.6%
	Nonbinary	2	100	0.0%	0.0%	0.0%	33.3%				

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Sato 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Subgroup	Total	Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance	10.0%	11.0%	16.0%	33.1%	
Special Populations	Low SES	150	3	7	6	21	63	10.0%	11.0%	16.0%	33.1%
	ELL	2	50			50		50.0%	33.3%	50.0%	38.7%
	RFEP	108	3	6		21	69	3.7%	5.9%	9.3%	24.8%
	EL + RFEP	110	4	5		21	69	4.5%	6.7%	10.0%	28.8%
	Special Ed.	17	6	12		24	59	5.9%	6.7%	17.6%	35.8%
	Spec Ed. Speech/RSP	16	6	13		25	56	6.3%	7.1%	18.8%	32.8%
	Homeless/Foster	16	6	13	6	19	56	18.8%	7.1%	25.0%	45.8%
	Foster	1	100					0.0%	0.0%	100.0%	52.8%
	Homeless	15	7	13		20	60	20.0%	7.7%	20.0%	45.0%
	GATE/Excel	241	2	5	5	17	71	7.1%	7.1%	12.0%	16.7%
SLC	Lakewood - HOSM	1				100		0.0%		0.0%	23.6%
	Mcbride - ENGM	1				100		0.0%		0.0%	10.9%
	Sato - BIO	200	5	5	9	17	65	9.0%	7.8%	18.0%	9.0%
	Sato - DUAL	3				33	67	0.0%		0.0%	0.0%
	Sato - ENGS	302	4	6		18	72	4.3%	6.2%	10.3%	4.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Elementary	25,767	6	18	17	23	36	24.3%	24.7%	41.1%
Addams	756	8	22	16	20	34	29.6%	28.9%	45.6%
Alvarado	406	5	22	20	20	33	26.6%	27.6%	46.6%
Barton	444	9	22	22	22	25	31.8%	37.4%	53.4%
Birney	519	5	22	16	25	31	27.2%	27.7%	43.4%
Bixby	559	3	13	15	25	44	15.4%	17.0%	30.6%
Bryant	396	7	24	16	24	28	31.3%	29.4%	47.7%
Burbank	577	7	22	17	20	34	29.3%	28.2%	46.3%
Burcham	425	4	12	17	23	45	16.0%	13.6%	32.7%
Carver	573	3	14	17	24	42	16.9%	13.7%	34.2%
Chavez	341	7	22	15	22	35	28.4%	33.2%	43.4%
Cleveland	460	5	17	12	27	39	21.5%	14.0%	33.7%
Dooley	693	8	24	19	22	27	32.3%	33.3%	51.2%
Edison	466	11	25	11	21	32	36.7%	29.9%	47.2%
Emerson	358	1	8	12	24	55	9.5%	9.9%	21.2%
Fremont	461	3	12	17	24	44	15.0%	14.5%	32.3%
Gant	669	1	12	13	26	47	13.0%	13.0%	26.5%
Garfield	563	8	16	19	21	36	24.0%	21.4%	42.8%
Gompers	387	5	13	20	25	37	18.1%	18.3%	38.2%
Grant	998	9	24	18	21	28	33.2%	31.8%	51.3%
Harte	772	9	20	19	22	30	28.9%	32.1%	47.7%
Henry	798	1	7	13	30	49	8.0%	7.0%	21.1%
Herrera	655	8	22	25	21	24	30.1%	30.6%	54.8%
Holmes	400	5	23	19	20	33	28.3%	26.5%	46.8%
Hudson	229	14	22	15	22	27	35.8%	32.9%	51.1%
Kettering	354	4	12	15	25	45	15.5%	17.5%	30.2%
King	625	12	20	18	23	26	31.8%	29.9%	50.2%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
Lafayette	883	7	20	17	20	35	27.2%	26.7%	44.2%
Lincoln	801	7	20	15	20	39	26.5%	33.7%	41.2%
Longfellow	918	3	13	14	25	45	15.7%	16.6%	30.1%
Los Cerritos	478	4	9	13	25	49	12.8%	12.9%	26.2%
Lowell	622	2	12	16	25	46	13.7%	14.3%	29.3%
Macarthur	345	3	20	17	23	37	23.2%	22.6%	39.7%
Madison	422	6	12	18	25	39	18.0%	21.2%	35.8%
Mann	335	6	18	15	26	36	23.6%	28.3%	38.5%
McKinley	497	7	21	19	24	30	28.2%	32.2%	46.7%
Naples	348	3	13	16	30	38	16.1%	14.2%	31.9%
Oropeza	559	11	27	15	16	31	37.6%	36.0%	52.8%
Prisk	477	2	11	14	27	45	13.0%	13.5%	27.5%
Riley	500	4	17	19	24	37	20.4%	20.1%	39.0%
Roosevelt	836	12	20	16	18	33	32.4%	34.6%	48.2%
Signal Hill	622	5	14	18	23	40	19.0%	21.3%	37.5%
Smith	676	8	20	19	20	34	27.1%	26.3%	46.2%
Stevenson	478	7	26	17	21	28	33.5%	31.6%	50.6%
Twain	483	3	16	18	25	38	19.0%	22.9%	36.9%
Webster	473	9	22	20	20	30	30.2%	29.1%	50.3%
Whittier	560	7	21	18	19	35	28.0%	27.8%	45.9%
Willard	570	10	22	18	20	30	31.8%	30.1%	49.6%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,480	7	14	13	20	45	21.9%	22.8%	35.1%
Bancroft	822	5	12	14	22	47	17.0%	17.3%	30.5%
Franklin	1,033	12	19	13	18	38	31.7%	34.3%	44.6%
Hamilton	785	13	22	17	17	30	35.5%	27.5%	52.9%
Hoover	527	6	12	13	21	48	18.6%	17.4%	31.5%
Hughes	1,230	3	13	14	22	48	16.3%	14.9%	30.2%
Jefferson	1,028	5	13	13	21	48	18.4%	21.5%	30.9%
Keller	519	1	5	11	20	63	5.8%	6.5%	17.0%
Lindbergh	436	9	17	14	21	38	26.4%	29.5%	40.8%
Lindsey	718	8	13	10	18	51	21.4%	27.0%	31.5%
Marshall	958	3	13	13	21	50	16.3%	16.5%	28.9%
Nelson	855	10	18	13	17	42	28.2%	27.8%	41.6%
Rogers	785	3	8	13	22	54	11.5%	15.4%	24.5%
Stanford	1,196	5	9	11	21	54	13.8%	16.1%	24.9%
Stephens	681	11	21	16	19	34	31.3%	33.4%	47.3%
Washington	907	17	21	13	21	28	37.6%	35.6%	51.0%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All K8	5,739	5	15	15	22	43	20.2%	20.2%	35.1%
Avalon	447	9	27	19	25	20	36.0%	31.5%	55.5%
Cubberley	967	2	10	12	22	55	11.7%	12.0%	23.6%
Muir	1,066	7	18	16	21	38	25.0%	22.7%	40.8%
Newcomb	928	3	8	16	23	51	10.8%	10.8%	26.6%
Powell	743	9	23	16	20	31	31.8%	33.9%	48.2%
Robinson	734	9	17	13	19	42	25.9%	26.3%	39.2%
Tincher	854	3	8	13	24	52	11.0%	11.0%	24.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands

School Comparison by Subgroup

All 2024-2025

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chronic + At-Risk Rate
All High	20,036	12	15	13	19	40	27.0%	26.7%	40.4%
Browning	348	17	16	12	20	36	32.5%	32.1%	44.3%
Cabrillo	1,686	22	20	14	16	28	42.3%	42.0%	56.8%
CAMS	673	1	6	6	14	74	6.8%	5.2%	12.5%
Jordan	2,356	11	16	13	18	42	27.1%	25.7%	40.3%
Lakewood	2,385	9	17	17	22	35	26.9%	26.1%	43.5%
McBride	685	5	12	12	20	51	17.2%	16.9%	29.1%
Millikan	3,452	5	11	14	23	47	16.4%	16.3%	30.2%
PAAL	135	39	31	13	7	10	70.4%	75.6%	83.0%
Polytechnic	3,818	13	16	14	20	37	29.1%	27.3%	42.9%
Reid	124	87		12			99.2%	91.1%	99.2%
Renaissance	401	6	15	11	17	51	21.2%	21.7%	32.4%
Sato	553	2	4	7	17	69	6.3%	6.8%	13.6%
Wilson	3,420	15	18	13	20	34	33.1%	33.0%	46.5%

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2024-2025

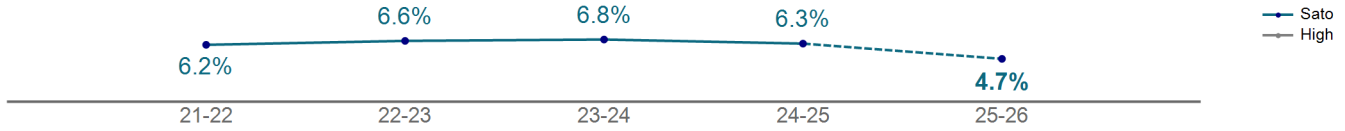
Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	23-24 Chronic Rate	Chonic + At-Risk Rate
District	64,022	8	16	15	21	40	24.3%	24.6%	39.2%

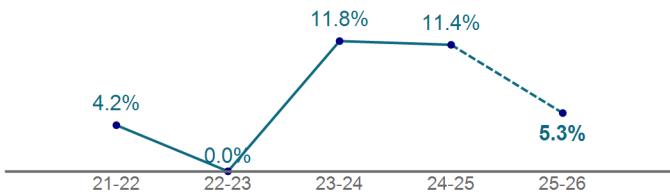
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

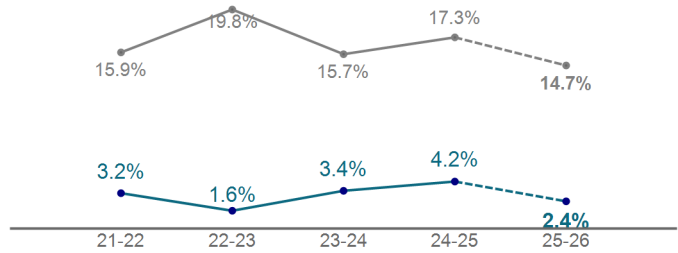
Sato
All Students
N = 578



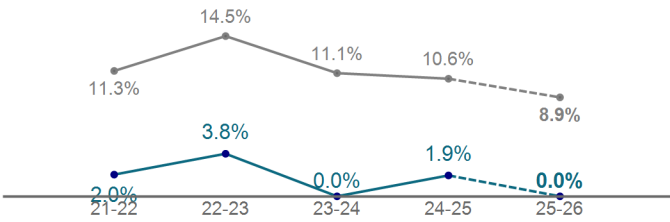
African American
N = 38



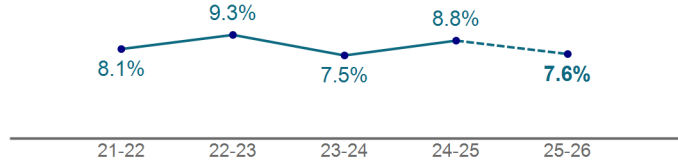
Asian
N = 82



Filipino
N = 58



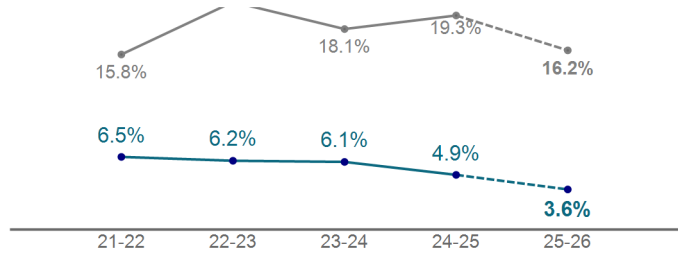
Hispanic
N = 197



Pacific Islander

Subgroup with fewer than 20 students.

White
N = 111

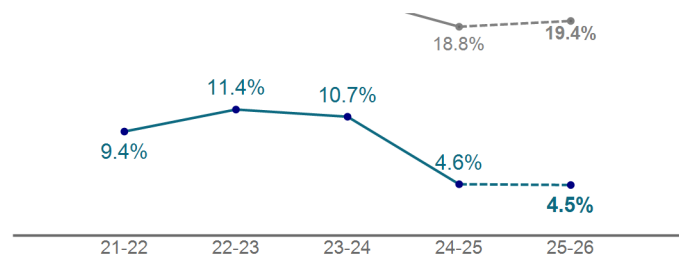


N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American
Subgroup with fewer than 20 students.

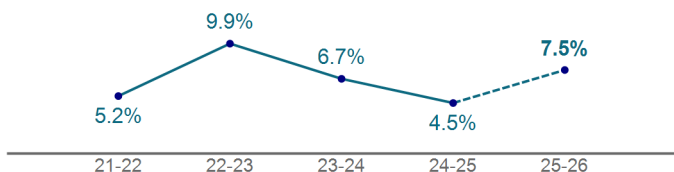
Other
N = 88



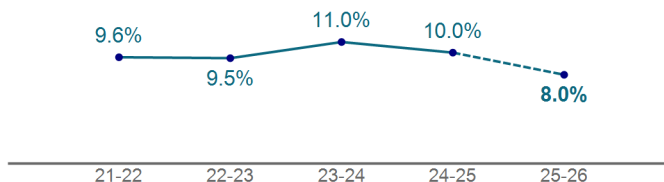
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

EL + RFEP
N = 93



Low SES
N = 150



English Learner

Subgroup with fewer than 20 students.

Special Education

Subgroup with fewer than 20 students.

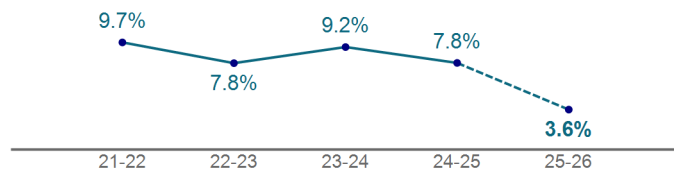
Homeless or Foster Youth

Subgroup with fewer than 20 students.

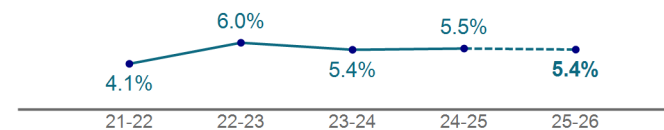
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female
N = 223



Male
N = 352



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

SBAC ELA 2025 :: School Data by Subgroup

Sato

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	112	112	9%	9	16	75	91%	↓3		↓4	
		All High	46%	25	21	29	25	54%	↑2		↑4
		District	48%	27	22	28	24	52%	↑2		↑4
Grade	Gr. 11	112	9%	9	16	75	91%	↓3		↓4	
		All High	46%	25	21	29	25	54%	↑2		↑4
		District	46%	25	21	29	25	54%	↑2		↑4
Ethnicity	Hispanic	32	3%	3	16	81	97%	↑4		-	
		All High	53%	30	23	28	19	47%	↓-		↑4
		District	55%	31	24	27	18	45%	↑2		↑4
	White	29	17%	17	21	62	83%	↓17		↓7	
		All High	24%	10	14	32	44	76%	↑6		↑4
		District	23%	10	13	31	46	77%	↑3		↑2
	Other	16*	19%	19	19	63	81%	↓19		-	
		All High	34%	16	18	29	37	66%	↓-		↑3
		District	31%	16	16	29	40	69%	↑1		↑2
	Asian	14*	7%	7	93	93%	93%	↓7		-	
		All High	24%	10	15	29	46	76%	↓1		↑2
		District	30%	14	16	31	39	70%	↑3		↑5
	Filipino	13*	0%	8	92	100%	100%	↑15		-	
		All High	25%	5	20	28	47	75%	↑4		↑2
		District	25%	9	16	30	45	75%	↑2		↑3
African American	8*	0%	38	63	100%	100%	↑20		-		
	All High	60%	34	26	27	13	40%	↑4		↑3	
	District	64%	38	25	23	13	36%	↑2		↑3	

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. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC ELA 2025 :: 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	7*	14%	14	14	71	86%	↓14		-	
		All High	34%	12	22	34	32	66%	↓3		↑2
		District	36%	16	19	32	33	64%	↑1		↑4
Gender	Female	40	8%	8	10	83	93%	↓3		↓3	
		All High	41%	19	22	30	29	59%	↑-		↑2
		District	44%	23	21	30	26	56%	↑2		↑3
	Male	72	10%	10	19	71	90%	↓3		↓5	
		All High	51%	30	21	27	22	49%	↑2		↑5
		District	52%	31	22	26	22	48%	↑3		↑4
	Nonbinary	All High*	13%	6	6	50	38	88%	↑34		-
District		33%	15	17	39	28	67%	↑14		↑10	
Special Populations	EL + RFEP	20	15%	15	15	70	85%	↓3		-	
		All High	56%	32	24	28	16	44%	↑1		↑5
		District	62%	37	25	25	13	38%	↑1		↑5
	RFEP	20	15%	15	15	70	85%	↓9		-	
		All High	43%	18	25	35	22	57%	↑1		↑5
	District	39%	13	26	38	23	61%	↑2		↑5	
	GATE/Excel	46	2%	2	9	89	98%	↓2		↓2	
		All High	11%	4	6	30	60	89%	↑4		↓-
		District	10%	2	8	31	59	90%	↑2		↑1
	ELL	All High	95%	75	21	5	5%	↓1		↑4	
		District	90%	67	23	8	1	10%	↓4		↑3
Foster	All High*	71%	50	21	21	7	29%	↑12		↑15	
	District	72%	51	22	21	6	28%	↑5		↑8	

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 Students without scores are not included in the graphical comparison of these results.
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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	Homeless	2*	50%	50	50	50%	↓50		-	
		All High	64%	41	23	24	12	36%	↑6	
		District	69%	45	24	21	10	31%	↓-	↑3
	Homeless/Foster	2*	50%	50	50	50%	↓50		-	
		All High	65%	41	23	24	11	35%	↑6	↑1
		District	70%	46	24	21	9	30%	↑-	↑3
	Low SES	29	10%	10	24	66	90%	↓1		-
		All High	54%	30	24	28	18	46%	↑2	↑5
		District	58%	34	24	27	15	42%	↑2	↑4
	Special Ed.	2*	0%			100	100%	-		-
		All High	82%	60	22	14	4	18%	↑3	↑7
		District	81%	62	20	13	6	19%	↑2	↑4
Spec Ed. Speech/RSP	2*	0%			100	100%	-		-	
	All High	74%	47	28	20	6	26%	↑4	↑11	
	District	81%	57	24	15	4	19%	↓2	↑5	

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SBAC Math 2025 :: School Data by Subgroup

Sato

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	112	14%	3	12	32	54	86%	↑15		↑6	
	All High	73%	50	23	16	11	27%	↑3		↓7	
	District	62%	36	25	19	19	38%	↑2		↓2	
Grade	Gr. 11	14%	3	12	32	54	86%	↑15		↑6	
	All High	73%	50	23	16	11	27%	↑3		↓7	
	District	73%	51	23	16	11	27%	↑3		↓7	
Ethnicity	Hispanic	32	19%	19	34	47	81%	↑17		↑10	
		All High	80%	58	22	13	6	20%	↑3		↓6
		District	68%	42	27	18	13	32%	↑2		↓2
	White	29	7%	3	3	34	59	93%	↑9		↑7
		All High	54%	28	26	24	22	46%	↑5		↓13
		District	37%	16	21	25	38	63%	↑2		↓5
	Other	16*	13%	13	31	56	88%	↑25		-	
		All High	61%	39	22	22	17	39%	↓-		↓8
		District	42%	22	20	24	34	58%	↑1		↓2
	Asian	14*	29%	7	21	21	50	71%	↓9		-
		All High	51%	26	25	22	28	49%	↑5		↓13
		District	42%	20	23	23	34	58%	↑3		↓2
	Filipino	13*	8%	8	15	77	92%	↑23		-	
		All High	53%	29	24	20	27	47%	↑1		↓8
		District	37%	16	21	22	40	63%	↑1		↓3
African American	8*	13%	13	63	25	88%	↑8		-		
	All High	86%	63	23	11	4	14%	↑3		↓4	
	District	78%	52	26	14	8	22%	↑2		↓1	

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SBAC Math 2025 :: School Data by Subgroup

Sato

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	7*	29%	29	29	43	71%	↓6		-	
		All High	61%	36	25	24	15	39%	↑8		↓12
		District	47%	23	24	25	28	53%	↑3		↓2
Gender	Female	40	18%	5	13	38	45	83%	↑23		↑3
		All High	75%	51	24	16	9	25%	↑4		↓10
		District	64%	37	26	19	17	36%	↑2		↓2
	Male	72	12%	1	11	29	58	88%	↑11		↑8
		All High	72%	50	22	15	13	28%	↑3		↓5
		District	59%	36	24	20	21	41%	↑2		↓2
	Nonbinary	All High*	65%	35	29	29	6	35%	↑7		↓23
District		68%	43	26	21	11	32%	↑8		-	
Special Populations	EL + RFEP	20	35%	5	30	35	30	65%	↑10		-
		All High	81%	61	20	12	7	19%	↑4		↓6
		District	74%	49	25	15	10	26%	↑2		↓1
	RFEP	20	35%	5	30	35	30	65%	↑7		-
		All High	77%	52	25	15	9	23%	↑4		↓8
		District	61%	32	29	22	17	39%	↑3		↓2
	GATE/Excel	46	2%		2	20	78	98%	↑14		↑7
		All High	39%	15	25	32	29	61%	↑4		↓16
		District	20%	5	15	27	53	80%	↑1		↓5
	ELL	All High	96%	89	6	2	2	4%	↑3		↑4
District		90%	70	21	8	2	10%	↓2		↑-	
Foster	All High*	87%	73	13	13		13%	↑13		↑7	
	District	81%	55	26	12	7	19%	↑4		-	

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. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

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	Homeless	2*	50%	50	50	50%	↓50		-	
		All High	87%	68	20	10 3	13%	↑5		↓6
		District	82%	58	24	11 7	18%	↓-		↓2
	Homeless/Foster	2*	50%	50	50	50%	↓50		-	
		All High	87%	68	19	10 2	13%	↑5		↓5
		District	82%	57	25	11 7	18%	↑-		↓2
	Low SES	29	14%	3 10	52	34	86%	↑21		↑15
		All High	80%	60	21	13 6	20%	↑4		↓4
		District	71%	44	26	17 12	29%	↑2		↓1
	Special Ed.	2*	0%		100	100%	100%	-		-
		All High	93%	85	8	4 3	7%	↑3		↑1
		District	85%	68	17	9 6	15%	↑2		↑1
	Spec Ed. Speech/RSP	2*	0%		100	100%	100%	-		-
		All High	89%	79	10	6 4	11%	↑4		↑1
		District	85%	66	20	10 5	15%	↓2		↑1

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. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

SBAC Science 2025 :: School Data by Subgroup

Sato

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	112	112	37%	36	38	25	63%	↑19		-	
	All High	76%	15	62	18	6	24%	↑-		-	
	District	72%	15	57	19	9	28%	↑2		-	
Grade	Gr. 12	112	37%	36	38	25	63%	↑19		-	
	All High	76%	14	62	18	6	24%	↑-		-	
	District	76%	14	62	18	6	24%	↑-		-	
Ethnicity	Hispanic	47	43%	2	40	38	19	57%	↑34		-
		All High	83%	15	68	14	3	17%	↓1		-
		District	79%	17	61	16	5	21%	↑1		-
	White	24	17%	17	38	46	83%	↑20		-	
		All High	57%	11	46	29	14	43%	↑2		-
		District	46%	7	40	30	24	54%	↑4		-
	Asian	14*	43%	43	36	21	57%	↑3		-	
		All High	50%	5	45	26	24	50%	↑7		-
		District	56%	6	50	26	18	44%	↓1		-
	Filipino	13*	54%	54	31	15	46%	↓29		-	
		All High	60%	9	51	28	12	40%	↓4		-
		District	53%	6	47	32	15	47%	↑1		-
Other	8*	38%	38	25	38	63%	↑48		-		
	All High	61%	9	52	28	11	39%	↑5		-	
	District	51%	8	44	28	20	49%	↑4		-	
Cambodian	8*	50%	50	38	13	50%	-		-		
	All High	64%	5	60	28	8	36%	↑8		-	
	District	62%	7	54	26	12	38%	↑1		-	

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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.

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	African American	5*	20%	20	80	80%	↑30		-		
		All High	89%	23	66	9	11%	↑1		-	
		District	85%	24	62	11	15%	↑-		-	
	American Indian	1*	0%		100	100%	-		-		
		All High*	40%	40	60	60%	↑23		-		
		District	64%	14	50	23	14	36%	↑17		-
Gender	Female	41	29%	29	49	22	71%	↑26		-	
		All High	76%	12	64	18	5	24%	↓1		-
		District	73%	13	59	19	8	27%	↑1		-
	Male	71	41%	1	39	32	27	59%	↑14		-
		All High	76%	17	59	17	7	24%	↑2		-
		District	71%	17	54	19	10	29%	↑3		-
Nonbinary	All High*	81%	6	75	6	13	19%	↓36		-	
	District	82%	4	79	7	11	18%	↓21		-	
Special Populations	EL + RFEP	31	58%	58	35	6	42%	↑5		-	
		All High	85%	16	68	13	3	15%	↓-		-
		District	83%	20	63	13	3	17%	↑1		-
	RFEP	31	58%	58	35	6	42%	↑5		-	
		All High	80%	10	70	16	4	20%	↓1		-
		District	75%	9	66	20	5	25%	↑-		-
	ELL	All High	99%	37	63		1%	↓1		-	
		District	99%	43	56		1%	↓1		-	
	GATE/Excel	47	28%	28	34	38	72%	↓1		-	
All High		45%	4	41	37	18	55%	↑7		-	

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SBAC Science 2025 :: 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	District	35%	2	33	38	27	65%	↑1		-
	Foster	All High*	85%	31	54	15	15%	↑3		-	
		District	84%	28	56	13	3	16%	↑5		-
	Homeless	4*	0%			75	100% -25	↑100		-	
		All High	89%	24	65	9	2	11%	↓3		-
		District	86%	25	61	11	3	14%	↑-		-
	Homeless/Foster	4*	0%			75	100% -25	↑100		-	
		All High	89%	24	65	9	2	11%	↓2		-
		District	86%	26	60	11	3	14%	↑1		-
	Low SES	31	42%	42	48	10	58%	↑22		-	
		All High	84%	18	66	13	3	16%	↓-		-
		District	81%	19	61	15	4	19%	↑1		-
	Special Ed.	2*	0%			100	100%	↑100		-	
		All High	95%	30	65	4	1	5%	↓1		-
		District	92%	37	55	6	2	8%	↓-		-
	Spec Ed. Speech/RSP	2*	0%			100	100%	↑100		-	
All High		93%	25	68	5	2	7%	↓2		-	
District		92%	32	60	7	2	8%	↓2		-	

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SBAC ELA GROWTH REPORT 2025 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	102	44	26	4	5	65		
		All High	22	37	5	7	50		
		District	33	30	15	17	38		
	Grade	Gr. 11 (Minimum Growth Target: 12) (Min Accelerated Growth Target: 25) (Minimum Board Goal 2 Target:)	102	44	26	4	5	65	
		All High	22	37	5	7	50		
		District	21	38	5	7	50		
	Ethnicity	Hispanic	31	47	29			71	
			All High	19	39	5	7	49	
			District	34	30	14	17	38	
		White	28	30	32	7	4	57	
			All High	22	38	5	7	51	
			District	31	30	15	19	37	
		Other	14^	-	43	7		50	
			All High	29	36	7	5	53	
			District	33	31	15	17	37	
			Asian	12^	-	8	8	17	67
				All High	32	29	6	8	58
				District	34	29	15	17	39
Filipino	11^	-	18	9		73			
	All High	40	31	3	7	59			
	District	39	29	14	17	41			

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 ELA GROWTH REPORT 2025 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)			
Category	Subgroup	N	Average Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian	7^	-	14	14	71	
		All High	26	32	8	6	55
		District	35	29	15	18	38
	African American	6^	-		17		83
		All High	18	39	8	6	47
		District	31	32	14	15	39
Gender	Female	38	64	16	8	76	
		All High	24	37	6	7	51
		District	33	30	15	17	38
	Male	64	33	33	6	3	58
		All High	20	38	5	6	50
		District	33	31	14	17	38
Nonbinary	All High^	10	50	8		42	
	District	33	36	15	5	44	
Special Populations	EL + RFEP	19^	-	26	5	68	
		All High	18	39	5	7	49
		District	34	31	13	16	41
	RFEP	19^	-	26	5	68	
		All High	20	38	6	6	51
		District	31	31	12	15	43
GATE/Excel	46	45	24	4	7	65	

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 ELA GROWTH REPORT 2025 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	GATE/Excel	All High	29	32	6	7	55
		District	32	29	16	19	36
	ELL	All High	8	46	4	8	42
		District	36	30	14	17	38
	Foster	All High^	60	33	8		58
		District	33	34	16	14	36
	Homeless	2^	-	50			50
		All High	21	41	6	8	45
		District	33	31	15	16	38
	Homeless/Foster	2^	-	50			50
		All High	24	41	6	8	46
		District	34	31	16	15	38
	Low SES	27	53	26	4		70
		All High	21	37	5	6	51
		District	34	30	15	16	39
	Special Ed.	2^	-				100
		All High	16	44	4	9	44
		District	36	30	14	17	39
	Spec Ed. Speech/RSP	2^	-				100
		All High	20	43	3	7	47
District		37	31	13	16	41	

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 ELA GROWTH REPORT 2025 School Growth Data by Subgroup

Sato

4/7/26

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	SLC	Sato - BIO	42	48	21	210	67
		Sato - ENGS	59	42	31	52	63

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 2025 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	All Students	101	61	11	29	34	27	
		All High	15	43	24	18	15	
		District	23	34	20	19	27	
	Grade	Gr. 11 (Minimum Growth Target: 49) (Min Accelerated Growth Target: 99)	101	61	11	29	34	27
		All High	15	43	24	18	15	
		District	14	44	24	18	15	
	Ethnicity	Hispanic	31	64	13	29	32	26
			All High	15	44	24	18	14
			District	22	35	19	19	27
		White	27	60	7	37	30	26
			All High	10	43	23	19	14
			District	23	34	20	19	26
Other		14^	-	7	14	57	21	
		All High	19	41	27	17	15	
		District	27	31	20	20	28	
		Asian	12^	-	17	42	33	8
			All High	15	42	22	24	12
			District	28	31	21	20	29
Filipino	11^	-	9	9	27	55		
	All High	18	45	19	19	17		
	District	31	30	19	21	30		

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 2025 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)			
Category	Subgroup	N	Average Scale Score Change	Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Cambodian	7^	-		29	71	0
		All High	9	47	17	23	13
		District	29	30	20	20	30
	African American	6^	-	17	33	17	33
		All High	17	42	25	15	19
		District	21	35	20	18	28
Gender	Female	38	50	11	37	37	16
		All High	12	44	25	18	13
		District	22	34	20	18	27
	Male	63	67	11	24	32	33
		All High	17	42	23	18	16
		District	23	35	19	19	27
	Nonbinary	All High^	-5	62	8	15	15
		District	12	45	10	15	30
	Special Populations	EL + RFEP	19^	-	16	37	26
All High			13	45	23	17	14
District			21	37	18	18	27
RFEP		19^	-	16	37	26	21
		All High	9	46	24	18	12
		District	21	36	18	18	28
GATE/Excel		46	62	7	30	35	28

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 2025 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	GATE/Excel	All High	7	45	25	20	10	
		District	26	31	21	21	27	
	ELL	All High	28	43	20	15	22	
		District	20	38	18	18	26	
	Foster	All High^	70	38	8	31	23	
		District	27	35	16	18	31	
	Homeless	2^	-	50	50	0		
		All High	2	51	25	11	13	
		District	17	38	20	16	26	
	Homeless/Foster	2^	-	50	50	0		
		All High	8	50	24	12	13	
		District	18	38	19	16	27	
	Low SES	27	77		7	30	33	30
		All High	15	45	23	17	15	
		District	22	35	19	19	27	
	Special Ed.	2^	-			50	50	
		All High	23	42	23	15	19	
		District	22	36	17	17	29	
Spec Ed. Speech/RSP	2^	-			50	50		
	All High	22	41	26	17	16		
	District	22	36	18	17	29		

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 2025 School Growth Data by Subgroup

Sato

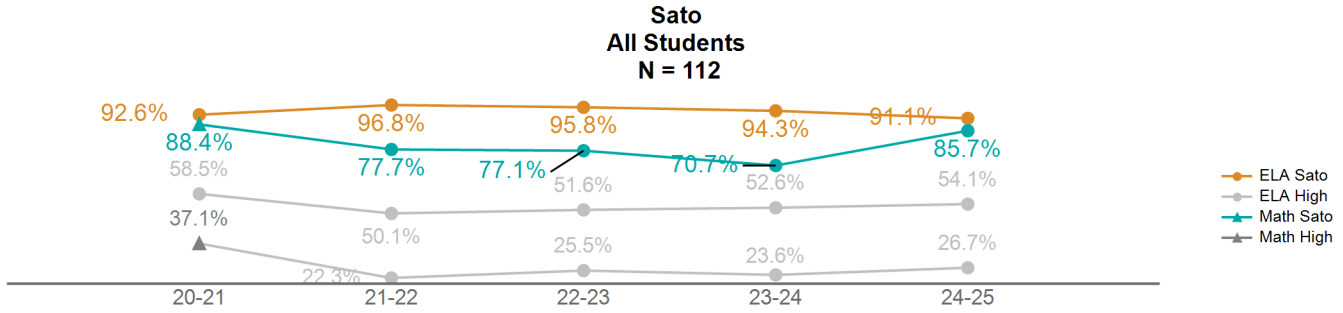
Category		Average Scale Score Change from Prior Year to This Year	Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
			Growth Target				
		N	Declined	Below Target	Above Target	Accelerated*	
Math at SLC	Sato - BIO	42	56	12	36	24	29
	Sato - ENGS	58	66	10	22	41	26

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.

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



African American

Subgroup with fewer than 20 students.

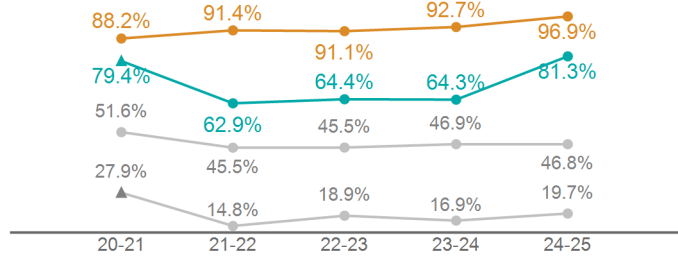
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

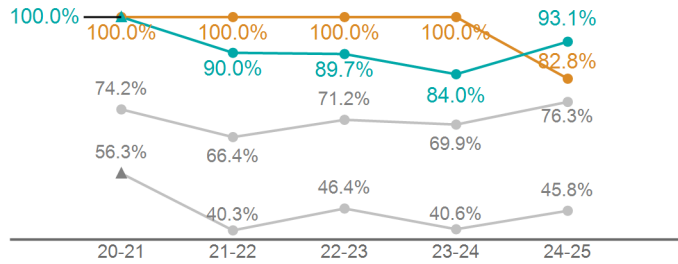
Hispanic N = 32



Pacific Islander

Subgroup with fewer than 20 students.

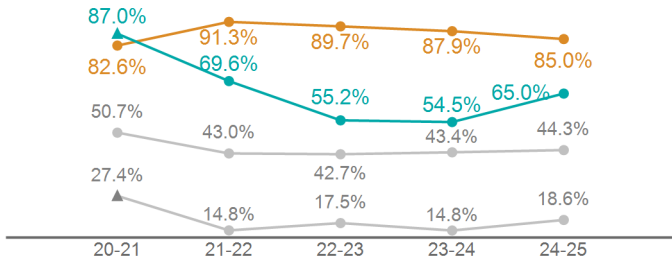
White N = 29



N's are from the current year.
Subgroups under 20 students are not included.

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

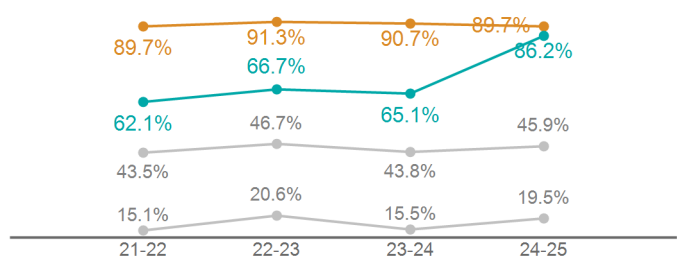
EL + RFEP
N = 20



English Learner

Subgroup with fewer than 20 students.

Low SES
N = 29



Special Education

Subgroup with fewer than 20 students.

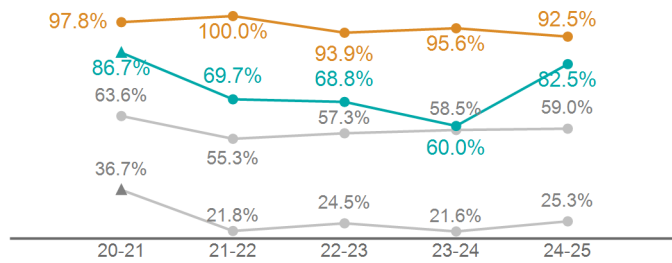
Homeless

Subgroup with fewer than 20 students.

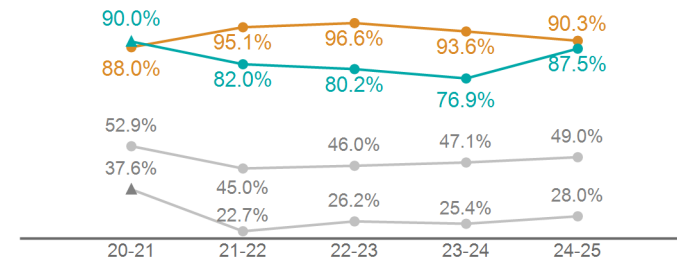
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 40



Male
N = 72



N's are from the current year.
Subgroups under 20 students are not included.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,695	50%	29	21	24	26	50%	↑2		↑5
Addams	362	67%	41	25	21	12	33%	↑2		↑6
Alvarado	171	39%	19	20	28	33	61%	↓3		↑3
Barton	218	69%	49	21	19	12	31%	↑3		↑2
Birney	235	56%	35	21	23	22	44%	↑3		↑9
Bixby	235	36%	15	21	29	35	64%	↓1		↑4
Bryant	175	52%	35	17	29	19	48%	↑1		↑9
Burbank	246	54%	33	22	22	24	46%	↓2		↑8
Burcham	185	37%	17	20	21	42	63%	↑1		↑8
Carver	247	26%	12	15	32	42	74%	↑5		↑8
Chavez	137	64%	46	18	21	15	36%	↑3		↑9
Cleveland	182	20%	6	14	32	48	80%	↓2		↓3
Dooley	339	57%	31	26	22	22	43%	↑1		↑1
Edison	197	82%	61	21	14	4	18%	↓6		↓3
Emerson	173	29%	16	13	30	40	71%	↓4		↑2
Fremont	252	27%	11	17	26	47	73%	↓8		↓5
Gant	320	18%	7	11	29	54	83%	↑2		↑1
Garfield	244	52%	34	18	29	19	48%	↑10		↑11
Gompers	186	51%	30	21	27	22	49%	↑-		↑2
Grant	430	65%	37	27	22	13	35%	↑3		↑6
Harte	347	62%	39	23	22	16	38%	↓2		↑10
Henry	377	34%	14	19	23	43	66%	↓3		↑3
Herrera	310	62%	39	24	25	12	38%	↑5		↑11
Holmes	167	32%	20	12	25	43	68%	↑4		↑3

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.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	123	63%	46	17	20	16	37%	↑8		↑17
Kettering	135	27%	13	15	28	44	73%	↑3		↑1
King	278	69%	45	24	21	10	31%	↑1		↑1
Lafayette	430	63%	39	23	19	18	37%	↓1		↑5
Lincoln	385	51%	24	27	26	23	49%	↑7		↑8
Longfellow	450	33%	16	16	26	41	67%	↑5		↑11
Los Cerritos	201	31%	14	17	25	44	69%	↑5		↑2
Lowell	283	24%	10	14	19	57	76%	↓6		↓3
Macarthur	144	33%	13	20	30	37	67%	↑7		↑6
Madison	162	39%	21	18	26	35	61%	↑5		↑11
Mann	152	56%	39	17	24	20	44%	↑5		↑13
McKinley	224	59%	32	27	25	17	41%	↑2		↑6
Naples	139	17%	9	9	20	63	83%	↓1		↓2
Oropeza	245	60%	40	20	21	18	40%	↓2		↑7
Prisk	253	21%	9	12	28	52	79%	↑2		↑7
Riley	178	48%	20	28	27	25	52%	↓9		↑4
Roosevelt	388	66%	38	28	24	10	34%	↑2		↑15
Signal Hill	316	49%	29	20	28	23	51%	↓2		↑8
Smith	317	69%	44	25	16	15	31%	↑-		↑-
Stevenson	215	59%	36	23	27	14	41%	↑3		↑2
Twain	211	48%	27	21	30	21	52%	↓-		↑3
Webster	207	65%	43	22	20	14	35%	↑3		↓2
Whittier	261	68%	48	20	20	12	32%	↑7		↑11
Willard	263	67%	42	24	21	12	33%	↓-		↑4

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.

SBAC Math 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	11,758	55%	29	26	23	22	45%	↑1		↓4
Addams	360	73%	44	29	17	10	27%	↓1		↓3
Alvarado	171	50%	22	28	23	27	50%	↓1		↓3
Barton	217	70%	46	24	13	17	30%	↑6		↑1
Birney	236	60%	34	26	22	18	40%	↑-		↓5
Bixby	237	46%	19	27	24	30	54%	↓1		↓2
Bryant	177	60%	34	25	21	19	40%	↑5		↓1
Burbank	249	64%	38	26	23	12	36%	↑4		↑6
Burcham	186	38%	16	23	22	40	62%	↑1		↓2
Carver	247	34%	15	19	24	42	66%	↓4		↓7
Chavez	140	71%	49	22	21	8	29%	↑8		↑7
Cleveland	182	27%	3	24	36	36	73%	↓8		↓11
Dooley	344	66%	42	24	20	14	34%	↑1		↓6
Edison	199	75%	54	21	21	4	25%	↑3		↑1
Emerson	173	39%	13	26	28	32	61%	↓7		↓13
Fremont	251	36%	12	24	28	35	64%	↓11		↓14
Gant	320	22%	7	16	26	52	78%	↓3		↓7
Garfield	248	61%	31	30	26	13	39%	↑-		↓6
Gompers	186	53%	27	26	28	19	47%	↑10		↑5
Grant	435	75%	43	31	17	9	25%	↓3		↓12
Harte	345	65%	39	27	21	14	35%	↑-		↓3
Henry	377	40%	15	25	29	31	60%	↓2		↓11
Herrera	312	68%	36	33	24	8	32%	↑4		↑9
Holmes	167	46%	19	27	26	28	54%	↑-		↑4

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.

SBAC Math 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	123	68%	47	21	18	14	32%	↑1		↓2
Kettering	135	27%	10	17	36	37	73%	↑1		-
King	280	74%	41	32	17	10	26%	↑-		↓5
Lafayette	439	59%	28	31	26	15	41%	↑5		↓-
Lincoln	387	51%	24	28	26	23	49%	↑7		↓4
Longfellow	450	46%	19	27	24	29	54%	↓1		↑1
Los Cerritos	201	34%	14	20	21	44	66%	↑3		↓8
Lowell	283	33%	12	21	24	43	67%	↓5		↓10
Macarthur	144	40%	17	22	31	30	60%	↑3		↓6
Madison	162	49%	19	30	25	26	51%	↑3		↓8
Mann	152	62%	33	29	26	13	38%	↓-		↑3
McKinley	227	62%	31	31	23	15	38%	↑4		↓1
Naples	139	24%	7	17	27	50	76%	↓4		↓13
Oropeza	248	68%	41	27	21	10	32%	↑1		-
Prisk	253	28%	10	17	28	44	72%	↓1		↑1
Riley	178	46%	21	25	29	25	54%	↑4		-
Roosevelt	393	72%	38	34	20	8	28%	↓3		↓6
Signal Hill	318	54%	25	29	22	24	46%	↓1		↓2
Smith	323	66%	37	28	22	12	34%	↑5		↓3
Stevenson	222	66%	34	32	21	13	34%	↑3		↓5
Twain	211	58%	29	29	20	21	42%	↑-		↓8
Webster	208	63%	38	25	22	15	37%	↑9		↑5
Whittier	261	76%	51	25	16	8	24%	↑4		↓2
Willard	262	73%	39	34	19	8	27%	↓7		↓8

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.

SBAC Science 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	3,904	68%	17	52	20	12	32%	↑2	-
Addams	122	80%	18	62	16	4	20%	↑1	-
Alvarado	63	62%	5	57	25	13	38%	↓1	-
Barton	76	95%	30	64	5		5%	↓3	-
Birney	76	75%	18	57	17	8	25%	↑2	-
Bixby	78	56%	10	46	28	15	44%	↑1	-
Bryant	48	69%	17	52	19	13	31%	↑8	-
Burbank	85	71%	24	47	22	7	29%	↓1	-
Burcham	64	53%	11	42	22	25	47%	↑12	-
Carver	79	37%	1	35	38	25	63%	↓8	-
Chavez	42	71%	40	31	24	5	29%	↑22	-
Cleveland	58	48%	3	45	33	19	52%	↓17	-
Dooley	115	81%	27	54	15	4	19%	↓3	-
Edison	62	87%	40	47	11	2	13%	↑2	-
Emerson	60	53%	10	43	27	20	47%	↓10	-
Fremont	83	33%	4	29	39	29	67%	↑-	-
Gant	102	42%	8	34	22	36	58%	↓1	-
Garfield	93	76%	18	58	19	4	24%	↑5	-
Gompers	57	77%	12	65	12	11	23%	↓15	-
Grant	142	82%	22	60	14	4	18%	↑7	-
Harte	114	77%	11	66	19	4	23%	↑3	-
Henry	120	55%	8	47	21	24	45%	↑3	-
Herrera	86	86%	23	63	9	5	14%	↓11	-
Holmes	49	49%	2	47	33	18	51%	↑21	-

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.

SBAC Science 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	42	83%	36	48	12	5	17%	↑4		-
Kettering	45	47%	2	44	31	22	53%	↑1		-
King	92	79%	20	60	15	5	21%	↑6		-
Lafayette	144	84%	24	60	13	3	16%	↑1		-
Lincoln	145	72%	12	59	18	10	28%	↑7		-
Longfellow	138	50%	8	42	25	25	50%	↓-		-
Los Cerritos	82	40%	4	37	30	29	60%	↑15		-
Lowell	83	34%	10	24	34	33	66%	↑5		-
Macarthur	50	56%	56	30	14	44%	↑8		-	
Madison	52	63%	15	48	25	12	37%	↓3		-
Mann	42	79%	24	55	14	7	21%	↓1		-
McKinley	68	81%	21	60	15	4	19%	↓3		-
Naples	50	30%	4	26	28	42	70%	↑6		-
Oropeza	70	77%	21	56	17	6	23%	↓3		-
Prisk	102	35%	4	31	33	31	65%	↓5		-
Riley	62	68%	11	56	24	8	32%	↓3		-
Roosevelt	145	84%	16	68	13	3	16%	↑5		-
Signal Hill	112	71%	14	57	21	8	29%	↓10		-
Smith	109	92%	35	57	6	3	8%	↓10		-
Stevenson	70	87%	27	60	6	7	13%	↓3		-
Twain	64	72%	19	53	23	5	28%	↑5		-
Webster	67	82%	39	43	12	6	18%	↑2		-
Whittier	107	82%	27	55	14	4	18%	↑6		-
Willard	89	87%	19	67	11	2	13%	↓7		-

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.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	11,560	49%	26	23	32	19	51%	↑3		↑3
Bancroft	773	42%	20	23	36	22	58%	↑5		↑4
Franklin	931	66%	41	24	25	10	34%	↓-		↓1
Hamilton	694	61%	32	29	29	11	39%	↑2		↑6
Hoover	477	57%	31	26	29	13	43%	↓2		↓3
Hughes	1,162	45%	23	22	31	24	55%	↑6		↑4
IVA	65	34%	14	20	35	31	66%	↑66		-
Jefferson	988	44%	23	21	36	20	56%	↑5		↑10
Keller	507	31%	10	21	39	30	69%	↑4		↑3
Lindbergh	408	65%	37	28	27	8	35%	↑1		↑3
Lindsey	664	63%	35	28	29	8	37%	↑2		↓-
Marshall	929	38%	18	20	35	27	62%	↓1		-
Nelson	776	64%	36	28	24	12	36%	↑3		↓2
Rogers	747	29%	14	16	36	35	71%	↑5		↑4
Stanford	1,109	32%	14	18	36	32	68%	↓-		↓-
Stephens	623	47%	22	24	36	18	53%	↓1		↑11
Washington	772	67%	41	27	26	6	33%	↑3		↑3

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.

SBAC Math 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	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 Middle	11,563	65%	40	25	17	18	35%	↑2		↑-
Bancroft	766	59%	31	28	21	20	41%	↑5		↑1
Franklin	939	78%	55	22	13	10	22%	↑3		↑1
Hamilton	691	86%	62	24	9	4	14%	↑1		↓1
Hoover	475	72%	47	25	13	15	28%	↑4		↓2
Hughes	1,158	58%	34	23	17	25	42%	↓1		↓1
IVA	65	49%	26	23	17	34	51%	↑51		-
Jefferson	990	70%	44	26	16	14	30%	↑1		↑1
Keller	507	49%	17	32	24	27	51%	↓2		↓1
Lindbergh	414	77%	48	29	16	7	23%	↑4		↑3
Lindsey	663	79%	54	25	13	8	21%	↑6		↑-
Marshall	923	51%	28	24	22	26	49%	↑3		↑1
Nelson	768	77%	50	27	13	10	23%	↑3		↓3
Rogers	744	49%	25	23	22	30	51%	↑1		↓3
Stanford	1,107	46%	22	23	23	31	54%	↑1		↑1
Stephens	628	65%	39	26	19	16	35%	↑3		↑5
Washington	790	83%	59	25	11	6	17%	↑1		↑1

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.

SBAC Science 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level						2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded			
All Middle	3,859	72%	15	58	19	8	28%	↑3		-
Bancroft	254	68%	11	57	24	8	32%	↑5		-
Franklin	332	83%	23	61	13	4	17%	↑1		-
Hamilton	237	86%	23	62	12	3	14%	↓1		-
Hoover	152	81%	22	59	15	4	19%	↑6		-
Hughes	389	65%	10	55	25	10	35%	↑-		-
IVA	64	50%	13	38	33	17	50%	-		-
Jefferson	336	74%	17	57	21	5	26%	↑2		-
Keller	153	60%	3	57	23	17	40%	↑2		-
Lindbergh	125	82%	18	63	16	2	18%	↑5		-
Lindsey	225	84%	18	66	11	4	16%	↑7		-
Marshall	315	62%	9	53	26	12	38%	↑6		-
Nelson	248	76%	15	60	18	6	24%	↑6		-
Rogers	250	48%	7	41	28	24	52%	↓5		-
Stanford	362	59%	7	52	27	14	41%	↑5		-
Stephens	205	80%	16	64	15	5	20%	↑5		-
Washington	276	91%	27	64	9		9%	↓1		-

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.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,576	44%	25	20	27	29	56%	↑4		↑3
Avalon	205	81%	56	25	16	3	19%	↓5		↓6
Cubberley	641	29%	15	15	27	43	71%	↑2		↓2
Muir	626	53%	34	20	27	20	47%	↑6		↑8
Newcomb	551	19%	5	14	31	50	81%	↑2		↑5
Powell	496	63%	35	28	24	13	37%	↑4		↑5
Robinson	509	67%	40	27	23	10	33%	↑4		↑5
Tincher	545	26%	10	16	31	43	74%	↑1		↑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.

SBAC Math 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,573	54%	31	23	20	25	46%	↑4		↑-
Avalon	198	88%	63	26	7	5	12%	↓1		↓2
Cubberley	637	43%	21	22	21	36	57%	↑2		↓5
Muir	623	64%	37	26	20	16	36%	↑2		↓1
Newcomb	551	26%	8	19	28	46	74%	↑4		↑4
Powell	497	70%	46	25	18	12	30%	↑4		↑1
Robinson	519	76%	49	27	14	10	24%	↑5		↑4
Tincher	546	37%	16	21	25	38	63%	↑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.

SBAC Science 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	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 K-8	1,218	65%	14	51	23	13	35%	↑3		-
Avalon	88	89%	40	49	11		11%	↑1		-
Cubberley	214	50%	12	38	27	23	50%	↑2		-
Muir	202	71%	16	55	24	4	29%	↑6		-
Newcomb	171	38%		37	31	31	62%	↓4		-
Powell	183	83%	19	64	14	3	17%	↑1		-
Robinson	176	84%	19	65	14	2	16%	↑3		-
Tincher	184	52%	5	47	30	17	48%	↑4		-

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.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,565	46%	25	21	29	25	54%	↑2		↑4
Browning	71	56%	35	21	27	17	44%	↑23		↑8
Cabrillo	321	61%	32	29	28	12	39%	↑-		↑14
CAMS	157	1%	1	13	85	99%	83%	↑1		↑1
EPHS	150	81%	55	26	16	3	19%	↓1		↑5
Jordan	509	69%	41	28	22	9	31%	↓3		↓3
Lakewood	515	49%	21	28	34	18	51%	↑1		↑8
McBride	164	17%	3	14	37	46	83%	↑5		↑11
Millikan	781	39%	21	18	31	30	61%	↓-		↓2
Polytechnic	925	43%	22	22	33	24	57%	↑4		↑9
Reid	30	100%	73	27			0%	↓8		↓23
Renaissance	92	33%	13	20	32	36	67%	↓5		↑1
Sato	112	9%	9	16	75	91%	91%	↓3		↓4
Wilson	738	45%	26	20	30	25	55%	↑7		↑1

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.

SBAC Math 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	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 High	4,556	73%	50	23	16	11	27%	↑3		↓7	
Browning	72	83%	68	15	11	6	17%	↑4		↑5	
Cabrillo	320	91%	74	16	7	3	9%	↑-		↓3	
CAMS	157	5%		4	19		76	95%	↑1		↓1
EPHS	141	85%	71	14	11	4	15%	↑9		↑12	
Jordan	513	86%	66	20	11	4	14%	↑6		↓5	
Lakewood	521	84%	53	30	12	4	16%	↑5		↓4	
McBride	164	55%	25	30	26	20	45%	↑-		↓15	
Millikan	789	66%	38	28	23	11	34%	↑2		↓11	
Polytechnic	919	75%	51	24	15	10	25%	↓1		↓6	
Reid	30	100%	100				0%	-		-	
Renaissance	91	66%	42	24	18	16	34%	↑22		↓10	
Sato	112	14%		3	12	32	54	86%	↑15		↑6
Wilson	727	80%	57	23	15	6	20%	↑5		↓15	

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.

SBAC Science 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,336	76%	15	62	18	6	24%	↑-	-	
Browning	48	96%	21	75	2	2	4%	↓2	-	
Cabrillo	328	93%	22	71	7		7%	↓1	-	
CAMS	169			13	38	49	87%	↑3	-	
EPHS	98	91%	22	68	8	1	9%	↑1	-	
Jordan	468	92%	22	69	8		8%	↑2	-	
Lakewood	478	85%	21	64	14	1	15%	↓-	-	
McBride	168		53%	5	48	35	13	47%	↑19	-
Millikan	775	69%	10	59	24	7	31%	↓2	-	
Polytechnic	929	75%	12	63	19	6	25%	↓2	-	
Reid	37	95%	35	59	5		5%	↑2	-	
Renaissance	74	85%	15	70	14	1	15%	↑3	-	
Sato	112		37%	36	38	25	63%	↑19	-	
Wilson	652	83%	14	69	14	3	17%	↓8	-	

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.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	0%		33	67	100%	↑33		-

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.

SBAC Math 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	2	0%		50	50	100%	↑67		-

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.

SBAC ELA 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	31,396	48%	27	22	28	24	52%	↑2	↑4

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.

SBAC Math 2024-2025 :: School Comparison by Subgroup

4/7/26

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded			
District	31,450	62%	36	25	19	19	38%	↑2	↓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.

SBAC Science 2024-2025 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,317	72%	15	57	19	9	28%	↑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.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2025

School Name	PSAT-SAT (% Met Benchmark)				Overall		Lowest Performing				Difference	Ethnic Group
	Reading-Writing				Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change	N	Highest & Lowest Ethnic Group	
	All Gr	Gr9	Gr10	Gr11								
Avalon	42.9%		50.0%	40.0%	19.0%	-4.6%	Pacific Islander	0.0%	0.0%	1	50.0%	Other
Browning	54.5%		60.0%	52.9%	43.7%	23.3%	Cambodian	16.7%	-33.3%	6	50.0%	White
Cabrillo	55.4%		55.1%	55.6%	39.3%	0.1%	Pacific Islander	0.0%	-14.3%	2	75.0%	Cambc
CAMS	96.7%		95.5%	97.8%	98.7%	1.1%	Hispanic	98.1%	1.6%	54	1.9%	Other, F Islande can American, Filij
EPHS	50.0%		50.0%		19.3%	-1.2%	Filipino, Pacific Islander	0.0%, 0.0%	0.0%, -100.0%	2, 3	42.9%	Asian
Jordan	48.8%		46.9%	50.0%	31.4%	-3.0%	African American	18.0%	-6.3%	61	37.5%	Asian
Lakewood	55.0%		61.7%	51.3%	51.3%	1.1%	Pacific Islander	33.3%	-25.5%	9	47.4%	Cambc
McBride	74.8%		75.0%	74.7%	82.9%	4.5%	African American	75.0%	16.7%	12	25.0%	Asian, C Pacific
Millikan	90.1%		91.7%	88.8%	61.1%	-0.5%	American Indian	0.0%		1	90.0%	Filipino
Polytechnic	81.8%		97.0%	73.4%	56.8%	4.5%	Pacific Islander	42.1%	-11.2%	19	48.6%	White
Reid					0.0%	-8.1%	African American, Hispanic, Other, Pacific Islander, White	0.0%, 0.0%, 0.0%, 0.0%	-14.3%, -3.8%, 0.0%, -50.0%	4, 22, 2, 1, 1	0.0%	African Americ , Other, Islande
Renaissance	56.7%		46.1%	81.6%	67.4%	-4.9%	Asian	0.0%	-100.0%	1	100.0%	Filipino
Sato	92.6%		92.1%	93.1%	91.1%	-3.2%	Other	81.3%	-18.8%	16	18.8%	African Americ
Wilson	85.9%		91.4%	83.6%	54.6%	7.1%	African American	36.3%	-1.4%	80	63.8%	Pacific Islande Indian,

SBAC ELA 2025

SBAC (% Met or Exceeded)

Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed		
Demographic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Gender Diff
	2	11.8%	-2.6%	0.0%	0.0%	3.6%	-2.9%	3.3%	-3.1%	6.9%
	3	24.1%	13.0%			18.2%	18.2%	18.2%	18.2%	4.8%
Indigenous	4	32.6%	-4.8%	23.8%	2.8%	26.3%	3.2%	13.5%	-0.5%	2.9%
Pacific Islander, White, African American, Cambodian, Latino	10, 1, 7, 3, 4, 24	98.0%	-2.0%	100.0%	0.0%					0.1%
	7	16.4%	1.8%	12.5%	-4.2%	14.3%	14.3%	12.5%	12.5%	8.8%
	18	32.7%	-0.2%	32.6%	15.9%	9.5%	4.3%	5.4%	2.3%	4.9%
Indigenous	26	51.1%	6.5%	42.9%	12.7%	32.4%	5.8%	23.6%	1.4%	5.6%
Cambodian, Islander	11, 6, 1	82.5%	0.0%	75.0%	25.0%	50.0%	-10.0%	53.8%	-6.2%	2.2%
	20	44.1%	-8.5%	61.1%	17.6%	27.1%	0.3%	21.7%	1.5%	16.0%
	54	50.5%	9.5%	34.8%	-7.0%	25.5%	11.8%	16.9%	7.8%	7.6%
Indigenous, Hispanic, Pacific Islander, White	4, 22, 2, 1, 1	0.0%	-6.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	1	60.9%	-5.8%	100.0%	100.0%	23.1%	-32.5%	23.1%	-32.5%	20.3%
Indigenous, Filipino	8, 13	85.0%	-2.9%	50.0%	-50.0%	100.0%	0.0%	100.0%	0.0%	2.2%
Indigenous, American, Filipino	5, 1, 7	45.1%	4.8%	32.6%	10.3%	23.7%	6.7%	15.9%	3.4%	22.6%

SBAC ELA 2025

	PSAT-SAT (% Met Benchmark)										
	Reading-Writing				Overall		Lowest Performing				Differenc
SLC	All Gr	Gr9	Gr10	Gr11	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change	N	Highest & Lowest Ethnic Group

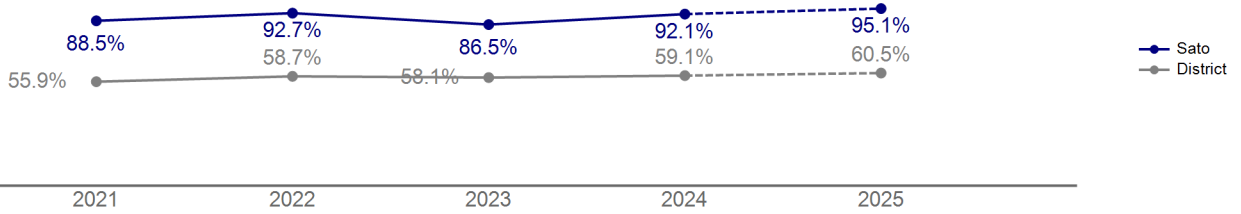
SBAC ELA 2025

SBAC (% Met or Exceeded)

e	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed		
	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	
&											Gender Diff

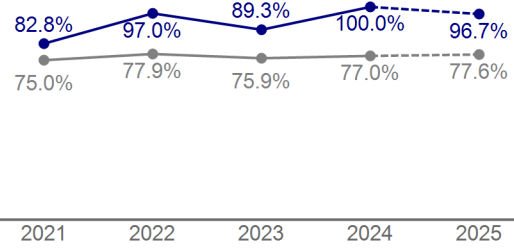
Advanced Placement - Students Enrolled in At Least One Course

Sato
Grades 11-12
N = 245

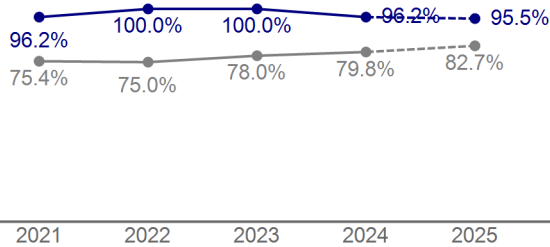


No Data Available

Asian
N = 30

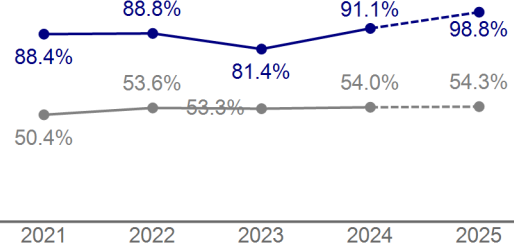


Filipino
N = 22

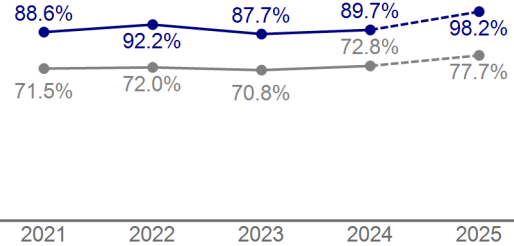


No Data Available

Hispanic
N = 81

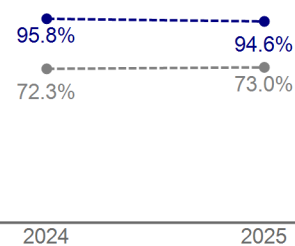


White
N = 57



No Data Available

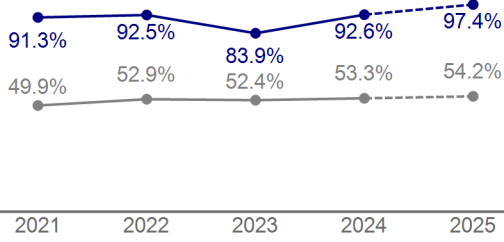
Other
N = 37



N's are from the latest year.
Subgroups under 20 students are not included.

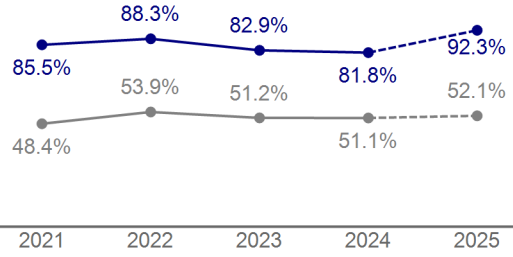
Advanced Placement - Students Enrolled in At Least One Course

EL + RFEP
N = 38

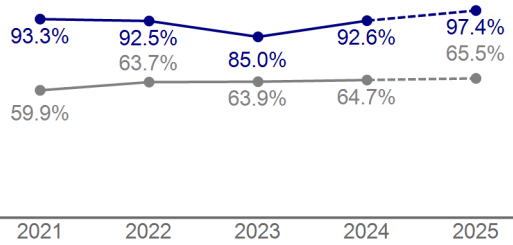


No Data Available

Low SES
N = 65



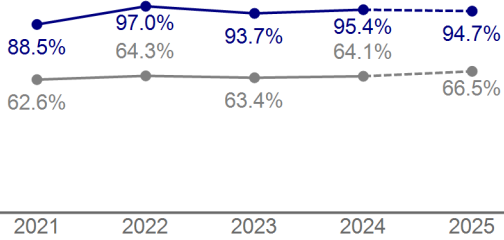
RFEP
N = 38



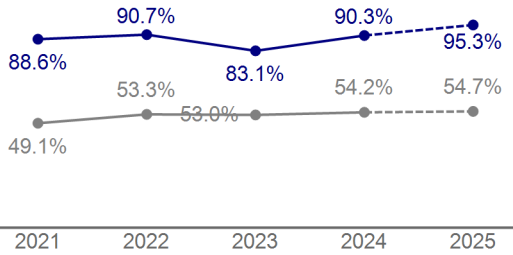
No Data Available

No Data Available

Female
N = 95



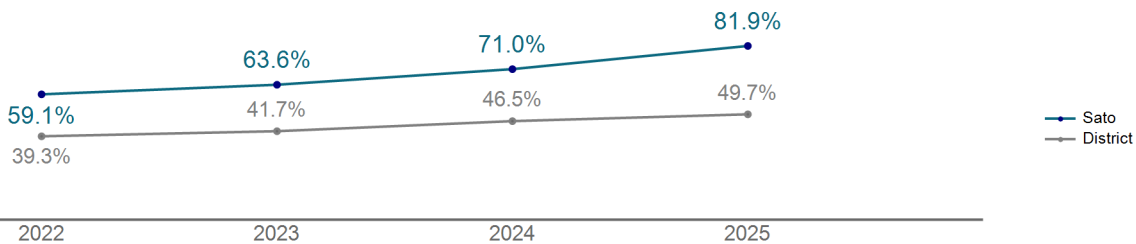
Male
N = 148



N's are from the latest year.
Subgroups under 20 students are not included.

Advanced Placement Percent of Tests Passed

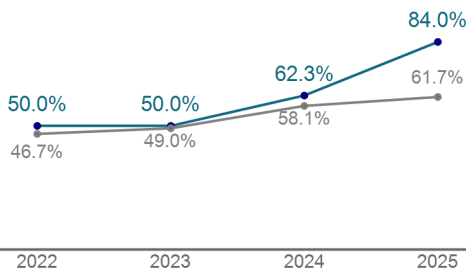
Sato All Students



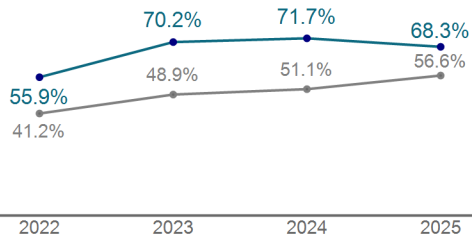
African American

Subgroup with fewer than 20 students.

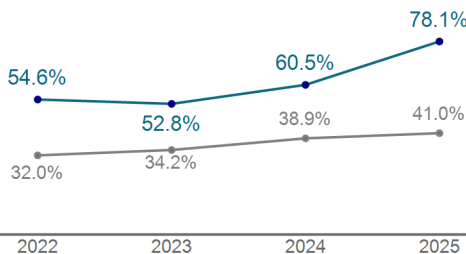
Asian



Filipino



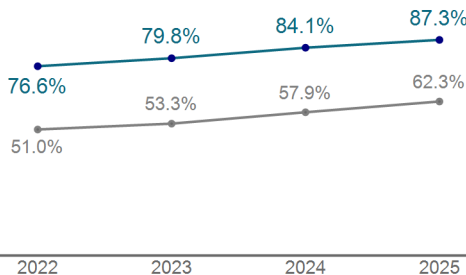
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



Native American

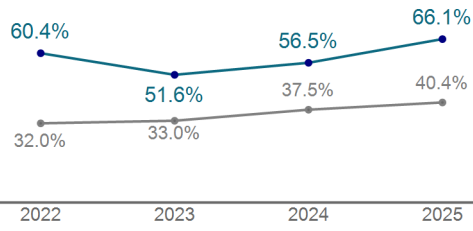
Subgroup with fewer than 20 students.

Other

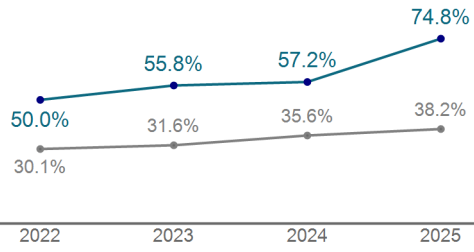


Advanced Placement Percent of Tests Passed

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

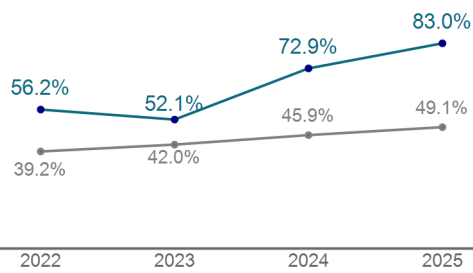
Special Education

Subgroup with fewer than 20 students.

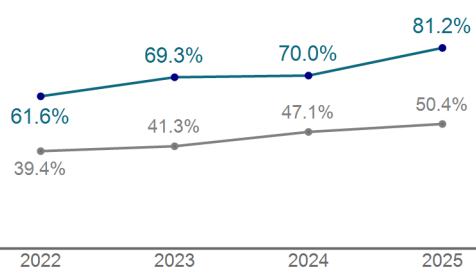
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female



Male



COLLEGE BOARD SUMMARY REPORT :: 24-25

Site :: Sato

Tested: **0** **0** **124** **116** **134** **25**

8th Grade Students
PSAT 8/9

9th Grade Students
PSAT 8/9

10th Grade Students
PSAT/NMSQT

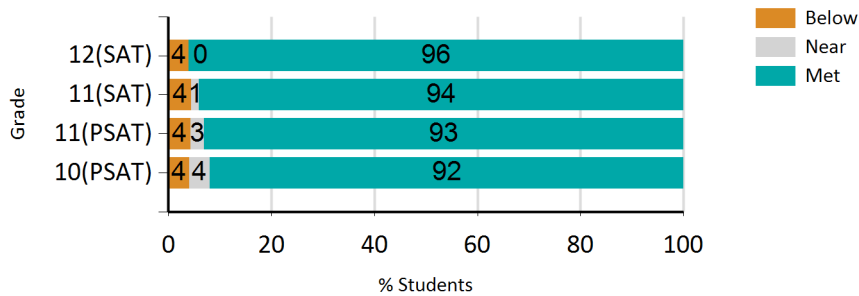
11th Grade Students
PSAT/NMSQT

11th Grade Students
SAT

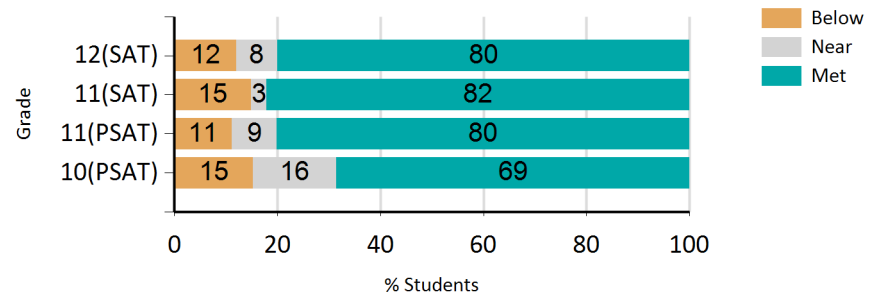
12th Grade Students
SAT

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

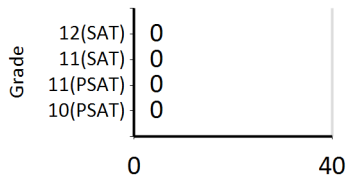
Students Meeting EBRW Benchmark



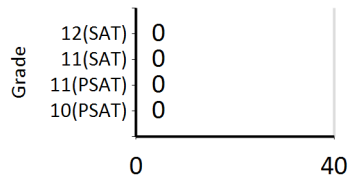
Students Meeting Math Benchmark



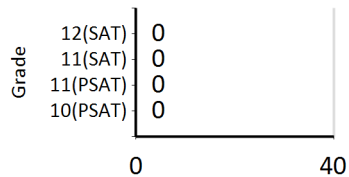
Reading



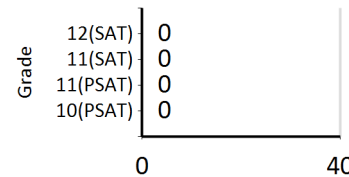
Writing



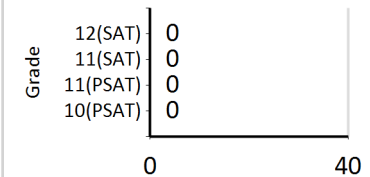
History/Social Science



Science

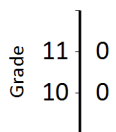


Math

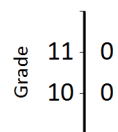


SUBTESTS (PSAT 8/9 & PSAT/NMSQT)

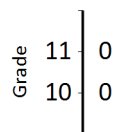
Words In Context



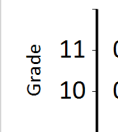
Command of Evidence



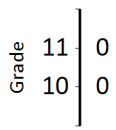
Heart of Algebra



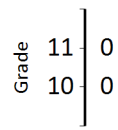
Passport to Adv. Math



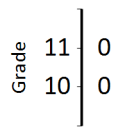
Expression of Ideas



Words In Context



Prob. Solving/Data Analysis



Subsection and Subtest are Average Scores.
Maximum Subtest score is 15.

PSAT Summary :: 24-25 :: 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= 124		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024				
NMSQT Gr. 10	All Students		1047	1062	70.0%	68.5%	511	521	72.9%	68.5%	535	541	84.3%	91.9%				
	Ethnicity	Asian		1065		60.0%		534		60.0%		531		93.3%				
		Cambodian		999		54.5%		498		54.5%		500		90.9%				
		Hispanic	1015	1013	68.8%	54.2%	501	499	68.8%	54.2%	513	514	87.5%	85.4%				
		Other	1118	1093	91.7%	85.0%	540	536	91.7%	85.0%	577	557	91.7%	100.0%				
		White	1061	1144	68.4%	91.3%	507	549	68.4%	91.3%	553	595	84.2%	100.0%				
	Gender	Female	1032	1045	63.3%	66.7%	508	515	66.7%	66.7%	524	530	76.7%	88.2%				
		Male	1057	1070	75.0%	69.0%	513	523	77.5%	69.0%	544	546	90.0%	94.4%				
	Grade	Gr. 10	1047	1062	70.0%	68.5%	511	521	72.9%	68.5%	535	541	84.3%	91.9%				
	SLC	Sato - BIO	1002	1038	60.0%	59.6%	500	504	64.0%	59.6%	502	534	72.0%	93.6%				
		Sato - ENGS	1071	1072	75.6%	73.3%	517	529	77.8%	73.3%	554	542	91.1%	90.7%				
	Special Populations	EL + RFEP		970		44.4%		490		44.4%		480		77.8%				
		GATE/Excel	1111	1100	87.9%	77.6%	534	538	87.9%	77.6%	577	562	90.9%	97.0%				
		Low SES	906	1021	41.7%	50.0%	472	507	58.3%	50.0%	434	513	50.0%	92.9%				
		RFEP		970		44.4%		490		44.4%		480		77.8%				

PSAT Summary :: 24-25 :: Sato

Increase in Average Score or Percent Met			Decrease in Average Score or Percent Met												
Test	Subgroup		Total				Math				Evidence-Based Reading Writing				
			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= 124		2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024	
NMSQT Gr. 11	All Students		1095	1140	64.9%	77.6%	537	568	67.6%	80.2%	557	572	86.5%	93.1%	
	Ethnicity	Asian		1129		71.4%		570		78.6%		559		92.9%	
		Filipino		1188		92.3%		600		92.3%		588		100.0%	
		Hispanic	1034	1115	51.6%	68.8%	502	552	54.8%	68.8%	531	563	74.2%	96.9%	
		Other		1185		82.4%		587		88.2%		598		94.1%	
		White	1190	1137	81.8%	81.3%	580	563	81.8%	81.3%	609	574	100.0%	90.6%	
	Gender	Female		1057	1121	51.7%	73.8%	506	550	55.2%	76.2%	551	570	89.7%	92.9%
		Male		1119	1150	73.3%	79.7%	558	578	75.6%	82.4%	561	572	84.4%	93.2%
	Grade	Gr. 11		1095	1140	64.9%	77.6%	537	568	67.6%	80.2%	557	572	86.5%	93.1%
	SLC	Sato - BIO		1002	1106	53.3%	72.9%	484	544	53.3%	75.0%	518	561	86.7%	91.7%
		Sato - ENGS		1158	1163	72.7%	80.6%	574	584	77.3%	83.6%	584	578	86.4%	94.0%
	Special Populations	EL + RFEP		1006	1046	36.8%	55.0%	491	516	47.4%	55.0%	515	530	73.7%	90.0%
		GATE/Excel		1142	1225	73.5%	93.5%	560	609	79.4%	93.5%	581	615	85.3%	100.0%
		Low SES		1066	1062	55.0%	65.5%	535	532	65.0%	72.4%	531	529	80.0%	89.7%
RFEP		1006	1046	36.8%	55.0%	491	516	47.4%	55.0%	515	530	73.7%	90.0%		

PSAT/SAT EBRW 2024 :: School Comparison Data by Subgroup

All

4/7/26

Level Code	School	Tested	Percent by Benchmark Level				2 yr	3 yr	% Cohort		
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg	
High School	EBRW	Browning	59	42%	34	8	58	58%	↑22		↑17
		Cabrillo	176	47%	37	10	53	53%	↑2		-
		CAMS	502	3%	1	4	97	97%	↑3		↑5
		District	3,660	23%	18	5	77	77%	↓-		↑6
		Jordan	296	48%	40	9	52	52%	↑7		↑7
		Lakewood	441	48%	38	10	52	52%	↓1		↓5
		McBride	202	21%	15	6	79	79%	↑2		-
		Millikan	485	11%	7	4	89	89%	↑2		↑5
		Polytechnic	500	16%	11	4	84	84%	↑-		↑2
		Renaissance	210	45%	37	8	55	55%	↓24		-
		Sato	381	7%	5	3	93	93%	↑5		↑6
		Wilson	386	15%	11	4	85	85%	↑12		↑8

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 2024 :: School Comparison Data by Subgroup

All

4/7/26

Level Code	School	Tested	Percent by Benchmark Level				2 yr	3 yr	% Cohort			
			Not+Nearly Met	Not Met	Nearly Met	Met/Exceeded	Met+Exceeded	Chg	Chg	Chg		
High School	Math	Browning	59	86%	80	7	14	14%	↓1		↓10	
		Cabrillo	176	82%	73	10	18	18%	↓4		-	
		CAMS	502		6%		42	94	94%	↑-		↑3
		District	3,660		51%	42	8	49	49%	↓7		↑1
		Jordan	296	86%	78	8	14	14%	↑1		↓4	
		Lakewood	441	83%	75	8	17	17%	↓9		↓4	
		McBride	202		56%	43	13	44	44%	↓7		-
		Millikan	485		44%	32	12	56	56%	↓5		↑1
		Polytechnic	500		37%	30	8	63	63%	↑4		↑6
		Renaissance	210	81%	77	4	19	19%	↓15		-	
		Sato	381		23%	14	9	77	77%	↑6		↑10
		Wilson	386		55%	43	12	45	45%	↑2		↓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 EBRW 2024 :: School Data by Subgroup

Sato

4/7/26

Category	Tested	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	381	381	7%	53	93	93%	↑5		↑6	
	District		23%	18	5	77	77%	↓-		↑6
Grade	Gr. 10	126	8%	44	92	92%	↑8		-	
		District	21%	16	5	79	79%	↑6		-
	Gr. 11	235	7%	52	93	93%	↑5		↑7	
		District	25%	19	6	75	75%	↓3		↑6
	Gr. 12	20	5%	5	95	95%	-		-	
		District	10%	7	3	90	90%	↓1		-
	PSAT11	119	8%	53	92	92%	↑6		↑9	
		District	25%	16	8	75	75%	↑2		↑6
SAT11	116	7%	52	93	93%	↑4		↑6		
	District	26%	21	4	74	74%	↓6		↑5	
Ethnicity	Hispanic	124	10%	6	3	90	90%	↑12		↑7
		District	32%	25	7	68	68%	↓-		↑4
	White	95	6%	51	94	94%	↓2		-	
		District	8%	6	2	92	92%	↑1		↑4
	Other	55	4%	4	96	96%	↑-		↑4	
		District	14%	9	5	86	86%	↑2		↑5
	Asian	46	7%	42	93	93%	↑-		↑8	
		District	10%	8	2	90	90%	↓1		↑8
	Filipino	35	3%	3	97	97%	↑18		↑20	
		District	12%	8	4	88	88%	↑6		↑9
African American	25	16%	4	12	84	84%	-		-	
	District	40%	33	8	60	60%	↓3		↑4	
Cambodian	25	8%	8	92	92%	-		-		

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 2024 :: School Data by Subgroup

Sato

4/7/26

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
Ethnicity	Cambodian	District	16%	12	3	84	84%	↑5		↑18
Gender	Female	147	10%	7	3	90	90%	↑2		↑7
		District	25%	19	7	75	75%	↓3		↑5
	Male	232	6%	3	3	94	94%	↑6		↑5
		District	20%	16	4	80	80%	↑3		↑6
Special Populations	EL + RFEP	64	17%	16	2	83	83%	↑8		↑4
		District	34%	27	7	66	66%	↓-		↑5
	RFEP	64	17%	16	2	83	83%	↑8		↑4
		District	30%	23	7	70	70%	↑1		↑5
	ELL	District	100%	94	6	0%	0%	↓4		-
	GATE/Excel	169	1%	1	1	99	99%	↑8		↑6
		District	6%	4	2	94	94%	↑1		↑6
	Low SES	92	12%	8	4	88	88%	↑9		↑23
		District	34%	27	7	66	66%	↑3		↑9
	Homeless	District	35%	25	10	65	65%	↑6		-
	Homeless/Foster	District	36%	26	10	64	64%	↑6		-
	Special Ed.	District	71%	66	5	29	29%	↓3		-
Spec Ed. Speech/RSP	District	71%	66	6	29	29%	↓-		-	

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 2024 :: School Data by Subgroup

Sato

4/7/26

Category	Tested	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	381	381	23%	14	9	77	77%	↑6		↑10
	District		51%	42	8	49	49%	↓7		↑1
Grade	Gr. 10	126	31%	15	16	69	69%	↓4		-
		District		50%	38	12	50	50%	↓6	
	Gr. 11	235	20%	14	6	80	80%	↑13		↑12
		District		55%	48	7	45	45%	↓9	
	Gr. 12	20	20%	10	10	80	80%	-		↑3
		District		23%	18	5	77	77%	↑1	
	PSAT11	119	20%	12	8	80	80%	↑12		↑13
		District		52%	43	9	48	48%	↓5	
	SAT11	116	19%	16	3	81	81%	↑14		↑12
		District		57%	51	6	43	43%	↓11	
Ethnicity	Hispanic	124	33%	21	12	67	67%	↑9		↑11
		District		64%	56	8	36	36%	↓7	
	White	95	17%	8	8	83	83%	↑2		↑4
		District		35%	25	10	65	65%	↓6	
	Other	55	15%	9	5	85	85%	↑-		↑4
		District		39%	30	8	61	61%	↓4	
	Asian	46	28%	13	15	72	72%	↑6		↑25
		District		26%	19	8	74	74%	↓6	
	Filipino	35	14%	11	3	86	86%	↑19		↑10
		District		38%	29	9	62	62%	↓6	
Cambodian	25	28%	12	16	72	72%	-		-	
	District		45%	33	12	55	55%	↓9		↑8
African American	25	20%	16	4	80	80%	-		-	

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 2024 :: School Data by Subgroup

Sato

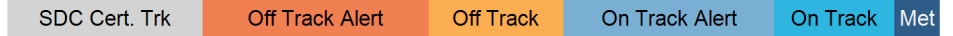
4/7/26

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		
Ethnicity	African American	District	72%	65	6	28		28%	↓3		↑5
Gender	Female		147	27%	18	8	73	73%	↑12		↑10
		District	56%	47	9	44	44%	↓8		↑-	
	Male		232	22%	11	10	78	78%	↑2		↑11
		District	43%	36	8	57	57%	↓5		↑2	
Special Populations	EL + RFEP		64	44%	30	14	56	56%	↑7		↑12
		District	61%	54	7	39	39%	↓4		↓3	
	RFEP		64	44%	30	14	56	56%	↑7		↑12
		District	59%	52	7	41	41%	↓3		↓3	
	ELL	District	100%	94	6		0%		↓4		-
	GATE/Excel		169	11%	5	7	89	89%	↑3		↑7
		District	29%	19	10	71	71%	↓6		↑2	
	Low SES		92	32%	17	14	68	68%	↑7		↑37
		District	66%	58	8	34	34%	↓5		↑3	
	Homeless	District	76%	65	11	24	24%	↓3		-	
	Homeless/Foster	District	77%	65	12	23	23%	↓3		-	
	Special Ed.	District	90%	87	4	10	10%	↓15		-	
Spec Ed. Speech/RSP	District	91%	87	4	9	9%	↓13		-		

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.

On/Off Track for Graduation 2024-2025 :: School Data by Subgroup Sato

Legend



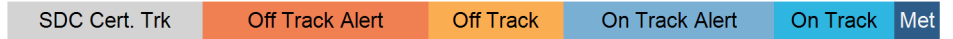
Category		# Students	Percent by Category		
All Students	550	550	3	76	22
Grade	Gr. 09	178	2	98	
	Gr. 10	128	3	97	
	Gr. 11	118		100	
	Gr. 12	126	6	94	
Ethnicity	African American	34	3	82	15
	Asian	70		79	21
	Cambodian	40		78	23
	Filipino	53	2	75	23
	Hispanic	206	5	69	26
	White	119		78	21
	Other	65	2	86	12
Gender	Female	204	3	75	21
	Male	344	2	76	22
Special Populations	Low SES	148	3	74	22
	RFEP	108		69	31
	EL + RFEP	110		69	30
	GATE/Excel	240	3	77	20
SLC	Sato - BIO	199	4	67	29
	Sato - ENGS	300	1	79	20

On/Off Track for A to G

2024-2025 :: School Data by Subgroup

Sato

Legend



Category		# Students	Percent by Category		
All Students	550	550	5	74	20
Grade	Gr. 09	177	2	98	
	Gr. 10	128	2	98	
	Gr. 11	119	8	92	
	Gr. 12	126	11	89	
Ethnicity	African American	35	11	77	11
	Asian	70	1	79	20
	Cambodian	40	5	78	18
	Filipino	53	2	74	25
	Hispanic	206	8	68	24
	White	119	5	75	20
	Other	64	2	88	11
Gender	Female	204	5	75	20
	Male	344	6	74	21
Special Populations	Low SES	149	9	71	20
	RFEP	108	6	65	30
	EL + RFEP	110	5	65	29
	GATE/Excel	240	4	77	19
SLC	Sato - BIO	199	7	65	29
	Sato - ENGS	301	5	77	18

Sato

SBAC Met or Exceeded Standards

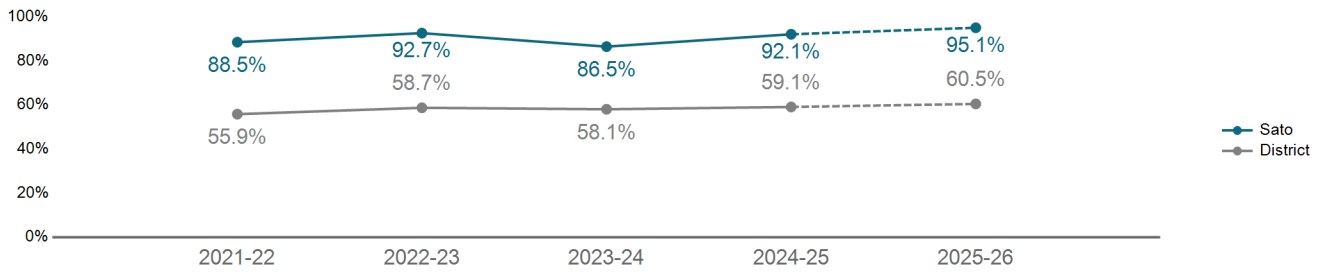
Test	Subgroup	2023-24	2024-25	2 Year Change
ELA	All	94%	91%	-3% ▼
	Hispanic	93%	97%	4% ▲
	White	100%	83%	-17% ▼
	Other	100%	81%	-19% ▼
	Asian	100%	93%	-7% ▼
	Filipino	85%	100%	15% ▲
	African American	80%	100%	20% ▲
	Cambodian	100%	86%	-14% ▼
Math	All	71%	86%	15% ▲
	Hispanic	64%	81%	17% ▲
	White	84%	93%	9% ▲
	Other	63%	88%	25% ▲
	Asian	80%	71%	-9% ▼
	Filipino	69%	92%	23% ▲
	African American	80%	88%	8% ▲
	Cambodian	78%	71%	-6% ▼
Science	All	45%	63%	19% ▲
	Hispanic	24%	57%	34% ▲
	White	63%	83%	20% ▲
	Asian	55%	57%	3% ▲
	Filipino	75%	46%	-29% ▼
	Cambodian	50%	50%	0%
	Other	14%	63%	48% ▲
	African American	50%	80%	30% ▲
	American Indian	100%	100%	0%

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

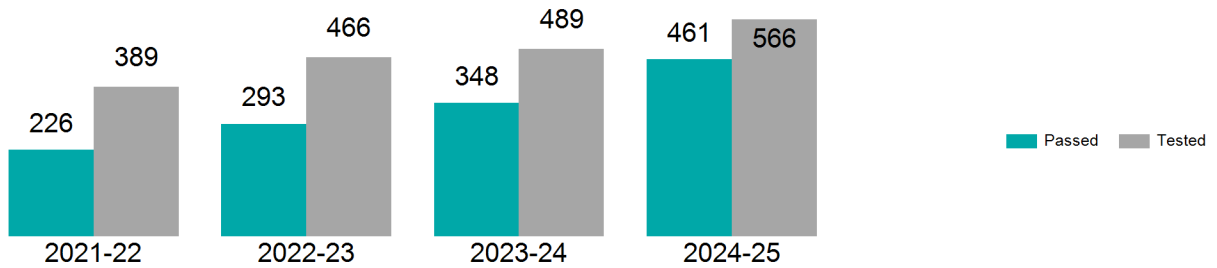
Note: Some rates are rounded to the nearest percent.

Course Enrollment



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

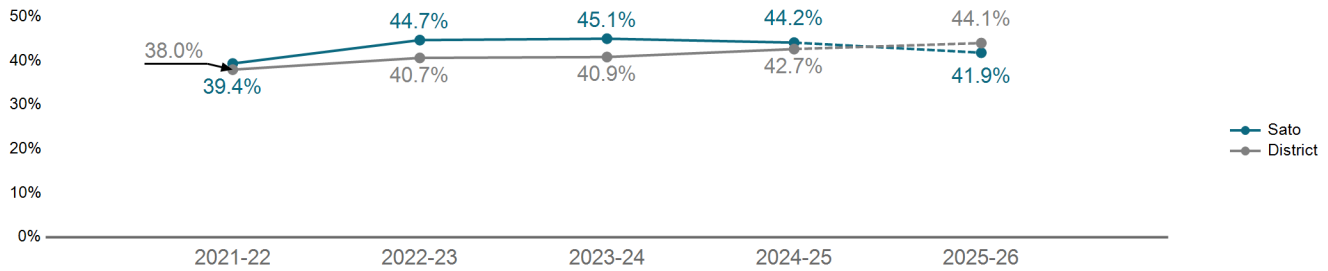
Exams Taken and Passed



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

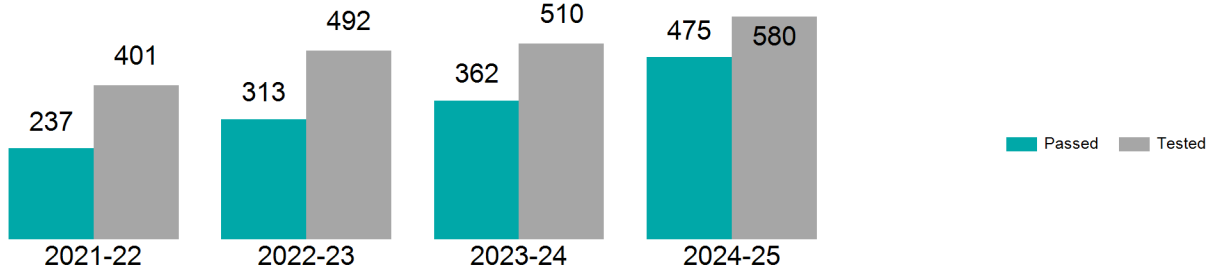
Advanced Placement (AP) - Grades 9-12

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.

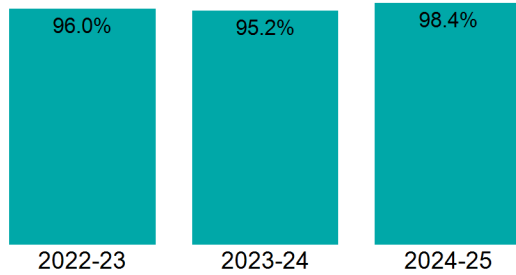
Note: Some rates are rounded to the nearest percent.

Algebra Proficiency for 9th Grade



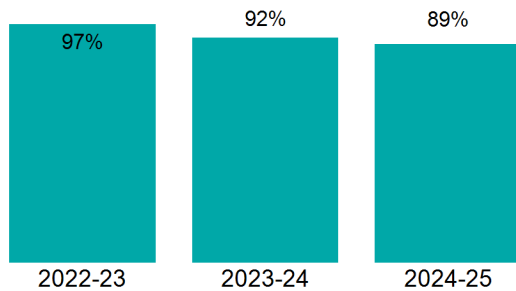
Percent of 9th grade students with a 'C' or better in Algebra.
* Note that due to the COVID-19 school closures, pass/fail grades were given in the 2019-20 school year.

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

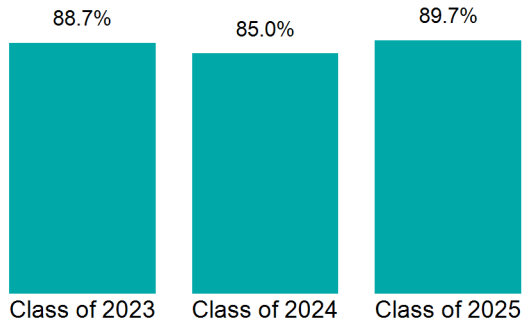


UC/CSU entrance requirements include a minimum 15-unit pattern of courses for admission as a first-time freshman. Each unit is equal to a year of study in a subject area (A-G). A grade of C or better is required for each course you use to meet any subject requirement.

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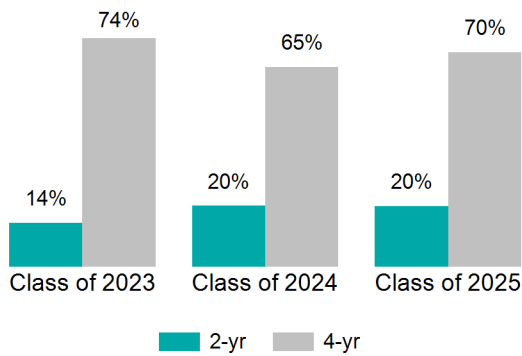
Note: Some rates are rounded to the nearest percent.

College Enrollment



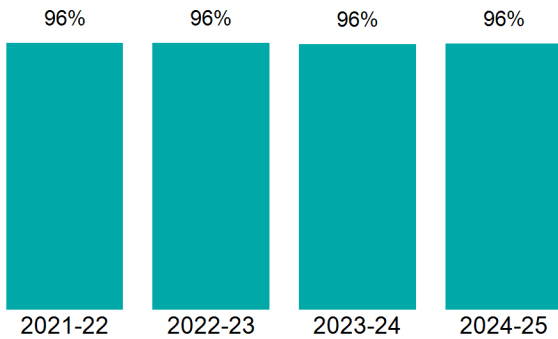
Percent of graduates enrolled in higher education within the first year after high school graduation.

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.

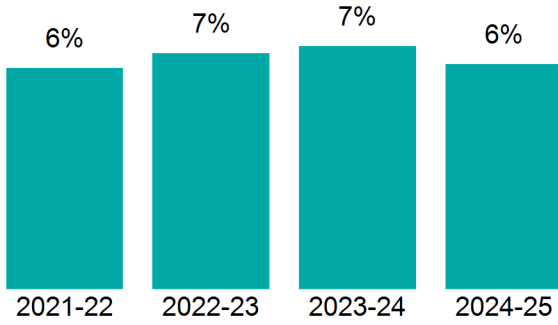
Attendance



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

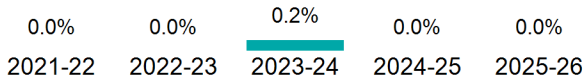
Note: Some rates are rounded to the nearest percent.

Chronic Absenteeism



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

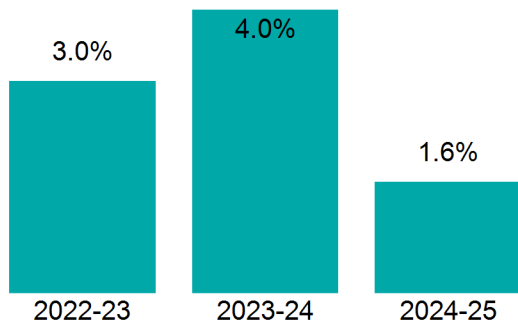


The suspension rate is calculated using an unduplicated count of students suspended one or more times divided by cumulative enrollment.

Number of Expulsions

2022-23	0
2023-24	0
2024-25	0
2025-26	0

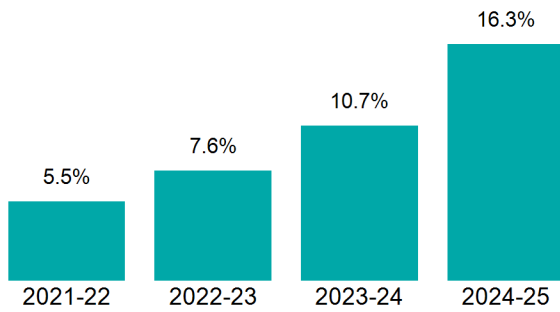
Dropout



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.

Sato

2023-2024

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2023-2024	YR	All	All	1		
		Grade	Gr. 09	1		
		Ethnicity	African American	1		
		Gender	Female	1		
		GATE/Excel	GATE/Excel	1		
		Homeless	Homeless	1		
		LowSES	Low SES	1		
		SLC	Sato - BIO	1		

Sato

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All			1
		Grade	Gr. 12			1
		Ethnicity	Hispanic			1
		Gender	Female			1
		Fluency	EL + RFEP			1
			RFEP			1
		GATE/Excel	GATE/Excel			1
		SLC	Sato - BIO			1

Sato

2020-2021

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome.

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2020-2021	YR	All	All			1
		Grade	Gr. 10			1
		Ethnicity	Asian			1
		Gender	Male			1
		SLC	Sato - ENGS			1

Sato

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

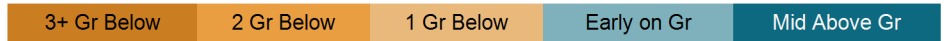
Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All		12	
		Grade	Gr. 09		6	
			Gr. 10		4	
			Gr. 11		2	
		Ethnicity	Asian		3	
			Filipino		4	
			Hispanic		3	
			White		2	
		Gender	Female		4	
			Male		8	
		Fluency	EL + RFEP		2	
			RFEP		2	
		GATE/Excel	GATE/Excel		5	
		LowSES	Low SES		2	
		SLC	Sato - BIO		3	
			Sato - DUAL		1	
			Sato - ENGS		8	

i-Ready Reading Overall Relative Placement
School Data by Subgroup
Sato 2024-2025 Grade 9



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category	
					3+ Gr Below	2 Gr Below
9	All Students	All	2	2	50	50
	Teacher	Ovalle-Perez, T	2	1	100	
		Parker, M	2	1	100	
	Ethnicity	Hispanic	2	2	50	50
	Gender	Male	2	2	50	50
	Special Populations	Low SES	2	2	50	50
		ELL	2	2	50	50
		EL + RFEP	2	2	50	50
		Special Ed.	2	1	100	
		Spec Ed. Speech/RSP	2	1	100	
SLC	Sato - ENGS	2	1	100		



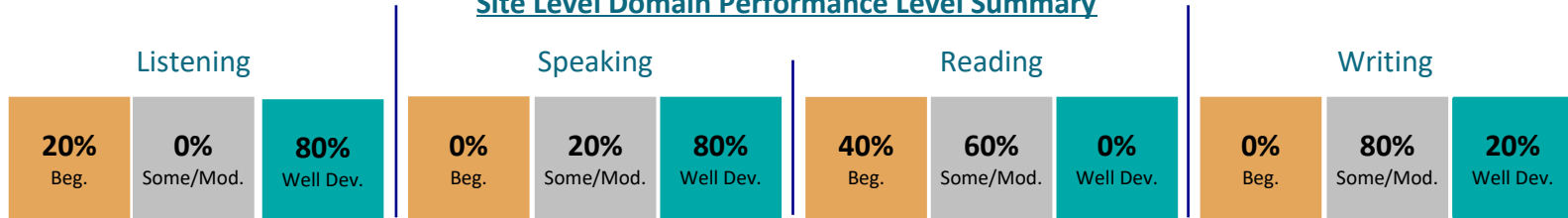
ELPAC Summative Assessment Grade Level Summary 2024-2025

Site :: Sato

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



Grade Level Performance Summary (Overall and by Domain)

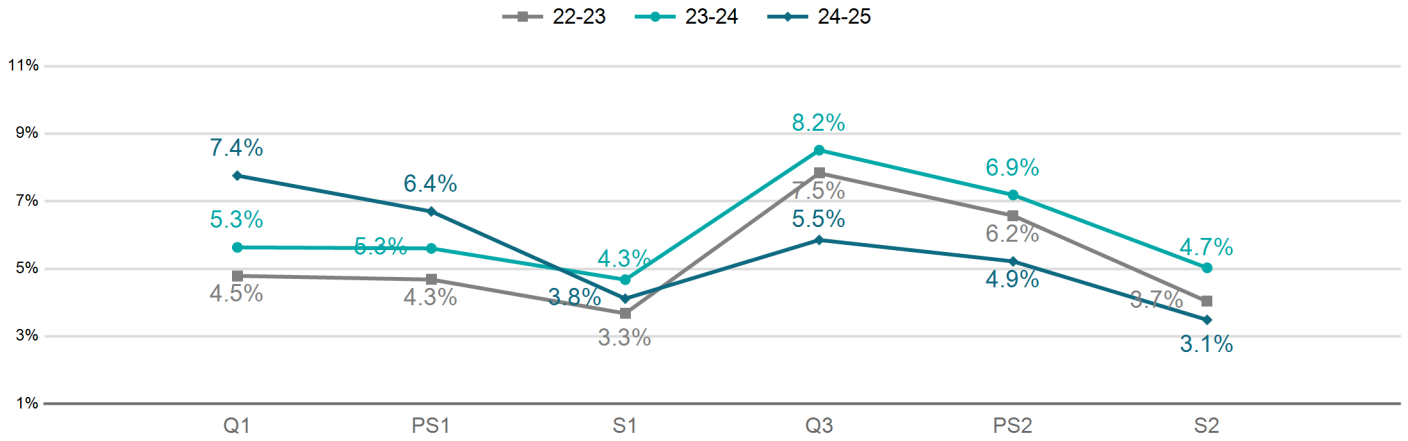
Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
09	0%	33%	33%	33%	33%	0%	67%	0%	33%	67%	33%	67%	0%	0%	100%	0%
12	0%	0%	0%	100%	0%	0%	100%	0%	0%	100%	50%	50%	0%	0%	50%	50%

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



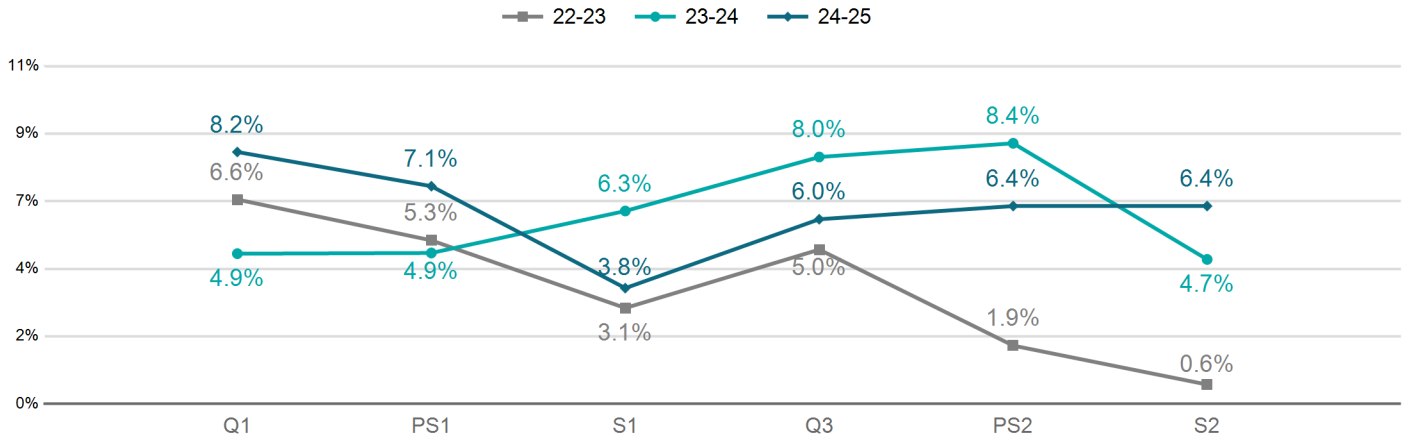
Graphs for subgroups on following pages.

Sato D/F Rate - 3 year Comparison

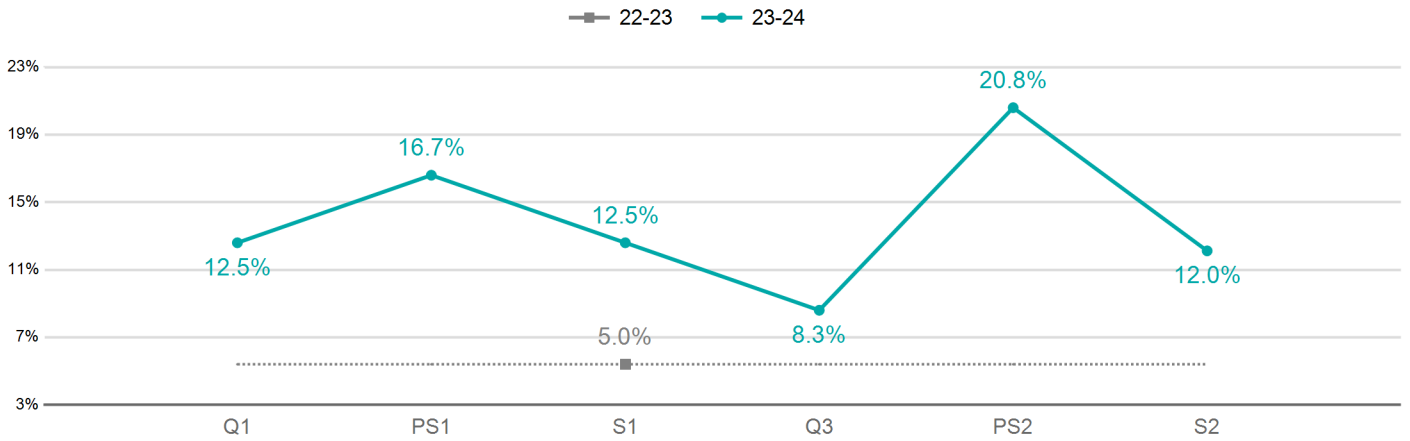
Percent of total grades that are Ds or Fs

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

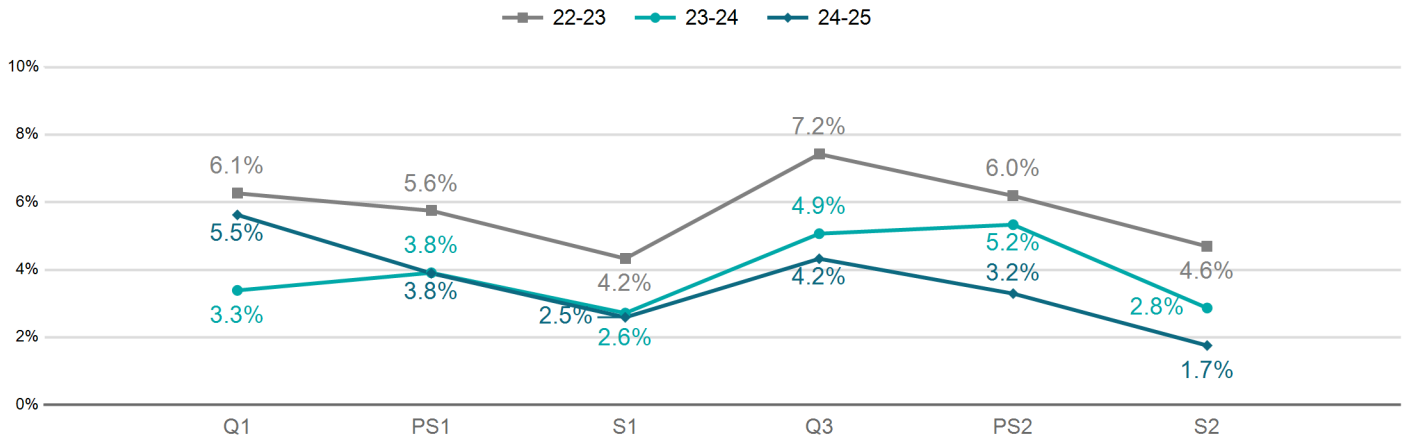
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian



Category: Ethnicity - Subgroup: Asian

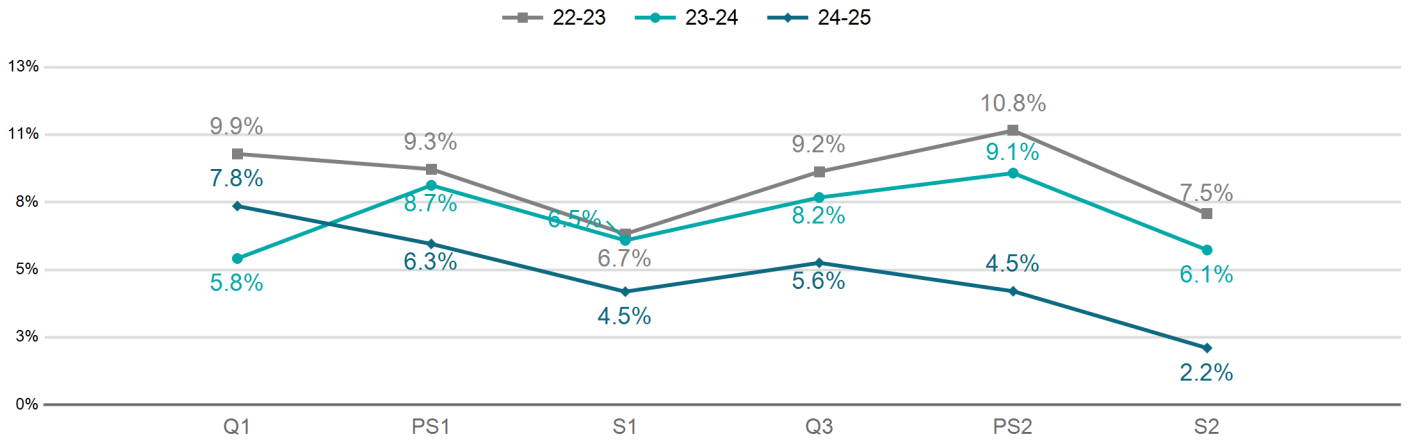


Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

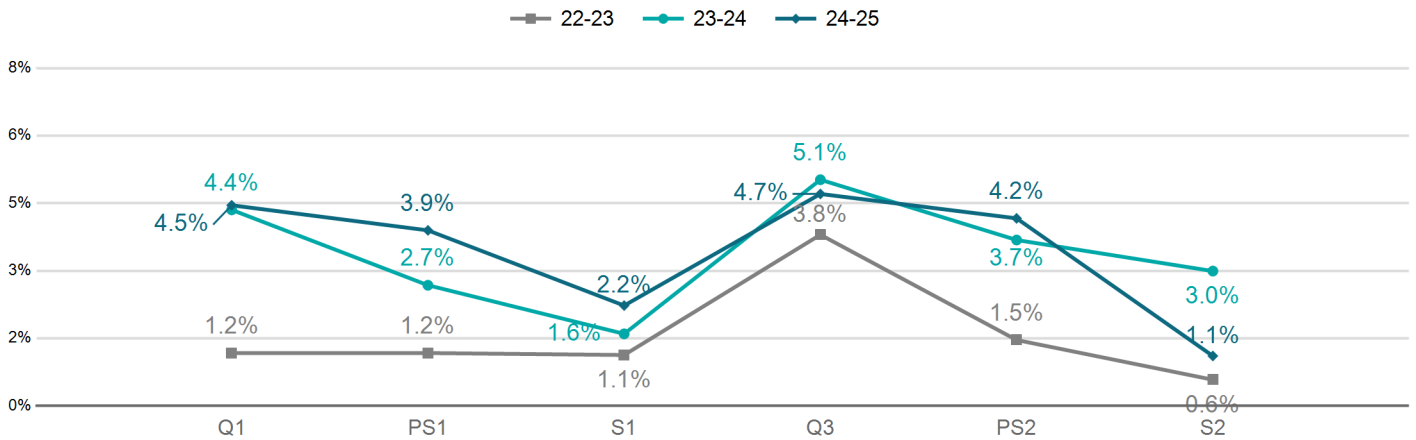
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial

Category: Ethnicity - Subgroup: Cambodian



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

Category: Ethnicity - Subgroup: Filipino

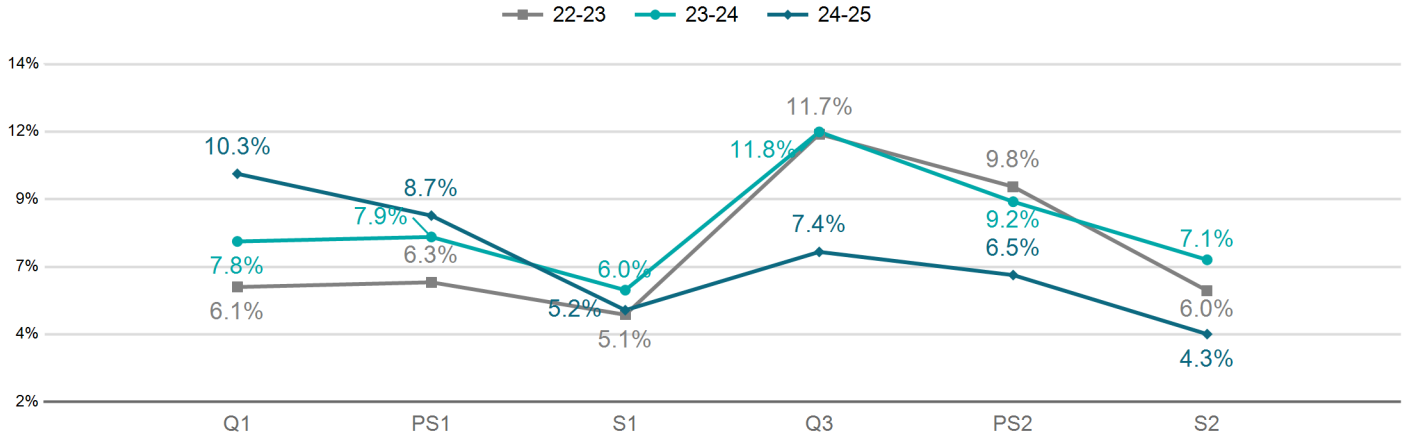


Category: Ethnicity - Subgroup: Hispanic

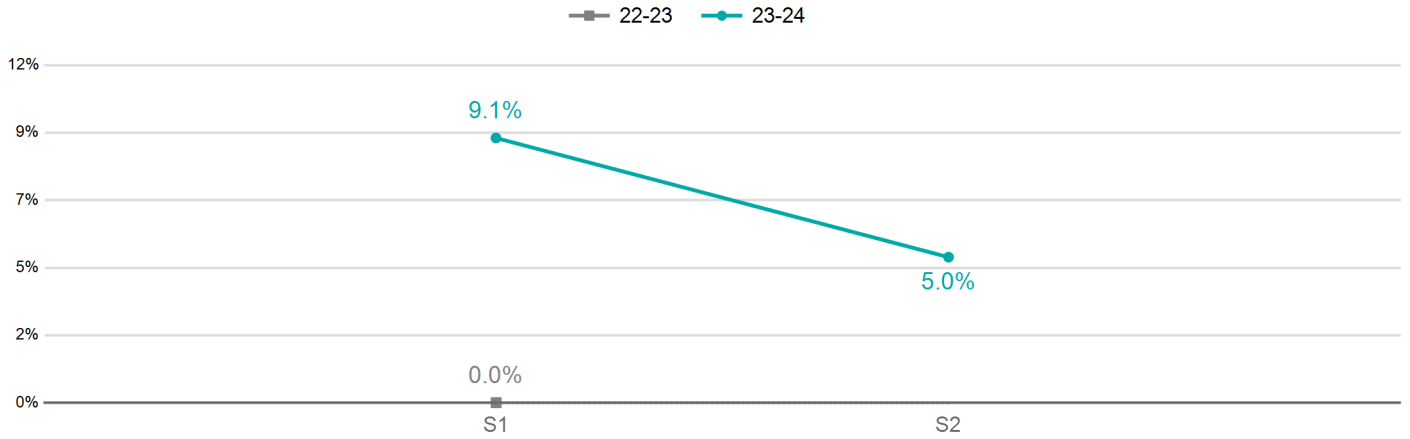
Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

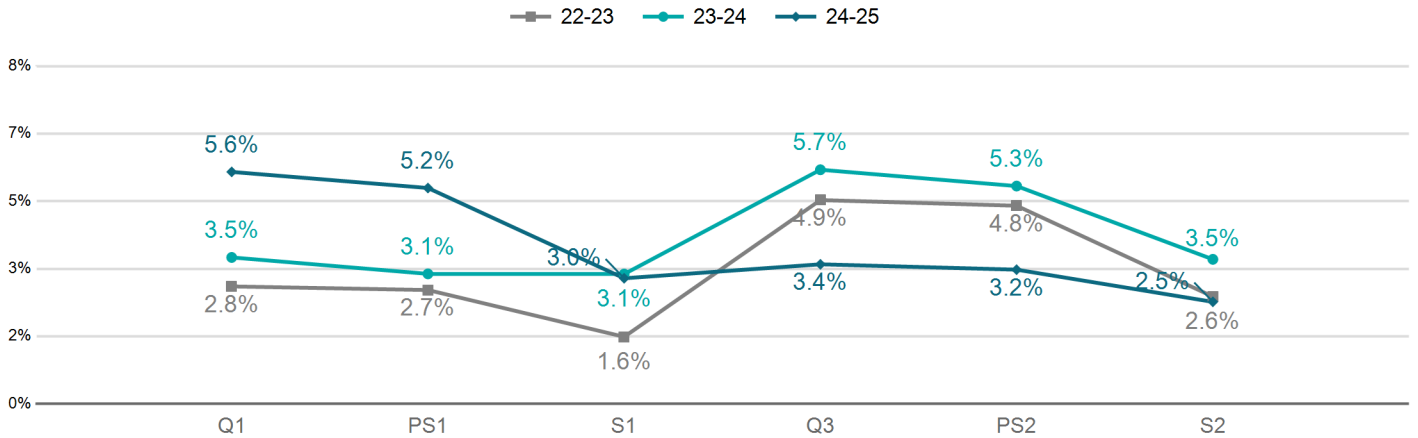
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White

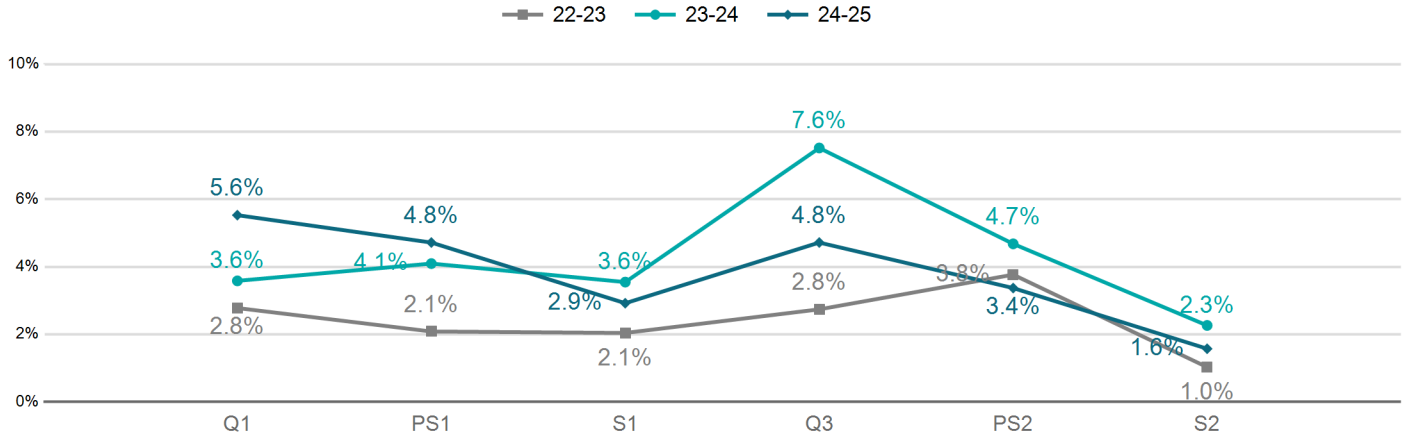


Category: Ethnicity - Subgroup: Other

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

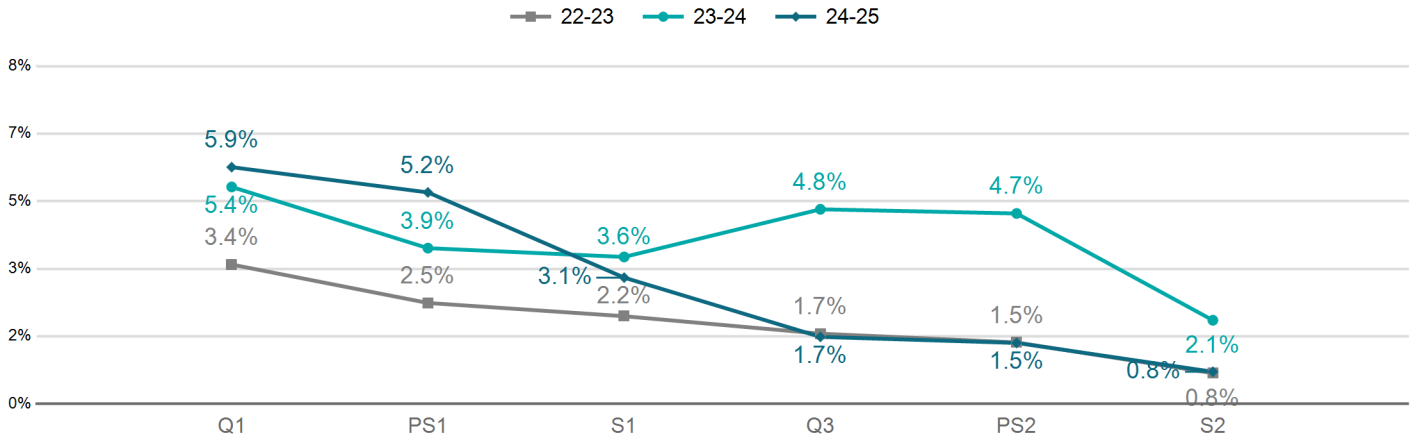


Sato D/F Rate - 3 year Comparison

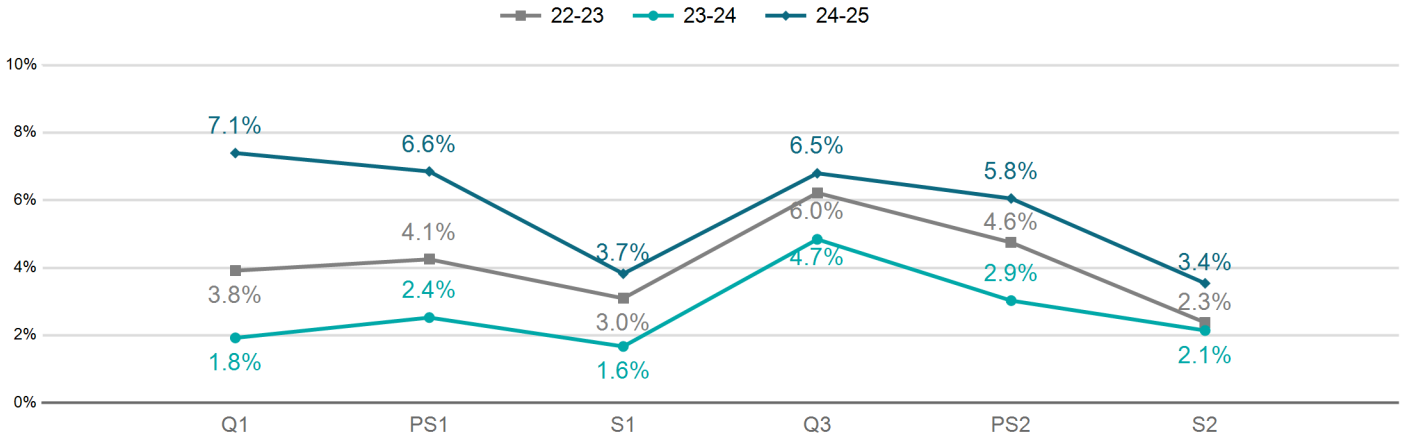
Percent of total grades that are Ds or Fs

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

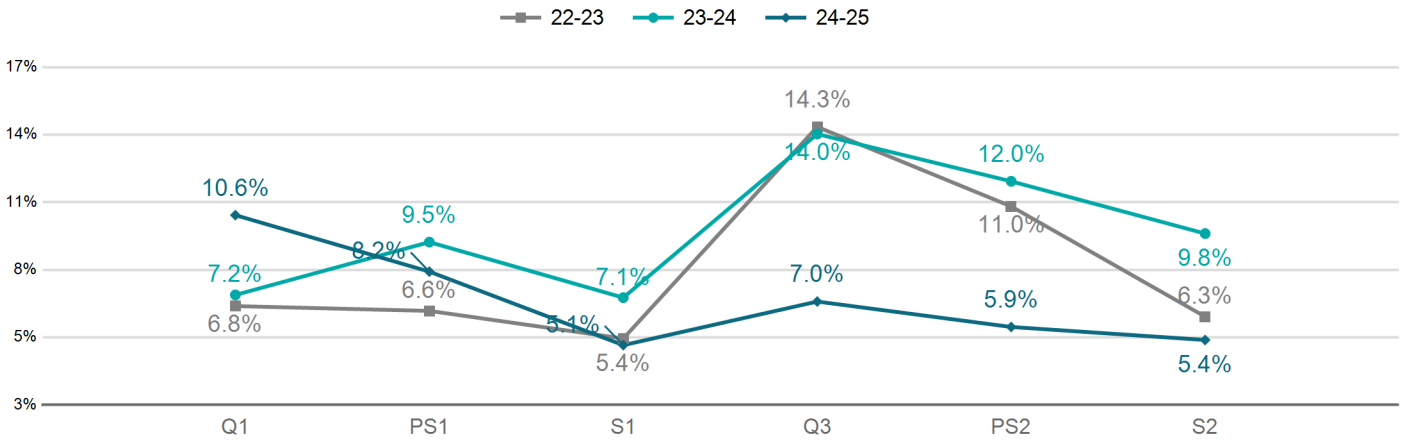
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



Category: Grade - Subgroup: Gr. 11

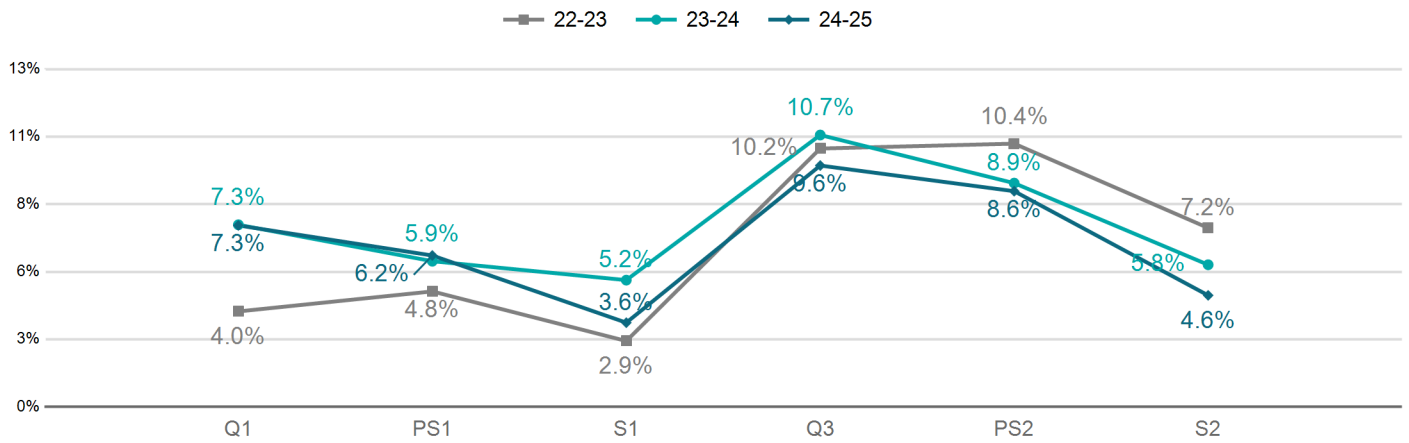


Sato D/F Rate - 3 year Comparison

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

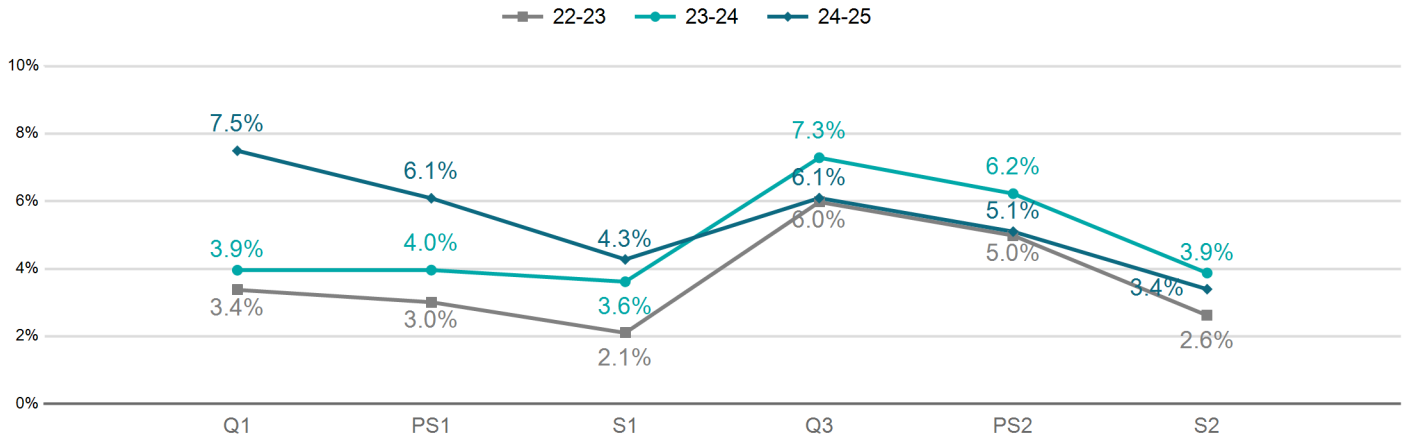


Sato D/F Rate - 3 year Comparison

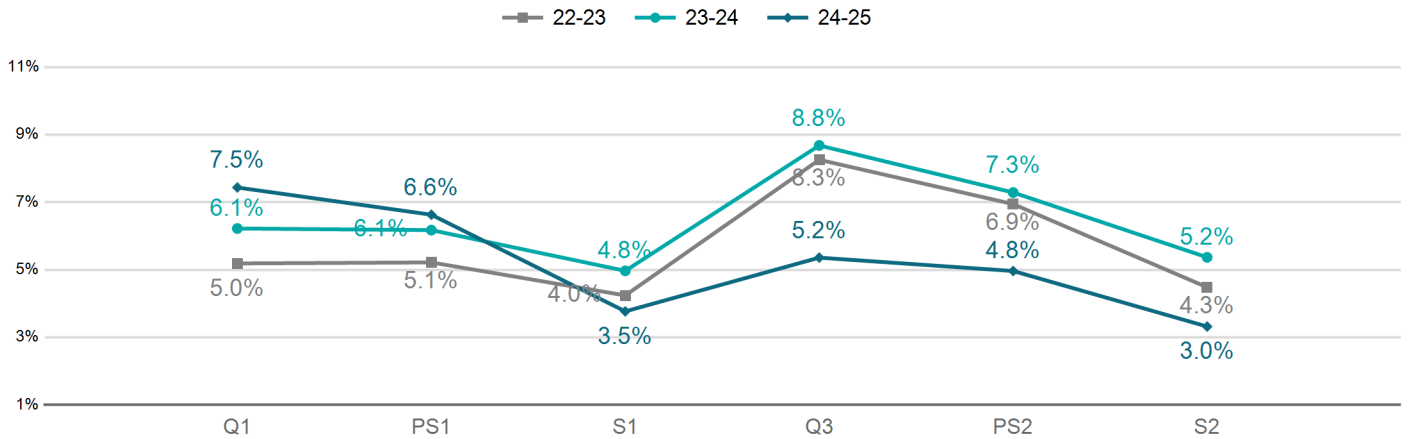
Percent of total grades that are Ds or Fs

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

Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

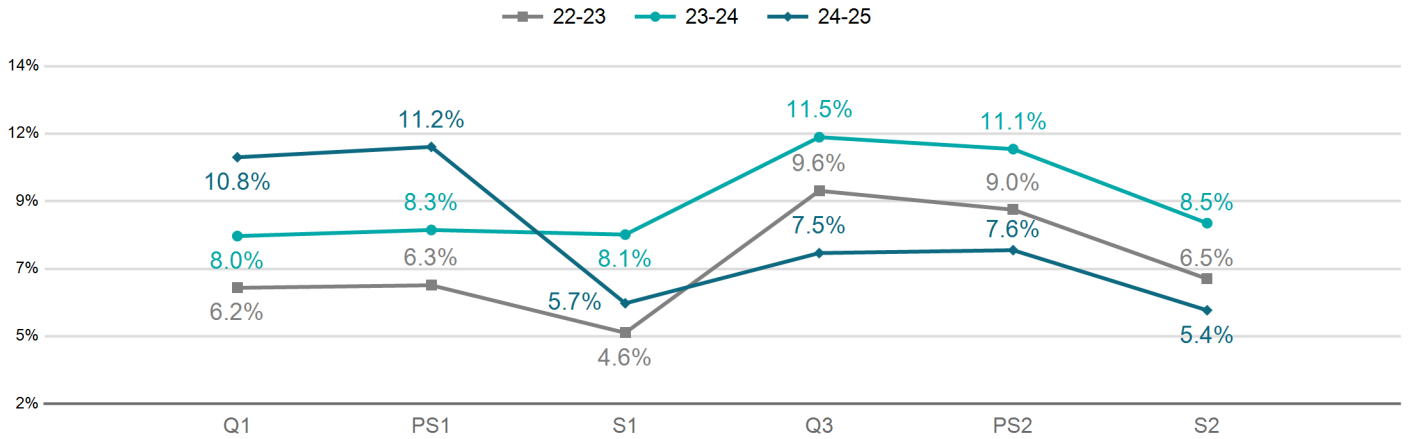


Sato D/F Rate - 3 year Comparison

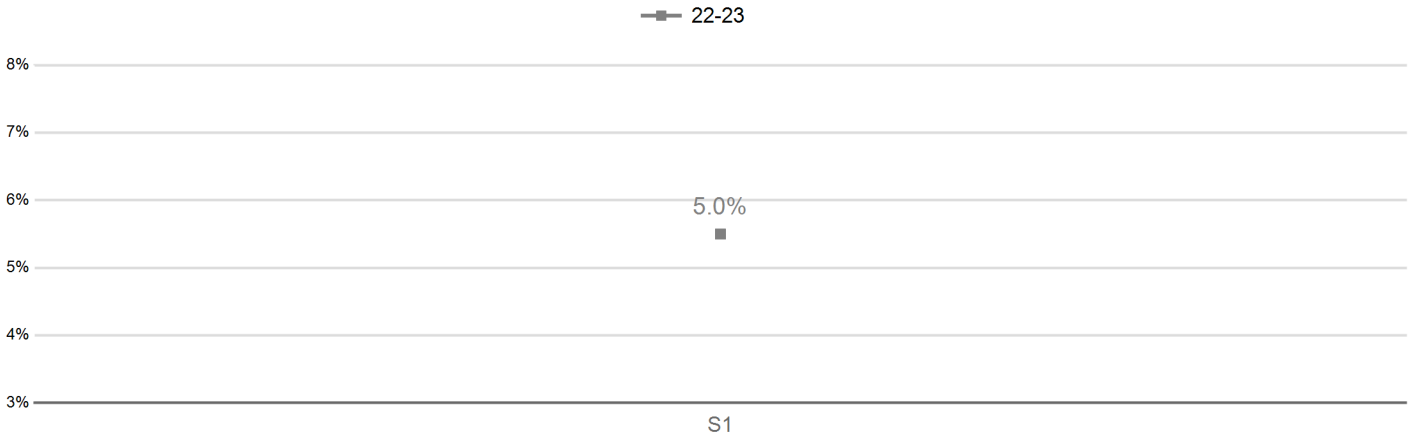
Percent of total grades that are Ds or Fs

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

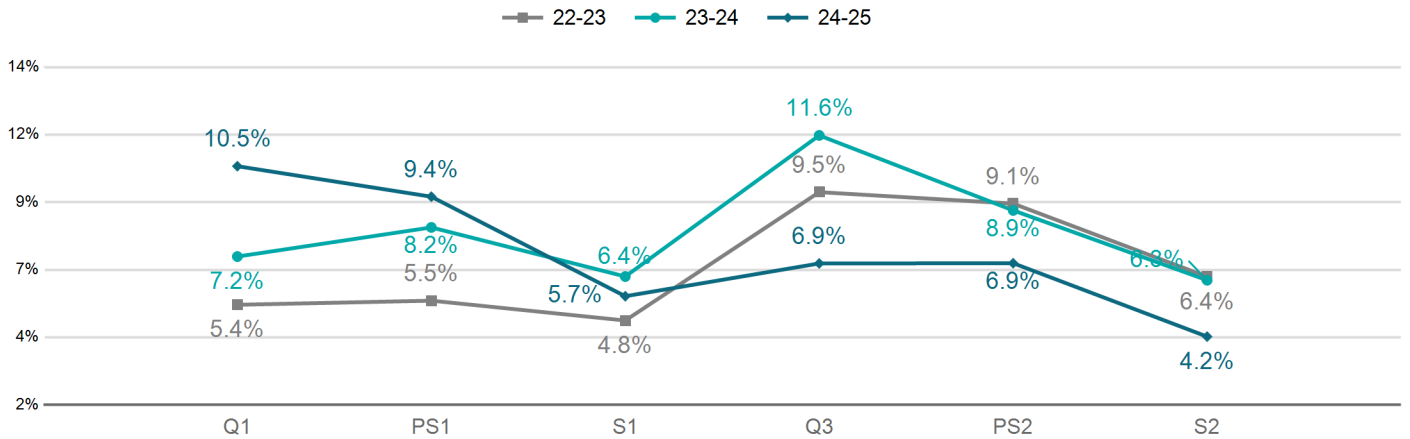
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL



Category: Special Populations - Subgroup: RFEP

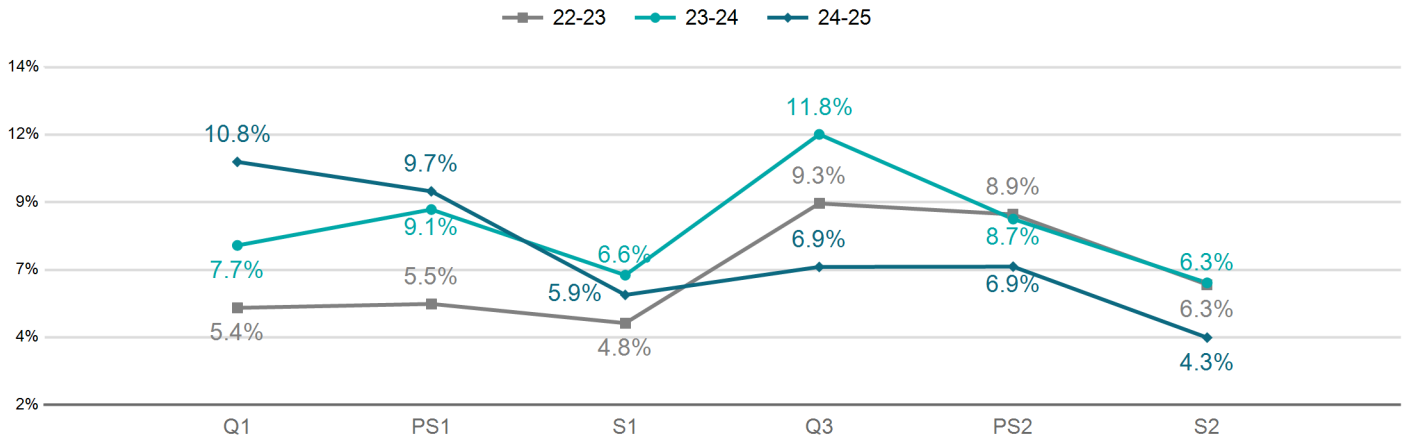


Sato D/F Rate - 3 year Comparison

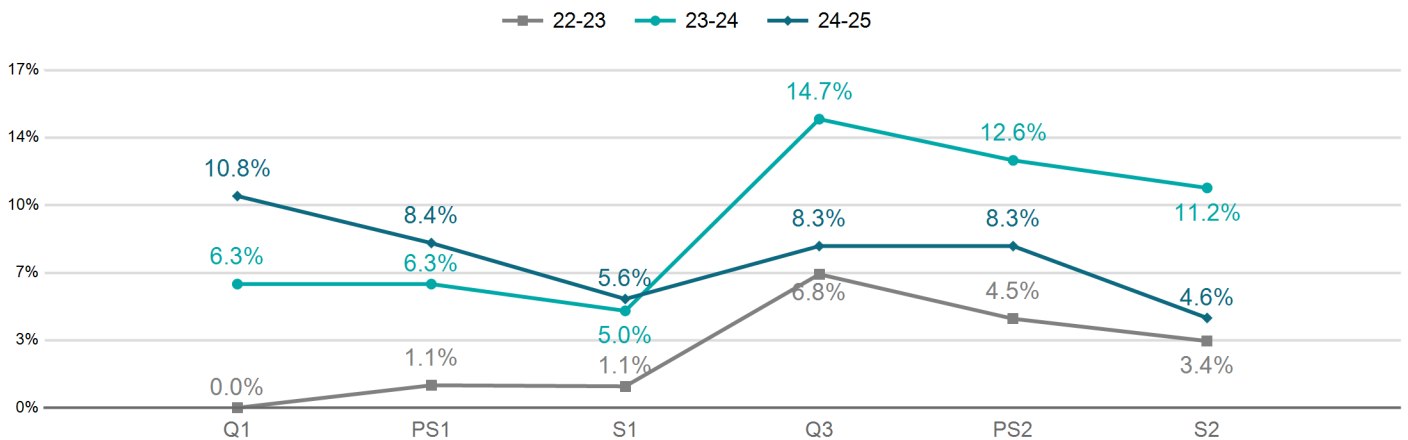
Percent of total grades that are Ds or Fs

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

Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.

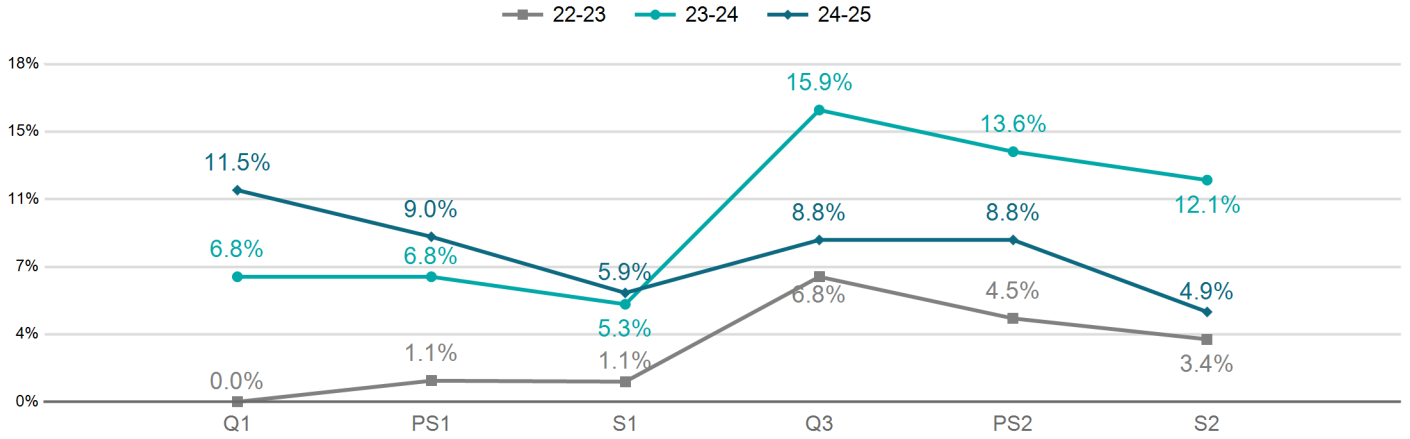


Category: Special Populations - Subgroup: Spec Ed. Speech/RSP

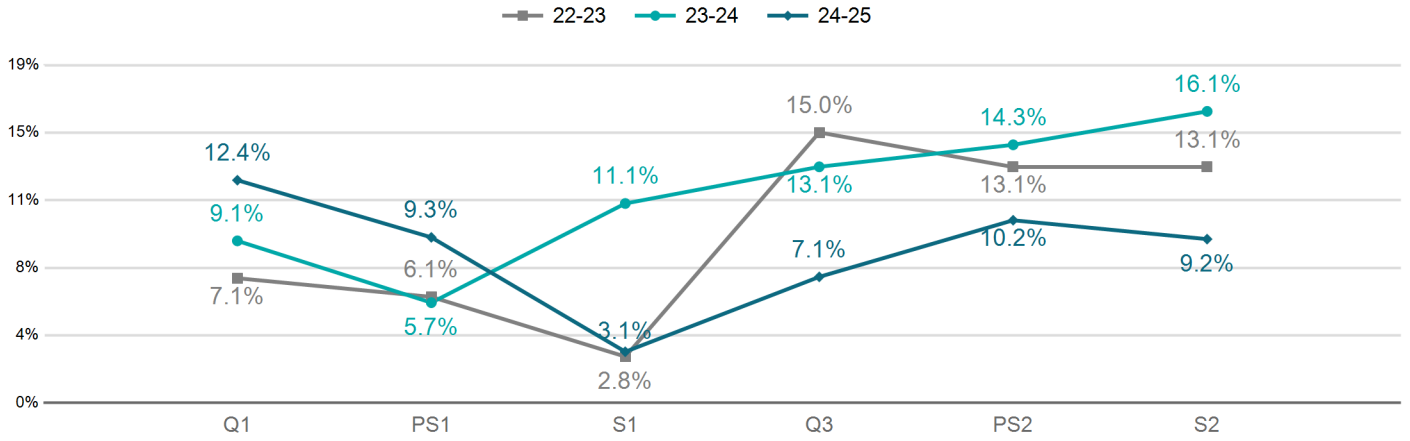
Sato D/F Rate - 3 year Comparison

Percent of total grades that are Ds or Fs

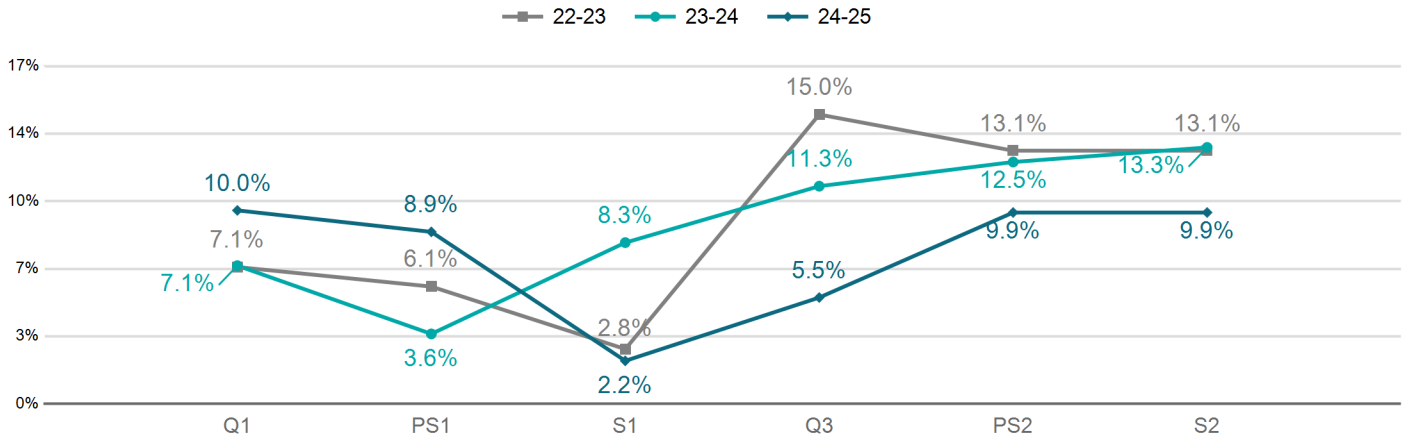
Included Departments: Art, Career Technical Education, ELD, English, General Studies, History/Social Science, Industrial



Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Homeless

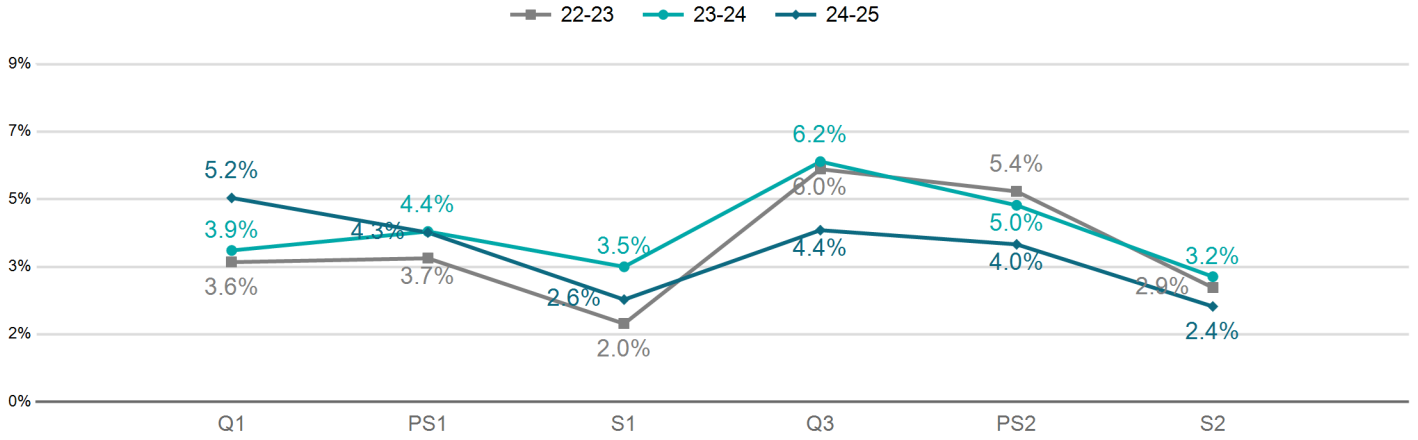


Category: Special Populations - Subgroup: GATE/Excel

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

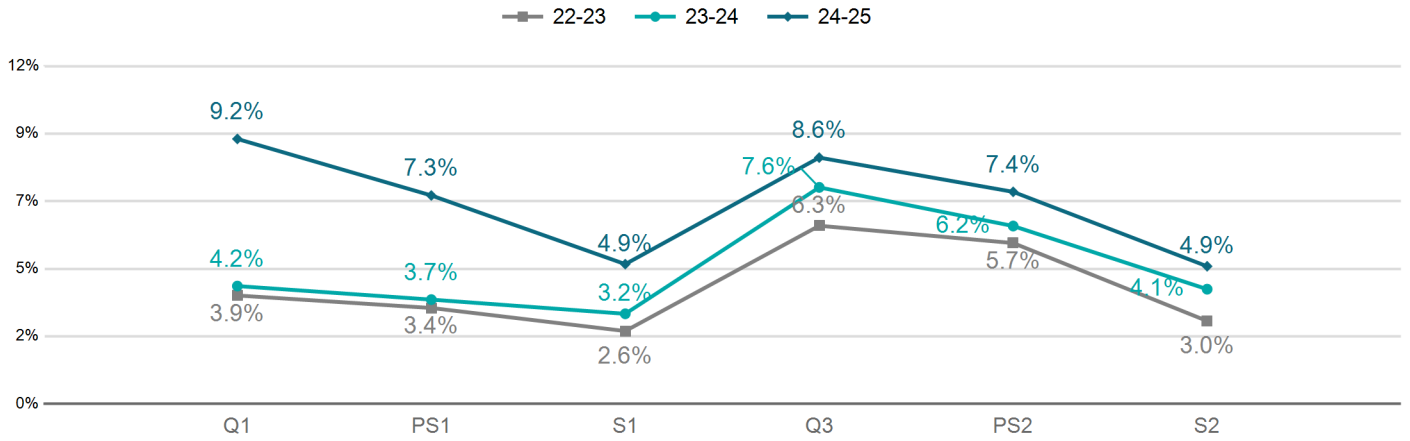


Sato D/F Rate - 3 year Comparison

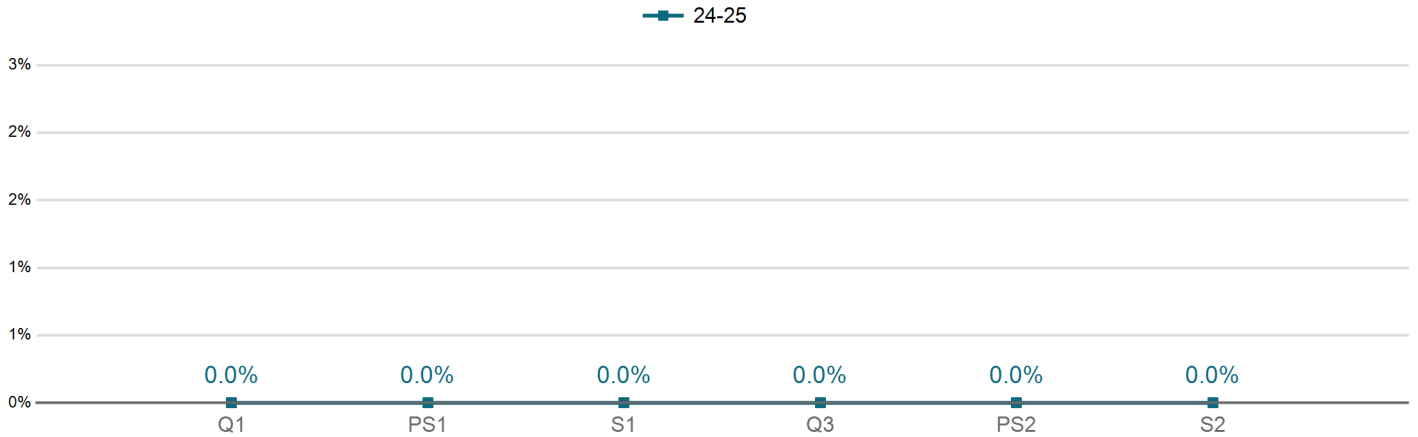
Percent of total grades that are Ds or Fs

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

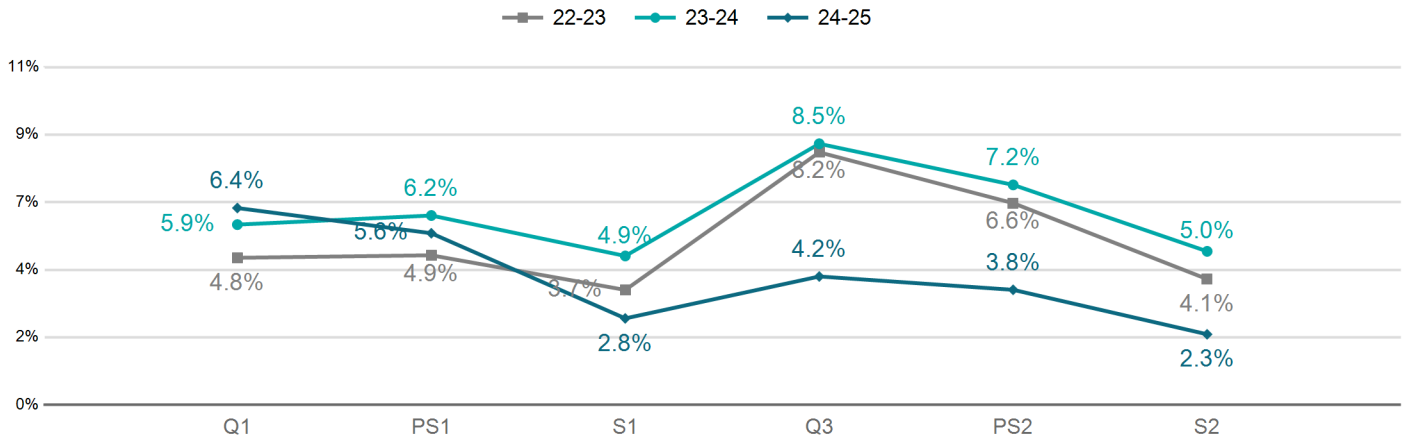
Category: SLC - Subgroup: Sato - BIO



Category: SLC - Subgroup: Sato - DUAL



Category: SLC - Subgroup: Sato - ENGS



Legend
F
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A

Grade Distribution - Sato

2024-2025 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

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate		
All Students	3,628	3,628	2	11	26	59	3.1%	96.9%		
Grade	Gr. 09	1,260	8	25	66		0.8%	99.2%		
	Gr. 10	912	2	29	23	64	3.4%	96.6%		
	Gr. 11	746	5	15	26	53	5.4%	94.6%		
	Gr. 12	710	1	3	15	32	48	4.6%	95.4%	
Ethnicity	African American	234	2	5	15	25	54	6.4%	93.6%	
	American Indian	12	8	25				8.3%	91.7%	
	Asian	469	1	9	22	68		1.7%	98.3%	
	Cambodian	268	1	4	11	27	59		2.2%	97.8%
	Filipino	358	1	10	26	62		1.1%	98.9%	
	Hispanic	1,334	1	3	12	30	54		4.3%	95.7%
	Pacific Islander	7	2	9	22	68		1.7%	98.3%	
	White	772	2	10	22	65		2.5%	97.5%	
	Other	442	2	10	28	60		1.6%	98.4%	
Gender	Female	1,358	1	2	10	23	64		3.4%	96.6%
	Male	2,255	3	12	28	57		3.0%	97.0%	
	Nonbinary	15			27	73		0.0%	100.0%	
Special Populations	Low SES	993	1	4	15	31	49		5.4%	94.6%
	ELL	14	7	7	43	43		7.1%	92.9%	
	RFEP	709	4	13	29	53		4.2%	95.8%	
	EL + RFEP	723	4	13	30	53		4.3%	95.7%	
	Special Ed.	109	5	18	37	40		4.6%	95.4%	
	Spec Ed. Speech/RSP	102	5	20	39	36		4.9%	95.1%	
	Homeless/Foster	98	3	6	16	30	45		9.2%	90.8%
	Foster	7			43	43	14		0.0%	100.0%
	Homeless	91	3	7	14	29	47		9.9%	90.1%
Pathway	GATE/Excel	1,635	1	4	8	22	67		2.4%	97.6%
	Sato - BIO	1,296	2	3	13	26	56		4.9%	95.1%
	Sato - DUAL	21	5	19	76		0.0%	100.0%		
Sato - ENGS	1,998	2	10	27	61		2.3%	97.7%		

The percentages may not equal 100% due to rounding.

Legend
F
D
C
B
A

Grade Distribution - Sato

2024-2025 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

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	3,626	3,626	4.9%	95.1%
Grade	Gr. 09	1,260	1.5%	98.5%
	Gr. 10	912	5.8%	94.2%
	Gr. 11	745	5.9%	94.1%
	Gr. 12	709	8.6%	91.4%
Ethnicity	African American	234	6.4%	93.6%
	American Indian	12	25.0%	75.0%
	Asian	469	3.2%	96.8%
	Cambodian	268	4.5%	95.5%
	Filipino	357	4.2%	95.8%
	Hispanic	1,333	6.5%	93.5%
	Pacific Islander	7	28.6%	71.4%
	White	772	3.2%	96.8%
	Other	442	3.4%	96.6%
Gender	Female	1,356	5.1%	94.9%
	Male	2,255	4.8%	95.2%
	Nonbinary	15	0.0%	100.0%
Special Populations	Low SES	993	7.6%	92.4%
	ELL	14	7.1%	92.9%
	RFEP	708	6.9%	93.1%
	EL + RFEP	722	6.9%	93.1%
	Special Ed.	109	8.3%	91.7%
	Spec Ed. Speech/RSP	102	8.8%	91.2%
	Homeless/Foster	98	10.2%	89.8%
	Foster	7	14.3%	85.7%
	Homeless	91	9.9%	90.1%
Pathway	Sato - BIO	1,294	7.4%	92.6%
	Sato - DUAL	21	0.0%	100.0%
	Sato - ENGS	1,998	3.8%	96.2%

The percentages may not equal 100% due to rounding.

Legend
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Grade Distribution - Sato

2024-2025 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

Category	Count of Marks		Percent by Category				D/F Rate	A/B/C Rate	
All Students	3,642	3,642	1	4	11	28	55	5.5%	94.5%
Grade	Gr. 09	1,267	1	6	25	67		1.7%	98.3%
	Gr. 10	919	3	4	10	28	56	6.5%	93.5%
	Gr. 11	746	6	17	29	47		7.0%	93.0%
	Gr. 12	710	3	7	17	35	39	9.6%	90.4%
Ethnicity	African American	234	2	4	13	26	54	6.0%	94.0%
	American Indian	12	8	8	42	25	17	16.7%	83.3%
	Asian	476	1	3	9	24	63	4.2%	95.8%
	Cambodian	268	1	4	11	27	56	5.6%	94.4%
	Filipino	358	4	11	23	61		4.7%	95.3%
	Hispanic	1,341	2	5	12	31	49	7.4%	92.6%
	Pacific Islander	7	14	14	14	43	14	28.6%	71.4%
	White	772	1	2	11	28	58	3.4%	96.6%
	Other	442	4	10	31	54		4.8%	95.2%
Gender	Female	1,365	2	4	11	25	58	6.1%	93.9%
	Male	2,262	1	4	12	31	52	5.2%	94.8%
	Nonbinary	15				33	67	0.0%	100.0%
Special Populations	Low SES	993	2	5	15	32	46	7.5%	92.5%
	ELL	14	7	14	29	50		7.1%	92.9%
	RFEP	709	1	6	13	31	49	6.9%	93.1%
	EL + RFEP	723	1	6	13	31	49	6.9%	93.1%
	Special Ed.	109	7	16	28	48		8.3%	91.7%
	Spec Ed. Speech/RSP	102	8	17	30	44		8.8%	91.2%
	Homeless/Foster	98	2	5	17	37	38	7.1%	92.9%
	Foster	7	14	14	14	29	29	28.6%	71.4%
	Homeless	91	1	4	18	37	38	5.5%	94.5%
Pathway	GATE/Excel	1,635	2	3	9	26	60	4.4%	95.6%
	Sato - BIO	1,303	3	6	14	28	49	8.6%	91.4%
	Sato - DUAL	21			10	38	52	0.0%	100.0%
Sato - ENGS	2,005	3	10	28	58		4.2%	95.8%	

The percentages may not equal 100% due to rounding.

Legend
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Grade Distribution - Sato

2024-2025 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

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate	
All Students	3,684	3,684			
		3 13 27 56	3.8%	96.2%	
Grade	Gr. 09	1,280	3 11 26 60	3.1%	96.9%
	Gr. 10	926	3 13 28 55	3.7%	96.3%
	Gr. 11	758	1 4 16 27 52	5.1%	94.9%
	Gr. 12	720	3 14 30 52	3.6%	96.4%
Ethnicity	African American	240	3 13 34 49	3.8%	96.3%
	American Indian	12	33 42 25	0.0%	100.0%
	Asian	477	2 10 23 64	2.5%	97.5%
	Cambodian	269	4 14 30 51	4.5%	95.5%
	Filipino	356	2 9 27 62	2.2%	97.8%
	Hispanic	1,357	4 16 29 50	5.2%	94.8%
	Pacific Islander	8	25 50 25	25.0%	75.0%
	White	792	3 10 24 62	3.0%	97.0%
	Other	442	2 14 29 54	2.9%	97.1%
	Gender	Female	1,383	4 11 24 60	4.3%
Male		2,286	3 14 29 53	3.5%	96.5%
Nonbinary		15	33 67	0.0%	100.0%
Special Populations	Low SES	1,003	5 19 29 45	5.7%	94.3%
	ELL	14	14 50 14 21	14.3%	85.7%
	RFEP	718	5 17 27 50	5.7%	94.3%
	EL + RFEP	732	5 17 27 50	5.9%	94.1%
	Special Ed.	108	6 21 30 43	5.6%	94.4%
	Spec Ed. Speech/RSP	101	6 23 32 39	5.9%	94.1%
	Homeless/Foster	97	1 2 24 31 41	3.1%	96.9%
	Foster	7	14 57 14 14	14.3%	85.7%
	Homeless	90	1 4 21 32 43	2.2%	97.8%
	GATE/Excel	1,640	2 10 24 63	2.6%	97.4%
Pathway	Sato - BIO	1,317	4 14 28 53	4.9%	95.1%
	Sato - DUAL	21	24 76	0.0%	100.0%
	Sato - ENGS	2,021	3 13 27 57	2.8%	97.2%

The percentages may not equal 100% due to rounding.

Legend
F
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Grade Distribution - Sato

2024-2025 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

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate
All Students	3,675	6 16 29 49	6.4%	93.6%
Grade	Gr. 09	5 15 25 54	5.2%	94.8%
	Gr. 10	6 13 31 49	6.6%	93.4%
	Gr. 11	2 7 16 25 51	8.2%	91.8%
	Gr. 12	6 20 34 39	6.2%	93.8%
Ethnicity	African American	6 16 34 42	7.1%	92.9%
	American Indian	25 33 25 17	25.0%	75.0%
	Asian	4 11 30 55	3.8%	96.2%
	Cambodian	6 16 30 48	6.3%	93.7%
	Filipino	4 13 25 58	3.9%	96.1%
	Hispanic	1 7 19 29 43	8.7%	91.3%
	Pacific Islander	25 50 13 13	25.0%	75.0%
	White	4 12 28 56	5.2%	94.8%
	Other	4 19 28 48	4.8%	95.2%
Gender	Female	5 14 27 53	6.1%	93.9%
	Male	6 17 30 47	6.6%	93.4%
	Nonbinary	33 67	0.0%	100.0%
Special Populations	Low SES	1 10 19 29 40	11.2%	88.8%
	ELL	29 43 7 21	28.6%	71.4%
	RFEP	1 8 18 29 44	9.4%	90.6%
	EL + RFEP	1 8 18 28 44	9.7%	90.3%
	Special Ed.	2 7 25 29 37	8.4%	91.6%
	Spec Ed. Speech/RSP	2 7 27 29 35	9.0%	91.0%
	Homeless/Foster	2 7 18 36 36	9.3%	90.7%
	Foster	14 29 57	14.3%	85.7%
	Homeless	1 8 17 34 39	8.9%	91.1%
Pathway	Sato - BIO	1 6 17 29 47	7.3%	92.7%
	Sato - DUAL	33 67	0.0%	100.0%
	Sato - ENGS	5 15 29 51	5.6%	94.4%

The percentages may not equal 100% due to rounding.

Legend
F
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Grade Distribution - Sato

2024-2025 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

Category	Count of Marks	Percent by Category	D/F Rate	A/B/C Rate	
All Students	3,686	26 13 28 52	7.4%	92.6%	
Grade	Gr. 09	1,280	3 38 22 63	5.9%	94.1%
	Gr. 10	929	7 13 31 49	7.1%	92.9%
	Gr. 11	765	2 9 17 28 44	10.6%	89.4%
	Gr. 12	712	25 15 34 43	7.3%	92.7%
Ethnicity	African American	245	27 14 33 45	8.2%	91.8%
	American Indian	12	8 42 42 8	8.3%	91.7%
	Asian	476	1 49 25 61	5.5%	94.5%
	Cambodian	268	16 13 29 51	7.8%	92.2%
	Filipino	356	1 311 26 59	4.5%	95.5%
	Hispanic	1,354	2 8 15 29 46	10.3%	89.7%
	Pacific Islander	8	38 25 25 13	37.5%	62.5%
	White	786	2 410 27 56	5.6%	94.4%
	Other	449	1 4 15 28 51	5.6%	94.4%
	Gender	Female	1,391	26 12 26 55	7.5%
Male		2,280	26 13 29 50	7.5%	92.5%
Nonbinary		15	7 47 47	0.0%	100.0%
Special Populations	Low SES	1,007	3 8 18 28 43	10.8%	89.2%
	ELL	14	7 21 43 21 7	28.6%	71.4%
	RFEP	716	3 8 16 26 47	10.5%	89.5%
	EL + RFEP	730	3 8 16 26 46	10.8%	89.2%
	Special Ed.	111	3 8 22 28 39	10.8%	89.2%
	Spec Ed. Speech/RSP	104	3 9 23 29 36	11.5%	88.5%
	Homeless/Foster	97	2 10 14 25 48	12.4%	87.6%
	Foster	7	14 29 43 14	42.9%	57.1%
	Homeless	90	1 9 16 23 51	10.0%	90.0%
	GATE/Excel	1,644	1 410 26 59	5.2%	94.8%
Pathway	Sato - BIO	1,321	2 7 13 30 48	9.2%	90.8%
	Sato - DUAL	21	33 67	0.0%	100.0%
	Sato - ENGS	2,024	15 13 28 53	6.4%	93.6%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		Count of Marks	Percent by Category				D/F Rate	
All Middle	78,300	78,300	6	9	17	23	37	15.6%
Bancroft	5,265	5,265	8	9	15	19	34	17.1%
Franklin	5,804	5,804	8	11	21	25	29	18.6%
Hamilton	5,107	5,107	6	10	16	21	28	16.9%
Hoover	2,980	2,980	3	8	18	24	45	10.5%
Hughes	7,246	7,246	4	10	17	25	43	14.0%
Jefferson	5,975	5,975	9	12	21	26	31	20.6%
Keller	4,104	4,104		15	15	28	50	6.0%
Lindbergh	3,257	3,257	6	12	23	23	27	17.8%
Lindsey	3,987	3,987	9	11	19	24	31	20.2%
Marshall	6,605	6,605	4	8	16	24	44	12.8%
Nelson	4,906	4,906	10	14	20	19	31	24.8%
Rogers	4,549	4,549	5	5	12	21	55	10.3%
Stanford	8,120	8,120	6	7	12	19	40	12.5%
Stephens	5,080	5,080	3	6	17	23	42	8.8%
Washington	5,305	5,305	10	12	17	21	28	22.3%
All K8	14,921	14,921	5	8	14	20	45	13.0%
Cubberley	2,877	2,877	2	6	12	19	54	8.4%
Muir	2,658	2,658	8	9	16	20	31	17.1%
Newcomb	2,126	2,126		2	6	15	70	3.3%
Powell	1,971	1,971	6	12	20	25	33	17.3%
Robinson	2,108	2,108	11	11	18	20	32	21.9%
Tincher	2,450	2,450	4	6	13	18	51	9.8%
All High	127,165	127,165	8	9	18	23	42	17.1%
Avalon	1,087	1,087	7	10	17	20	47	16.4%
		724	7	10	15	23	37	16.6%
Browning	1,933	1,933	13	13	27	25	22	25.6%
Cabrillo	10,531	10,531	12	12	21	21	33	24.5%
CAMS	4,555	4,555		1	6	16	77	1.8%
Jordan	14,966	14,966	11	13	23	23	28	24.9%
Lakewood	14,569	14,569	8	11	21	23	37	19.2%
McBride	4,364	4,364		25	15	25	53	6.2%
Millikan	22,203	22,203	4	7	16	24	47	11.7%
PAAL	447	447	7	15	36	25	14	22.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
All Middle	78,300	84.4%
Bancroft	5,265	82.9%
Franklin	5,804	81.4%
Hamilton	5,107	83.1%
Hoover	2,980	89.5%
Hughes	7,246	86.0%
Jefferson	5,975	79.4%
Keller	4,104	94.0%
Lindbergh	3,257	82.2%
Lindsey	3,987	79.8%
Marshall	6,605	87.2%
Nelson	4,906	75.2%
Rogers	4,549	89.7%
Stanford	8,120	87.5%
Stephens	5,080	91.2%
Washington	5,305	77.7%
All K8	14,921	87.0%
Cubberley	2,877	91.6%
Muir	2,658	82.9%
Newcomb	2,126	96.7%
Powell	1,971	82.7%
Robinson	2,108	78.1%
Tincher	2,450	90.2%
All High	127,165	82.9%
Avalon	1,087	83.6%
		83.4%
Browning	1,933	74.4%
Cabrillo	10,531	75.5%
CAMS	4,555	98.2%
Jordan	14,966	75.1%
Lakewood	14,569	80.8%
McBride	4,364	93.8%
Millikan	22,203	88.3%
PAAL	447	77.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 4/7/2026



Grade Distribution - All 2024-2025 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

Category		Count of Marks	Percent by Category					D/F Rate
Polytechnic	24,596	24,596	8	9	18	23	42	17.5%
Reid	186	186	23		48	23	6	22.6%
Renaissance	2,611	2,611	4	6	18	26	45	10.1%
Sato	3,628	3,628	2	11		26	59	3.1%
Wilson	21,631	21,631	10	10	18	21	41	19.4%
District	220,386	220,386	7	9	17	23	40	16.3%



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
Polytechnic	24,596	82.5%
Reid	186	77.4%
Renaissance	2,611	89.9%
Sato	3,628	96.9%
Wilson	21,631	80.6%
District	220,386	83.7%



Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category					D/F Rate	
All Middle	78,007	78,007	8	10	17	23	33	18.3%	
Bancroft	5,074	5,074	9	11	15	21	30	20.3%	
Franklin	5,788	5,788	9	11	21	25	27	20.4%	
Hamilton	5,106	5,106	8	11	18	20	25	18.9%	
Hoover	2,978	2,978	5	10	19	24	40	14.8%	
Hughes	7,246	7,246	5	11	18	26	39	16.2%	
Jefferson	5,987	5,987	11	14	21	24	28	24.3%	
Keller	4,096	4,096		2	6	17	31	44	7.4%
Lindbergh	3,265	3,265	9	13	23	22	23	22.8%	
Lindsey	3,892	3,892	13	12	18	23	27	25.4%	
Marshall	6,611	6,611	6	9	16	25	40	15.1%	
Nelson	4,900	4,900	13	16	18	20	28	28.2%	
Rogers	4,548	4,548	6	7	14	24	48	13.0%	
Stanford	8,114	8,114	6	8	12	20	38	13.6%	
Stephens	5,079	5,079	4	8	18	23	38	11.7%	
Washington	5,279	5,279	13	12	17	21	25	24.8%	
All K8	14,892	14,892	7	8	15	20	42	15.2%	
Cubberley	2,871	2,871	4	7	13	21	50	10.2%	
Muir	2,642	2,642	9	11	16	21	27	20.1%	
Newcomb	2,126	2,126		2	3	7	15	68	4.3%
Powell	1,974	1,974	9	11	20	25	31	19.8%	
Robinson	2,101	2,101	14	11	18	20	29	25.7%	
Tincher	2,441	2,441	4	7	14	19	49	10.6%	
All High	126,095	126,095	11	11	18	23	36	22.0%	
Avalon	1,064	1,064	12	12	16	20	41	23.7%	
		716	9	12	20	24	28	21.4%	
Browning	1,899	1,899	17	15	25	24	19	31.4%	
Cabrillo	10,468	10,468	17	13	20	19	29	30.6%	
CAMS	4,552	4,552		3	8	22	66	4.0%	
Jordan	14,722	14,722	17	16	21	22	24	32.8%	
Lakewood	14,493	14,493	11	13	21	23	32	23.9%	
McBride	4,362	4,362		3	7	19	29	43	9.8%
Millikan	22,042	22,042	7	9	18	25	41	15.6%	
PAAL	378	378	18	14	25	19	16	31.5%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
All Middle	78,007	81.7%
Bancroft	5,074	79.7%
Franklin	5,788	79.6%
Hamilton	5,106	81.1%
Hoover	2,978	85.2%
Hughes	7,246	83.8%
Jefferson	5,987	75.7%
Keller	4,096	92.6%
Lindbergh	3,265	77.2%
Lindsey	3,892	74.6%
Marshall	6,611	84.9%
Nelson	4,900	71.8%
Rogers	4,548	87.0%
Stanford	8,114	86.4%
Stephens	5,079	88.3%
Washington	5,279	75.2%
All K8	14,892	84.8%
Cubberley	2,871	89.8%
Muir	2,642	79.9%
Newcomb	2,126	95.7%
Powell	1,974	80.2%
Robinson	2,101	74.3%
Tincher	2,441	89.4%
All High	126,095	78.0%
Avalon	1,064	76.3%
		78.6%
Browning	1,899	68.6%
Cabrillo	10,468	69.4%
CAMS	4,552	96.0%
Jordan	14,722	67.2%
Lakewood	14,493	76.1%
McBride	4,362	90.2%
Millikan	22,042	84.4%
PAAL	378	68.5%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 4/7/2026



Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,541	24,541	11	11	19	23	37	21.8%
Reid	163	163	23		44	26	7	22.7%
Renaissance	2,610	2,610	5	8	17	27	43	13.1%
Sato	3,626	3,626	1	4	13	29	53	4.9%
Wilson	21,255	21,255	13	12	18	21	36	24.7%
District	218,994	218,994	10	11	18	23	36	20.2%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
Polytechnic	24,541	78.2%
Reid	163	77.3%
Renaissance	2,610	86.9%
Sato	3,626	95.1%
Wilson	21,255	75.3%
District	218,994	79.8%



Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category					D/F Rate
All Middle	78,273	78,273	8	10	17	23	35	18.3%
Bancroft	5,375	5,375	9	10	15	20	32	19.1%
Franklin	5,787	5,787	10	11	21	25	27	21.0%
Hamilton	5,069	5,069	8	11	17	20	27	18.7%
Hoover	2,983	2,983	5	9	19	23	41	14.8%
Hughes	7,218	7,218	6	9	16	25	43	14.6%
Jefferson	5,986	5,986	11	13	20	24	28	24.9%
Keller	4,120	4,120	2	6	15	30	45	8.2%
Lindbergh	3,215	3,215	10	15	21	22	24	24.1%
Lindsey	3,775	3,775	15	11	18	23	28	26.1%
Marshall	6,591	6,591	7	9	15	24	42	15.9%
Nelson	4,944	4,944	12	13	18	21	29	25.7%
Rogers	4,550	4,550	6	7	14	24	48	13.3%
Stanford	8,085	8,085	5	7	11	21	40	12.4%
Stephens	5,079	5,079	6	7	18	22	38	13.2%
Washington	5,297	5,297	14	11	17	21	24	25.1%
All K8	14,861	14,861	7	8	14	20	43	15.0%
Cubberley	2,837	2,837	3	6	11	21	52	9.3%
Muir	2,617	2,617	9	9	16	21	28	18.5%
Newcomb	2,126	2,126	1	4	7	15	67	5.1%
Powell	1,975	1,975	10	10	16	24	35	19.7%
Robinson	2,111	2,111	13	12	19	19	29	25.4%
Tincher	2,441	2,441	5	7	12	18	49	11.9%
All High	127,043	127,043	11	11	17	22	38	21.8%
Avalon	1,075	1,075	12	8	14	21	45	20.4%
		725	8	12	18	21	33	20.3%
Browning	1,943	1,943	17	13	21	25	22	30.7%
Cabrillo	10,577	10,577	19	12	18	20	31	31.0%
CAMS	4,555	4,555	3	9	22	22	64	3.9%
Jordan	14,853	14,853	16	14	21	21	27	29.6%
Lakewood	14,537	14,537	12	12	19	23	34	23.9%
McBride	4,362	4,362	3	8	17	27	45	10.9%
Millikan	22,153	22,153	7	9	16	25	43	15.7%
PAAL	498	498	7	14	31	26	16	20.7%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
All Middle	78,273	81.7%
Bancroft	5,375	80.9%
Franklin	5,787	79.0%
Hamilton	5,069	81.3%
Hoover	2,983	85.2%
Hughes	7,218	85.4%
Jefferson	5,986	75.1%
Keller	4,120	91.8%
Lindbergh	3,215	75.9%
Lindsey	3,775	73.9%
Marshall	6,591	84.1%
Nelson	4,944	74.3%
Rogers	4,550	86.7%
Stanford	8,085	87.6%
Stephens	5,079	86.8%
Washington	5,297	74.9%
All K8	14,861	85.0%
Cubberley	2,837	90.7%
Muir	2,617	81.5%
Newcomb	2,126	94.9%
Powell	1,975	80.3%
Robinson	2,111	74.6%
Tincher	2,441	88.1%
All High	127,043	78.2%
Avalon	1,075	79.6%
		79.7%
Browning	1,943	69.3%
Cabrillo	10,577	69.0%
CAMS	4,555	96.1%
Jordan	14,853	70.4%
Lakewood	14,537	76.1%
McBride	4,362	89.1%
Millikan	22,153	84.3%
PAAL	498	79.3%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 4/7/2026



Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,517	24,517	12	10	18	22	39	21.7%
Reid	148	148	14		40	37	9	14.2%
Renaissance	2,608	2,608	6	9	16	25	44	14.9%
Sato	3,642	3,642	1	4	11	28	55	5.5%
Wilson	21,368	21,368	14	11	16	20	38	25.0%
District	220,177	220,177	10	10	17	22	37	20.1%



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
Polytechnic	24,517	78.3%
Reid	148	85.8%
Renaissance	2,608	85.1%
Sato	3,642	94.5%
Wilson	21,368	75.0%
District	220,177	79.9%



Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category				D/F Rate	
All Middle	78,600	78,600	5	9	17	24	38	14.0%
Bancroft	5,425	5,425	6	10	15	21	33	15.8%
Franklin	5,686	5,686	5	9	20	27	33	13.1%
Hamilton	4,994	4,994	5	10	18	24	25	15.0%
Hoover	2,926	2,926	2	9	20	28	39	10.5%
Hughes	7,218	7,218	2	9	17	25	45	11.3%
Jefferson	5,947	5,947	7	13	19	25	34	20.0%
Keller	4,112	4,112	1	4	12	25	56	5.3%
Lindbergh	3,184	3,184	6	13	25	22	26	18.7%
Lindsey	3,948	3,948	8	11	20	24	30	19.3%
Marshall	6,554	6,554	4	8	14	23	48	11.4%
Nelson	4,926	4,926	6	12	20	25	32	18.2%
Rogers	4,527	4,527	4	5	12	22	56	9.1%
Stanford	8,056	8,056	4	7	11	20	42	11.5%
Stephens	5,085	5,085	2	7	17	25	41	9.3%
Washington	5,267	5,267	6	13	18	23	29	19.0%
All K8	14,960	14,960	4	7	14	21	46	11.0%
Cubberley	2,888	2,888	2	4	12	24	52	6.2%
Muir	2,663	2,663	7	8	16	22	32	14.6%
Newcomb	2,121	2,121	2	5	12	19	76	2.1%
Powell	1,948	1,948	5	12	18	25	36	16.4%
Robinson	2,100	2,100	7	12	20	22	32	19.3%
Tincher	2,413	2,413	2	5	12	19	55	6.8%
All High	131,361	131,361	7	9	18	24	41	16.4%
Avalon	1,120	1,120	8	12	17	19	43	20.3%
		704	3	11	18	24	35	14.5%
Browning	2,393	2,393	9	11	25	28	26	19.9%
Cabrillo	10,960	10,960	11	12	19	22	35	23.0%
CAMS	4,611	4,611	1	6	19	74	1.5%	
Jordan	15,355	15,355	11	13	22	24	28	24.6%
Lakewood	14,785	14,785	6	11	20	26	37	17.2%
McBride	4,397	4,397	1	5	17	26	51	6.3%
Millikan	22,543	22,543	3	7	16	25	49	10.1%
PAAL	499	499	9	16	33	20	12	25.1%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
All Middle	78,600	86.0%
Bancroft	5,425	84.2%
Franklin	5,686	86.9%
Hamilton	4,994	85.0%
Hoover	2,926	89.5%
Hughes	7,218	88.7%
Jefferson	5,947	80.0%
Keller	4,112	94.7%
Lindbergh	3,184	81.3%
Lindsey	3,948	80.7%
Marshall	6,554	88.6%
Nelson	4,926	81.8%
Rogers	4,527	90.9%
Stanford	8,056	88.5%
Stephens	5,085	90.7%
Washington	5,267	81.0%
All K8	14,960	89.0%
Cubberley	2,888	93.8%
Muir	2,663	85.4%
Newcomb	2,121	97.9%
Powell	1,948	83.6%
Robinson	2,100	80.7%
Tincher	2,413	93.2%
All High	131,361	83.6%
Avalon	1,120	79.7%
		85.5%
Browning	2,393	80.1%
Cabrillo	10,960	77.0%
CAMS	4,611	98.5%
Jordan	15,355	75.4%
Lakewood	14,785	82.8%
McBride	4,397	93.7%
Millikan	22,543	89.9%
PAAL	499	74.9%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 4/7/2026



Grade Distribution - All 2024-2025 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

Category		Count of Marks	Percent by Category				D/F Rate	
Polytechnic	24,799	24,799	6	9	18	24	43	14.7%
Reid	96	96	16		25	35	16	15.6%
Renaissance	2,576	2,576	4	7	17	26	46	10.7%
Sato	3,684	3,684	3		13	27	56	3.8%
Wilson	21,853	21,853	9	10	18	22	40	19.0%
District	224,921	224,921	6	9	17	23	41	15.2%

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
Polytechnic	24,799	85.3%
Reid	96	84.4%
Renaissance	2,576	89.3%
Sato	3,684	96.2%
Wilson	21,853	81.0%
District	224,921	84.8%



Grade Distribution - All 2024-2025 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

Category		Count of Marks	Percent by Category					D/F Rate	
All Middle	79,010	79,010	6	10	16	24	37	15.8%	
Bancroft	5,449	5,449	7	10	15	21	31	17.0%	
Franklin	5,719	5,719	6	11	20	26	31	16.3%	
Hamilton	5,047	5,047	6	11	16	23	27	17.0%	
Hoover	2,957	2,957	4	12	20	25	37	15.2%	
Hughes	7,230	7,230	4	9	16	25	45	13.3%	
Jefferson	5,992	5,992	10	13	18	23	34	22.4%	
Keller	4,104	4,104		25	12	27	53	6.7%	
Lindbergh	3,192	3,192	7	13	21	24	25	20.3%	
Lindsey	4,039	4,039	10	12	17	23	30	22.2%	
Marshall	6,539	6,539	4	8	14	23	47	12.7%	
Nelson	4,944	4,944	6	11	18	26	32	17.6%	
Rogers	4,527	4,527	5	6	12	25	51	10.5%	
Stanford	8,028	8,028	5	7	11	20	41	12.1%	
Stephens	5,106	5,106	4	6	15	23	40	10.1%	
Washington	5,274	5,274	11	12	18	23	25	22.3%	
All K8	15,010	15,010	5	8	14	21	45	12.4%	
Cubberley	2,880	2,880		25	13	24	51	6.8%	
Muir	2,653	2,653	7	9	15	20	32	16.2%	
Newcomb	2,128	2,128		25	14		73	2.5%	
Powell	1,969	1,969	6	12	18	26	34	17.8%	
Robinson	2,115	2,115	9	14	20	21	28	22.8%	
Tincher	2,414	2,414		25	11	20	55	6.7%	
All High	130,810	130,810	9	10	17	24	38	19.9%	
Avalon	1,123	1,123	10	12	17	21	38	21.5%	
		694	6	11	15	19	41	17.3%	
Browning	2,320	2,320	14	12	22	26	22	26.0%	
Cabrillo	11,100	11,100	15	13	18	21	33	27.5%	
CAMS	4,610	4,610		2	8	23	66	2.6%	
Jordan	14,874	14,874	14	14	21	23	27	28.5%	
Lakewood	14,795	14,795	9	12	19	25	35	20.9%	
McBride	4,404	4,404		2	7	17	27	47	9.2%
Millikan	22,420	22,420	5	8	15	26	46	12.4%	
PAAL	382	382	23	15	28	18	10	38.2%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
All Middle	79,010	84.2%
Bancroft	5,449	83.0%
Franklin	5,719	83.7%
Hamilton	5,047	83.0%
Hoover	2,957	84.8%
Hughes	7,230	86.7%
Jefferson	5,992	77.6%
Keller	4,104	93.3%
Lindbergh	3,192	79.7%
Lindsey	4,039	77.8%
Marshall	6,539	87.3%
Nelson	4,944	82.4%
Rogers	4,527	89.5%
Stanford	8,028	87.9%
Stephens	5,106	89.9%
Washington	5,274	77.7%
All K8	15,010	87.6%
Cubberley	2,880	93.2%
Muir	2,653	83.8%
Newcomb	2,128	97.5%
Powell	1,969	82.2%
Robinson	2,115	77.2%
Tincher	2,414	93.3%
All High	130,810	80.1%
Avalon	1,123	78.5%
		82.7%
Browning	2,320	74.0%
Cabrillo	11,100	72.5%
CAMS	4,610	97.4%
Jordan	14,874	71.5%
Lakewood	14,795	79.1%
McBride	4,404	90.8%
Millikan	22,420	87.6%
PAAL	382	61.8%

The percentages may not equal 100% due to rounding.

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Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category					D/F Rate
Polytechnic	24,801	24,801	9	10	18	24	39	19.1%
Reid	75	75	9		41	39	11	9.3%
Renaissance	2,605	2,605	6	10	16	24	44	15.1%
Sato	3,675	3,675	6		16	29	49	6.4%
Wilson	21,484	21,484	11	10	17	23	38	21.7%
District	224,830	224,830	8	10	17	24	38	18.0%

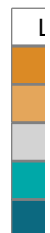
The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
Polytechnic	24,801	80.9%
Reid	75	90.7%
Renaissance	2,605	84.9%
Sato	3,675	93.6%
Wilson	21,484	78.3%
District	224,830	82.0%



Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category				D/F Rate		
All Middle	79,016	79,016	6	9	15	22	41	14.9%	
Bancroft	5,435	5,435	6	8	14	21	37	14.5%	
Franklin	5,779	5,779	5	10	20	25	34	15.0%	
Hamilton	5,077	5,077	7	9	15	21	32	15.3%	
Hoover	2,964	2,964	4	11	18	22	43	15.1%	
Hughes	7,199	7,199	5	9	14	23	48	13.6%	
Jefferson	5,941	5,941	8	11	17	22	40	19.8%	
Keller	4,102	4,102		24	10	22	61	6.0%	
Lindbergh	3,223	3,223	7	11	20	23	30	18.0%	
Lindsey	4,004	4,004	9	13	16	24	31	21.7%	
Marshall	6,549	6,549	5	7	12	20	53	11.8%	
Nelson	4,943	4,943	6	10	18	28	33	15.8%	
Rogers	4,519	4,519	4	5	11	23	56	9.1%	
Stanford	8,012	8,012	5	7	10	19	44	11.3%	
Stephens	5,084	5,084	4	8	14	21	40	12.5%	
Washington	5,184	5,184	11	11	17	23	26	22.3%	
All K8	15,002	15,002	5	7	12	19	49	11.7%	
Cubberley	2,864	2,864		1	4	11	21	55	5.4%
Muir	2,666	2,666	7	8	15	19	35	15.5%	
Newcomb	2,127	2,127		1	2	5	12	75	3.1%
Powell	1,953	1,953	7	10	17	23	38	17.4%	
Robinson	2,067	2,067	10	11	18	22	31	21.2%	
Tincher	2,423	2,423		24	8	18	60	6.1%	
All High	132,672	132,672	9	10	16	23	42	18.9%	
Avalon	1,135	1,135	9	10	15	19	47	19.3%	
		735	7	11	16	18	42	17.7%	
Browning	2,313	2,313	14	10	22	23	24	24.0%	
Cabrillo	11,102	11,102	14	12	18	20	35	26.3%	
CAMS	4,607	4,607		2	8	20	69	3.1%	
Jordan	15,175	15,175	14	13	19	22	30	27.4%	
Lakewood	14,668	14,668	8	11	17	24	40	18.7%	
McBride	4,396	4,396		2	6	15	26	51	8.3%
Millikan	22,475	22,475	4	7	13	25	51	10.4%	
PAAL	529	529	6	14	28	27	16	20.0%	

The percentages may not equal 100% due to rounding.



Grade Distribution - All 2024-2025 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

Category		A/B/C Rate
All Middle	79,016	85.1%
Bancroft	5,435	85.5%
Franklin	5,779	85.0%
Hamilton	5,077	84.7%
Hoover	2,964	84.9%
Hughes	7,199	86.4%
Jefferson	5,941	80.2%
Keller	4,102	94.0%
Lindbergh	3,223	82.0%
Lindsey	4,004	78.3%
Marshall	6,549	88.2%
Nelson	4,943	84.2%
Rogers	4,519	90.9%
Stanford	8,012	88.7%
Stephens	5,084	87.5%
Washington	5,184	77.7%
All K8	15,002	88.3%
Cubberley	2,864	94.6%
Muir	2,666	84.5%
Newcomb	2,127	96.9%
Powell	1,953	82.6%
Robinson	2,067	78.8%
Tincher	2,423	93.9%
All High	132,672	81.1%
Avalon	1,135	80.7%
		82.3%
Browning	2,313	76.0%
Cabrillo	11,102	73.7%
CAMS	4,607	96.9%
Jordan	15,175	72.6%
Lakewood	14,668	81.3%
McBride	4,396	91.7%
Millikan	22,475	89.6%
PAAL	529	80.0%

The percentages may not equal 100% due to rounding.

Report Name: Grades - Grade_Distribution_Summary_School_List - ARC Report GRD04-BAND

Run date: 4/7/2026



Grade Distribution - All 2024-2025 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

Category	Count of Marks		Percent by Category				D/F Rate	
Polytechnic	24,914	24,914	8	9	17	23	42	17.6%
Reid	32	32	9		38	34	19	9.4%
Renaissance	2,613	2,613	6	8	14	23	48	13.7%
Sato	3,686	3,686	26		13	28	52	7.4%
Wilson	21,929	21,929	12	10	16	21	41	21.2%
District	226,690	226,690	8	9	15	22	42	17.0%

The percentages may not equal 100% due to rounding.



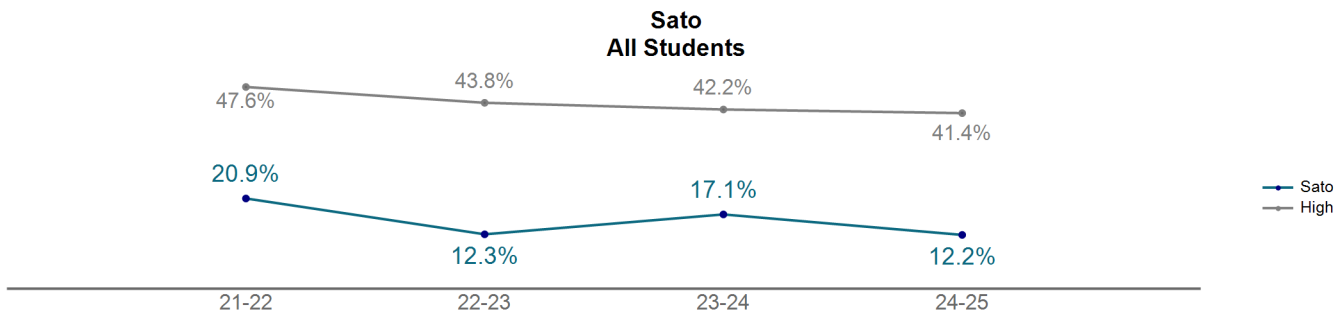
Grade Distribution - All 2024-2025 Q1

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

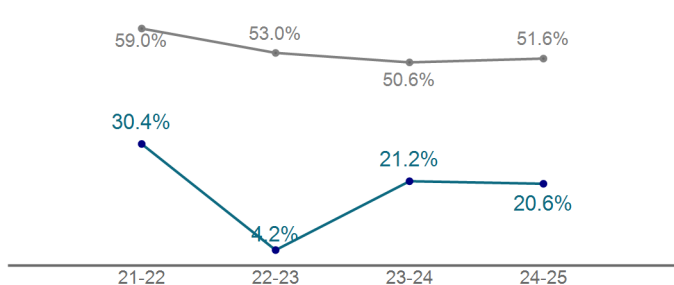
Category		A/B/C Rate
Polytechnic	24,914	82.4%
Reid	32	90.6%
Renaissance	2,613	86.3%
Sato	3,686	92.6%
Wilson	21,929	78.8%
District	226,690	83.0%

Semester 2 Students with One or More D/F

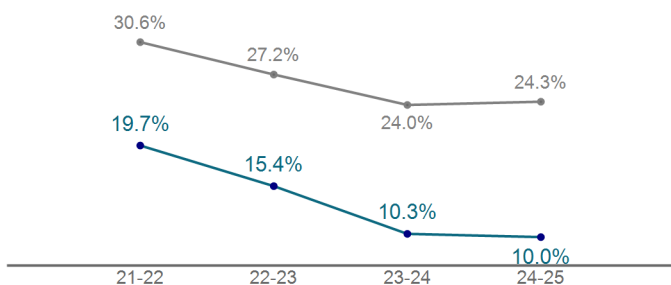
**Sato
All Students**



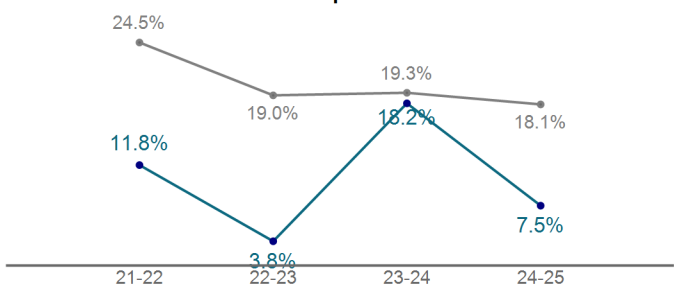
African American



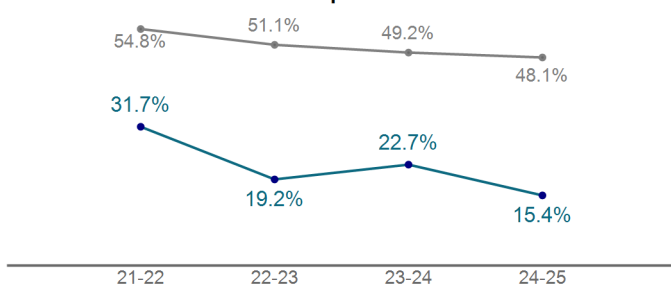
Asian



Filipino



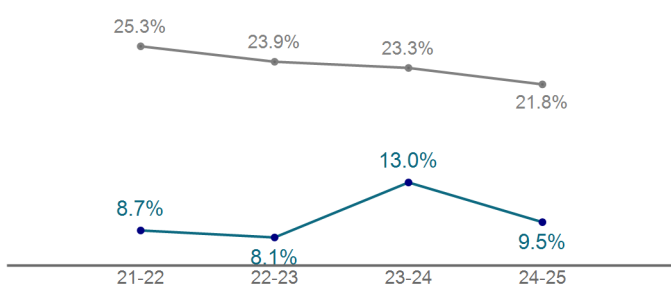
Hispanic



Pacific Islander

Subgroup with fewer than 20 total grades.

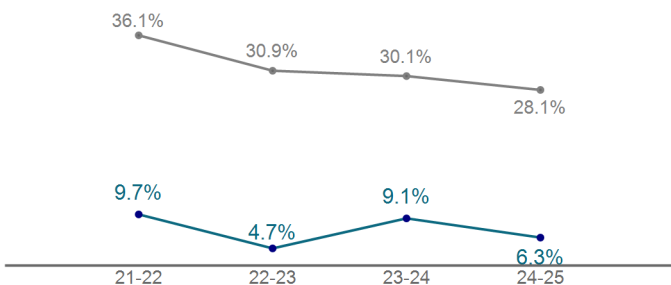
White



Native American

Subgroup with fewer than 20 total grades.

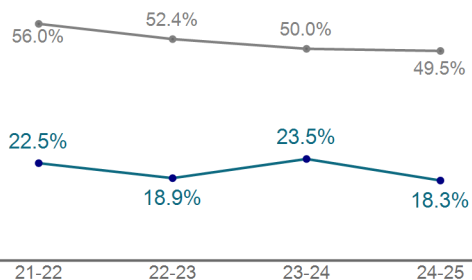
Other



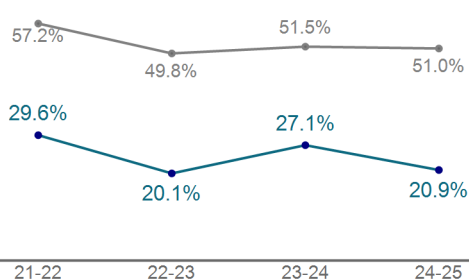
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 students are not included.

Semester 2 Students with One or More D/F

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 total grades.

Special Education

Subgroup with fewer than 20 total grades.

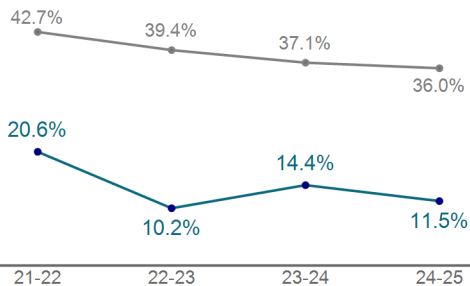
Homeless

Subgroup with fewer than 20 total grades.

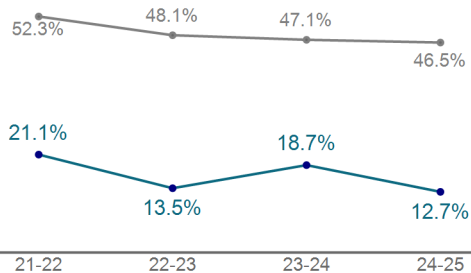
Foster Youth

Subgroup with fewer than 20 total grades.

Female



Male



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups with fewer than 20 students are not included.

Grade Distribution - Sato 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	541	3 3 6 88	12.2%
Grade	Gr. 09	1 3 95	4.6%
	Gr. 10	2 4 3 1 2 89	11.1%
	Gr. 11	2 8 10 80	19.7%
	Gr. 12	5 10 83	16.8%
Ethnicity	African American	3 3 6 9 79	20.6%
	American Indian	50 50	50.0%
	Asian	4 1 1 4 90	10.0%
	Cambodian	8 3 3 88	12.5%
	Filipino	8 92	7.5%
	Hispanic	4 3 7 85	15.4%
	Pacific Islander	100	100.0%
	White	3 3 4 91	9.5%
	Other	3 94	6.3%
Gender	Female	2 2 3 6 89	11.5%
	Male	3 3 6 87	12.7%
	Nonbinary	100	0.0%
Special Populations	Low SES	1 4 5 11 79	20.9%
	ELL	50 50	50.0%
	RFEP	5 4 9 82	17.8%
	EL + RFEP	5 4 10 82	18.3%
	Special Ed.	6 18 76	23.5%
	Spec Ed. Speech/RSP	6 19 75	25.0%
	Homeless/Foster	7 7 7 80	20.0%
	Foster	100	0.0%
	Homeless	7 7 7 79	21.4%
GATE/Excel	2 1 4 1 4 92	8.4%	
SLC	Sato - BIO	2 4 4 7 84	16.3%
	Sato - DUAL	100	0.0%
	Sato - ENGS	3 2 5 90	10.0%

The percentages may not equal 100% due to rounding.

Grade Distribution - Sato 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category	1 or more D or F
All Students	541	541	4 4 12 80	20.3%
Grade	Gr. 09	173	2 25 92	7.5%
	Gr. 10	126	2 6 16 74	26.2%
	Gr. 11	117	3 5 15 76	23.9%
	Gr. 12	125	2 7 6 14 71	28.8%
Ethnicity	African American	34	3 6 3 18 71	29.4%
	American Indian	2	50 50	50.0%
	Asian	70	6 3 7 84	15.7%
	Cambodian	40	8 5 8 80	20.0%
	Filipino	53	4 19 77	22.6%
	Hispanic	201	5 4 16 74	25.9%
	Pacific Islander	1	100	100.0%
	White	116	3 2 3 5 88	12.1%
	Other	64	3 3 8 86	14.1%
Gender	Female	200	3 4 3 11 81	19.5%
	Male	339	4 4 13 79	20.9%
	Nonbinary	2	100	0.0%
Special Populations	Low SES	148	1 7 7 17 68	31.8%
	ELL	2	50 50	50.0%
	RFEP	107	7 5 18 70	29.9%
	EL + RFEP	109	7 5 18 70	30.3%
	Special Ed.	17	12 24 65	35.3%
	Spec Ed. Speech/RSP	16	13 25 63	37.5%
	Homeless/Foster	15	7 7 27 60	40.0%
	Foster	1	100	100.0%
	Homeless	14	7 7 21 64	35.7%
GATE/Excel	238	3 2 10 84	16.4%	
SLC	Sato - BIO	196	3 6 5 13 73	27.0%
	Sato - DUAL	3	100	0.0%
	Sato - ENGS	299	3 3 12 82	17.7%

The percentages may not equal 100% due to rounding.

Grade Distribution - Sato 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F	
All Students	543	543	17	4	13	75	24.9%	
Grade	Gr. 09	174	2	25	91		8.6%	
	Gr. 10	127	2	13	2	15	68	32.3%
	Gr. 11	117	3	7	20	70	29.9%	
	Gr. 12	125	2	11	6	15	65	35.2%
Ethnicity	African American	34	12	26	62		38.2%	
	American Indian	2	50	50			50.0%	
	Asian	71	8	3	10	79	21.1%	
	Cambodian	40	10	5	13	73	27.5%	
	Filipino	53	6	6	15	74	26.4%	
	Hispanic	202	2	7	4	17	70	30.2%
	Pacific Islander	1	100				100.0%	
	White	116	2	3	4	87	12.9%	
	Other	64	6	6	11	77	23.4%	
Gender	Female	201	2	7	2	15	72	27.9%
	Male	340	6	5	11	77	23.2%	
	Nonbinary	2				100	0.0%	
Special Populations	Low SES	148	12	3	18	66	34.5%	
	ELL	2	50	50			50.0%	
	RFEP	107	9	6	17	68	31.8%	
	EL + RFEP	109	9	6	17	68	32.1%	
	Special Ed.	17	6	12	24	59	41.2%	
	Spec Ed. Speech/RSP	16	6	13	25	56	43.8%	
	Homeless/Foster	15	13	27	60		40.0%	
	Foster	1	100				100.0%	
	Homeless	14	7	29	64		35.7%	
SLC	GATE/Excel	238	1	6	2	11	80	20.2%
	Sato - BIO	197	3	11	7	14	66	34.0%
	Sato - DUAL	3				100	0.0%	
Sato - ENGS	300	5	3	13	79	21.3%		

Grade Distribution - Sato 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Percent by Category	1 or more D or F
All Students	550	3 4 10 83	17.1%
Grade	Gr. 09	1 4 9 85	14.7%
	Gr. 10	6 7 85	14.8%
	Gr. 11	8 3 15 75	25.2%
	Gr. 12	2 3 10 85	15.1%
Ethnicity	African American	6 3 11 80	20.0%
	American Indian	100	0.0%
	Asian	1 4 4 90	9.9%
	Cambodian	3 8 8 83	17.5%
	Filipino	4 8 89	11.3%
	Hispanic	3 5 12 78	21.6%
	Pacific Islander	100	100.0%
	White	3 3 11 84	15.8%
	Other	3 2 11 84	15.6%
Gender	Female	2 5 13 79	20.6%
	Male	3 3 8 85	15.1%
	Nonbinary	100	0.0%
Special Populations	Low SES	3 8 13 75	24.8%
	ELL	50 50	50.0%
	RFEP	3 9 11 76	24.1%
	EL + RFEP	3 10 11 75	24.5%
	Special Ed.	12 6 82	17.6%
	Spec Ed. Speech/RSP	13 6 81	18.8%
	Homeless/Foster	7 7 87	13.3%
	Foster	100	100.0%
	Homeless	7 93	7.1%
SLC	GATE/Excel	1 3 8 88	12.5%
	Lakewood - HOSM	100	0.0%
	Sato - BIO	1 4 5 12 78	21.6%
	Sato - DUAL	3 100	0.0%
Sato - ENGS	2 4 7 87	12.6%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Sato 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F		
All Students	549	549	4	7	14	74	26.4%		
Grade	Gr. 09	177	3	6	13	77	23.2%		
	Gr. 10	128	3	13	9	74	25.8%		
	Gr. 11	118	8	7	17	67	33.1%		
	Gr. 12	126	2	5	18	75	25.4%		
Ethnicity	African American	35	6	11	9	74	25.7%		
	American Indian	2			50	50	50.0%		
	Asian	71		1	7	86	14.1%		
	Cambodian	40	3	13	8	78	22.5%		
	Filipino	53		8	11	81	18.9%		
	Hispanic	204	6	7	21	65	35.3%		
	Pacific Islander	1			100		100.0%		
	White	119		3	7	12	77	22.7%	
	Other	64		5	5	14	77	23.4%	
Gender	Female	204	4	6	17	72	27.9%		
	Male	343	4	8	13	74	25.7%		
	Nonbinary	2				100	0.0%		
Special Populations	Low SES	149	6	15	21	56	43.6%		
	ELL	2			50	50	50.0%		
	RFEP	108	2	5	9	25	59	40.7%	
	EL + RFEP	110	2	5	10	25	59	40.9%	
	Special Ed.	17		1	2	6	12	71	29.4%
	Spec Ed. Speech/RSP	16		1	3	6	13	69	31.3%
	Homeless/Foster	15		1	3	7	13	67	33.3%
	Foster	1				100		100.0%	
	Homeless	14		1	1	7	14	71	28.6%
GATE/Excel	239		1	3	5	13	79	20.5%	
SLC	Lakewood - HOSM	1				100		0.0%	
	Sato - BIO	199	2	5	8	15	70	29.6%	
	Sato - DUAL	3				100		0.0%	
	Sato - ENGS	302		4	7	13	76	23.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - Sato 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

Category	Student Count	Student Count	Percent by Category				1 or more D or F	
All Students	552	552	1	9	6	14	69	31.2%
Grade	Gr. 09	177	3	14	2	8	74	26.0%
	Gr. 10	130	4	14	7	75	25.4%	
	Gr. 11	119	2	8	8	26	56	43.7%
	Gr. 12	126	10	4	18	67	32.5%	
Ethnicity	African American	35	11	6	14	69	31.4%	
	American Indian	2	50	50	50.0%			
	Asian	71	16	7	8	77	22.5%	
	Cambodian	40	3	5	10	73	27.5%	
	Filipino	53	9	2	11	77	22.6%	
	Hispanic	204	1	13	9	18	59	41.2%
	Pacific Islander	1	100	100.0%				
	White	120	2	8	3	12	75	25.0%
	Other	66	3	5	6	12	74	25.8%
	Gender	Female	205	1	8	8	14	68
Male		345	1	10	6	14	69	31.0%
Nonbinary		2	100	100.0%				
Special Populations	Low SES	149	3	16	6	21	54	45.6%
	ELL	2	50	50	100.0%			
	RFEP	108	2	16	8	19	56	44.4%
	EL + RFEP	110	2	16	8	19	55	45.5%
	Special Ed.	18	11	6	6	22	56	44.4%
	Spec Ed. Speech/RSP	17	12	6	6	24	53	47.1%
	Homeless/Foster	15	13	7	13	67	33.3%	
	Foster	1	100	100.0%				
	Homeless	14	7	7	14	71	28.6%	
	GATE/Excel	240	16	7	8	78	22.1%	
SLC	Lakewood - HOSM	1	100	100.0%				
	Renaissance - REN	1	100	100.0%				
	Sato - BIO	200	2	12	8	16	64	36.5%
	Sato - DUAL	3	100	100.0%				
	Sato - ENGS	302	7	6	14	72	27.8%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,021	12,021	10	11	9	12	58	41.5%
Bancroft	793	793	13	15	8	13	52	48.0%
Franklin	980	980	11	12	9	11	56	43.6%
Hamilton	746	746	10	15	11	13	51	49.5%
Hoover	499	499	3	8	8	12	68	31.9%
Hughes	1,208	1,208	6	8	10	12	64	36.0%
Jefferson	999	999	10	20	8	12	49	51.3%
Keller	513	513	24	5	12	76	23.8%	
Lindbergh	414	414	11	12	15	18	44	56.0%
Lindsey	674	674	14	10	10	13	54	46.4%
Marshall	944	944	7	9	9	13	61	38.6%
Nelson	818	818	16	12	13	11	48	52.3%
Rogers	768	768	7	6	3	7	76	24.3%
Stanford	1,169	1,169	11	8	6	10	65	34.7%
Stephens	651	651	6	4	8	11	71	28.9%
Washington	845	845	14	17	9	15	44	55.7%
All K8	1,973	1,973	10	9	8	10	63	36.8%
Cubberley	382	382	5	4	9	5	76	23.6%
Muir	311	311	14	19	5	15	47	53.1%
Newcomb	312	312	2	2	3	4	89	10.9%
Powell	278	278	11	10	11	12	55	44.6%
Robinson	311	311	21	11	10	14	45	55.3%
Tincher	288	288	9	7	7	13	65	35.4%
All High	19,046	19,046	11	11	8	11	59	41.4%
Avalon	156	156	10	9	8	17	56	44.2%
		91	13	8	9	13	57	42.9%
Browning	311	311	17	24	6	12	41	58.5%
Cabrillo	1,542	1,542	20	13	10	11	46	54.0%
CAMS	666	666	2	2	5	92	8.0%	
Jordan	2,192	2,192	17	14	12	15	42	57.8%
Lakewood	2,222	2,222	11	17	9	14	49	50.9%
McBride	666	666	24	6	8	79	20.9%	
Millikan	3,333	3,333	6	9	6	11	68	31.9%
PAAL	110	110	7	14	11	19	49	50.9%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,725	3,725	12	9	8	10	61	38.9%
Reid	62	62	13			29	58	41.9%
Renaissance	375	375	6	6	6	9	73	26.7%
Sato	541	541				33	68	12.2%
Wilson	3,207	3,207	14	13	8	11	54	45.9%
District	33,040	33,040	11	11	8	11	59	41.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,017	12,017	13	13	9	13	52	47.6%
Bancroft	791	791	16	15	8	13	48	51.8%
Franklin	979	979	14	13	9	12	52	47.6%
Hamilton	746	746	15	16	10	13	46	54.3%
Hoover	499	499	8	13	7	13	59	40.9%
Hughes	1,208	1,208	8	10	10	12	60	40.2%
Jefferson	1,002	1,002	15	21	7	15	41	58.6%
Keller	512	512	4	5	8	11	72	27.7%
Lindbergh	416	416	16	22	13	19	30	70.2%
Lindsey	674	674	20	15	8	12	45	54.7%
Marshall	944	944	10	14	9	12	55	44.7%
Nelson	817	817	19	14	12	12	42	57.8%
Rogers	768	768	10	7	5	11	67	33.2%
Stanford	1,168	1,168	12	9	7	10	62	37.8%
Stephens	652	652	9	8	9	15	60	40.2%
Washington	841	841	19	20	8	14	39	60.9%
All K8	1,972	1,972	14	11	8	12	56	44.0%
Cubberley	382	382	8	5	7	10	70	30.4%
Muir	308	308	17	21	8	15	39	60.7%
Newcomb	314	314	3	4	2	5	86	14.3%
Powell	278	278	18	10	10	14	47	52.9%
Robinson	313	313	26	17	11	12	35	64.9%
Tincher	287	287	10	7	9	14	59	40.8%
All High	19,043	19,043	17	14	8	13	48	51.5%
Avalon	155	155	17	17	5	20	41	59.4%
		90	20	9	14	14	42	57.8%
Browning	311	311	23	26	6	13	32	68.2%
Cabrillo	1,541	1,541	28	16	9	12	35	65.0%
CAMS	666	666	2	4	9	84	15.9%	
Jordan	2,192	2,192	27	18	11	14	30	70.2%
Lakewood	2,226	2,226	16	21	9	14	39	60.8%
McBride	666	666	4	7	8	11	70	30.3%
Millikan	3,331	3,331	10	11	7	13	59	41.0%
PAAL	108	108	18	20	5	14	44	56.5%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS2

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F
Polytechnic	3,727	3,727	17	12	8	12	51	49.0%
Reid	59	59			10	24	66	33.9%
Renaissance	375	375	9	7	10	9	65	34.7%
Sato	541	541			4	12	80	20.3%
Wilson	3,204	3,204	20	16	8	13	44	56.5%
District	33,032	33,032	15	14	8	13	50	49.7%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,011	12,011	14	15	8	13	51	48.8%
Bancroft	789	789	16	15	7	14	48	51.8%
Franklin	981	981	15	15	8	12	49	50.6%
Hamilton	740	740	15	16	10	15	44	55.7%
Hoover	502	502	9	12	7	15	57	43.0%
Hughes	1,203	1,203	8	12	7	13	60	40.3%
Jefferson	1,004	1,004	16	22	8	15	39	60.8%
Keller	517	517	4	7	8	13	69	31.3%
Lindbergh	410	410	17	20	16	20	26	74.4%
Lindsey	667	667	23	17	7	11	42	57.7%
Marshall	940	940	10	17	8	13	52	48.1%
Nelson	825	825	20	14	9	11	46	54.4%
Rogers	768	768	10	7	6	10	67	33.2%
Stanford	1,166	1,166	10	10	6	11	63	37.2%
Stephens	654	654	12	13	6	12	57	42.8%
Washington	845	845	22	20	7	12	39	60.8%
All K8	1,972	1,972	13	12	8	10	56	44.5%
Cubberley	381	381	8	4	8	8	72	28.1%
Muir	308	308	19	19	7	12	43	56.8%
Newcomb	315	315	3	5	4	7	82	18.1%
Powell	277	277	17	17	9	14	42	57.8%
Robinson	312	312	23	19	12	11	36	64.4%
Tincher	288	288	12	11	9	10	58	42.4%
All High	19,120	19,120	17	16	7	13	46	53.6%
Avalon	156	156	17	17	6	11	49	50.6%
	91	91	14	18	11	18	40	60.4%
Browning	318	318	25	26	7	11	31	69.2%
Cabrillo	1,556	1,556	30	18	8	11	33	67.0%
CAMS	666	666	4	3	8	84	16.1%	
Jordan	2,206	2,206	25	21	9	14	32	68.4%
Lakewood	2,236	2,236	19	20	9	15	37	63.0%
McBride	665	665	4	9	8	15	64	36.2%
Millikan	3,342	3,342	10	13	7	14	56	44.3%
PAAL	113	113	11	13	6	24	46	54.0%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q3

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,726	3,726	17	15	7	12	49	51.0%	
Reid	61	61			10	11	79	21.3%	
Renaissance	376	376	10	11	10	13	57	43.1%	
Sato	543	543			17	4	13	75	24.9%
Wilson	3,217	3,217	22	17	7	14	41	59.1%	
District	33,103	33,103	16	15	8	13	49	51.3%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F		
All Middle	12,043	12,043	8	10	9	13	61	39.3%		
Bancroft	800	800	11	12	9	11	58	42.3%		
Franklin	972	972	7	9	8	11	65	34.8%		
Hamilton	742	742	8	12	10	14	55	44.6%		
Hoover	499	499	10	10	17	64	36.5%			
Hughes	1,210	1,210	3	8	10	12	68	31.7%		
Jefferson	1,002	1,002	11	15	10	14	51	49.3%		
Keller	516	516			24	7	9	77	22.9%	
Lindbergh	410	410	12	12	17	15	44	56.3%		
Lindsey	675	675	14	12	9	13	53	46.8%		
Marshall	935	935	5	12	6	15	61	38.7%		
Nelson	830	830	10	11	12	13	54	46.4%		
Rogers	775	775			7	7	3	7	76	23.9%
Stanford	1,169	1,169	8	10	7	11	64	35.8%		
Stephens	658	658	5	7	9	11	67	32.7%		
Washington	850	850	10	12	11	18	49	51.3%		
All K8	1,980	1,980	7	8	9	11	66	34.0%		
Cubberley	385	385			52	6	9	78	21.8%	
Muir	312	312	13	14	7	12	54	45.8%		
Newcomb	315	315				2	33	91	8.6%	
Powell	275	275	9	9	12	14	56	44.4%		
Robinson	312	312	14	13	13	13	47	52.9%		
Tincher	286	286			4	6	8	13	70	30.4%
All High	19,473	19,473	10	11	8	13	58	41.9%		
Avalon	159	159	13	16	10	12	50	50.3%		
		95	8	5	18	16	53	47.4%		
Browning	332	332	18	20	8	17	37	63.0%		
Cabrillo	1,611	1,611	18	14	9	12	47	52.9%		
CAMS	673	673				2	14	93	7.4%	
Jordan	2,251	2,251	18	15	11	16	39	60.6%		
Lakewood	2,279	2,279	9	17	10	17	48	52.2%		
McBride	671	671			1	46	12	77	23.1%	
Millikan	3,377	3,377			5	7	7	11	70	30.0%
PAAL	121	121	15	13	12	17	42	57.9%		

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 S1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,774	3,774	9	9	8	11	63	37.3%	
Reid	46	46			7	20	74	26.1%	
Renaissance	385	385	8	9	6	11	65	34.5%	
Sato	550	550				34	10	83	17.1%
Wilson	3,290	3,290	14	13	8	12	53	47.1%	
District	33,496	33,496	9	11	8	12	59	40.5%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,111	12,111	10	13	9	13	55	44.6%
Bancroft	804	804	12	15	8	12	53	47.3%
Franklin	984	984	8	11	10	13	57	42.9%
Hamilton	750	750	11	14	10	14	51	48.9%
Hoover	506	506	5	14	13	12	57	43.1%
Hughes	1,212	1,212	6	11	9	11	64	36.3%
Jefferson	1,012	1,012	15	18	8	14	45	54.5%
Keller	515	515	3	6	9	11	71	28.7%
Lindbergh	414	414	16	16	15	18	35	64.7%
Lindsey	692	692	17	16	9	14	44	56.1%
Marshall	936	936	7	11	8	14	59	40.9%
Nelson	832	832	10	12	12	13	53	47.5%
Rogers	775	775	7	9	4	9	70	29.7%
Stanford	1,164	1,164	9	10	6	12	63	37.4%
Stephens	661	661	7	11	7	13	62	37.8%
Washington	854	854	15	25	7	15	39	61.2%
All K8	1,989	1,989	8	9	8	13	61	38.9%
Cubberley	383	383	4	4	7	12	73	26.9%
Muir	312	312	14	13	10	16	47	53.2%
Newcomb	318	318	4	25		89	11.3%	
Powell	279	279	13	10	11	15	51	49.1%
Robinson	315	315	15	19	14	12	40	60.0%
Tincher	286	286	3	8	5	14	69	30.8%
All High	19,609	19,609	14	15	8	13	49	50.5%
Avalon	159	159	15	18	7	16	45	55.3%
	96	96	13	7	11	25	44	56.3%
Browning	331	331	26	28	7	9	30	70.4%
Cabrillo	1,652	1,652	26	16	8	13	37	63.4%
CAMS	673	673	3	36		88	11.6%	
Jordan	2,250	2,250	22	20	10	15	32	68.1%
Lakewood	2,290	2,290	13	21	11	15	41	59.1%
McBride	676	676	2	8	8	14	68	32.2%
Millikan	3,394	3,394	7	11	7	13	62	38.1%
PAAL	125	125	22	28	5	12	33	67.2%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 PS1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,802	3,802	14	14	7	13	51	49.1%	
Reid	37	37				19	81	18.9%	
Renaissance	389	389	11	12	10	15	52	47.6%	
Sato	549	549			4	7	14	74	26.4%
Wilson	3,319	3,319	18	16	7	13	46	53.9%	
District	33,709	33,709	12	14	8	13	52	47.7%	

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

School Name	Student Count	Student Count	Percent by Category					> 1 D or F
All Middle	12,107	12,107	10	14	8	14	55	45.1%
Bancroft	803	803	11	14	7	12	56	44.3%
Franklin	995	995	9	11	9	14	56	43.5%
Hamilton	755	755	12	14	8	11	55	45.4%
Hoover	507	507	7	13	13	12	56	44.4%
Hughes	1,209	1,209	6	13	6	14	61	39.2%
Jefferson	1,004	1,004	13	17	10	13	47	53.5%
Keller	516	516	3	8	6	13	70	29.8%
Lindbergh	419	419	13	22	11	18	36	63.7%
Lindsey	687	687	16	16	10	16	42	57.6%
Marshall	940	940	9	13	6	12	59	41.0%
Nelson	833	833	10	13	9	13	55	44.8%
Rogers	773	773	5	9	4	10	71	28.7%
Stanford	1,165	1,165	9	10	6	13	63	37.4%
Stephens	659	659	8	16	8	18	51	49.5%
Washington	842	842	17	25	6	16	36	63.8%
All K8	1,983	1,983	9	11	7	12	61	38.6%
Cubberley	383	383	4	4	7	8	78	22.2%
Muir	313	313	14	17	10	12	47	53.4%
Newcomb	319	319	2	6	6	85	14.7%	
Powell	276	276	13	16	8	12	50	49.6%
Robinson	307	307	19	18	8	17	39	61.2%
Tincher	287	287	4	7	5	16	68	31.7%
All High	19,776	19,776	14	15	7	14	50	50.5%
Avalon	161	161	16	12	7	14	52	48.4%
		98	16	5	12	18	48	52.0%
Browning	332	332	29	27	5	10	29	71.4%
Cabrillo	1,645	1,645	24	16	9	12	38	62.1%
CAMS	673	673	3	27	86	13.5%		
Jordan	2,268	2,268	23	22	9	16	30	70.1%
Lakewood	2,309	2,309	13	20	8	17	42	57.8%
McBride	679	679	3	7	8	14	68	31.7%
Millikan	3,410	3,410	6	10	6	13	65	34.9%
PAAL	130	130	8	18	12	17	45	55.4%

The percentages may not equal 100% due to rounding.

Grade Distribution - All 2024-2025 Q1

Legend
2+ Fs
1 F
2+ Ds no Fs
1 D no Fs
No Ds or Fs

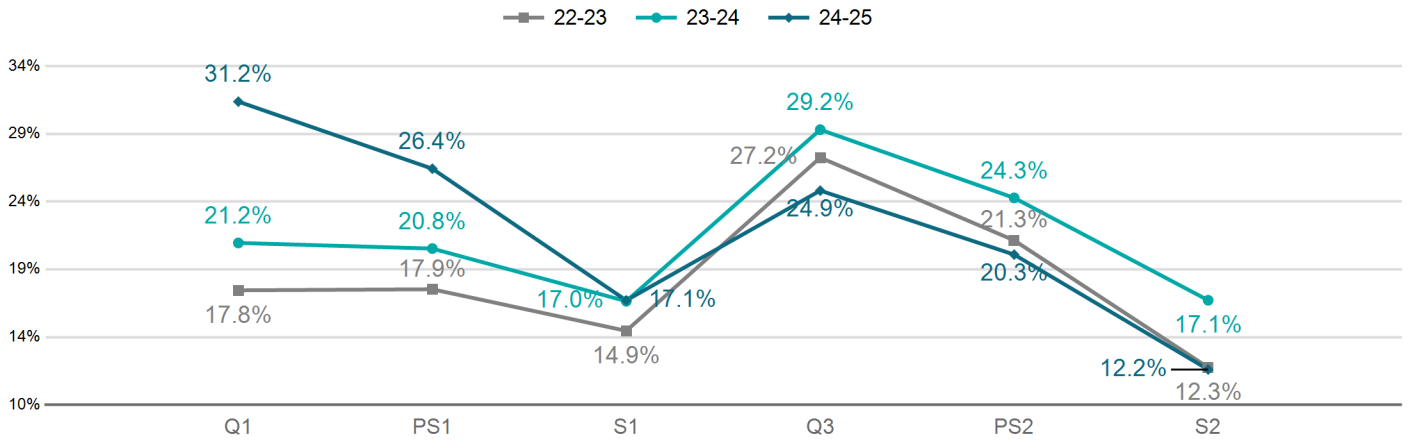
School Name	Student Count		Percent by Category					> 1 D or F	
Polytechnic	3,821	3,821	13	15	7	14	50	49.5%	
Reid	25	25				12	88	12.0%	
Renaissance	397	397	13	12	5	20	51	49.1%	
Sato	552	552		1	9	6	14	69	31.2%
Wilson	3,399	3,399	20	17	6	13	44	55.6%	
District	33,866	33,866	13	15	7	14	52	47.9%	

The percentages may not equal 100% due to rounding.

Percent of Students with 1+ D or F - 3 year Comparison

Sato

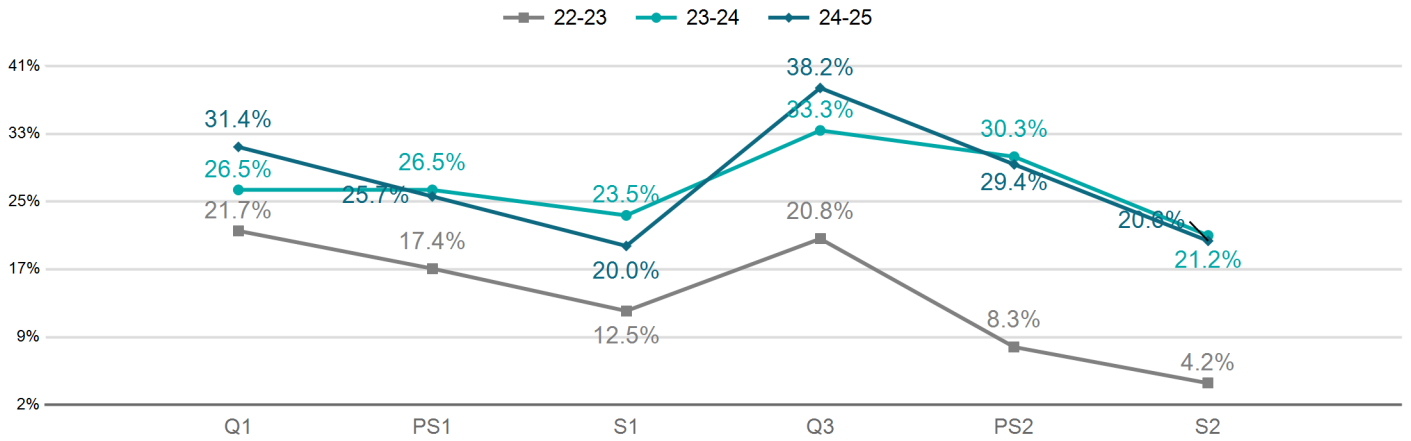
Category: All Students



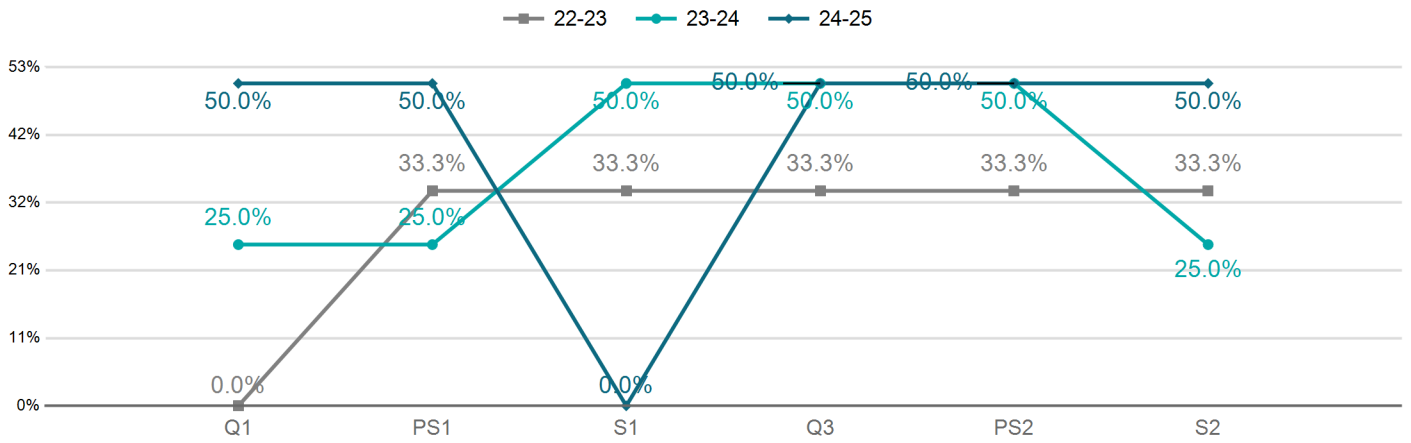
Graphs for subgroups on following pages.

Percent of Students with 1+ D or F - 3 year Comparison Sato

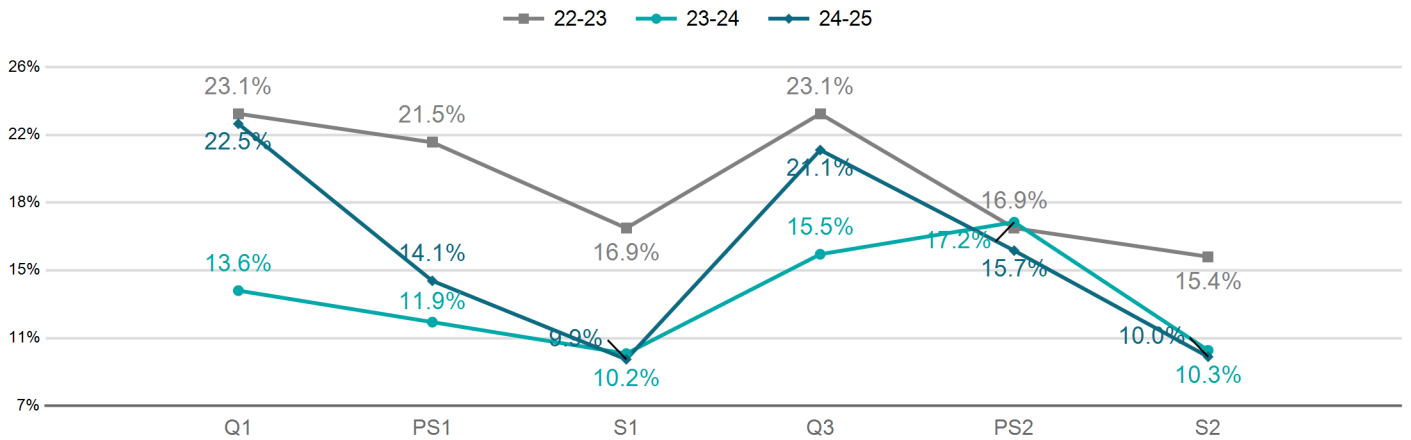
Category: Ethnicity - Subgroup: African American



Category: Ethnicity - Subgroup: American Indian



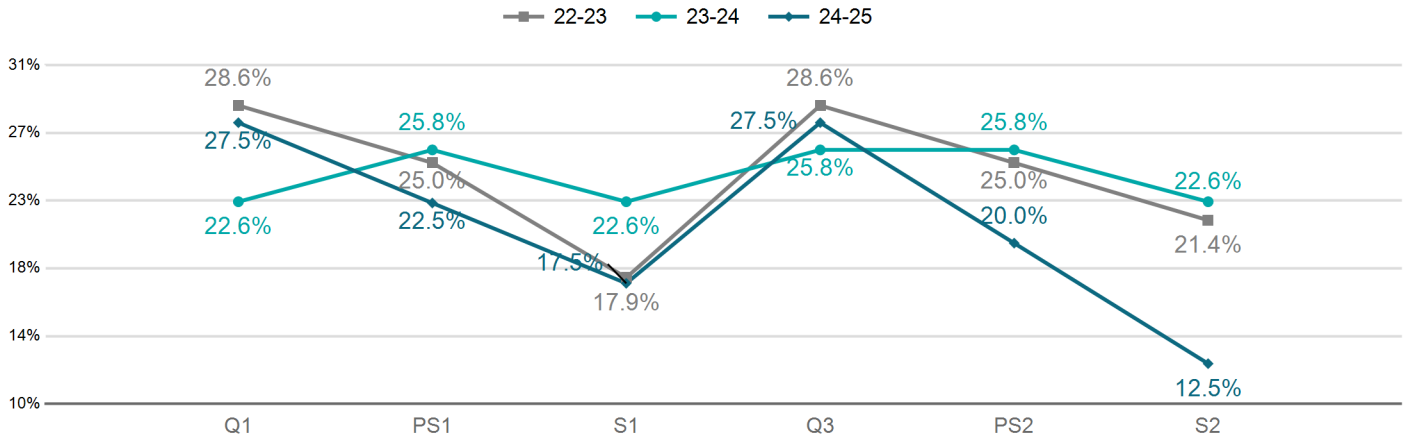
Category: Ethnicity - Subgroup: Asian



Percent of Students with 1+ D or F - 3 year Comparison

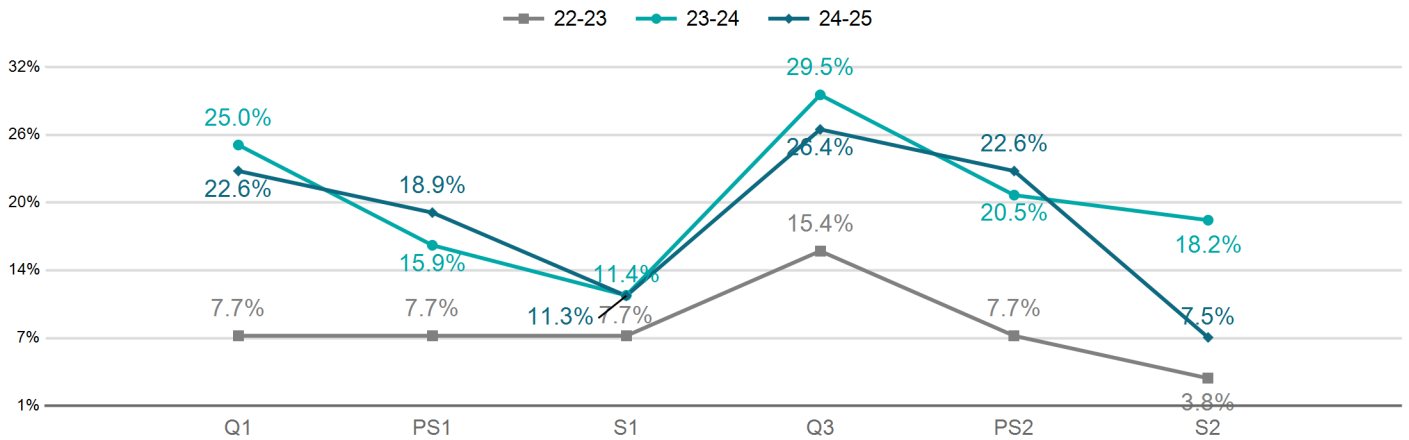
Sato

Category: Ethnicity - Subgroup: Cambodian

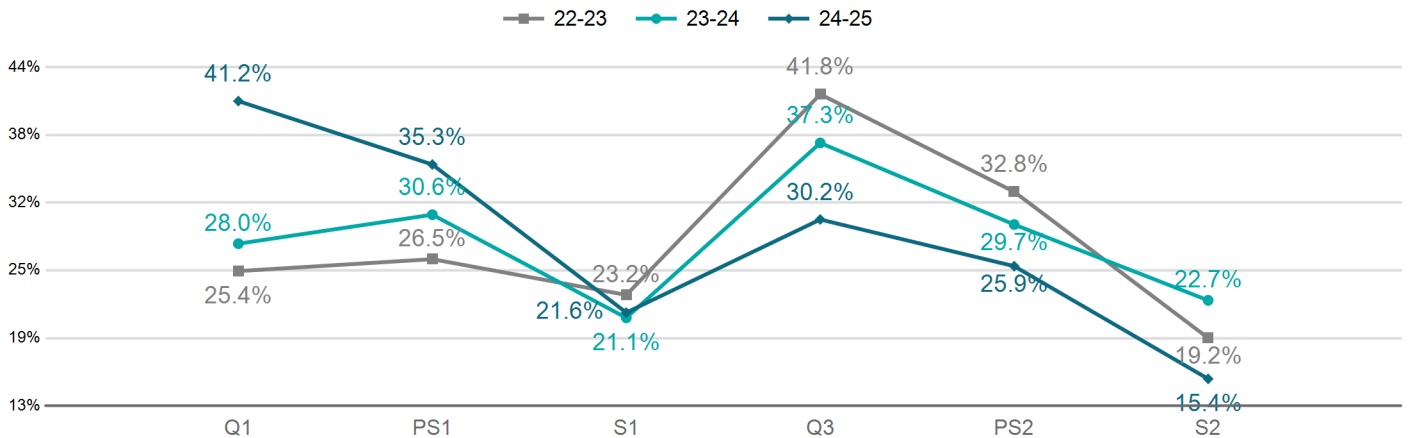


Cambodian students are a subset of Asian students, and are also included in the Asian subgroup counts.

Category: Ethnicity - Subgroup: Filipino



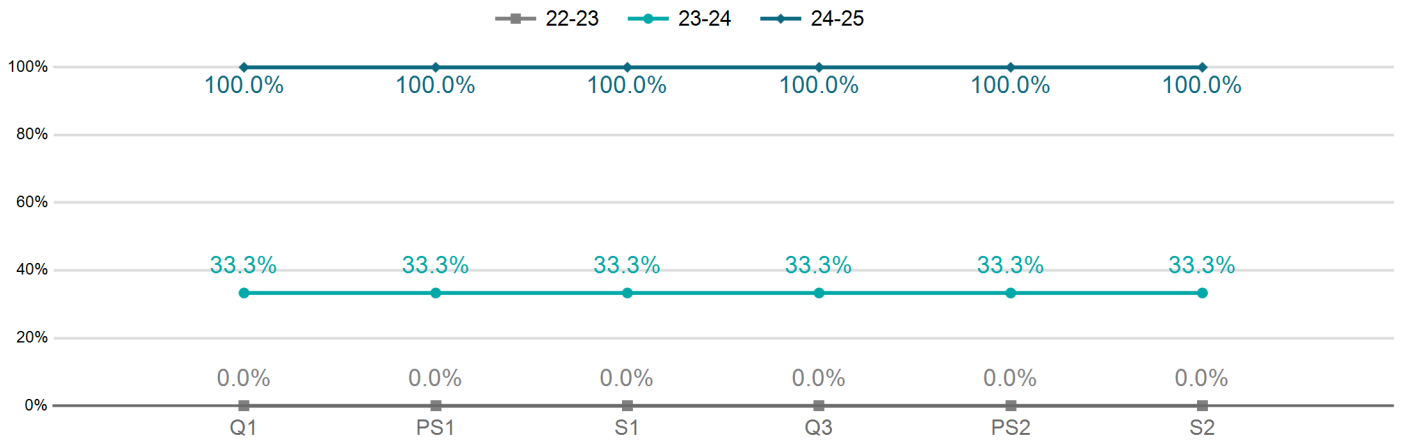
Category: Ethnicity - Subgroup: Hispanic



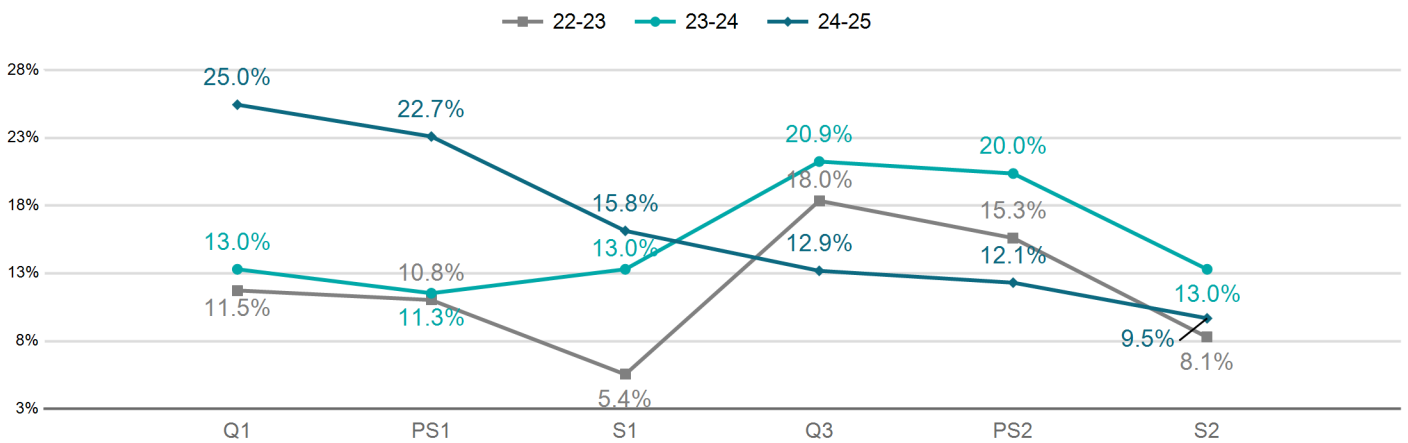
Percent of Students with 1+ D or F - 3 year Comparison

Sato

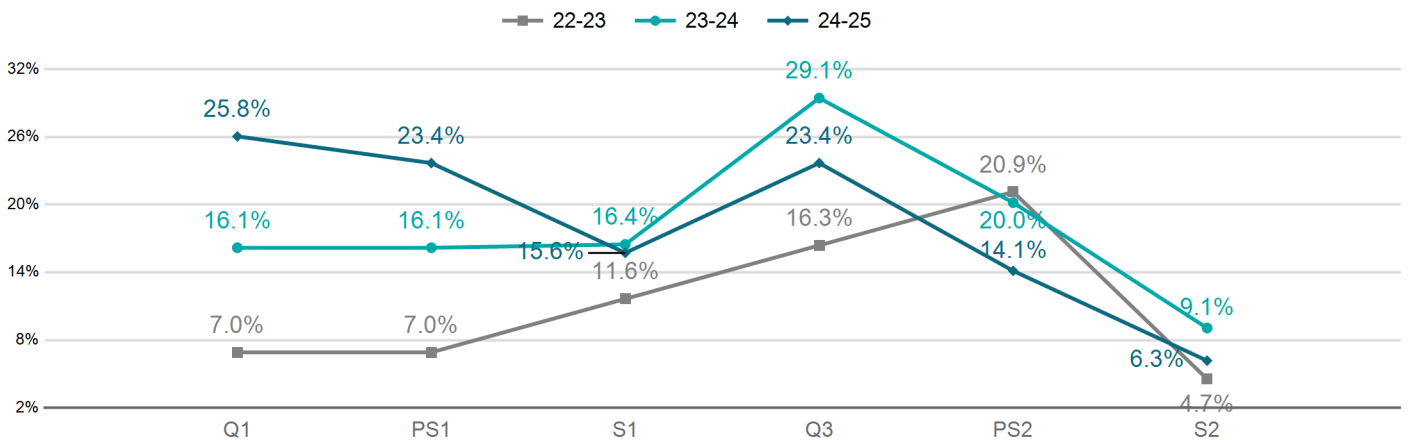
Category: Ethnicity - Subgroup: Pacific Islander



Category: Ethnicity - Subgroup: White



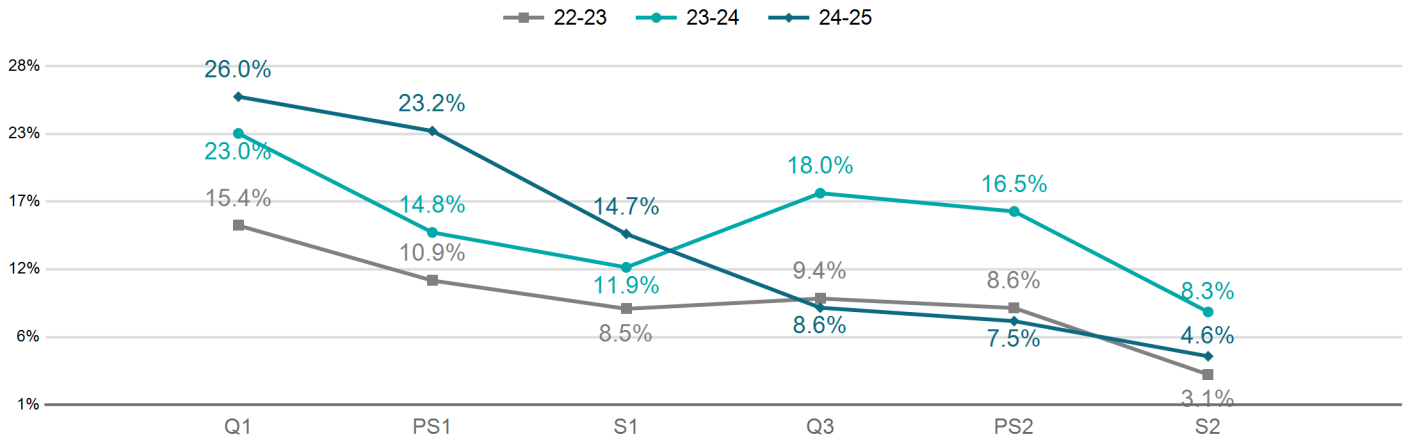
Category: Ethnicity - Subgroup: Other



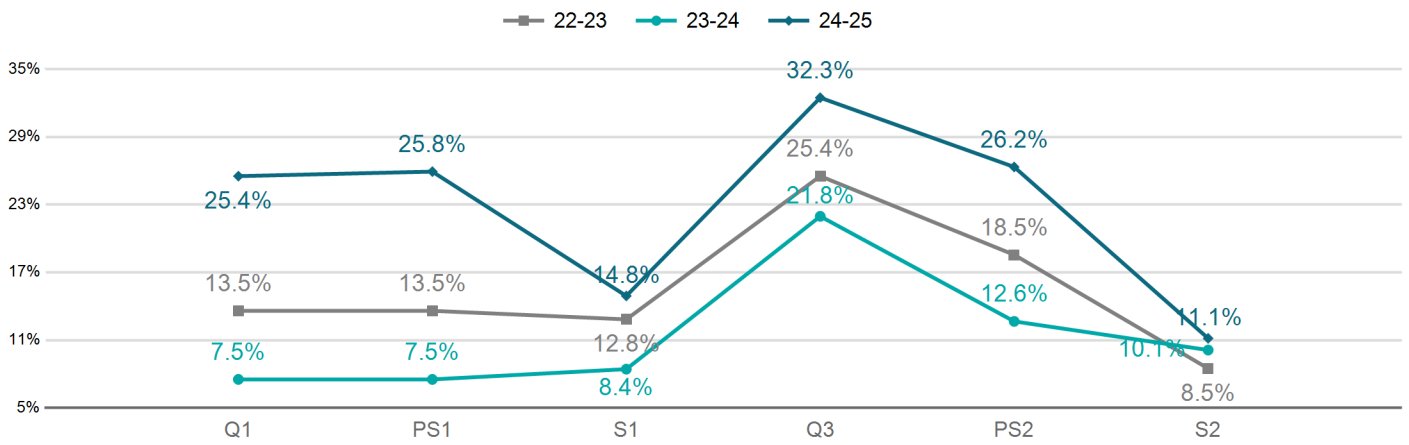
Percent of Students with 1+ D or F - 3 year Comparison

Sato

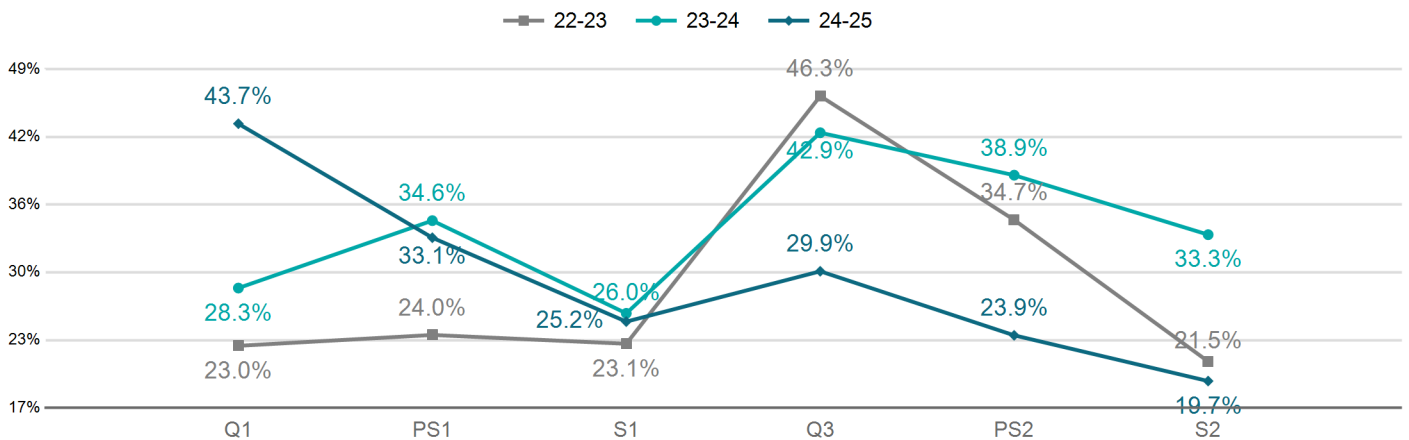
Category: Grade - Subgroup: Gr. 09



Category: Grade - Subgroup: Gr. 10



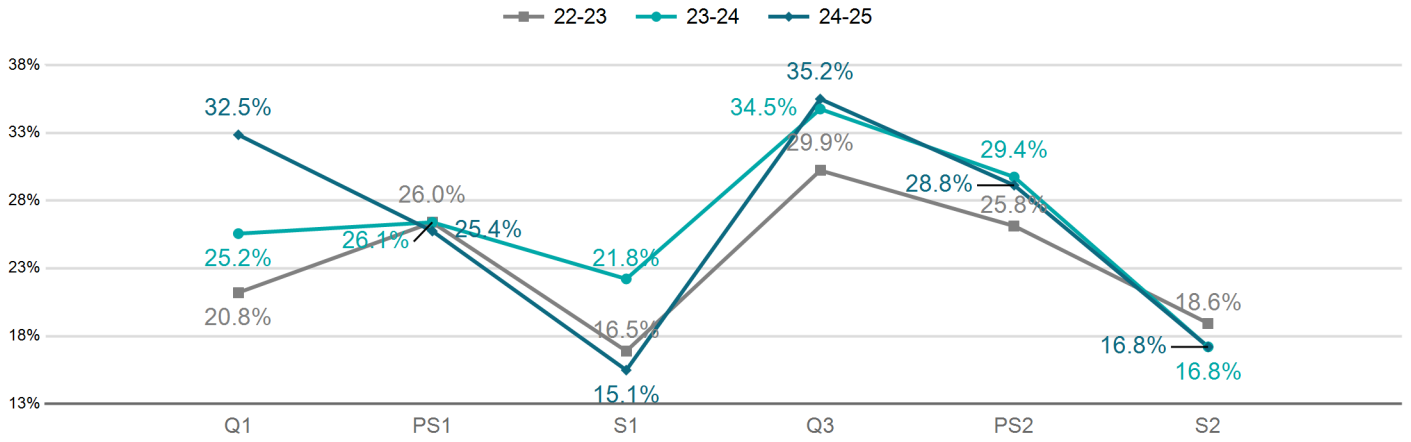
Category: Grade - Subgroup: Gr. 11



Percent of Students with 1+ D or F - 3 year Comparison

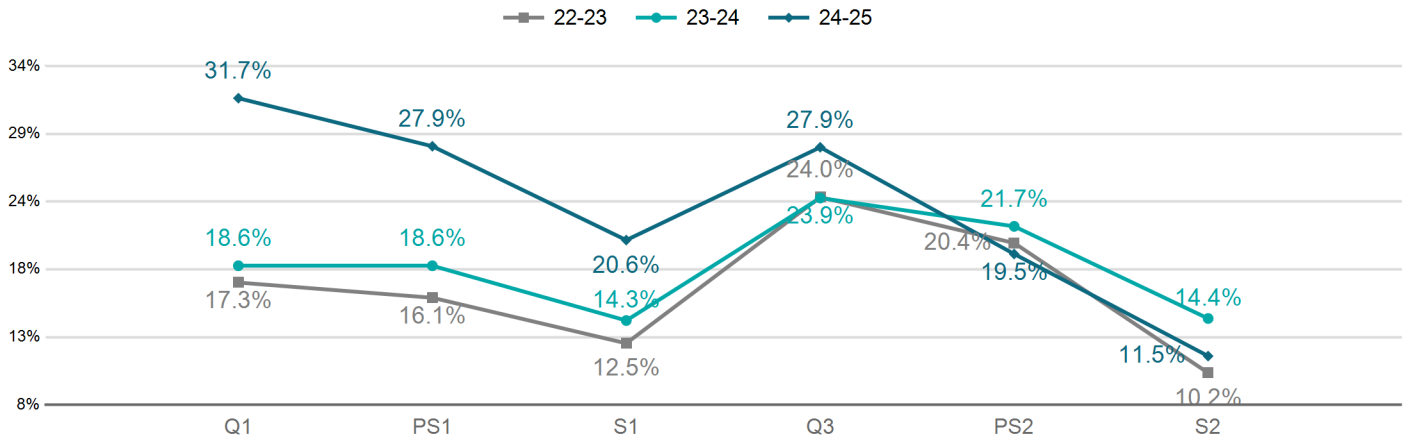
Sato

Category: Grade - Subgroup: Gr. 12

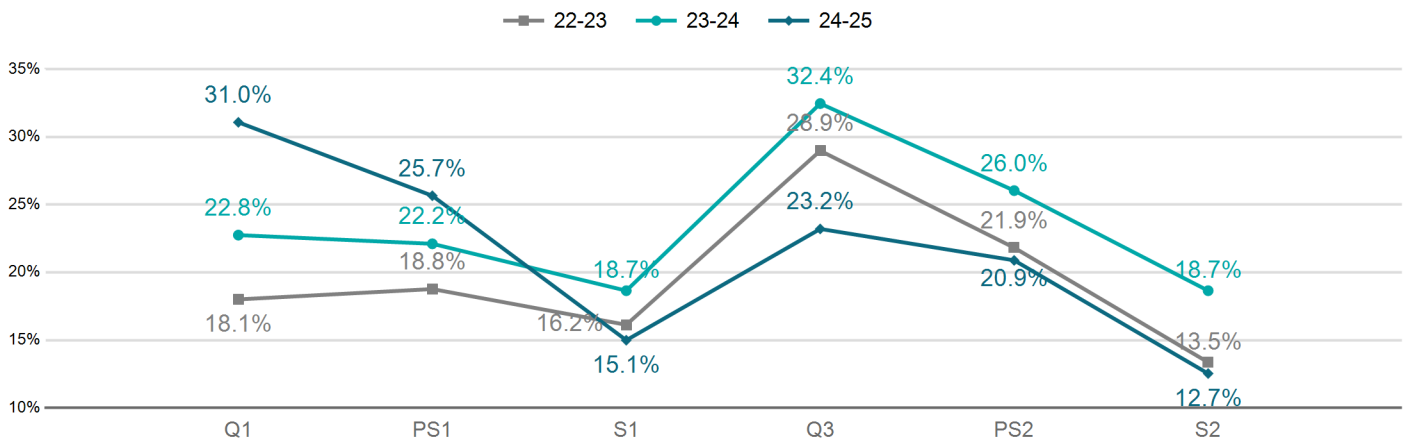


Percent of Students with 1+ D or F - 3 year Comparison Sato

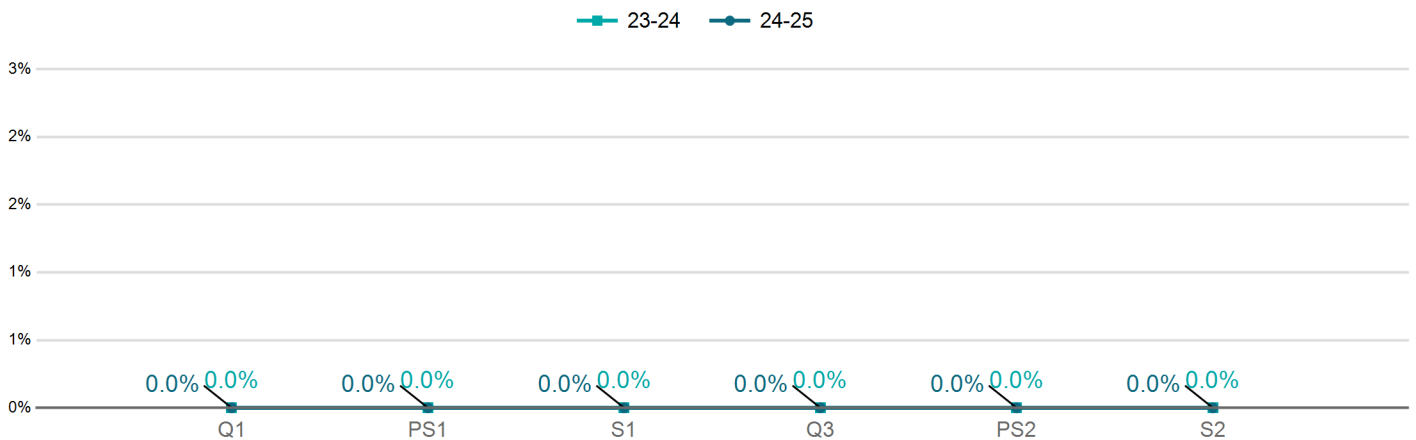
Category: Gender - Subgroup: Female



Category: Gender - Subgroup: Male

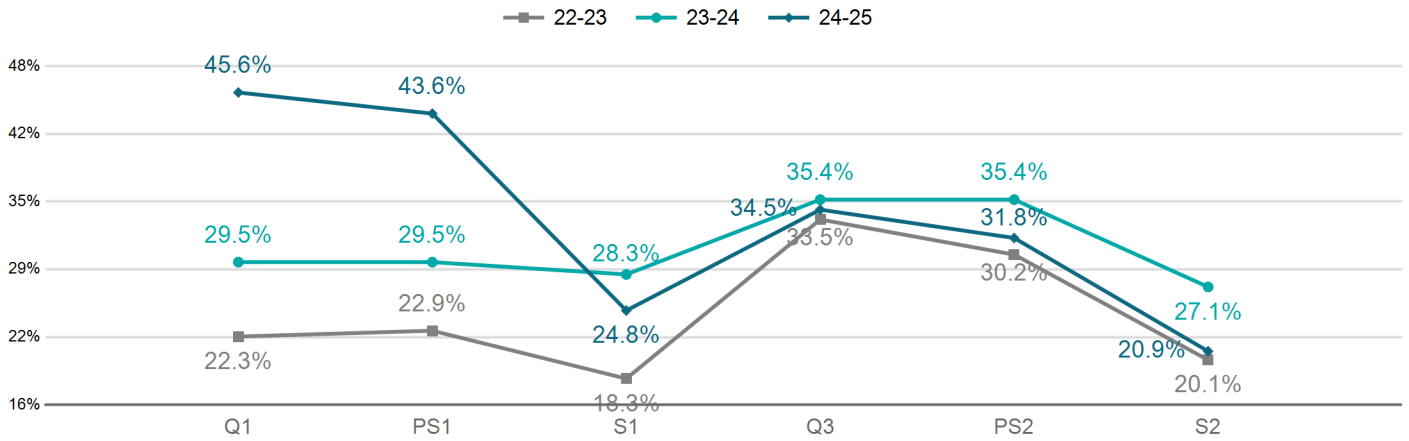


Category: Gender - Subgroup: Nonbinary

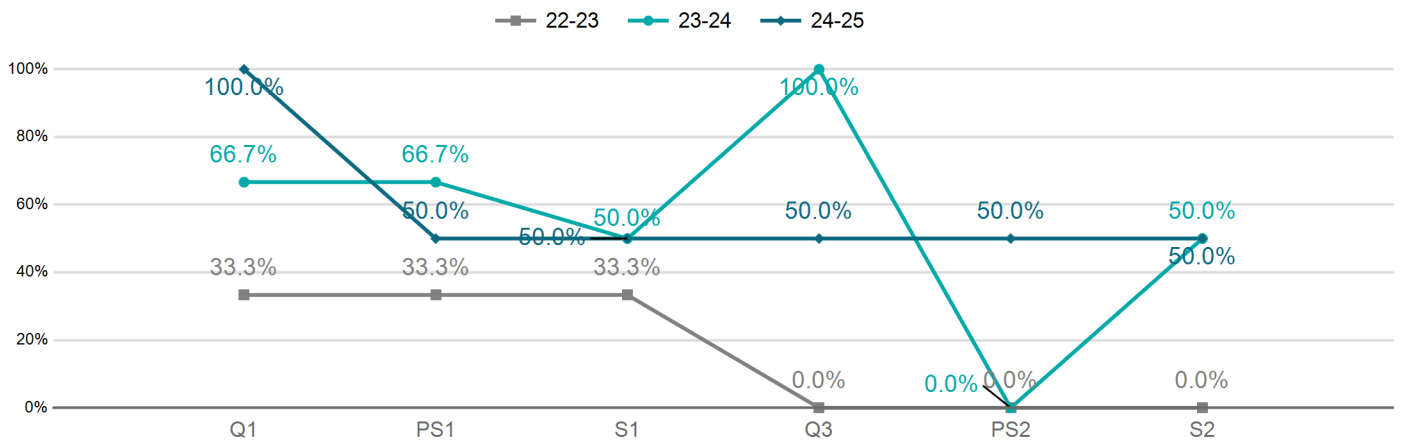


Percent of Students with 1+ D or F - 3 year Comparison Sato

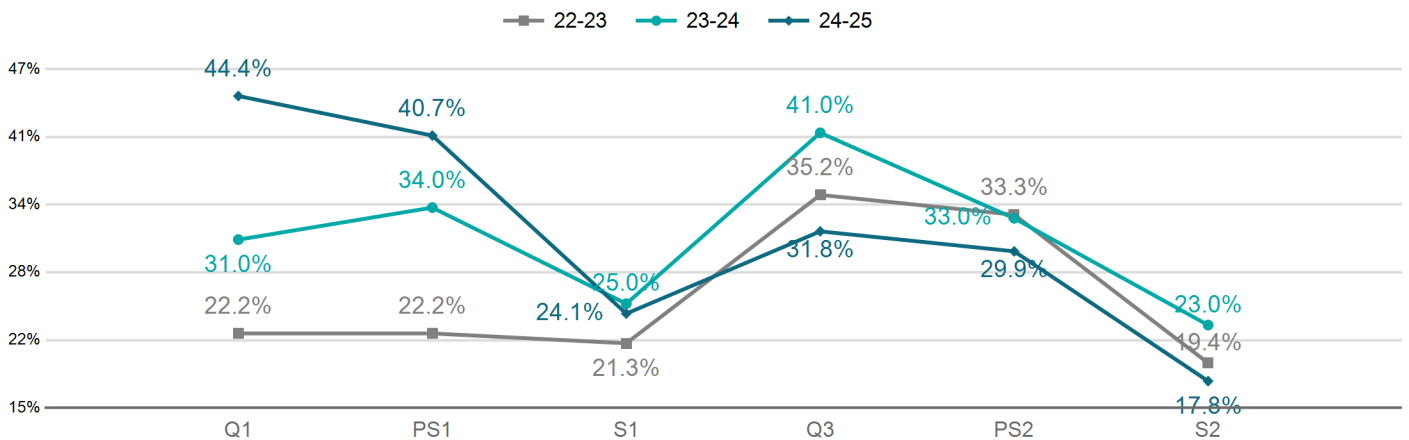
Category: Special Populations - Subgroup: Low SES



Category: Special Populations - Subgroup: ELL

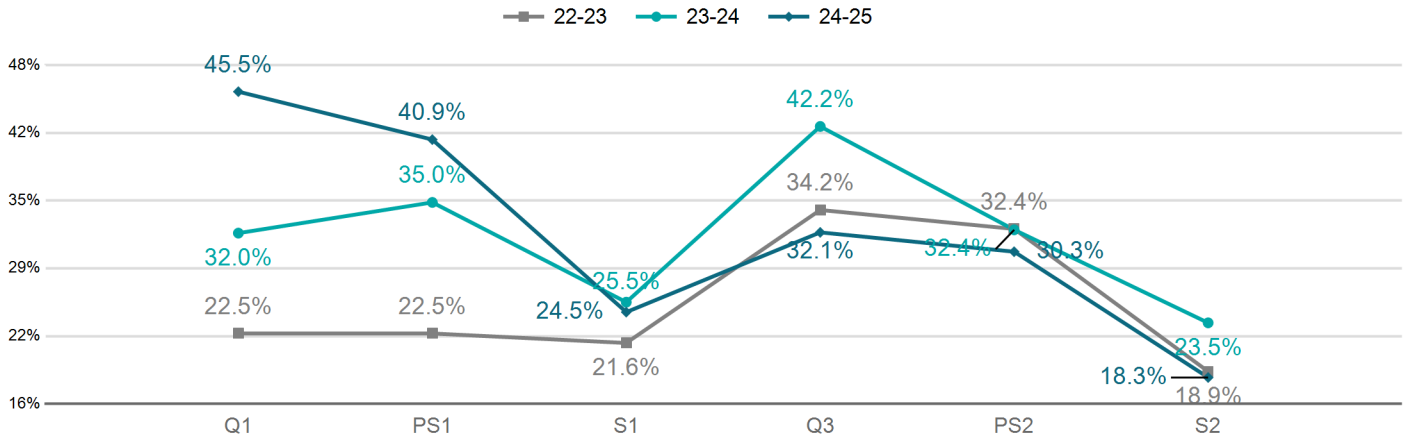


Category: Special Populations - Subgroup: RFEP

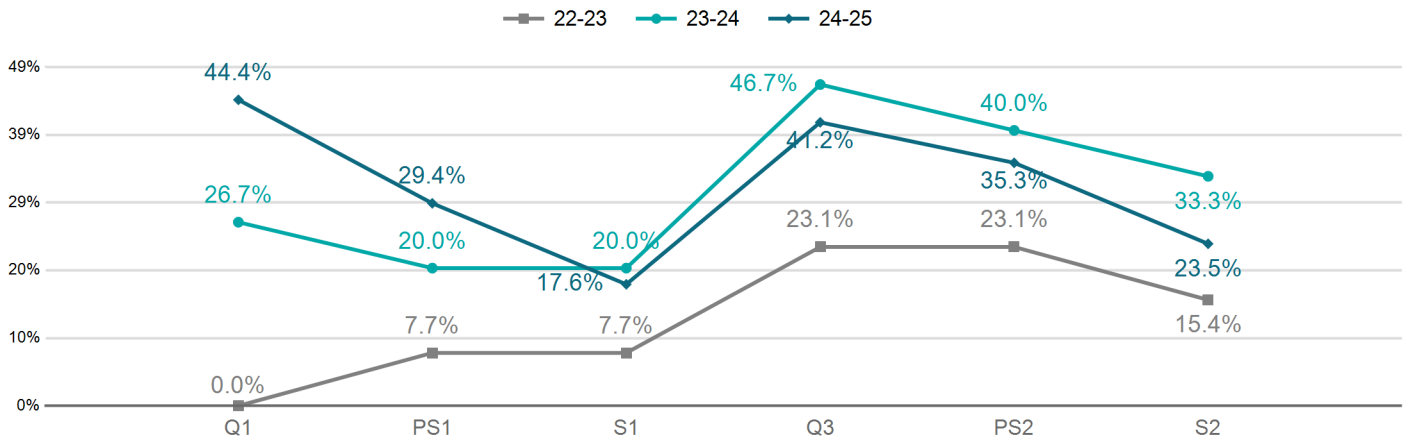


Percent of Students with 1+ D or F - 3 year Comparison Sato

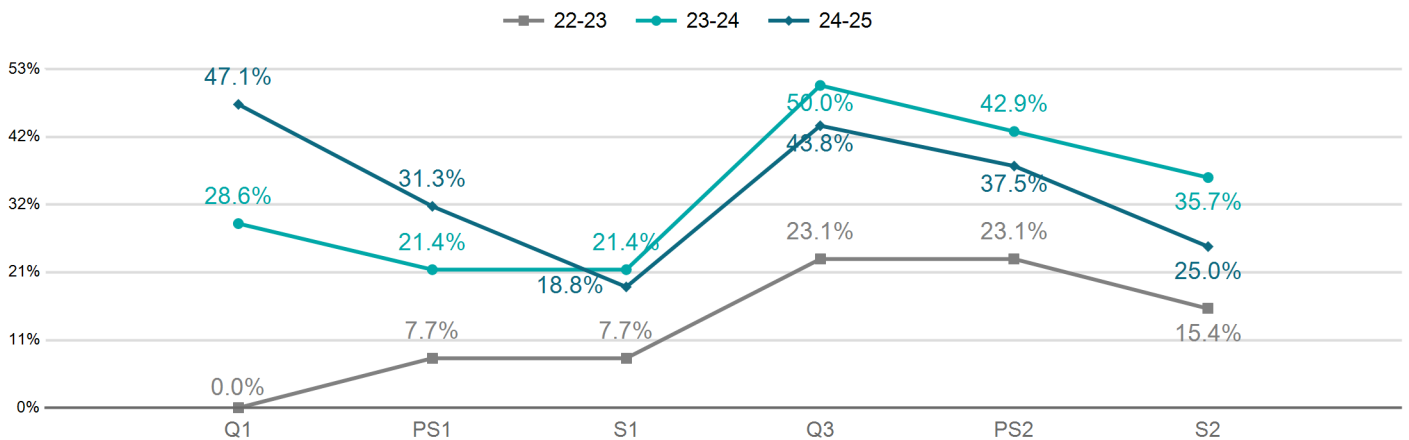
Category: Special Populations - Subgroup: EL + RFEP



Category: Special Populations - Subgroup: Special Ed.



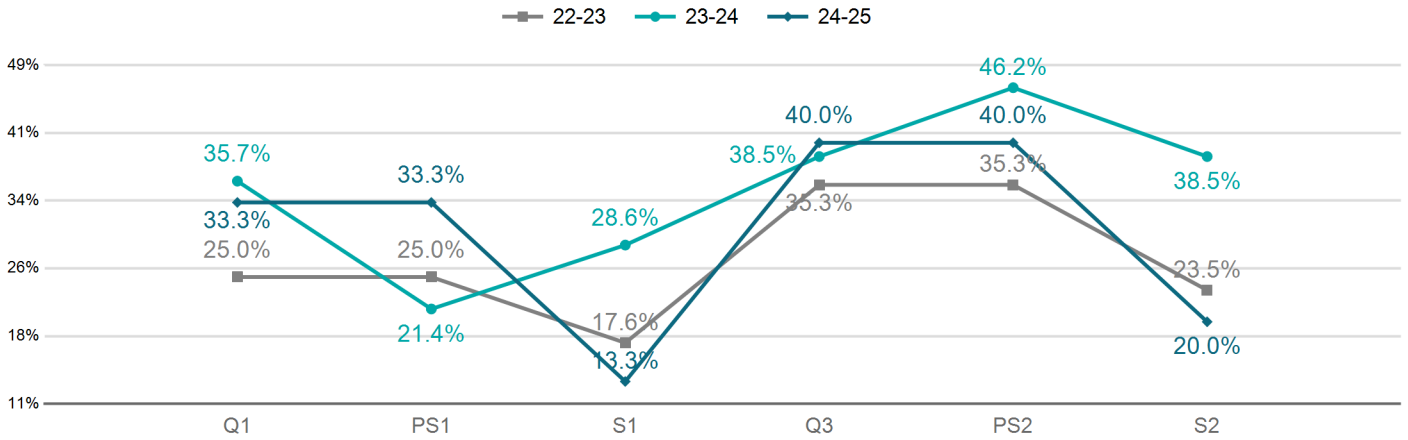
Category: Special Populations - Subgroup: Spec Ed. Speech/RSP



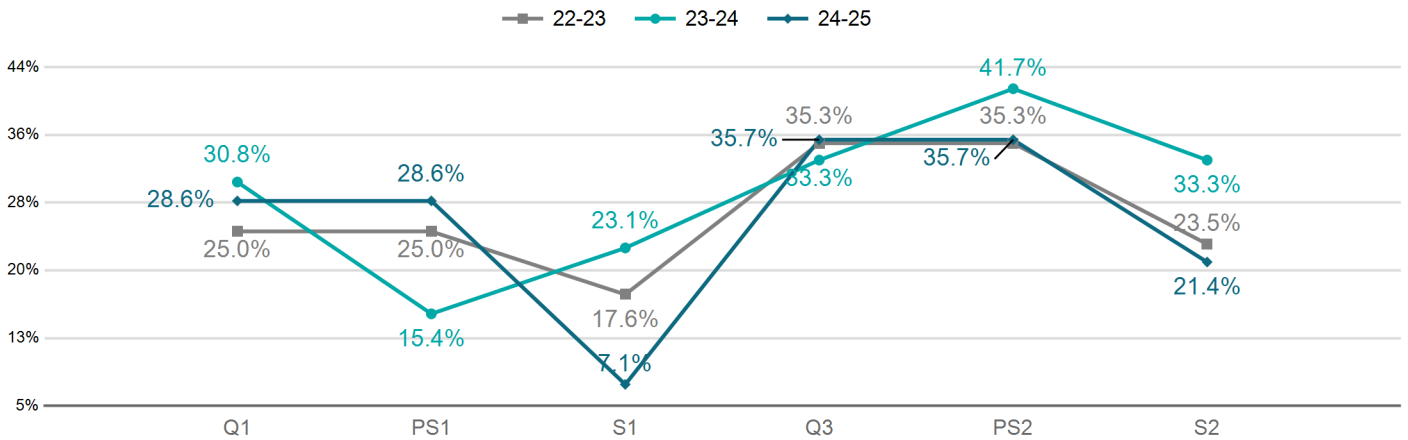
Percent of Students with 1+ D or F - 3 year Comparison

Sato

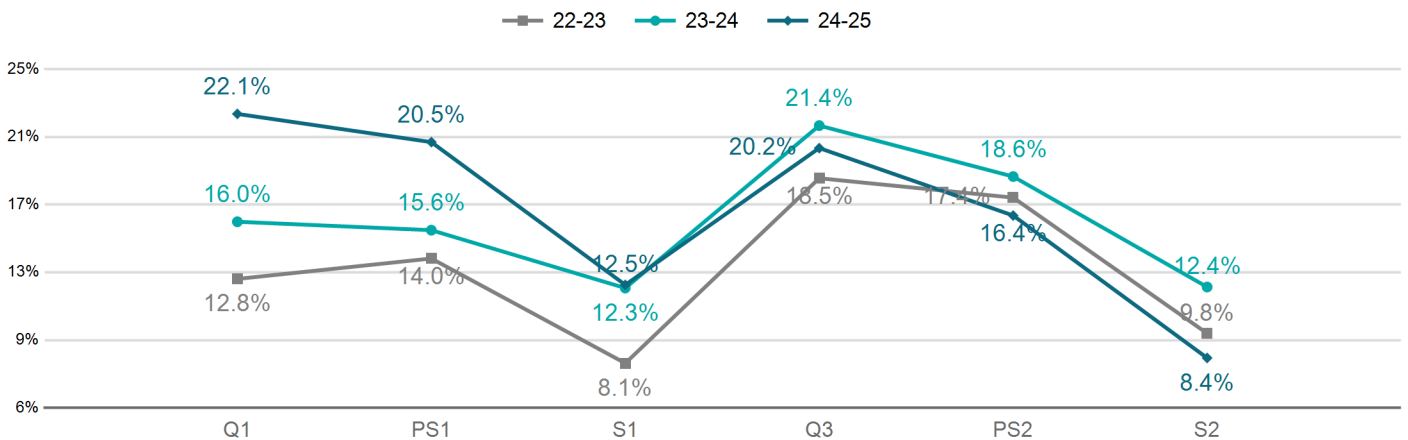
Category: Special Populations - Subgroup: Homeless/Foster



Category: Special Populations - Subgroup: Homeless

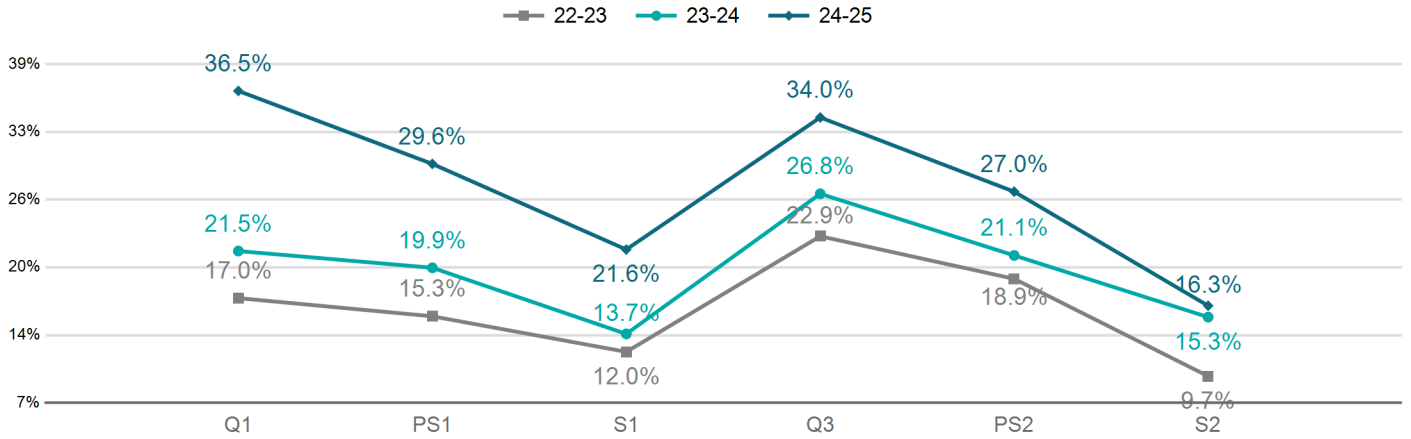


Category: Special Populations - Subgroup: GATE/Excel

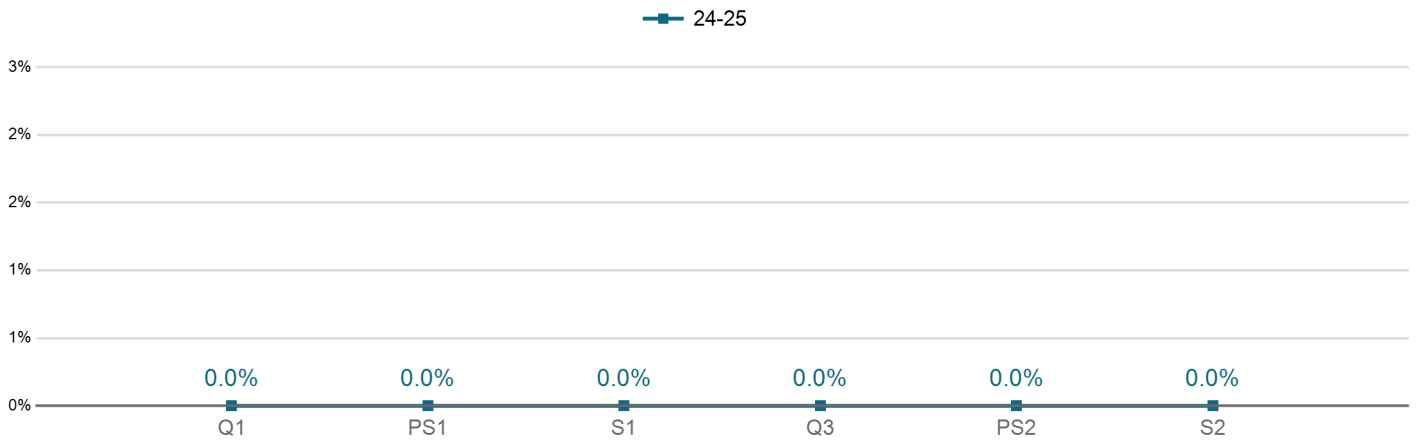


Percent of Students with 1+ D or F - 3 year Comparison Sato

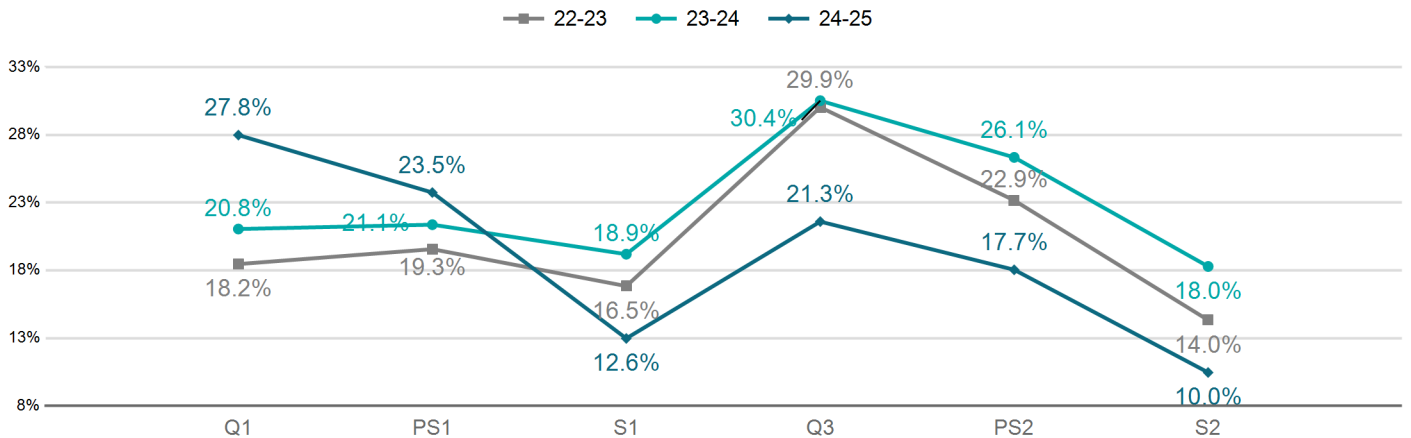
Category: SLC - Subgroup: Sato - BIO



Category: SLC - Subgroup: Sato - DUAL



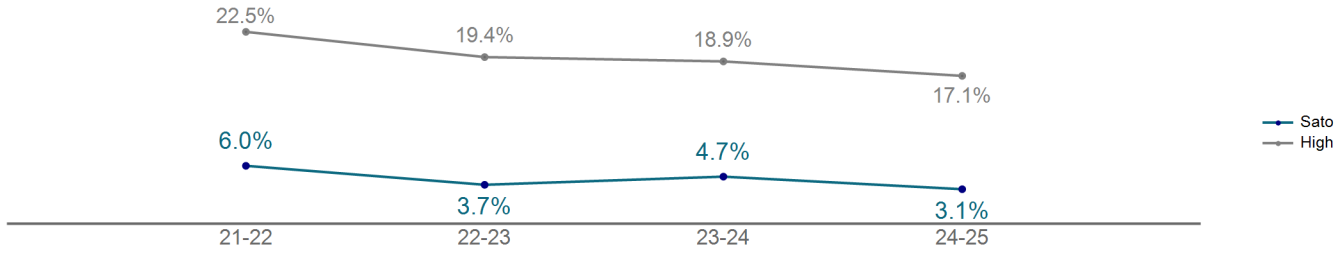
Category: SLC - Subgroup: Sato - ENGS



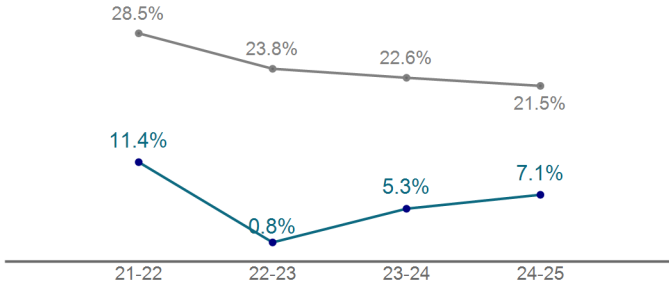
Semester 2 - D/F Rate

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

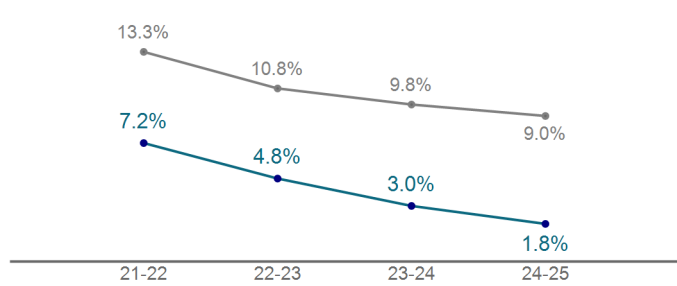
**Sato
All Students**



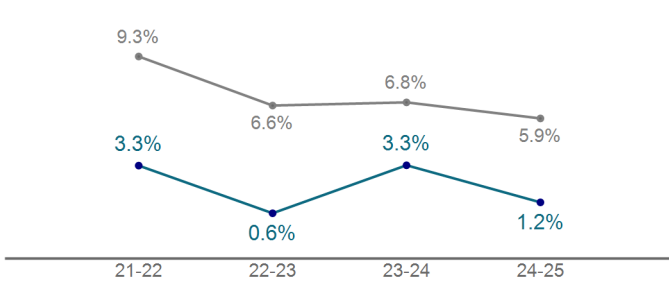
African American



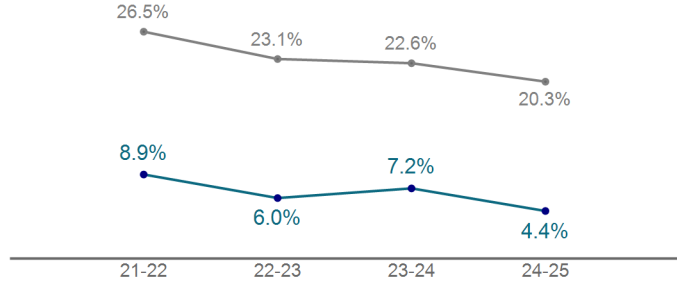
Asian



Filipino



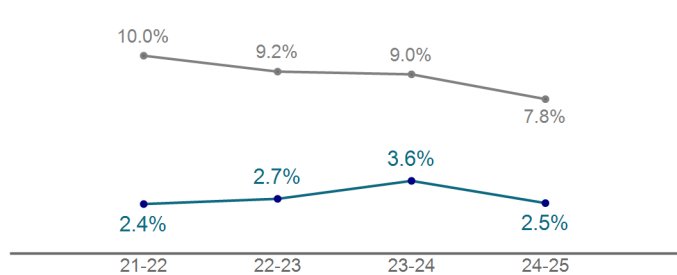
Hispanic



Pacific Islander

Subgroup with fewer than 20 total grades.

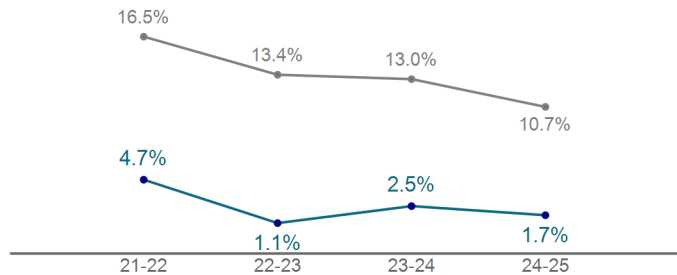
White



Native American

Subgroup with fewer than 20 total grades.

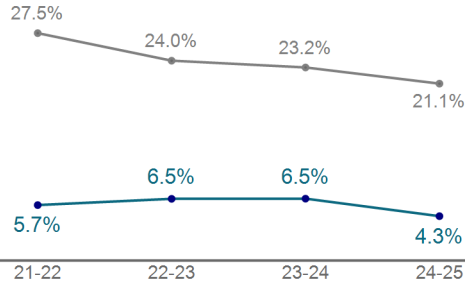
Other



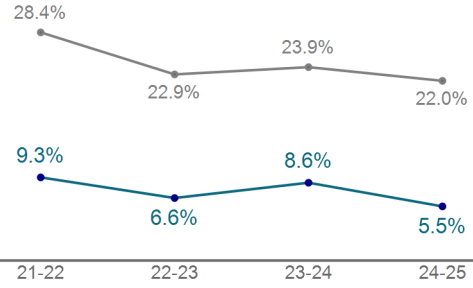
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Semester 2 - D/F Rate

EL + RFEP



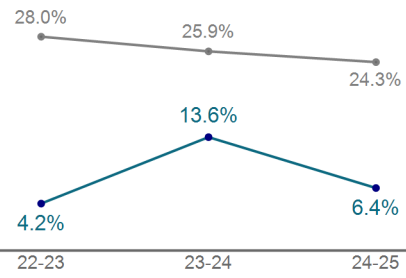
Low SES



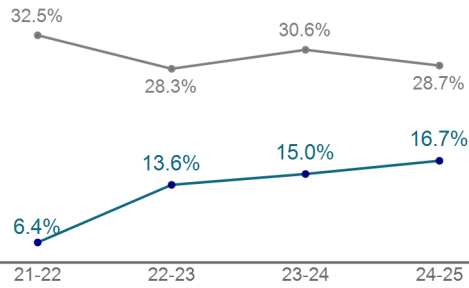
English Learner

Subgroup with fewer than 20 total grades.

Special Education



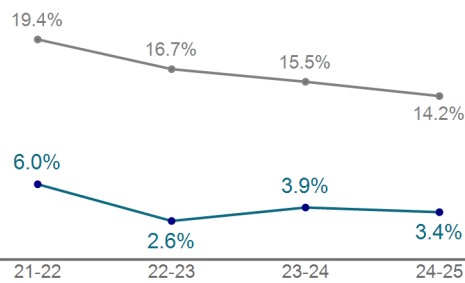
Homeless



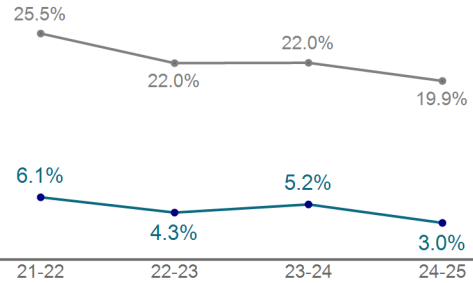
Foster Youth

Subgroup with fewer than 20 total grades.

Female

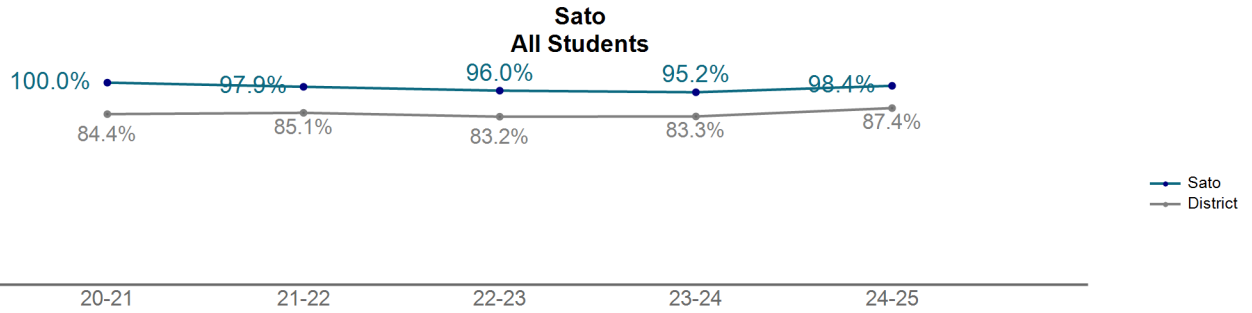


Male



N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups with fewer than 20 total grades are not included.

Cohort Graduation Rate



African American

Subgroup with fewer than 20 students.

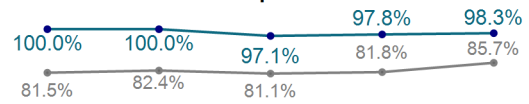
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

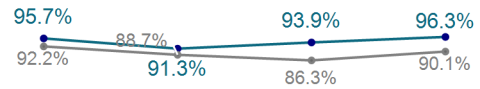
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



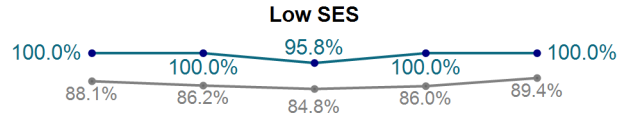
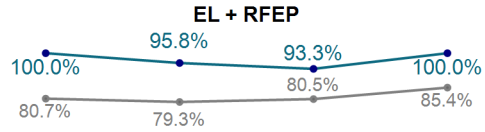
Native American

Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

Cohort Graduation Rate



English Learner

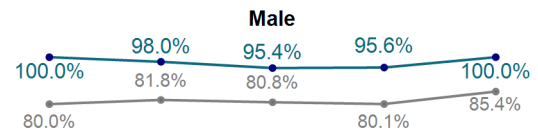
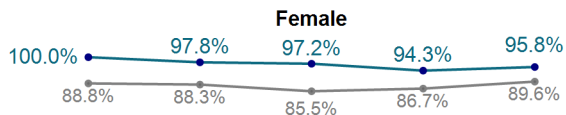
Subgroup with fewer than 20 students.

Special Education

Subgroup with fewer than 20 students.

Homeless or Foster Youth

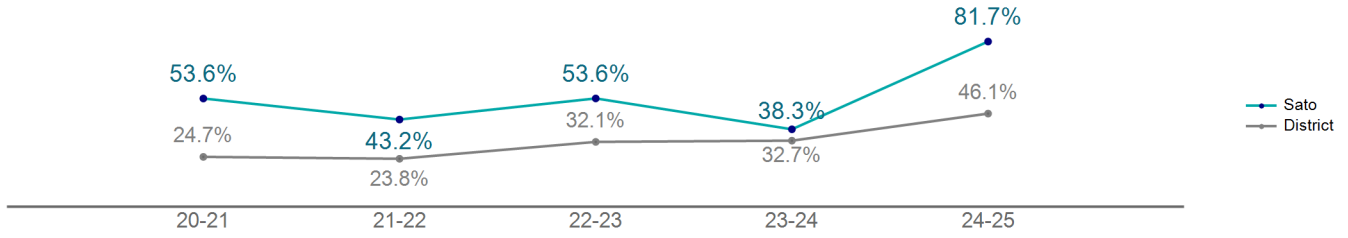
Subgroup with fewer than 20 students.



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

**Sato
All Students**



African American

Subgroup with fewer than 20 students.

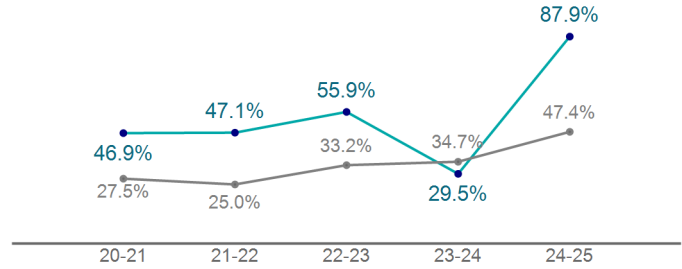
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

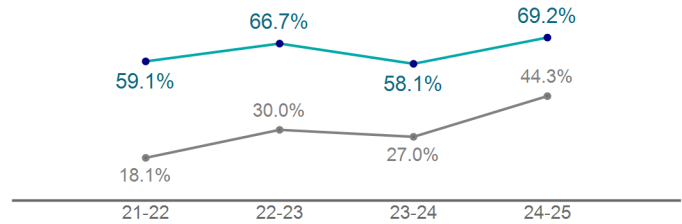
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



Native American

Subgroup with fewer than 20 students.

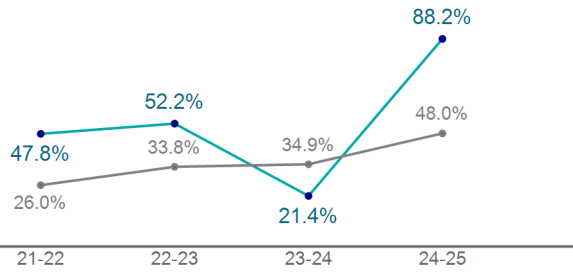
Other

Subgroup with fewer than 20 students.

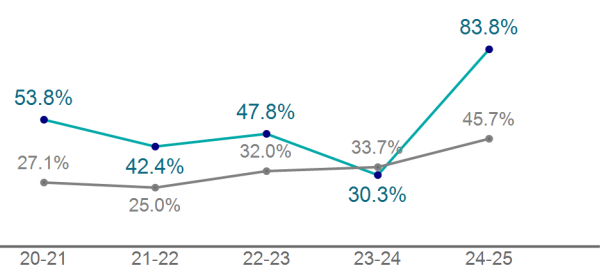
N's are from the current year.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included.

Percent of Graduates Completing Career Technical Education Pathway

EL + RFEP



Low SES



English Learner

Subgroup with fewer than 20 students.

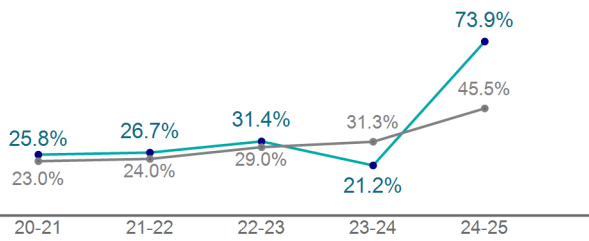
Special Education

Subgroup with fewer than 20 students.

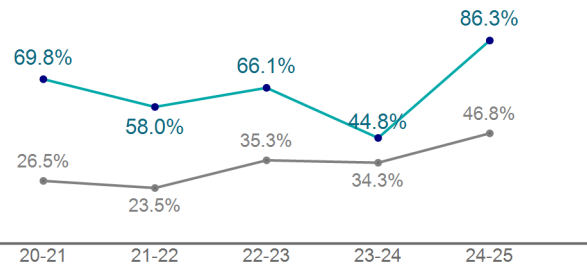
Homeless or Foster Youth

Subgroup with fewer than 20 students.

Female

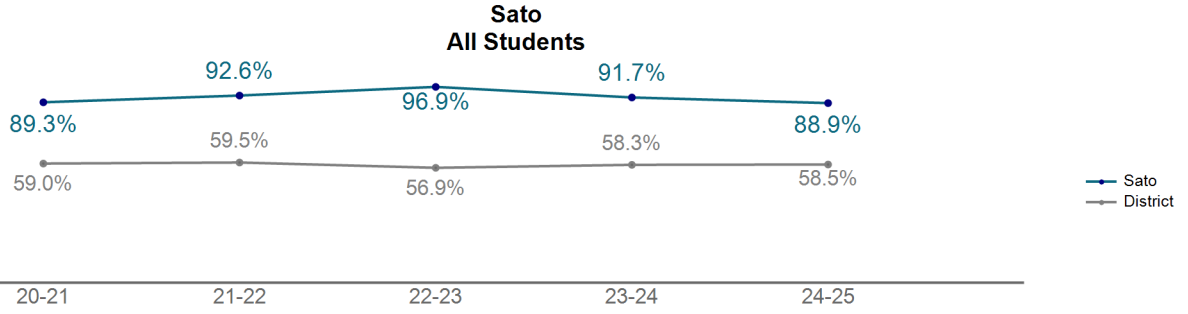


Male



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates that Met A-G Requirements



African American

Subgroup with fewer than 20 students.

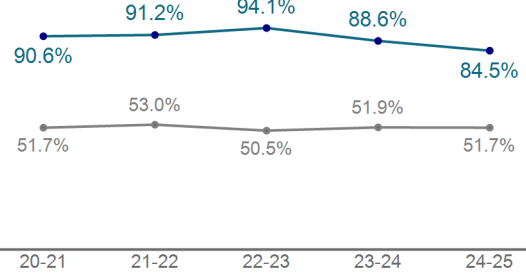
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

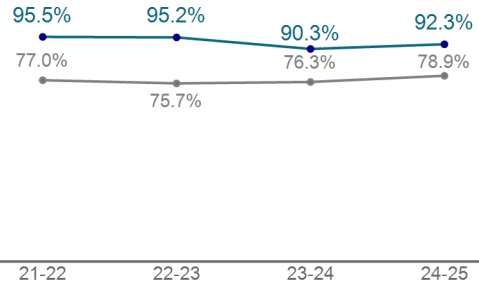
Hispanic



Pacific Islander

Subgroup with fewer than 20 students.

White



Native American

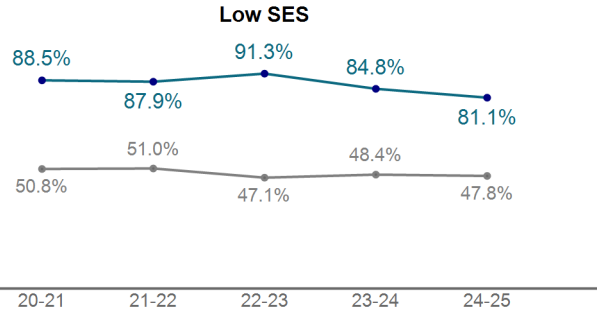
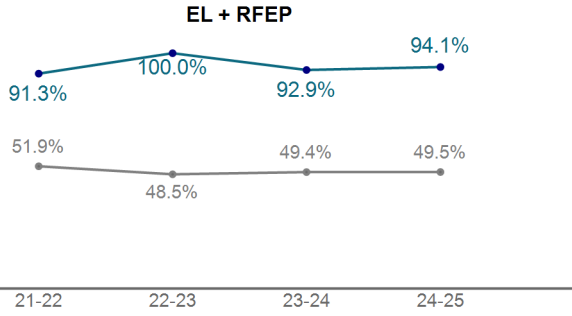
Subgroup with fewer than 20 students.

Other

Subgroup with fewer than 20 students.

N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

Percent of Graduates that Met A-G Requirements



English Learner

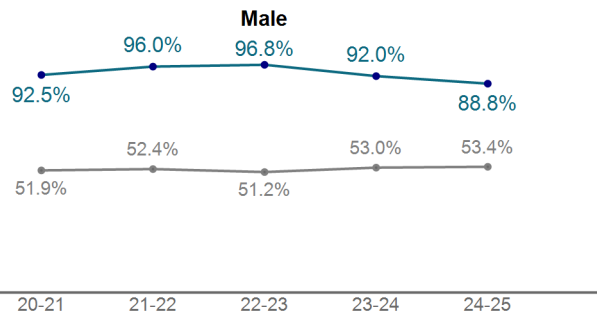
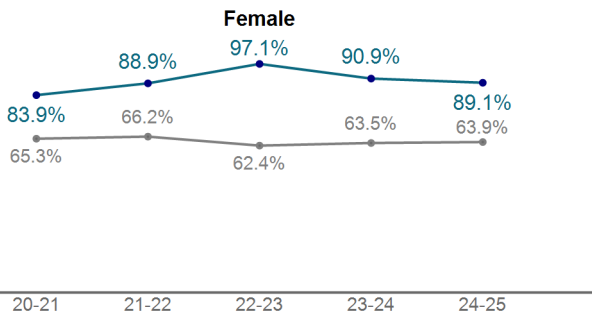
Subgroup with fewer than 20 students.

Special Education

Subgroup with fewer than 20 students.

Homeless or Foster Youth

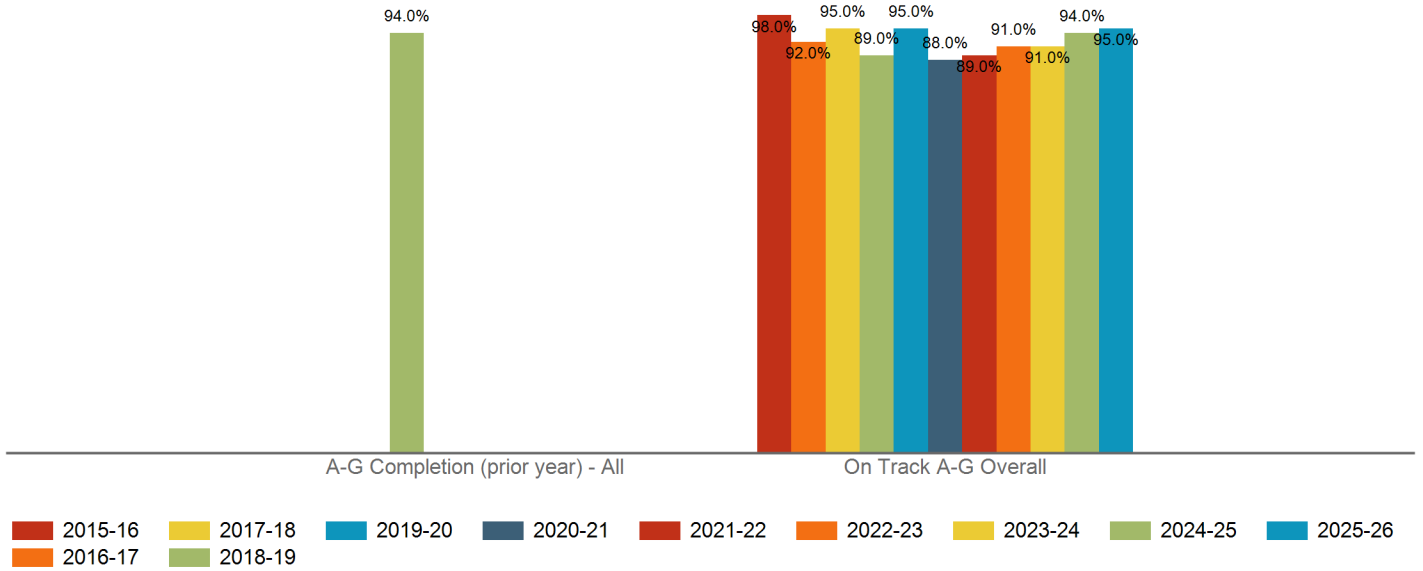
Subgroup with fewer than 20 students.



N's are from the current year.
 Dashed line represents data for current year still in progress.
 Subgroups under 20 students are not included.

A-G Rate

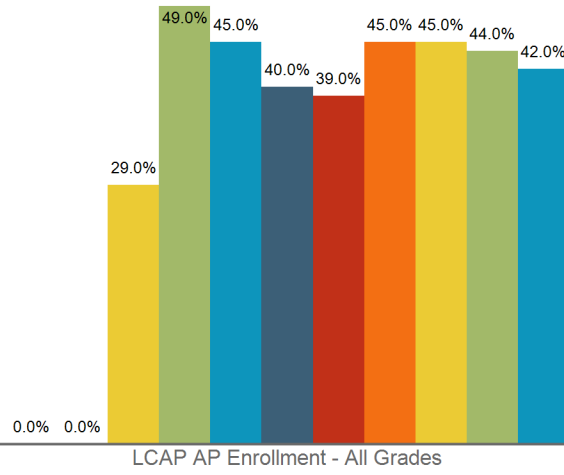
School Year: 24-25



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.		Services
Total			

AP Participation/Pass

School Year: 24-25

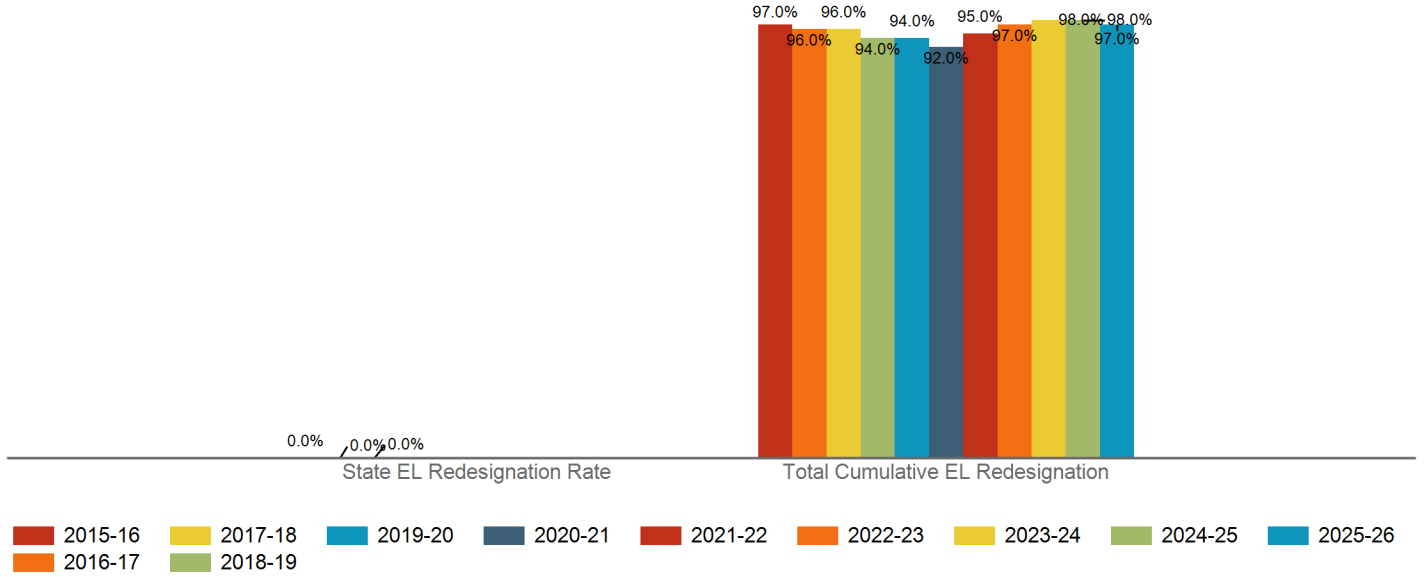


■ 2015-16
 ■ 2017-18
 ■ 2019-20
 ■ 2020-21
 ■ 2021-22
 ■ 2022-23
 ■ 2023-24
 ■ 2024-25
 ■ 2025-26
■ 2016-17
 ■ 2018-19

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Teacher tutoring for student success. Teachers will earn extra hourly pay for after school and/or weekend tutoring to support students academically. This includes test preparation such as AP practice test sessions, tutoring for grade recovery or final exam/unit exam study sessions.		Services
Total			

EL Reclassification

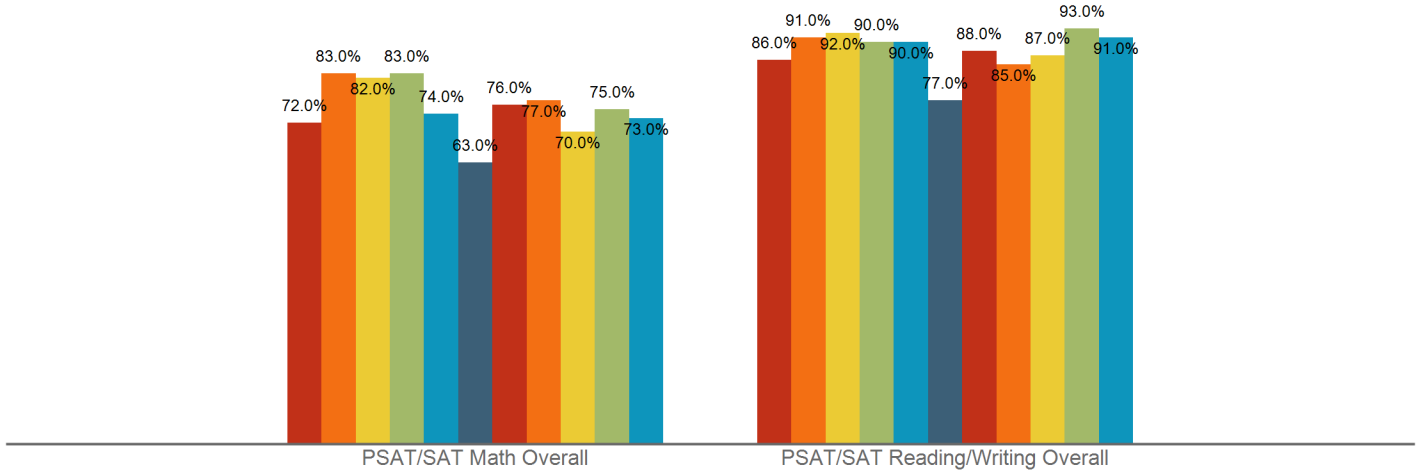
School Year: 24-25



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	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.		Materials
Total			

Other College Readiness Measures

School Year: 24-25



■ 2015-16 ■ 2017-18 ■ 2019-20 ■ 2020-21 ■ 2021-22 ■ 2022-23 ■ 2023-24 ■ 2024-25 ■ 2025-26
■ 2016-17 ■ 2018-19

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	WASC training for WASC coordinator is needed to prepare for Sato's WASC certification next year.		Services
2	Proctors are needed for state and national testing on campus (SAT, SBAC, AP, ELPAC). Sato uses available staff and parent volunteers but often needs more proctors than people we have available. When we have the correct number of proctors, student testing experiences are calm and well organized.		Services
Total			

All Parents

School Year: 24-25

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.	\$1,840	
	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.	\$3,622	
	WASC training for WASC coordinator is needed to prepare for Sato's WASC certification next year.	\$300	
2	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.	\$1,200	
	Proctors are needed for state and national testing on campus (SAT, SBAC, AP, ELPAC). Sato uses available staff and parent volunteers but often needs more proctors than people we have available. When we have the correct number of proctors, student testing experiences are calm and well organized.	\$1,500	
3	Instructional supplies that are needed to replace repeated stock.	\$2,500	
	Teacher tutoring for student success. Teachers will earn extra hourly pay for after school and/or weekend tutoring to support students academically. This includes test preparation such as AP practice test sessions, tutoring for grade recovery or final exam/unit exam study sessions.	\$11,000	
Total		\$21,962	

All Staff

School Year: 24-25

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.	\$1,840	
	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.	\$3,622	
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2	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.	\$1,200	
	Proctors are needed for state and national testing on campus (SAT, SBAC, AP, ELPAC). Sato uses available staff and parent volunteers but often needs more proctors than people we have available. When we have the correct number of proctors, student testing experiences are calm and well organized.	\$1,500	
3	Instructional supplies that are needed to replace depleted stock.	\$2,500	
	Teacher tutoring for student success. Teachers will earn extra hourly pay for after school and/or weekend tutoring to support students academically. This includes test preparation such as AP practice test sessions, tutoring for grade recovery or final exam/unit exam study sessions.	\$11,000	
Total		\$21,962	

All Students

School Year: 24-25

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.	\$1,840	
	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.	\$3,622	
	WASC training for WASC coordinator is needed to prepare for Sato's WASC certification next year.	\$300	
2	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.	\$1,200	
	Proctors are needed for state and national testing on campus (SAT, SBAC, AP, ELPAC). Sato uses available staff and parent volunteers but often needs more proctors than people we have available. When we have the correct number of proctors, student testing experiences are calm and well organized.	\$1,500	
3	Instructional supplies that are needed to replace depleted stock.	\$2,500	
	Teacher tutoring for student success. Teachers will earn extra hourly pay for after school and/or weekend tutoring to support students academically. This includes test preparation such as AP practice test sessions, tutoring for grade recovery or final exam/unit exam study sessions.	\$11,000	
Total		\$21,962	

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.	\$1,840	
	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.	\$3,622	
	WASC training for WASC coordinator is needed to prepare for Sato's WASC certification next year.	\$300	
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	Proctors are needed for state and national testing on campus (SAT, SBAC, AP, ELPAC). Sato uses available staff and parent volunteers but often needs more proctors than people we have available. When we have the correct number of proctors, student testing experiences are calm and well organized.	\$1,500	
3	Instructional supplies that are needed to replace depleted stock.	\$2,500	
	Teacher tutoring for student success. Teachers will earn extra hourly pay for after school and/or weekend tutoring to support students academically. This includes test preparation such as AP practice test sessions, tutoring for grade recovery or final exam/unit exam study sessions.	\$11,000	
Total		\$21,962	

LONG BEACH UNIFIED SCHOOL DISTRICT
Sato Academy of Math & Science
Student – Parent – School Compact 2025-2026

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 10/8/25

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
2025-2026

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

These Sato Parental Involvement Guidelines have 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 10/08/25 and will be in effect for a period of 1 year. The school will distribute the Guidelines to all parents on or before 11/15/25. Sato, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal _____

Date 10/10/25