

Love Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

| | |
|---|---|
| Admission Requirements for the University of California (UC) | Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ . |
| Admission Requirements for the California State University (CSU) | Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ . |

2024-25 School Contact Information

| | |
|--|---|
| School Name | Love Elementary School |
| Street | 2025 Santa Clara Avenue |
| City, State, Zip | Alameda, CA 94501 |
| Phone Number | 510.748.4005 |
| Principal | Tina Kapunan Lagdamen |
| Email Address | tlagdamen@alamedaunified.org |
| School Website | https://love.alamedaunified.org/ |
| Grade Span | K-5 |
| County-District-School (CDS) Code | 01611196090047 |

2024-25 District Contact Information

| | |
|-------------------------|---|
| District Name | Alameda Unified School District |
| Phone Number | (510) 337-7000 |
| Superintendent | Pasquale Scuderi |
| Email Address | pscuderi@alamedaunified.org |
| District Website | https://www.alamedaunified.org |

2024-25 School Description and Mission Statement

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make meaningful, positive impact in their lives, the lives of others, and the world around them. Alameda Unified School District is committed to upholding our community's core values of equity and excellence for every student by providing inclusive and safe conditions for learning that challenge and support every student to be culturally competent and prepared for college, career, and community participation.

2024-25 School Description and Mission Statement

Mission: We have a moral imperative of ensuring equitable outcomes of college and career readiness in Alameda. Therefore, we must provide our students with an engaging, integrated curriculum, personalized learning opportunities, and an empowering school culture that supports the whole child.

Vision: All students will have exceptional 21st-century skills empowering them to be deep thinkers, positive, hard-working contributors, and leaders in our global community with readiness for any academic and career path.

Principal's Message

At Love Elementary School, we are privileged to have the opportunity to work with a richly diverse group of students and families. Our entire school community works together to ensure we maintain high expectations for student success by providing many opportunities to become successful learners. Through our diverse funding sources, we are able to provide students with a challenging and engaging curriculum, small-group instruction, and targeted academic intervention programs. Love Elementary welcomes all parents and community to partner with us as education partners in the classroom and parent leaders in our advisory groups such as School Site Council and English Learner Advisory Committee. Our Love Elementary PTA strengthens our art, garden, STEAM programs through various fundraising activities during the year from pancake breakfast Fall Festival, and Walk-a-Thon.

About this School

2023-24 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 122 |
| Grade 1 | 51 |
| Grade 2 | 75 |
| Grade 3 | 74 |
| Grade 4 | 73 |
| Grade 5 | 74 |
| Total Enrollment | 469 |

2023-24 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Female | 51.8 |
| Male | 48 |
| Non-Binary | 0.2 |
| American Indian or Alaska Native | 0.2 |
| Asian | 30.1 |
| Black or African American | 3.6 |
| Filipino | 6.4 |
| Hispanic or Latino | 19 |
| Native Hawaiian or Pacific Islander | 0.2 |
| Two or More Races | 16 |
| White | 22.8 |
| English Learners | 20.9 |
| Homeless | 0.4 |
| Socioeconomically Disadvantaged | 50.1 |
| Students with Disabilities | 7 |

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 25.30 | 92.01 | 448.70 | 83.21 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 1.00 | 3.63 | 9.40 | 1.75 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.80 | 2.90 | 48.90 | 9.07 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.40 | 1.45 | 17.80 | 3.32 | 12115.80 | 4.41 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 14.20 | 2.64 | 18854.30 | 6.86 |
| Total Teaching Positions | 27.50 | 100.00 | 539.20 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 24.50 | 100.00 | 432.20 | 83.39 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 9.90 | 1.93 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 37.10 | 7.17 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 12.80 | 2.48 | 11953.10 | 4.28 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 26.00 | 5.03 | 15831.90 | 5.67 |
| Total Teaching Positions | 24.50 | 100.00 | 518.40 | 100.00 | 279044.80 | 100.00 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 21.20 | 95.50 | 398.80 | 82.08 | 231142.40 | 100.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 8.20 | 1.69 | 5566.40 | 2.00 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 1.00 | 4.50 | 29.80 | 6.14 | 14938.30 | 5.38 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 15.50 | 3.20 | 11746.90 | 4.23 |
| Unknown/Incomplete/NA | 0.00 | 0.00 | 33.40 | 6.89 | 14303.80 | 5.15 |
| Total Teaching Positions | 22.20 | 100.00 | 485.80 | 100.00 | 277698 | 100 |

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Permits and Waivers | 0.00 | 0.00 | 1 |
| Misassignments | 0.80 | 0.00 | 0 |
| Vacant Positions | 0.00 | 0.00 | 0 |
| Total Teachers Without Credentials and | 0.80 | 0.00 | 1 |

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|---|---------|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.00 | 0 |
| Local Assignment Options | 0.40 | 0.00 | 0 |
| Total Out-of-Field Teachers | 0.40 | 0.00 | 0 |

Class Assignments

| Indicator | 2020-21 | 2021-22 | 2022-23 |
|--|---------|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0.00 | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 2.30 | 0 | 0 |

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected: January 2024

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-----------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023) | Yes | 0.00 % |
| Mathematics | Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023) | Yes | 0.00 % |
| Science | Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 | Yes | 0.00 % |
| History-Social Science | Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023) | Yes | 0.00 % |
| Foreign Language | N/A | Yes | 0.00 % |
| Health | Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program. | Yes | 0.00 % |
| Visual and Performing Arts | We use the VAPA standards to guide our arts programming. | Yes | 0.00 % |

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The Love Elementary School Changed its name in 2019, formally known as Haight Elementary School. The school was built in 1975 on a 3.26 acres site. The Building area is 53,569 sf. The school was modernized in summer of 2019 with adding a new front entrance door, rebuilt all four upstairs corner walls for energy efficient, a new water chiller, and HVAC units. The school is clean.

Year and month of the most recent FIT report

8/1/2024

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | 23: Lights not working. |
| Interior: Interior Surfaces | X | | | 18: Outlet not working. Holes need to be patched. Faucet has no water pressure. 28: Ceiling tile is loose. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | 1: Termites. Faucet has no water pressure. 2: Termites. Light not working. Sink is clogged. Play Structure: Geese on field. |
| Electrical | | | X | 11: Light not working. Faucet has no water pressure. 13: Light not working. 16: Lights not working. 18: Outlet not working. Holes need to be patched. Faucet has no water pressure. 19: Light is not working. 1st Floor Boys Restroom: 2 loose toilet seats. 2 lights are out. 2: Termites. Light not working. Sink is clogged. 21: Lights not working. 23: Lights not working. 4: Lighs are out. Faucet has no water pressure. |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | 1: Termites. Faucet has no water pressure. 11: Light not working. Faucet has no water pressure. 18: Outlet not working. Holes need to be patched. Faucet has no water pressure. 1st Floor Boys Restroom: 2 loose toilet seats. 2 lights are out. 1st Floor Girls Restroom: 1 loose toilet seat. 1 sink no water pressure. 2: Termites. Light not working. Sink is clogged. 24: Fountain no water pressure. 4: Lighs are out. Faucet has no water pressure. Admin Office: Fountain no water pressure. Elevator permit expired. |
| Safety: Fire Safety, Hazardous Materials | X | | | Admin Office: Fountain no water pressure. Elevator permit expired. |
| Structural: Structural Damage, Roofs | X | | | |
| External: | X | | | Multiple Purpose: Double doors will not latched. |

School Facility Conditions and Planned Improvements

Playground/School Grounds, Windows/
Doors/Gates/Fences

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 54 | 57 | 63 | 64 | 46 | 47 |
| Mathematics (grades 3-8 and 11) | 45 | 48 | 54 | 54 | 34 | 35 |

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 229 | 226 | 98.69 | 1.31 | 56.64 |
| Female | 118 | 116 | 98.31 | 1.69 | 57.76 |
| Male | 110 | 109 | 99.09 | 0.91 | 55.05 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 70 | 68 | 97.14 | 2.86 | 52.94 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00 | 0.00 | 71.43 |
| Hispanic or Latino | 43 | 43 | 100.00 | 0.00 | 46.51 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 48 | 47 | 97.92 | 2.08 | 63.83 |

| | | | | | |
|--|-----|-----|--------|------|-------|
| White | 44 | 44 | 100.00 | 0.00 | 65.91 |
| English Learners | 35 | 33 | 94.29 | 5.71 | 12.12 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 126 | 124 | 98.41 | 1.59 | 41.13 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 23 | 95.83 | 4.17 | 17.39 |

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|--------------------------------|-----------------------------|------------------------------|----------------------------------|---------------------------------------|
| All Students | 229 | 228 | 99.56 | 0.44 | 48.25 |
| Female | 118 | 118 | 100.00 | 0.00 | 42.37 |
| Male | 110 | 109 | 99.09 | 0.91 | 54.13 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 70 | 70 | 100.00 | 0.00 | 47.14 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 14 | 14 | 100.00 | 0.00 | 71.43 |
| Hispanic or Latino | 43 | 43 | 100.00 | 0.00 | 37.21 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 48 | 47 | 97.92 | 2.08 | 51.06 |
| White | 44 | 44 | 100.00 | 0.00 | 52.27 |
| English Learners | 35 | 35 | 100.00 | 0.00 | 22.86 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |

| | | | | | |
|--|-----|-----|--------|------|-------|
| Socioeconomically Disadvantaged | 126 | 126 | 100.00 | 0.00 | 32.54 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 24 | 23 | 95.83 | 4.17 | 17.39 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

| Subject | School 2022-23 | School 2023-24 | District 2022-23 | District 2023-24 | State 2022-23 | State 2023-24 |
|---|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8 and high school) | 36.71 | 33.77 | 51.49 | 53.22 | 30.29 | 30.73 |

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 77 | 77 | 100.00 | 0.00 | 33.77 |
| Female | 41 | 41 | 100.00 | 0.00 | 34.15 |
| Male | 36 | 36 | 100.00 | 0.00 | 33.33 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 24 | 24 | 100.00 | 0.00 | 25.00 |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | -- | -- | -- | -- | -- |
| Hispanic or Latino | 14 | 14 | 100.00 | 0.00 | 28.57 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 16 | 16 | 100.00 | 0.00 | 25.00 |
| White | 14 | 14 | 100.00 | 0.00 | 50.00 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | -- | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 47 | 47 | 100.00 | 0.00 | 23.40 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| Grade 5 | 97.4% | 97.4% | 97.4% | 97.4% | 97.4% |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

AUSD Schools greatly benefit from supportive parents, guardians and community members who get involved in a variety of activities. We believe in partnering with our families to create the best school for our students. Families have many opportunities to partner with the school based on parents' schedules and interests. We also partner with our local Community Based Organization and especially our school's Parent Teacher Association (PTA).

We encourage participation in all aspects of the school's program. Here are activities that parents, guardians and community members can engage in throughout the year:

Volunteering as a Room Parent
Field Trip Chaperones
Noon Supervisors
Fall Festival
Walk-A-Thon
Art Docent

All parent input in decision-making is welcome through the following committees at a school site:

School Site Council (SSC)
English Language Advisory Committee (ELAC)

Parent input at a district level can happen at, but not limited to:

- Equity Round Tables
- Alameda Mosaic
- Alcance/Latino Achievement Round Table
- Asian and Pacific Islander Round Table
- LGBTQ Round Table
- District English Language Advisory Committee

2023-24 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 504 | 486 | 72 | 14.8 |
| Female | 255 | 247 | 33 | 13.4 |
| Male | 246 | 236 | 38 | 16.1 |
| Non-Binary | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 152 | 145 | 14 | 9.7 |
| Black or African American | 22 | 17 | 4 | 23.5 |
| Filipino | 30 | 30 | 2 | 6.7 |
| Hispanic or Latino | 95 | 95 | 24 | 25.3 |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| Two or More Races | 79 | 78 | 8 | 10.3 |
| White | 116 | 111 | 19 | 17.1 |
| English Learners | 120 | 119 | 22 | 18.5 |
| Foster Youth | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 267 | 258 | 52 | 20.2 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Students with Disabilities | 42 | 41 | 8 | 19.5 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

| Suspensions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0.6 | 0 | 1.76 | 2.71 | 2.42 | 3.17 | 3.6 | 3.28 |

This table displays expulsions data.

| Expulsions | | | | | | | | |
|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| School 2021-22 | School 2022-23 | School 2023-24 | District 2021-22 | District 2022-23 | District 2023-24 | State 2021-22 | State 2022-23 | State 2023-24 |
| 0 | 0 | 0 | 0 | 0.01 | 0 | 0.07 | 0.08 | 0.07 |

2023-24 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| Non-Binary | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

To safeguard the well-being of students and staff, a Comprehensive School Safety Plan has been developed and yearly approved by School Site Council and the Board of Education. Each year the school sets goals for the school to continually improve in three areas: School Climate (students, parents, and programs), Emergency Preparedness (disasters and crisis),

2024-25 School Safety Plan

and School Environment (facilities and campus). The plan addresses various safety issues, including creating procedures that detect and prevent social-emotional barriers/challenges, ensuring appropriate campus supervision, maintaining disaster kits, and monitoring emergency procedures. The plan is reviewed with all staff members at the beginning of each school year. Safety drills are held on a regular basis; fire drills are held monthly, earthquake drills are held two times a year, and intruder/lockdown drills are held at least once a year. Staff members also receive disaster training yearly.

To ensure safety of student; Teachers, staff and administrators supervise students on campus from bell to bell. All Our school is a closed campus, and permission is always required to leave school grounds. Any visitors to the campus are required to check in at the school's main office and must always wear the proper identification badge.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 22 | 1 | 3 | |
| 1 | 24 | | 3 | |
| 2 | 25 | | 3 | |
| 3 | 25 | | 3 | |
| 4 | 27 | | 3 | |
| 5 | 24 | | 3 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 4 | |
| 1 | 25 | | 3 | |
| 2 | 24 | | 3 | |
| 3 | 24 | | 3 | |
| 4 | 32 | | 2 | |
| 5 | 32 | | 2 | |
| Other | 27 | | 1 | |

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 3 | |
| 1 | 26 | | 2 | |
| 2 | 25 | | 3 | |
| 3 | 25 | | 3 | |
| 4 | 32 | | 2 | |
| 5 | 30 | | 2 | |
| Other | 25 | | 1 | |

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 1 |

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$18,843.57 | \$7,695.06 | \$11,148.51 | \$92,347.27 |
| District | N/A | N/A | \$10,628.33 | \$93,934 |
| Percent Difference - School Site and District | N/A | N/A | 4.8 | -1.7 |
| State | N/A | N/A | \$10,771 | \$94,694 |
| Percent Difference - School Site and State | N/A | N/A | 3.4 | -2.5 |

Fiscal Year 2023-24 Types of Services Funded

AUSD Schools are primarily funded by the Local Control Funding Formula (LCFF). These funds are applied toward the cost of salaries, benefits, energy, supplies, technology, training, and all other aspects of school operations. The Alameda Unified School District also receives federal, special education, and other state funding. Our school utilizes funding to provide:

- Response To Intervention (RTI) Universal Blocking
- 1:1 Devices (1st – 12th)
- Targeted supports for servicing students
- Continuous Staff Development
- Social Emotional Supports for all students
- Coordination of Services (COST)
- Positive Behavior Intervention Systems
- Music and Library at the Elementary level
- Electives at the Secondary level

The school also receives additional support from local community partners including the Parent Teacher Association (PTA), Alameda Educational Foundation, and various organizations, businesses, and community groups.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$63,770 | \$58,855 |
| Mid-Range Teacher Salary | \$89,417 | \$92,519 |
| Highest Teacher Salary | \$116,748 | \$114,665 |
| Average Principal Salary (Elementary) | \$136,238 | \$142,791 |
| Average Principal Salary (Middle) | \$164,600 | \$151,078 |
| Average Principal Salary (High) | \$163,726 | \$167,094 |
| Superintendent Salary | \$293,891 | \$281,086 |
| Percent of Budget for Teacher Salaries | 31.08 | 30.99 |
| Percent of Budget for Administrative Salaries | 6.39 | 5.37 |

Professional Development

Love Elementary School's professional development is aligned to the following AUSD Priority Teacher Practices: a) Use protocols and phrases to interrupt conversations and actions that perpetuate inequity, b) Use grade-level priority standards, text, and tasks for all Tier1 instruction, c) Design frequent student talk opportunities that support meaning-making, critical thinking, writing and academic language practice in service of grade-level standards, and d) Build positive relationships with and among our students to create conditions for learning. Lastly, our other focus is on Anti-Racist Instruction.

There are different ways professional development is offered from site grade-level collaboration, across sites and central office. Site professional developments are scheduled every Wednesday for teacher collaboration and are supported by an on-site instructional coach. There are four full days of staff development days . There are several ways teachers are supported in their professional growth during the year from working with the instructional coach, coaching from the assistant principal or principal, outside professional conferences and on-site Community of Practice

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2022-23 | 2023-24 | 2024-25 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |