LONG BEACH
UNIFIED • SCHOOL • DISTRICT

Sato Academy

School Plan for Student Achievement

2026-2027

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**
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> 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

SBAC English Language Arts - Distance from Proficiency

Subgroup			

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
Sato students need continued development in analytical writing, critical thinking, and collaborative communication through vertically aligned ELA instruction. By June 2027, students in grades 9–12 will strengthen these skills through engagement with complex, culturally affirming texts, academic discussions, and evidence-based writing, aligned with LBUSD's Graduate Portrait and Sato's WASC goals. ELA teachers will collaborate to establish consistent writing expectations, common rubrics, and instructional strategies across grade levels. Progress will be monitored through teacher-normed student essays, common writing assessments, and analysis of student work at least twice annually to measure growth and guide instructional adjustments.

Comprehensive Needs Assessment: Mathematics

SBAC Mathematics - Distance from Proficiency

Subgroup			

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

Sato students need continued opportunities to strengthen mathematical reasoning, problem-solving, and collaborative communication skills through structured academic discussions. By June 2027, students in grades 9–10 will regularly engage in teacher-facilitated math discussions through partner, table, and randomized group activities, while students in grades 11–12 will demonstrate greater independence by initiating mathematical conversations and explaining their reasoning with peers. Math teachers will implement consistent instructional strategies that promote mathematical discourse, critical thinking, and collaboration, aligned with LBUSD's Graduate Portrait and Sato's WASC goals. Progress will be monitored through classroom walkthroughs using a common "look-for" tool, teacher collaboration, and analysis of student participation and mathematical reasoning to assess instructional consistency and student growth.

Comprehensive Needs Assessment: English Learners

Percentage Making Progress (English Language Progress Indicator)

Subgroup			

English Learner Findings

Sato Academy currently serves two English Learner (EL) students who require continued targeted academic and language development support to ensure their success in a rigorous college-preparatory environment. Our focus is on maintaining academic achievement, strengthening English language proficiency, and ensuring both students have equitable access to grade-level instruction. ELA teachers, counselors, and administrators will monitor student grades, i-Ready results, ELPAC performance, and classroom progress to identify individual needs and provide appropriate interventions. Support will include guided notes, preferential seating when appropriate, structured academic discussions, language scaffolds, and opportunities to use students' home languages to support understanding. Our goal is for both students to maintain a C or better in their ELA courses, demonstrate measurable growth in English proficiency and reading skills, and make progress toward reclassification. Student progress will be reviewed monthly through ELA and grade-level team meetings, with instructional supports adjusted based on individual performance and assessment data.

English Learner Goals

Sato Academy's two English Learner (EL) students need continued targeted academic and language development support to strengthen English proficiency, maintain academic success, and progress toward reclassification. By June 2027, both EL students will maintain a grade of C or better in their ELA courses and demonstrate measurable growth in English language proficiency and reading achievement, as measured by ELPAC and i-Ready assessments. ELA teachers, counselors, and administrators will provide individualized support through language scaffolds, guided notes, structured academic discussions, and targeted interventions based on student needs. Progress will be monitored through monthly reviews of student grades, classroom performance, i-Ready results, and ELPAC data, with instructional adjustments made to support continued academic growth and progress toward reclassification.

Comprehensive Needs Assessment: Culture/Climate Domain

Suspensions

Subgroup			

Graduation Rates

Subgroup			

College/Career Indicator

Subgroup			

Culture/Climate Findings

Sato Academy continues to demonstrate a positive school culture characterized by strong student engagement, supportive relationships, and a commitment to academic excellence. Fall 2026 Pulse Survey results show improvement in Safety (90%) and Belonging (83%), while Identity remains strong at 88%. Students report feeling safe, having opportunities to participate in school activities, and demonstrating respect and understanding toward others. These findings reflect the positive relationships and supportive environment that are already part of Sato's culture.

Culture/Climate Goals

While overall results are positive, the data identifies opportunities to further strengthen student agency, connection, and identity. Agency declined to 78%, with students reporting lower levels of motivation, goal-setting, emotional expression, and willingness to seek adult support. Additionally, results related to cultural pride and students feeling proud of who they are suggest a need to continue strengthening inclusion and meaningful connections. By June 2027, Sato will work to increase student agency from 78% to at least 83%, while achieving schoolwide Pulse Survey targets of 84% for belonging and 88% for safety. To support these goals, Sato will continue building upon existing practices that promote student voice, positive relationships, inclusion, and opportunities for student leadership. Administration, teachers, and student leadership teams will regularly review Pulse Survey results, student feedback, attendance, discipline data, and participation in clubs and school activities to monitor progress, celebrate successes, and identify areas for improvement. These efforts will help ensure that all students feel valued, connected, supported, and empowered to succeed.

Comprehensive Needs Assessment: SPSA Effectiveness

SPSA Effectiveness				
Area	**Prior Year Goal**	**Status**	**Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment**	**For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals**
ELA	1) 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.	Goal Met	Sato Academy continues to focus on strong academic achievement in ELA, with a schoolwide goal of at least 95% CAASPP proficiency. The ELA Department has prioritized writing, close reading, collaborative communication, and vertical alignment across grades 9–12. Teachers are working to establish consistent expectations for student writing, evidence-based reasoning, and academic discussions. Department collaboration, common assessments, and analysis of student work support these efforts. While overall academic performance remains strong, additional data from common writing assessments and teacher norming are needed to measure student growth in collaborative communication and writing across grade levels.	During the 2026–2027 school year, the ELA Department will strengthen vertical alignment by establishing common writing expectations, refining shared rubrics, and norming student essays across grades 9–12. Teachers will increase opportunities for structured academic discussions, culturally relevant texts, and evidence-based writing. Department collaboration will include reviewing student work at least twice during the year to monitor progress and adjust instruction. Classroom observations and targeted professional development will support consistent instructional practices aligned with Sato's WASC goals and the LBUSD Graduate Portrait.

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	1) 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.	Goal Met	Sato Academy continues to demonstrate strong academic performance in mathematics, with a schoolwide goal of at least 82% CAASPP proficiency. The Math Department has prioritized collaborative problem-solving, mathematical reasoning, and student communication across grades 9–12. Teachers are incorporating small-group instruction, partner discussions, and opportunities for students to explain their mathematical thinking. Department collaboration, classroom observations, and targeted student support help strengthen these practices. While math instruction emphasizes critical thinking and collaboration, additional walkthrough data are needed to measure the consistency of student math talk and the progression toward student-initiated discussions in upper grades.	During the 2026–2027 school year, the Math Department will increase structured math talk opportunities in grades 9–10 while encouraging greater student independence in grades 11–12. Teachers will emphasize collaborative problem-solving, mathematical explanations, and student-led discussions. The department will use a common walkthrough "look-for" tool to monitor implementation and identify effective practices. Department collaboration, classroom observations, and targeted professional development will support consistent expectations across grade levels. Teachers will review walkthrough findings and student performance data to adjust instruction and strengthen alignment with Sato's WASC goals and the LBUSD Graduate Portrait.

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	1) 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.	Goal Met	Sato supported its three English Learners through targeted classroom strategies, counselor support, and regular monitoring of academic progress. Accommodations included guided notes, preferential seating, and opportunities to use home languages when appropriate. ELA and grade-level team collaboration supported identification of student needs. Final grades and iReady results are needed to confirm goal attainment.	During 2026–2027, Sato will continue to moniter progress of EL students through ELA and grade-level team meetings. Teachers will use iReady data, classroom performance, and grades to adjust instructional supports. Increased collaboration with counselors and targeted interventions will focus on improving reading proficiency and maintaining academic success.

Culture/Climate	1) 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).	Goal Met	Sato Academy continues to strengthen community and industry partnerships to expand student learning opportunities and increase parent engagement. Through its Engineering and Biomedical pathways, NASA HUNCH program, robotics, rocketry, and drone soccer, students have opportunities to connect classroom learning with real-world applications and industry experiences. The PBE coordinator, administration, and teachers are working to develop sustainable partnerships that support career exploration, mentorship, and work-based learning. Sato has also expanded opportunities for families to connect with the school through events such as Back to School Night, Sankofa Parent Village, parent mixers, student showcases, and ASB-sponsored activities. These events create welcoming spaces for families to participate in school life, build relationships, and strengthen their connection to the Sato community. Continued monitoring of parent participation and College and Career Readiness (CCR) data will help measure progress toward this goal.	During the 2026–2027 school year, Sato will prioritize developing stronger, more sustainable relationships with local businesses, industry professionals, universities, and community organizations. The PBE coordinator will work closely with pathway teachers and administration to expand opportunities for guest speakers, mentorships, industry visits, internships, and hands-on learning experiences. Particular attention will be given to establishing at least three meaningful industry partnerships that directly support Sato's Engineering and Biomedical pathways. Sato will also increase opportunities for parents to engage in school activities, celebrations, informational meetings, and community events. The school will continue building welcoming spaces where families feel connected, informed, and involved in their students' education. Parent participation, partnership development, and CCR data will be reviewed throughout the year to evaluate progress and guide future improvements.

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
A class set (40) of Spanish dictionaries are needed for our Spanish 3/4 classes. (SM 4)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Strong Positive Impact
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. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Materials and supplies for classroom and office expenses. (SM 6)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Online subscription platform of Sr. Wooly for Spanish classes. (SM 5)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Teacher teams will work together outside of their duty day to do vertical planning or integrated project planning. (PD 1)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful
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. (SM 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
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. (SM 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
Gizmos is an online application subscription. Gizmos are interactive math and science virtual labs and simulations for grades 3-12. Over 400 Gizmos aligned to the latest standards help educators bring powerful new STEM learning experiences to the classroom. Our science teachers use Gizmos to allow students to access content differently, which is key for struggling learners. (IN 3)	Strong Positive Impact	Strong Positive Impact	Somewhat Impactful	(Does not apply to this goal)
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 5)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact
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 4)	Strong Positive Impact	Strong Positive Impact	Strong Positive Impact	(Does not apply to this goal)
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. (SM 3)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact
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. (IN 1)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Strong Positive Impact

Accountability Measure 1: Increase Achievement

Core Program - English Language Arts

Curriculum/Instruction	Assessments	Resources/Materials
Students pursue a balanced, integrated literacy program of	Interim Assessments	My Perspectives, 2017, Pearson

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. Reading activities are based on contemporary themes in literature and non-fiction selections to provide for an ever changing and highly motivational curriculum. LBUSD offers the Expository Reading and Writing Course (ERWC) to prepare college-bound seniors for the literacy demands of higher education. Through a sequence of fourteen rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course—the assignment template—presents a process for helping students read, comprehend, and respond to nonfiction and literary texts. Modules also provide instruction in research methods and documentation conventions. Students will be expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies in their own writing. Students who take this course by CSU ERWC Certified Teacher and who receive a grade of “C” or better in the course will be deemed ready for college level coursework in English by the CSU. ERWC meets the CSU English proficiency exam requirement. Please see the full catalog of high school courses at:	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: • 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: • Unit and section introduction tasks: section overview activities, Launch Text activities • Making Meaning tasks: First Read & Close Read guides, comprehension check, research to clarify and/or explore, close read the text, analyze the text, analyze craft and structure • Language Development tasks: concept vocabulary, word study, conventions, author’s style • Preparation for performance assessments, Unit reflections, evidence logs, word networks • Short constructed response, Cornell notes, double entry journals, journal quick writes Formative Assessments/Quizzes	

https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf	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 A district common quarterly assessment, which assesses whether students can read "new" text(s) and apply the same level of understanding and mastery of the Common Core State Standards (CCSS)	

Core Program - Writing

Curriculum/Instruction	Assessments	Resources/Materials
Students engage in a variety of academic and creative writing tasks which connect both literature and nonfiction to their life experiences. Students use writing process activities in a variety of genres; argumentative, expository, narrative, reflective and literary analysis of texts, and research or inquiry. Students also receive instruction in the conventions of written language and effective oral communication. Students read and respond to historically and/or culturally significant works of non-fiction texts tracing.	Interim Assessments End of learning assessments to demonstrate competency in comprehension, analysis, synthesis, evaluation, etc. These tasks are primarily unassisted student assessments. Some examples include the following: • Interim district assessment • Unit tests • Portfolios A district common quarterly assessment, which	My Perspectives, 2017, Pearson

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. Please see the full catalog of high school courses at: https://resources.finalsite.net/images/v1713982731/lbusdk12caus/l70nxrvuswyezynk2e7i/HS-Course-Selection-Guide.pdf	assesses whether students can transfer the CCSS writing skills and genre to a new “cold prompt” as part of the district common quarterly assessment. 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 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
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. Algebra 1 The fundamental purpose of the Algebra 1 course is to formalize and extend the mathematics that students learned in the middle grades. This course includes standards from the conceptual categories of Number and Quantity, Algebra, Functions, and Statistics and Probability. Successful completion of Algebra 1, or an equivalent sequence, is a graduation requirement. Instructional time focuses on four critical areas: (1) deepen and extend understanding of linear and exponential relationships; (2) contrast linear and exponential relationships with each other and engage in methods for analyzing, solving, and using quadratic functions; (3) extend the laws of exponents to square and cube roots; and (4) apply linear models to data that exhibit a linear trend.	Formative Assessment Lessons embedded into each Unit of Instruction District common quarter assessments, which assess students' application of learning to never before seen problems aligned to the rigor of the CCSS. (Algebra AB, CD, Algebra 1, Geometry, Algebra 2, Precalculus) Smarter Balanced Assessment Consortium (SBAC) summative assessment (Grade 11)	Algebra: Big Ideas Math Algebra 1, Big Ideas Learning, 2015 Geometry: Big Ideas Math Geometry, Big Ideas Learning, 2015 Algebra 2: Big Ideas Math Algebra 2, Big Ideas Learning, 2015 Precalculus: Precalculus, McGraw Hill, 2014

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

Interventions

Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Support the growth of our performing arts program Culture-Climate Survey (Student-Staff)|100	Performance Costume in support of our music, chorus and dance programs	All Students	Prop 28 $9,422 Materials - Prop 28 100%	09/20/2026 - 06/20/2027 Daily	Principal/Music Teacher/Office Supervisor	The goals of this intervention will be monitored by staff and students as we review culture-climate data. Culture-Climate Survey (Student-Staff)|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
Sr. Wooly helps students with comprehensible input, which is the focus of our Span 3/4 classes D/F Rate|50, A-G Rate|50	Online subscription platform of Sr. Wooly for Spanish classes.	All Students	LCFF $220 Materials - LCFF 100%	08/04/2026 - 06/15/2027 Annually	Spanish Department teachers	Teachers in the Spanish Dept will monitor Sr. Wooly's use and effectiveness. D/F Rate|50, A-G Rate|50
General classroom and office supplies are needed for the functioning of school. Basic Services|100	General instructional materials such as whiteboard markers and erasers, pencils, construction paper, etc. is needed to be on hand for classroom use. Additionally, the same is needed for general office supplies such as mailing labels, post-its, etc. for the school year.	All Staff, All Students	LCFF $5,000 Materials - LCFF 100%	06/01/2026 - 06/01/2027 Daily	Office supervisor	Office manager monitors and metes out supplies as needed. Basic Services|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)|100	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 $5,000 Services - LCFF 100%	06/15/2026 - 06/15/2027 Other	Principal and Office Supervisor	The banners will be monitored by the office supervisot Culture-Climate Survey (Student-Staff)|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 in science, math, and STEM need interactive labs to solidify learning, especially those who struggle with more difficult concepts. D/F Rate|40, A-G Rate|40, Core Curriculum|20	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 Services - LCFF 100%	08/15/2026 - 06/15/2027 Weekly	Michael Perez, Science Dept Head	The principal monitors classroom instruction and will oversee Gizmos use. D/F Rate|40, A-G Rate|40, Core Curriculum|20

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
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 $6,000 Services - Prop 28 100% Services - Prop 28 100%	08/15/2026 - 06/15/2027 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
Students need support at this time of year for AP prep, other test prep, and grade recovery. D/F Rate| 20, A-G Rate|40, AP Participation/Pass|40	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 $1,993 Teacher Hourly Extra Comp (5) for 4 hours annually - LCFF 100%	08/15/2026 - 06/15/2027 Daily	Principal	Principal and office supervisor will approve hours, group size, and topics to be covered during tutoring sessions. D/F Rate|20, A-G Rate|40, AP Participation/Pass| 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**
Sato is in need of electives, especially VAPA electives. Elective Curriculum|100	Sato can offer a dance class by using prop 28 funds for 0.2 of one of our PE teachers.	All Students	Prop 28 $35,832 Teacher - Secondary .2 FTE - Prop 28 100%	08/01/2026 - 06/15/2027 Daily	Principal Office Supervisor	Principal evaluates the teacher. Office supervisor completes needed paperwork. Elective Curriculum| 100
Proctors for state and national exams. Other College Readiness Measures|100	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 $996 Teacher Hourly Extra Comp (4) for 2.5 hours annually - LCFF 100%	08/15/2026 - 06/15/2027 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. Other College Readiness Measures|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
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.	All Students	Prop 28 $35,832 Teacher - Secondary .2 FTE - Prop 28 100%	08/15/2026 - 06/15/2027 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
		Sato Academy supports students transitioning from 8th grade to high school by creating a welcoming and supportive environment that emphasizes academic success, student belonging, and meaningful connections. The transition process begins before students enroll through outreach visits to LBUSD middle schools, Sato Site Night, and opportunities for prospective students and families to learn about Sato's academic programs, Engineering and Biomedical pathways, extracurricular

activities, and school culture.

Once students arrive at Sato, staff focus on helping incoming 9th graders adjust to the academic expectations, increased independence, and social challenges of high school. Our Dragon Crew student mentors play an important role in this transition by helping new students feel welcomed, build relationships, navigate campus life, and connect with the Sato community.

Academically, Sato provides structured support through our 8th period academic support program, which is designed to help all incoming 9th graders transition to the increased rigor and expectations of high school. This dedicated time provides opportunities for tutoring, individualized teacher support, peer collaboration, and assistance with assignments and challenging coursework. Students also develop important skills such as organization, time management, study habits, and self-advocacy. Teachers, counselors, and administrators work together to monitor academic progress and identify students who may benefit from additional assistance.

Sato also places a strong emphasis on helping students feel connected to their school community. With more than 70 student clubs, leadership opportunities, schoolwide activities, and pathway experiences, students have

		numerous opportunities to build friendships, explore interests, and develop a sense of belonging. Dragon Crew mentors, student leadership groups, and school events help create a positive and inclusive environment where incoming students can find their place. Throughout the year, Sato uses student feedback, Pulse Survey results, attendance, and academic performance data to monitor student progress and identify areas where additional support may be needed. Our goal is to ensure that every incoming 9th grader feels welcomed, connected, academically prepared, and supported as they successfully transition to the academic rigor and opportunities available at Sato Academy.

Accountability Measure 2: Organizational Climate

Organizational Climate					
Identified Need(s)	**Program & Materials**	**Funding Source & Cost**	**Time Frame**	**Personnel**	**Progress Monitoring for Assessing Effectiveness**
Continue strengthening Sato Academy's positive school culture by building upon existing practices that promote student belonging, leadership, engagement, and school pride. Further enhance opportunities for student voice, meaningful relationships, and participation in school activities while maintaining a safe, inclusive, and supportive learning environment.	Continue supporting and expanding successful student leadership and engagement opportunities through ASB, Principal's Student Advisory, Dragon Crew peer mentoring, student clubs, and schoolwide activities. Strengthen existing traditions, student recognition programs, cultural celebrations, and grade-level events that promote school pride and community connections. Utilize Pulse Survey results, student feedback, and school communication resources to build upon Sato's established positive school culture	Continue utilizing existing site funds and available district allocations to support student activities and schoolwide programs. Most activities will be supported through existing personnel and resources, with additional costs for materials, events, and student recognition based on available funding.	August 2026 – June 2027. Continue providing student engagement, leadership, and schoolwide activities throughout the school year, with ongoing opportunities to gather feedback and strengthen existing programs.	Principal, teachers, ASB Director, counselors, student leaders, Dragon Crew mentors, classified staff, and PBE Coordinator.	Continue reviewing Pulse Survey results related to student belonging, agency, and safety, with schoolwide targets of 84%, 83%, and 88%, respectively. Monitor participation in clubs, leadership opportunities, and school events, along with attendance, discipline data, and student feedback. Administration, teachers, and student leadership teams will use this information to celebrate successful practices, identify opportunities for growth, and further strengthen Sato's positive school climate.

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**
Strengthen instructional practices that promote student engagement, collaboration, communication, critical thinking, and problem-solving across all content areas. Support teachers in implementing the updated CSTPs, particularly Standards 1, 2, and 6, with an emphasis on student voice, equitable participation, positive learning environments, and professional collaboration.	Provide professional development focused on the updated CSTPs, student-centered instructional strategies, and integrating transferable soft skills into daily lessons. Teachers will participate in department and grade-level collaboration, examine student work, share effective practices, and develop strategies to increase student engagement. Classroom observations, learning walks, and instructional feedback will support implementation.	Professional development will primarily occur during the regular duty day using existing staff meetings, department meetings, and collaboration time, with no additional cost. When needed, site or district professional development funds may support substitute coverage for department or grade-level release days. Costs will depend on approved release time and substitute rates.	August 2026 – June 2027. Professional development will occur throughout the school year during scheduled duty-day meetings, Period 8 collaboration, and designated professional learning opportunities. Additional full- or partial-day release time may be provided for department and grade-level teams as needed.	Principal, department heads, grade-level teams, classroom teachers, PBE Coordinator, and district instructional support personnel as appropriate.	Classroom walkthroughs and observations aligned with the updated CSTPs, teacher reflection, department meeting agendas and notes, lesson plans, student work samples, and student engagement data. Administration and instructional leadership teams will review implementation through classroom visits, collaborative discussions, student feedback, and Pulse Survey results to evaluate progress and identify next steps.

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|40, Pathway Certification|20, Core Curriculum|40	, Teacher teams will work together outside of their duty day to do vertical planning, grade level team planning, or integrated project planning.	LCFF $1,963 Substitute teacher full day (7) for 1 days - LCFF 100%	08/15/2026 - 06/15/2027 Quarterly	Principal	Principal will organize teams and ensure they meet planning outcomes.

Describe Teacher Involvement

Sato teachers will actively participate in professional learning and collaborative planning aligned with the updated CSTPs and schoolwide instructional goals. Through department and grade-level meetings, teachers will identify effective strategies to strengthen student engagement, incorporate transferable soft skills into instruction, and create learning environments that promote student voice and collaboration. Professional development will occur primarily during the duty day, with opportunities for release time to support deeper collaboration, instructional planning, and review of student learning outcomes.

Connection to Sato's schoolwide goals: This work supports Sato's commitment to rigorous, student-centered instruction that develops students' critical thinking, communication, collaboration, and ability to apply learning in authentic situations. It also supports the updated CSTPs' emphasis on student engagement, inclusive learning environments, and continuous professional improvement.

Accountability Measure 4: Parent & Community

Parent and Community Involvement

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

Strengthen partnerships with parents, community organizations, and industry professionals to expand meaningful Biomedical and Engineering pathway experiences for all students. Increase opportunities for families and industry partners to participate in school activities, support project-based learning, and connect students with real-world career experiences.	Expand parent and community engagement through pathway showcases, industry presentations, guest speakers, career exploration, mentorships, and work-based learning opportunities. Establish at least three active industry or community partnerships to support Biomedical and Engineering projects, including NASA HUNCH, capstone experiences, and other industry-connected learning activities. Utilize pathway curriculum, project materials, industry resources, advisory board meetings, and school communication platforms to support participation and collaboration.	Utilize existing site, district, CTE, and pathway resources to support partnerships and student experiences. Most community partnerships, guest presentations, and parent engagement activities will occur at little or no additional cost. Additional funding may support project materials, transportation, and industry-connected learning experiences as needed, subject to available funds.	August 2026 – June 2027. Partnerships, parent engagement activities, and pathway experiences will be developed and implemented throughout the school year, with ongoing opportunities for collaboration, student showcases, and program evaluation.	Principal, PBE Coordinator, Biomedical and Engineering pathway teachers, department heads, counselors, office staff, parents, community organizations, industry partners, and Pathway Advisory Board members.	Monitor the number and quality of active industry and community partnerships, parent participation in school events, and student involvement in pathway and work-based learning experiences. Review grades 9–12 courses of study, master schedule, LROIX, documented partnership commitments, Advisory Board feedback, and pathway outcome data. Evaluate progress toward providing every student with at least one meaningful pathway experience, establishing three active partnerships, and maintaining an A–G on-track rate of at least 96%.

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	Chris Thompson	06-02-2027
Staff	Classroom Teacher	Hajra Saeed	06-02-2027
Staff	Classroom Teacher	Elizabeth Bay	06-02-2028
Staff	Classroom Teacher	Gabriella Cook	06-02-2028
Staff	Classroom Teacher	Jonathan Hawkins	06-02-2027
Staff	Other School Personnel	Thao Fontella	06-02-2027
Community	Parent/Community Member	[redacted] Teves	06-02-2028
Community	Parent/Community Member	[redacted] Amadeus	06-02-2028
Community	Parent/Community Member	[redacted] Boulding	06-02-2027
Community	Student	J[redacted]	06-02-2027
Community	Student	K[redacted]	06-02-2027
Community	Student	M[redacted]	06-02-2027

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

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. When did ELAC approve its recommendations?	
3. What types of data did ELAC use to determine the need for the listed recommendations (Check all that apply):	
4. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	
5. Purpose/Rationale for Recommendations	
6. At which SSC meeting were the ELAC recommendations presented and considered?	
7. What was the SSC 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 09/17/2026
3. SSC approved the **Parent Involvement Guidelines** on 09/17/2026
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 10/28/2026
6. The SPSA was approved at its meeting on 10/28/2026

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.

LONG BEACH UNIFIED SCHOOL DISTRICT
Sato Academy of Math & Science
Student – Parent – School Compact 2026-2027

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.

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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 [redacted] Date 9/17/26

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
2026-2027

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

PART I

Sato agrees to implement the following requirements:

- Jointly develop with parents, and distribute to parents of participating children, the Parent Involvement Guidelines that the school and parents of participating children agree on.

- Notify parents about the school Parent Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to parents in a language the parents can understand.

- Make the school Parent Involvement Guidelines available to the local community.

- Periodically update the school Parent Involvement Guidelines to meet the changing needs of parents and the school. The School Site Council (SSC) must approve these Guidelines annually.

- Adopt the school's Student-Parent-School Compact as a component of its school Parent Involvement Guidelines. The School Site Council must approve the Compact annually.

- To be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition.

PART II

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

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

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

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

- Plan a meeting with SSC parents (at a convenient time) to review assessment data and the previous year's Parent Involvement Guidelines:
  i. Invite other parents and stakeholders to attend the meeting
  ii. Use School-Messenger and Canvas to announce dates/location of meetings

- At Meeting
  i. Review School Plan, Parent Involvement Guidelines, and Parent-Student-School Compact. As a group, make changes (deletions or additions) as necessary
  ii. School Site Council (SSC) must vote to approve the Parent Involvement Guidelines & Student-Parent-School Compact. This vote must be stated in the meeting minutes.
  iii. Oral and written translations made available for Spanish, Khmer, and Tagalog as needed.

2. Sato will take the following actions to distribute the school Parent Involvement Guidelines to the parents of participating children and the local community:
- SSC meetings
- Sato Weekly Newsletter
- Main Office Counter
- School website
- Canvas email

3. Sato will provide to parents of participating children a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet:
- Back-to-School Night
- Parent-teacher conferences as needed
- Sato Weekly Newsletter
- Canvas

4. Sato will provide parents of participating children, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
- Parent-teacher conferences as needed, telephone calls, email, Canvas, or in-person (depending on the preference of the parent/teacher).

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

PART III
SHARED RESPONSIBILITIES FOR HIGH ACADEMIC ACHIEVEMENT

1. Sato will build capacity for strong parental involvement in order to ensure effective parent/school partnership and to improve student academic achievement, through the following activities specifically described below:
    - Parent-teacher conferences as needed
    - District trainings offered for parents and staff
    - Parent education workshops on site
    - District website resources: click "P" for Parent Involvement

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

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

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

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

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PART IV
ADOPTION

This Sato Parental Involvement Guidelines has been developed jointly with and agreed upon by parents of the School Site Council. The Guidelines were adopted by the School Site Council members on 9/17/26 and will be in effect for a period of 1 year. The school will distribute the Guidelines to all parents on or before 10/30/26. Sato, when feasible, will provide a copy of these Guidelines to parents in a language the parents can understand.

Signature of Principal [redacted]

Date 9/17/26