



Glendale Unified School District Mark Keppel Elementary

2000-2001 Annual School Report Card

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Kindergarten through Sixth Grade

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Nancy Epstein, Assistant Principal

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District Administration

James R. Brown
Superintendent

Mrs. Alice Petrossian
Assistant Superintendent,
Hoover Cluster

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Principal's Message

As principal, I have the unique privilege of introducing you to the Annual School Accountability Report Card for Mark Keppel Elementary School. Whether student, parent, staff or community member, the data contained within these pages will prove useful in informing you about our school community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card. However, we view this as not only means of complying with state legislature, but an opportunity to publish the accomplishments we take great pride in sharing, and set forth goals and focal points for future endeavors that will be paramount in determining the effectiveness of next year's programs and activities.

Our goal in presenting you with this information is to keep our community, and the public in general, well informed. In reflection of that goal, we desire to keep the lines of communication open and welcome any suggestions, comments, or questions you may have. It is the opinion of the district, myself in particular, that a well informed public is vital in continuing to advance in an ever-evolving world. Thank you for helping Mark Keppel Elementary School change with the times and maintain flexibility in this and future generations.

Mission Statement

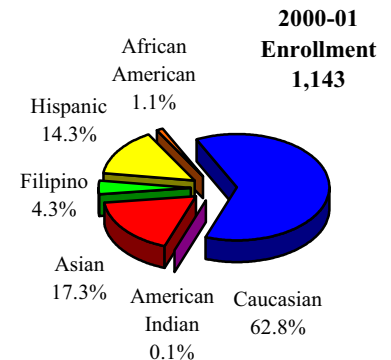
Mark Keppel Elementary School, a safe, stimulating and challenging academic environment, ensures that all students will reach their full cognitive and social potential by providing a foundation that fosters critical thinking, cooperative and independent learning, uses technology, and promotes a life-long love of learning and respect for all.

Community & School Profile

The City of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo mountains - only 8 miles north of the city of Los Angeles. Embracing cultural diversity, fifty percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for quaint neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors to families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

Glendale has become one of the largest financial, commercial, retail, and motion picture animation centers, featuring many large corporations such as Nestle USA, Walt Disney Imagineering, Walt Disney Stores, DreamWorks SKG, International House of Pancakes, Cigna Healthcare, KABC-TV and Warner Bros Animation. The quaint downtown area of the city is unique for its social atmosphere, beautiful landscaping, towering dramatic office buildings.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. Located in the heart of the city, the district serves approximately 30,000 students in its 20 elementary schools, four middle schools, five high schools, and two special schools. Year round and traditional calendar systems complimented by a variety of creative programs provide Glendale parents and students many choices for individual needs and achievements.



Mark Keppel Elementary is located in the northern part of the city of Glendale, serving kindergarten through sixth grade. Mark Keppel Elementary is one of the campuses that opened during the 1930s in response to the growing demand for more schools. This is the school that bears the name of Mark Keppel, a Los Angeles County Superintendent of Schools in the 1930s. Mark Keppel Elementary is part of the "Hoover Cluster" in which the students will move on to Toll Middle School and Hoover High School.

Operating on a year-round calendary system, Mark Keppel Elementary's educational program are tailored to meet the needs of a changing school population. Mark Keppel Elementary is dedicated to ensuring the academic success of every student, and providing the most comprehensive educational experience.

Discipline & Climate for Learning

Students at Mark Keppel Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The school's discipline philosophy promotes a safe school, a warm, friendly classroom environment, and demonstrates that good discipline is a solid foundation on which to build an effective school. The goal of Mark Keppel Elementary's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual student handbooks.

The district annually provides a Student Conduct Code for each of its sites, which is supplemented by a set of behavioral standards developed by Mark Keppel Elementary. The program's design establishes guidelines to provide students with a meaningful, productive, and enjoyable school experience. Appropriate behavior is encouraged through praise and motivational incentives, as well as assertive discipline and conflict resolution tools to further develop personal growth.

Attendance

Regular attendance at Mark Keppel Elementary is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities. Punctuality and promptness are desirable traits to develop. The students of Mark Keppel Elementary are expected to be in their seats and ready for instruction at the designated time.

Glendale Unified's School Attendance Review Board (SARB) is composed of parents, representatives from the school district and members of the community, including representatives from law enforcement, welfare, probation and mental health. Students are referred to SARB when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school and district counseling are not effective. The members of the SARB, the referred students and their parents or guardians meet regularly to work collaboratively to evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Mark Keppel Elementary has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

Suspensions and Expulsions						
	Keppel			Glendale USD		
	99	00	01	99	00	01
Suspensions (#)	10	8	8	5100	4444	3647
Suspensions (%)	1.31	1.05	1.04	16.83	14.63	12.03
Expulsions (#)	0	0	0	59	40	47
Expulsions (%)	0.00	0.00	0.00	0.19	0.13	0.16

Extracurricular Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Mark Keppel Plus
- Chess program
- Spanish as a Second Language
- After-School programs
- Study Skills Class program
- Drill Team

Basketball is also part of the After-School program, which promotes individual and team-oriented achievement and self-esteem through team competition.

Certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Perfect Attendance
- Math Field Day
- Math League Day
- Spelling Bee
- Geo Games

Homework

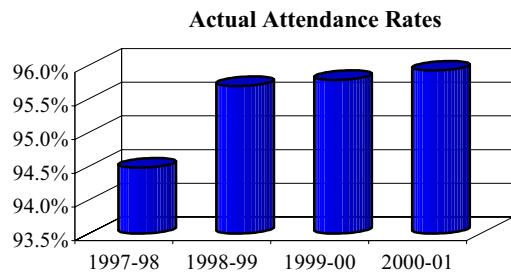
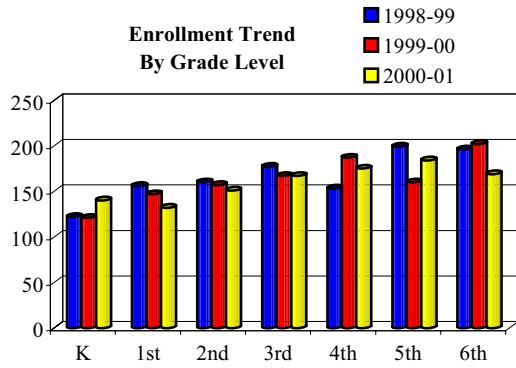
Mark Keppel Elementary feels homework is a fundamental part of the learning process that helps to develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Students are expected to complete their homework assignments timely and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child.

School Attendance

Student enrollment over the past three years at Mark Keppel Elementary has decreased by 3.9%. Schoolwide enrollment at the beginning of the 2000-01 school year was 1,143 students. Mark Keppel Elementary is a school of choice and accepts students from neighboring districts provided space is available and class sizes do not exceed the school's maximum allowable class size.

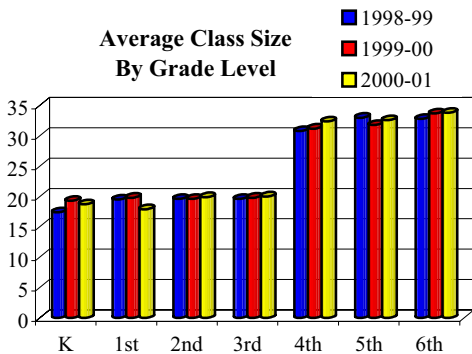
School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at Mark Keppel Elementary. Student attendance is carefully monitored to identify those

students exhibiting excessive absences. During the 2000-01 school year, the actual attendance rate for all grade levels for Mark Keppel Elementary was 95.92%.



Class Size

Mark Keppel Elementary maintained a schoolwide average class size of 23 students and a student/teacher ratio of 22:3 for the 2000-01 school year. The ratio of students per teacher varies by grade level taught.



In 1996, state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. At the beginning of the 2000-01 school year, 100% of all K-3 classrooms participated in this program.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20			21-30			31+		
	99	00	01	99	00	01	99	00	01
K	7	6	7	0	0	0	0	0	0
1st	8	6	7	0	0	0	0	0	0
2nd	8	7	8	0	0	0	0	0	0
3rd	9	8	8	0	0	0	0	0	0
4th	0	0	0	1	1	0	0	5	5
5th	0	0	0	0	0	0	6	5	5
6th	0	0	0	0	0	0	6	6	5
K-3	0	4	3	0	0	0	0	0	0
3rd-4th	1	0	0	0	0	0	0	0	0
4th-8th	1	1	1	0	0	0	0	0	1

Instructional Minutes

During the 2000-01 school year, all instructional minutes offered at Mark Keppel Elementary either met or exceeded state requirements. All students in grades kindergarten through six receive instruction in music, art, and computer science in addition to the core subjects. Mark Keppel Elementary provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

Instructional Minutes by Grade Level & Track		
	Minutes Required	Actual Minutes
K (AM)		
Track A	36,000	36120
Tracks B-D	36,000	36180
K (PM)		
Tracks A-D	36,000	36180
1st-3rd		
Track A	50,400	50574
Track B	50,400	50556
Track C	50,400	50616
Track D	50,400	50634
4th-6th		
Track A	54,000	54,221
Track B	54,000	54,184
Track C	54,000	54,244
Track D	54,000	54,281

Minimum Days

For the 2000-01 school year, Mark Keppel Elementary offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. All instructional days either met or exceeded the daily instructional minute requirements specified in the California Education Code.

Special Education

The district's Special Education program addresses the needs of those students with special needs through appropriate assessment, identification of problem areas, placement, and program implementation. The director of special education administers the program of the district and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. They all work together to ensure that the needs of special students are being met.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers thus far. The current district pool consists of over 300 substitutes. On rare occasions when a substitute teacher is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a Bachelor's degree and have successfully passed the California Basic Educational Skills Test.

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Mark Keppel Elementary. Multiple measures are much more authentic in terms of students' actual progress as well as a measurement of the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the Glendale Unified School District provides two other assessments to determine the progress of each individual student:

Benchmark tests

Every year, the district evaluates the results on these assessments to determine whether each student is meeting the district's grade level standards. The Benchmark test includes a math test (K-6th) and writing test (K-8th).

Multiple Measures

The teacher administers these assessments three times a year to grades K-11th. The math and language art assessments are evaluated to determine whether each student is meeting the Mark Keppel Elementary's grade level standard goals.

Standardized State Testing

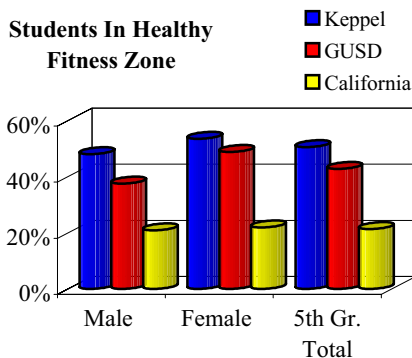
Keppel Elementary participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course.

Physical Fitness

In the spring of each year, Mark Keppel Elementary is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test is a standardized evaluation that tracks the development of high-quality fitness programs and assists students in establishing physical activity as part of their daily lives. Results of student performance are compared to other students statewide who took the test.

The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

Students In Healthy Fitness Zone



Math & Writing Benchmark % of Students At or Above Proficiency Level 2000-2001					Meeting Grade Level Standards % of Students At or Above Proficiency Level			
	Math		Writing		Language Arts		Math	
	00	01	00	01	00	01	00	01
K	98	86	61	72	77	82	94	86
1st	89	77	61	76	61	72	81	77
2nd	75	76	44	45	56	58	78	73
3rd	71	59	71	62	67	67	73	69
4th	42	49	48	39	57	64	61	66
5th	53	37	49	36	68	56	69	57
6th	37	25	60	42	70	60	63	63

SAT-9 Disaggregated Results 2001 % At or Above National Average										
Gender	Reading					Math				
	2	3	4	5	6	2	3	4	5	6
Male	65	61	57	55	57	67	80	66	83	76
Female	60	60	65	58	59	59	72	75	69	81
Ethnicity	<i>data currently unavailable</i>									
Language Fluency										
Limited English Proficient	51	46	24	15	12	55	71	47	56	50
Non Limited English Proficient	75	84	77	79	76	72	84	81	88	90
Socioeconomic Status										
Economically Disadvantaged	63	37	51	40	36	58	72	62	66	67
Non Economically Disadvantaged	62	73	69	66	68	65	78	78	82	83
Migrant Education	<i>data currently unavailable</i>									

SAT-9 Results All Students 1999, 2000, 2001 % At or Above National Average															
Grade Year Ending	Reading														
	2			3			4			5			6		
	99	00	01	99	00	01	99	00	01	99	00	01	99	00	01
Keppel Elementary	58	55	62	49	64	61	58	55	61	56	60	56	60	66	58
Glendale Unified	47	54	58	46	50	51	47	50	53	48	46	51	52	55	53
California	44	49	51	41	44	46	41	45	47	42	44	45	44	46	47
	Math														
Keppel Elementary	68	70	63	61	78	76	54	75	71	64	77	76	73	80	78
Glendale Unified	60	68	68	57	64	63	51	63	65	57	61	64	67	70	71
California	49	57	58	48	56	59	44	51	54	45	50	55	50	55	58
	Language														
Keppel Elementary	65	64	68	57	77	65	66	70	70	61	75	68	77	72	69
Glendale Unified	55	62	67	52	58	58	58	62	65	61	61	63	66	67	67
California	47	52	53	43	48	51	47	51	54	47	50	53	49	52	54
	Spelling														
Keppel Elementary	64	62	61	51	69	66	58	57	62	61	65	65	59	68	62
Glendale Unified	50	58	62	47	54	57	42	51	55	50	50	55	49	54	52
California	43	50	52	40	46	51	38	43	46	42	45	49	41	44	46

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time. If a school meets its growth targets, including subgroup targets, it may be eligible to receive monetary and non-monetary awards.

The API Scale is 200-1000; calculations for which only include scores for students in the district the prior school year. Rankings are presented in deciles (high of 10, low of 1), each of which contains 10% of all schools. The growth target is equal to 5% of the difference between the current API and the interim Statewide Performance Target of 800.

The Immediate Intervention/Underperforming School's Program and the Governor's Performance Award Program are the remaining two components of the PSAA. Due to specific criteria, including API and SAT-9 results, Mark Keppel Elementary qualified to participate in the Governor's Performance Award program which allocates up to \$63 per student for schoolwide use in 2001.

Textbooks & Instructional Materials

Mark Keppel Elementary sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program as well as provide students with their own textbooks. All textbooks and instructional materials used within the school are aligned with the California State Content Standards and Frameworks as well as the school's curriculum council standards. Mark Keppel Elementary follows the State Instructional Materials Adoption Cycle which reviews instructional materials in each curricular area within a seven-year cycle. This school year, Glendale Unified School District adopted new texts in the area of social studies.

A committee consisting of administrators and teachers establishes selection criteria based on state standards, reviews instructional materials on the state list, and makes recommendations to the Board of Education for final adoption. During the 2000-01 school year, the district received state instructional materials funding of \$157 per student for the purchase of textbooks and supplemental materials.

The school's library is stocked with 9,367 books that are available for students to check out. The school's library contains a large collection of video and audio tapes for classroom use that tie into curricular areas of study.

Computer resources within the library are connected to the Internet so students are able to access resources and information on-line to improve their research skills. Glendale Unified School District assigns a teacher specialist to each 'cluster' of schools to advise on equipment and troubleshooting.

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources			
	1998-99	1999-00	2000-01
Computers	89	80	80
Students per computer	13.4	14.6	14.3
Classrooms connected to Internet	38	37	37

California Standards Test Results									
All Students									
2001									
English/Language Arts									
2		3		4		5		6	
A	P	A	P	A	P	A	P	A	P
% of Students Scoring at:									
Keppel Elementary									
15	21	13	30	17	31	10	32	14	33
Glendale Unified School District									
12	26	12	24	13	26	9	26	11	28
California									
10	22	9	21	11	22	7	21	8	23

California Standards Test Results									
Disaggregated									
2001									
English/Language Arts									
2		3		4		5		6	
A	P	A	P	A	P	A	P	A	P
% of Students Scoring at:									
Gender									
Male									
13	24	12	28	11	27	9	32	10	31
Female									
16	19	13	32	21	35	12	31	17	35
Ethnicity									
data currently unavailable									
Language Fluency									
Limited English Proficient									
8	12	7	26	0	8	2	9	0	10
Non Limited English Proficient									
23	32	21	37	24	41	15	44	19	42
Migrant Education									
data currently unavailable									
Socioeconomic Status									
Economically Disadvantaged									
*	*	*	*	*	*	*	*	*	*
Non Economically Disadvantaged									
18	22	17	34	24	36	14	36	17	38
<i>A = Advanced P = Proficient</i>									
<i>*Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.</i>									

API School Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Percent Tested	100	100	Percent Tested	100	99
API Score	745	781	API Growth Score	781	793
Growth Target	3	1	Actual Growth	36	12
Statewide Rank	8	8	Eligible for Awards	Yes	Yes
Similar Schools Rank	8	8	Eligible for II/USP	No	No

API Subgroup Results					
Base	Base		Growth	Growth	
	1999	2000		1999	2000
Asian-American					
Base API Score	860	860	API Growth Score	860	882
Growth Target	*	*	Actual Growth	0	22
Caucasian					
Base API Score	735	778	API Growth Score	778	784
Growth Target	2	1	Actual Growth	43	6
Socioeconomically Disadvantaged					
Base API Score	669	709	API Growth Score	709	727
Growth Target	2	1	Actual Growth	40	18

**Scored at or above the interim Statewide Performance Target of 800 in 1999.*

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

School Facilities & Safety

Mark Keppel Elementary provides a safe, clean environment for students, staff, and volunteers. In the evenings, a team of two custodians ensures classrooms, restrooms, and campus grounds are kept clean and safe. A scheduled maintenance program is administered by Glendale Unified School District to ensure that all classrooms and facilities are maintained to a high degree of adequacy that provides for good learning.

This school year, the Measure K project is making it possible for Mark Keppel Elementary to change the following items to better improve the facilities of the school:

- Floor covers
- Various doors
- Heating, Ventilation, and Air Conditioning

Safety of students and staff is a primary concern of Mark Keppel Elementary. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards.

The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year.

The School Safety Plan is updated and amended during the month of October. The School Safety Plan is designed to help in preparing for any emergency situations and managing emergency response efforts. The plan will provide and maintain the high level of safety, assess current school crime occurring within and around the school campus. A copy of the plan is available to the public at the district office.

Counseling & Other Support Services

It is the goal of Mark Keppel Elementary to assist students in their social and personal development as well as academics. The district provides special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision-making, or handling peer pressure. The principal coordinates the counseling and support services at each school site. The school provides qualified personnel to provide counseling and support services, on a part-time and/or full-time basis.

Counseling and Support Services Staff			
Keppel Support Staff	Number of Staff		Availability Days Per Week
	Staff	FTE	Week
Health Clerk	1	1	5
Nurse	1	0.2	1
Teacher Specialist	1	1	5
Special Education Teacher	5	5	5
Speech/Language Specialist	1	1	5
Psychologist	1	0.4	2

**FTE = Full-Time Equivalent*

Teacher Assignment

Glendale Unified recruits and employs the most qualified credentialed teachers. For the 2000-01 school year, Mark Keppel Elementary had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status

	1998-99	1999-00	2000-01
Fully Credentialed	46	44	43
Emergency Permits	5	7	9
Without Credentials	0	0	0
Intern Credentials	0	1	0
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	51	52	52
Average Years Teaching	14.1	13.1	11.6
Average Years in District	12.5	11.5	10.1

Some teachers hold multiple credentials; various teachers supplement their regular credential with a special education credential. Mark Keppel Elementary supports efforts made by teachers and other certificated school staff in attaining additional education and training through local colleges and universities for their personal growth as well as for the benefit of the school. During the 2000-01 school year, certificated staff consisted of 52 employees: 46.2 percent with 30+ additional units beyond their bachelor's degree and 38.5 percent holding advanced graduate degrees such as a masters or doctorate degree.

Specially trained staff who provide additional instruction or services include:

- Resource Specialist
- Adaptive PE Teacher

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year. Evaluations are conducted by principals and assistant principals. District administrators evaluate central office certificated employees; these administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation Criteria are:

- Engaging and Supporting All Students In Learning
- Understanding and Organizing Subject Matter for Student Learning
- Assessing Student Learning
- Creating and Maintaining Effective Environments for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Developing as a Professional Educator

Staff members build teaching skills and content knowledge by participating in many conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. The district schedules three staff development days annually. Professional development focuses on curriculum and teaching strategies to enhance learning in a standards-based system.

Training & Curriculum Improvement

All training and curriculum development at Mark Keppel Elementary revolves around the California State Content Standards and Frameworks. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels. The writing and implementation of Mark Keppel Elementary's curriculum is an ongoing process. The school's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program.

Curriculum Study Committees in the various subject areas meet regularly to review course content, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress. Potential innovations and modifications to existing programs are reviewed by principals, presented to the superintendent for consideration, and submitted to the Board of Education for adoption.

The Glendale Unified School District implemented a new curriculum and adopted new materials in science, grades K-6, during the 2000-01 school year. The curriculum and materials are aligned with state content standards and frameworks. Curricula in all of the core content areas have been aligned with the state standards, and a standards-based grading and reporting system has been adopted.

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Each school prepares a site-based staff development plan which is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. District and site inservices are based on research and established learning theories.

Professional development in the Glendale Unified School District focuses on strategies to promote literacy and critical thinking skills in all subject areas. There is also an emphasis on using data effectively to plan instruction and working collaboratively to improve instruction by analyzing student work. Teachers receive assistance in developing intervention strategies for at-risk students, so that all students have the opportunity to meet rigorous standards.

Two teacher induction programs provide specialized support for new teachers. The Beginning Teacher Support and Assessment Program (BTSA) is a two-year program which provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Pre-Intern Program prepares emergency permit teachers to demonstrate mastery of subject matter competencies. In addition, the Paraprofessional Teacher Training Program (PTTP) offers opportunities for teacher preparation and certification to education assistants. This program sponsors enrollment in required university courses and provides peer support and training. During the 2000-01 school year, almost 200 employees participated in these three programs.

The Glendale Unified School District participates in the Peer Assistance and Review (PAR) program. This program allows outstanding teachers to help veteran teachers to refine subject matter knowledge and teaching strategies.

For the 2001-02 school year, staff at Mark Keppel Elementary will continue to make a strong commitment to provide guidance for all staff in an effort to develop an instructional program that fosters creativity and academic excellence.

Quality of Instruction & Leadership

Leadership at Mark Keppel Elementary is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards.

The district requires various levels of participation from school site staff to regularly assemble and address specific issues for each site as well as districtwide issues.

- Assessment Advisory Committee
- Administrative Expulsion Panel
- Crisis Intervention
- Career Academies Committee
- District Review Committee - School Board Management
- Emergency Preparedness Committee
- PAR Panel Assistance Review
- Continuation Placement Committee
- Title VI Advisory Committee
- Social Studies Steering Committee
- Science Steering Committee
- Consumer Science Curriculum Committee
- Science Curriculum Committee
- Glendale School Management Association

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students' needs and comply with district goals.

- School Site Council
- Parent Teacher Association
- Mark Keppel Leadership
- Principal Advisory
- Literacy Team
- Technology Team
- Individual Education Plan (IEP) Teams
- Safety Committee
- School Foundation

Expenditures & Services Funded

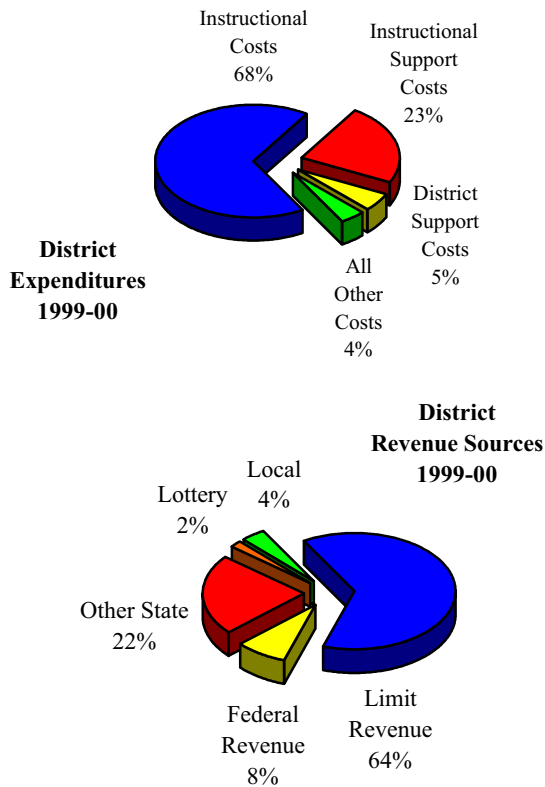
For the 1999-00 school year, Glendale Unified spent an average of \$5,354 to educate each student (based on 1999-00 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

Current Expense of Education Per Student*		
1999-00		
Statewide Average		
Glendale Unified	All Unified Districts	All Districts
\$5,354	\$5,758	\$5,705

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, Glendale Unified receives state and federal categorical funding for special programs. For the 1999-00 school year, the district received approximately \$1,892 per student in federal and state aid for the following categorical, special education, and support programs:

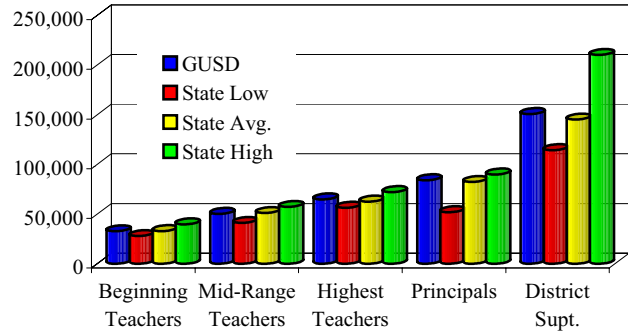
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Television
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start



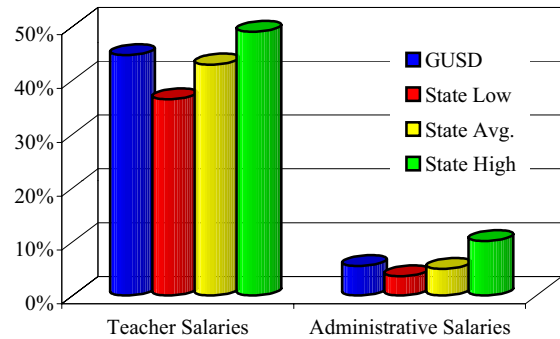
Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

**Average Salary Information
Teachers - Principals - Superintendent
1999-00**



**Average Salary Information
Teachers & Administrative Salary Percentages
1999-00**



Contact Information

Parents who wish to participate in Mark Keppel Elementary's leadership teams, school committees, school activities, or become a volunteer may contact Principal Mary Mason or Assistant Principal Nancy Epstein at (818) 244-2113.