

# Love Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	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 <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	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 <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2025-26 School Contact Information

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

### 2025-26 District Contact Information

<b>District Name</b>	Alameda Unified School District
<b>Phone Number</b>	(510) 337-7000
<b>Superintendent</b>	Pasquale Scuderi
<b>Email Address</b>	<a href="mailto:pscuderi@alamedaunified.org">pscuderi@alamedaunified.org</a>
<b>District Website</b>	<a href="https://www.alamedaunified.org">https://www.alamedaunified.org</a>

### 2025-26 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.

Mission: We have a moral imperative of ensuring equitable outcomes of college and career readiness in Alameda. Therefore,

## 2025-26 School Description and Mission Statement

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

Love Elementary School is proud to serve a richly diverse community of students and families. Our school celebrates this diversity as a source of strength and strives to create a welcoming, inclusive environment where all students are supported to reach their highest potential.

Our dedicated teachers and staff maintain high expectations for academic success and provide a challenging, engaging curriculum for every learner. Through diverse funding sources—including Title I, Local Control Funding Formula (LCFF), and community support—we offer small-group instruction, targeted academic intervention, and enrichment opportunities that meet the unique needs of our students. Love Elementary School works closely with district leaders, staff, and families to identify and address areas where students need additional support. We are implementing evidence-based practices such as focused literacy and math interventions, data-driven instruction, and professional learning to strengthen teaching and learning for all students.

Love Elementary values the partnership of parents and community members through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA). Our PTA plays a vital role in enhancing school programs—such as art, garden, and STEAM—through events like the Pancake Breakfast, Fall Festival, and Walk-a-Thon. Together, we are committed to ensuring that every child at Love Elementary grows academically, socially, and emotionally, and that our school remains a vibrant center of learning for our community.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	48
Kindergarten	75
Grade 1	74
Grade 2	71
Grade 3	75
Grade 4	76
Grade 5	79
<b>Total Enrollment</b>	<b>498</b>

## 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49
Male	50.6
Non-Binary	0.4
Asian	28.3
Black or African American	3
Filipino	6.2
Hispanic or Latino	20.7
Native Hawaiian or Pacific Islander	0.4
Two or More Races	15.7
White	24.7
English Learners	18.5
Foster Youth	0.4
Homeless	0.6
Socioeconomically Disadvantaged	50
Students with Disabilities	8.8

### 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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	24.5	100	432.2	83.39	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	0	0	9.9	1.93	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	37.1	7.17	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	12.8	2.48	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	0	0	26	5.03	15831.9	5.67
<b>Total Teaching Positions</b>	24.5	100	518.4	100	279044.8	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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.2	95.5	398.8	82.08	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	0	0	8.2	1.69	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	4.5	29.8	6.14	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	15.5	3.2	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	33.4	6.89	14303.8	5.15
<b>Total Teaching Positions</b>	22.2	100	485.8	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	21.1	95.49	385.6	77.72	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	0	0	10	2.03	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	55.6	11.21	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	9.3	1.88	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	1	4.51	35.5	7.16	13705.8	4.91
<b>Total Teaching Positions</b>	22.1	100	496.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	0.00	1	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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>.

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		January 2024
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	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)	0.00 %
<b>Mathematics</b>	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)	0.00 %
<b>Science</b>	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	0.00 %
<b>History-Social Science</b>	Elementary Social Studies, InquirED, Digital (2023) (Schools sites with TK use Scholastic PreK-On My Way: Adopted 2023)	0.00 %
<b>Foreign Language</b>	N/A	0.00 %
<b>Health</b>	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.	0.00 %
<b>Visual and Performing Arts</b>	We use the VAPA standards to guide our arts programming.	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	10/22/2025
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## School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			Copy room: 4 - needs coverplate WO#15750 Room 12b: 4 - stained ceiling tiles WO#15745. 10 - fire extinguisher needs to be mounted WO#15748 Room 2: 4 - stained ceiling tiles WO#15745 Room 4 Workroom: 4 - cover plate needed near speaker WO#15750 Room 4: 4 - stained ceiling tiles. WO#15745 7 - light is out WO#15752
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			:
<b>Electrical</b>	X			Conference Room: 7 - diffuser is missing WO#15749 Custodial office: 7 - missing diffuser WO#15749 Room 11: 7 - two sets of lights are out WO#15752 Room 13 RR: 7 - one light is out WO#15752 Room 4: 4 - stained ceiling tiles. WO#15745 7 - light is out WO#15752
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Girls RR: 9 - third sink is loose WO#15751 Room 5: 9 - drinking fountain has low pressure WO#15747
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Faculty Lounge: 10 - fire extinguisher isn't mounted WO#15748 Media Center Office: 10 - fire extinguisher isn't mounted WO#15748 Room 12b: 4 - stained ceiling tiles WO#15745. 10 - fire extinguisher needs to be mounted WO#15748 Room 3A: 10 - fire extinguisher isn't mounted WO#15748
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## 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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	57	62	64	65	47	48
<b>Mathematics</b> (grades 3-8 and 11)	48	60	54	57	35	37

## 2024-25 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	231	227	98.27	1.73	62.11
Female	115	115	100.00	0.00	68.70
Male	114	110	96.49	3.51	54.55
American Indian or Alaska Native	0	0	0	0	0
Asian	66	64	96.97	3.03	62.50
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	52.94
Hispanic or Latino	45	45	100.00	0.00	53.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	41	39	95.12	4.88	58.97
White	52	52	100.00	0.00	75.00
English Learners	22	19	86.36	13.64	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	81	79	97.53	2.47	40.51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	24	23	95.83	4.17	26.09

## 2024-25 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
<b>All Students</b>	231	229	99.13	0.87	59.83
<b>Female</b>	115	115	100.00	0.00	53.04
<b>Male</b>	114	112	98.25	1.75	66.07
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	66	66	100.00	0.00	60.61
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	17	17	100.00	0.00	47.06
<b>Hispanic or Latino</b>	45	44	97.78	2.22	43.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	41	40	97.56	2.44	70.00
<b>White</b>	52	52	100.00	0.00	75.00
<b>English Learners</b>	22	22	100.00	0.00	9.09
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	81	81	100.00	0.00	41.98
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	24	23	95.83	4.17	30.43

## 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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	33.77	47.44	53.22	54.86	30.73	32.52

## 2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	78	78	100.00	0.00	47.44
Female	44	44	100.00	0.00	36.36
Male	33	33	100.00	0.00	60.61
American Indian or Alaska Native	0	0	0	0	0
Asian	26	26	100.00	0.00	50.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	13	13	100.00	0.00	23.08
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	13	13	100.00	0.00	61.54
White	16	16	100.00	0.00	62.50
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	28	28	100.00	0.00	25.00
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.

## 2024-25 California Physical Fitness Test Participation Rates

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%	98.7%	94.9%	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.

#### 2025-26 Opportunities for Parental Involvement

Love Elementary School deeply values the partnership between home, school, and community. Parents and guardians play an essential role in supporting student learning and in shaping our school's goals and priorities. Families participate in decision-making through several advisory groups, including the School Site Council (SSC), which reviews and approves the School Plan for Student Achievement (SPSA), and the English Learner Advisory Committee (ELAC), which provides input on programs and services for English Learners. The Parent Teacher Association (PTA) is a vital part of our school community. PTA members organize and lead enrichment activities such as the Science Night, Fall Festival, and Walk-a-Thon, which help fund our art, garden, and STEAM programs. Parents also volunteer in classrooms, support reading programs, assist with campus events, and contribute to creating a welcoming school climate.

Love Elementary communicates with families through newsletters, parent workshops, multilingual messaging apps, and family engagement nights focused on literacy, math, and social-emotional learning. These ongoing efforts ensure that families are informed, engaged, and empowered partners in their children's education.

Parents and guardians who would like to become involved at Love Elementary are encouraged to contact the school office or visit our website for information about upcoming meetings, volunteer opportunities, and family events.

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

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	527	512	52	10.2
Female	252	248	30	12.1
Male	272	261	22	8.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	148	146	8	5.5
Black or African American	15	15	6	40.0
Filipino	31	31	2	6.5
Hispanic or Latino	113	108	18	16.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	82	79	8	10.1
White	129	124	8	6.5
English Learners	116	112	9	8.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	273	267	41	15.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	58	56	9	16.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.6	0	0.19	2.71	2.42	2.57	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.01	0	0.01	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.19	0.00
Female	0.00	0.00
Male	0.37	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	1.22	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	0.37	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.

## 2025-26 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), 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.

### 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	0	4	0
1	25	0	3	0
2	24	0	3	0
3	24	0	3	0
4	32	0	2	0
5	32	0	2	0
6	0	0	0	0
Other	27	0	1	0

## 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	0	3	0
1	26	0	2	0
2	25	0	3	0
3	25	0	3	0
4	32	0	2	0
5	30	0	2	0
6	0	0	0	0
Other	25	0	1	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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
TK	24		2	
K	25		3	
1	25		3	
2	24		3	
3	25		3	
4	31		2	
5	32		2	
Other	29		1	

## 2024-25 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

## 2024-25 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	
<b>Library Media Teacher (Librarian)</b>	1.05
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	.7
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	1
<b>Resource Specialist (non-teaching)</b>	1
<b>Other</b>	0.8

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$20,651.98	\$8,784.72	\$11,867.26	\$94,781.34
<b>District</b>	N/A	N/A	\$11,200.53	\$100,848
<b>Percent Difference - School Site and District</b>	N/A	N/A	4.8	0.9
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	9.7	0.1

## Fiscal Year 2024-25 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

## Fiscal Year 2024-25 Types of Services Funded

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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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
<b>Beginning Teacher Salary</b>	\$68,272	\$62,145
<b>Mid-Range Teacher Salary</b>	\$95,730	\$97,088
<b>Highest Teacher Salary</b>	\$124,990	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$163,400	\$151,343
<b>Average Principal Salary (Middle)</b>	\$176,220	\$159,514
<b>Average Principal Salary (High)</b>	\$179,091	\$177,261
<b>Superintendent Salary</b>	\$313,771	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	32.46%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	6.67%	5.4%

## Professional Development

Love Elementary School's professional development program is directly aligned with the Alameda Unified School District (AUSD) Priority Teacher Practices and supports our ongoing commitment to equitable and high-quality instruction for all students. Our professional learning focuses on:

- Using protocols and language that interrupt inequitable practices and promote inclusion;
- Implementing grade-level priority standards, texts, and tasks in all Tier 1 instruction;
- Designing frequent student talk opportunities that promote meaning-making, critical thinking, writing, and academic language; and
- Building positive relationships with and among students to create the conditions for effective learning.

An additional sitewide focus is on Anti-Racist Instruction, ensuring that our teaching practices honor the identities and experiences of all learners and actively dismantle barriers to equity.

Professional learning occurs through a variety of structures, including weekly site-based collaboration on Wednesdays, four full staff development days, and on-site coaching provided by our instructional coach, principal, and assistant principal. Teachers also participate in cross-site collaboration, district-led Communities of Practice, and external professional conferences to deepen instructional expertise. This comprehensive professional development system ensures that teachers receive ongoing support to refine their practice, collaborate with colleagues, and implement evidence-based strategies that improve student outcomes.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4