



Glendale Unified School District

Mark Keppel Elementary School

A California Distinguished School

2001-2002 Annual School Report Card

730 Glenwood Road, Glendale, CA 91202
 (818) 244-2113 - (818) 507-6542 Fax
 Kindergarten through Sixth Grade
www.glendale.k12.ca.us

Principal's Message

As your principal, I want you to know that Mark Keppel Elementary School is a very special place. The students who attend Mark Keppel Elementary School receive a strong academic program provided by dedicated professional teachers, who care about their students, not only academically, but also personally. Students are expected to come to school every morning ready to learn. This requires a good night's sleep, breakfast, and a clean body dressed in Mark Keppel Elementary School uniforms. Students have nothing to fear. The environment is clean, safe, and student centered.

Mark Keppel Elementary School offers outstanding technological, instrumental, choral, and library programs. I encourage parents to become active participants in the Parent Teacher Association (PTA), the foundation Make Keppel Special (MKS), volunteer in the classroom, and join the School Site Council (SSC). This is **OUR** school, and we need to make it the best school possible for the students who attend Mark Keppel Elementary School. The State of California also recognized the wonderful learning environment here at Mark Keppel Elementary School by recognizing us as a *California Distinguished School* in May 2002.



My door is always open to all students, parents, and teachers. I am here to serve the Mark Keppel Elementary School community for the Glendale Unified School District. I do this with an open mind and a sincere devotion to the education of Mark Keppel Elementary School students.

-- Mary Mason
Principal

School Administration

Mary Mason, Principal
 Nancy Epstein, Assistant Principal

2001-02 Board of Education

Chakib Sambar, President
 Pam Ellis, Vice-President
 Greg Krikorian, Clerk
 Lina Harper, Member
 Mary Boger, Member

District Administration

James R. Brown
 Superintendent

Mrs. Alice Petrossian
 Assistant Superintendent
 Hoover Cluster

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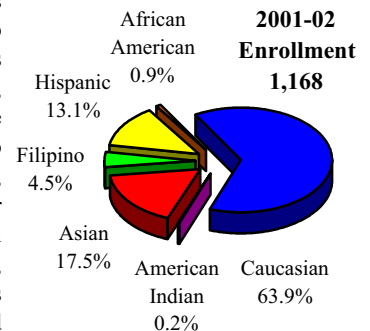
Mission Statement

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, 50 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 picturesque 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 Nestlé 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, dramatic towering 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. 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 School is located in the northern part of the city of Glendale, and serves kindergarten through sixth grade students. Mark Keppel Elementary School is one of the campuses that opened during the 1930s in response to the growing demand for more schools. The school is named for Mark Keppel, a Los Angeles County Superintendent of Schools in the 1930s. Mark Keppel Elementary School 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 calendar system, Mark Keppel Elementary School's educational programs are tailored to meet the needs of a changing school population. The student population of more than 1,100 includes 46 percent who are English Language Learners.

Discipline & Climate for Learning

Students at Mark Keppel Elementary School 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 School'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 School. 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.

Building a positive self-image, as well as respect for others, is important to a student's success. Glendale Unified School District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. The district participates in the Glendale Character and Ethics Project, a character education program that provides a strong link between the schools and the community. The project highlights one "guiding word" per month, including respect, honesty, self-discipline, citizenship, and responsibility. Glendale Character and Ethics teaches children to consider the consequences of their actions, encouraging children to choose behaviors that benefit themselves and others.

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

Mark Keppel Elementary School 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		
	00	01	02	00	01	02
Suspensions (#)	8	8	11	4,444	3,647	3,425
Suspensions (%)	1.05	1.04	0.94	14.63	12.03	11.30
Expulsions (#)	0	0	0	40	47	40
Expulsions (%)	0.00	0.00	0.00	0.13	0.16	0.13

Extracurricular & Enrichment 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. Activities, clubs, and programs include:

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

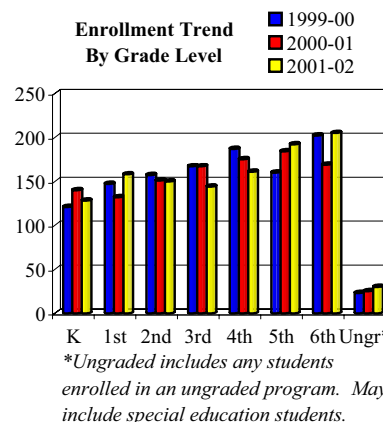
Basketball is also part of the After-School program, which promotes individual and team-oriented achievement and self-esteem through team competition.

Homework

Mark Keppel Elementary School 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 in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to review homework assignments with their child.

School Enrollment & Attendance

Student enrollment over the past three years at Mark Keppel Elementary School has increased by 0.3%. Schoolwide enrollment at the beginning of the 2001-02 school year was 1,168 students. Mark Keppel Elementary School 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.

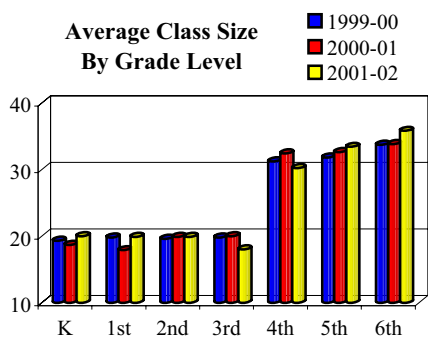


Regular attendance at Mark Keppel Elementary School is a necessary part of the learning process and is critical to academic success. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Independent study is available for students who require extended leaves from school. School districts receive financial support from the state for the education of the students they serve based on how many students attend school each day. Student attendance is carefully monitored to identify those students exhibiting excessive absences. During the 2001-02 school year, the actual attendance rate for all grade levels for Mark Keppel Elementary School was 96.01%.

Glendale Unified School District'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 agencies. 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 evaluate the student's situation and recommend alternative solutions to alleviate circumstances that contribute to specific truancy, attendance, or behavior problems.

Class Size

Mark Keppel Elementary School maintained a schoolwide average class size of 24 students and a student/teacher ratio of 23:1 for the 2001-02 school year. The ratio of students per teacher varies by grade level.



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 2001-02 school year, 100% of all K-3 classrooms participated in this program.

	1-20			21-30			31+		
	00	01	02	00	01	02	00	01	02
K	6	7	6	0	0	0	0	0	0
1st	6	7	7	0	0	0	0	0	0
2nd	7	8	7	0	0	0	0	0	0
3rd	8	8	8	0	0	0	0	0	0
4th	0	0	0	1	0	4	5	5	0
5th	0	0	0	0	0	2	5	5	3
6th	0	0	0	0	0	0	6	5	6
K-3	4	3	4	0	0	0	0	0	0
3rd-4th	0	0	0	0	0	0	0	0	0
4th-8th	1	1	1	0	0	2	0	1	1

Instructional Time

During the 2001-02 school year, all instructional time offered at Mark Keppel Elementary School 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 School provides instruction for grades kindergarten through six in a self-contained classroom environment, where students receive all instruction by a homeroom teacher.

	Minutes Required	Actual Minutes
K (AM)		
Tracks A - C	36,000	36,288
Track D	36,000	36,168
K (PM)		
Tracks A, B & D	36,000	36,312
1st-3rd		
Track A	50,400	50,699
Track B	50,400	50,630
Track C	50,400	50,570
Track D	50,400	50,579
4th-6th		
Track A	54,000	54,360
Track B	54,000	54,280
Track C	54,000	54,220
Track D	54,000	54,240

For the 2001-02 school year, Mark Keppel Elementary School 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. Minimum days are used for track changes, Back-to-School Night, Open House, the Last Day of School, and report card preparation. Each Thursday is a "Banking Day." Students arrive at school one hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month can be used for ad hoc meetings or classroom planning.

Counseling & Other Support Services

It is the goal of Mark Keppel Elementary School 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.

Keppel Support Staff	Number of Staff	FTE	Availability Days Per Week
Health Clerk	1	1	5
Nurse	1	0.2	1
Teacher Specialist	1	1	5
Special Day Class teacher	2	2	5
Resource Specialist	1	1	5
Speech/Language Specialist	1	1	5
Psychologist	1	0.4	2

*FTE = Full-Time Equivalent

Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Mark Keppel Elementary School. These assessments are used to measure student progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements given by the State of California, the school and the district provide other assessments to determine the progress of each individual student. Students in grades K-6 are evaluated based on the results of Writing and Math Benchmark tests administered each trimester and their report card grades in Reading, Writing, and Math. Kindergarteners also participate in a district-developed kindergarten inventory. Students in grades 2-6 are evaluated on state standardized tests, trimester Reading tests, Writing and Math Benchmark tests, and report card grades in Reading, Writing and Math. Annually, the district evaluates results on these assessments to determine whether each student is meeting the district's grade level standards.

Math & Writing Benchmark % of Students At or Above Proficiency Level 2001-2002

	Math		Writing	
	01	02	01	02
K	92	96	72	55
1st	90	81	76	73
2nd	83	78	45	69
3rd	82	86	62	86
4th	60	66	39	64
5th	54	53	36	54
6th	48	62	42	65

Meeting Grade Level Standards % of Students At or Above Proficiency Level

Language Arts			Math		
00	01	02	00	01	02
66	65	75	74	73	79

Standardized State Testing

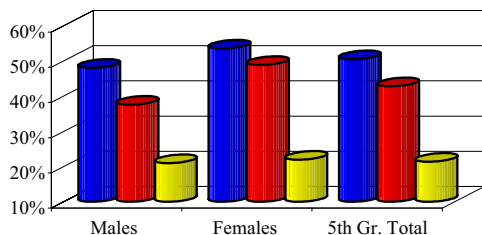
Mark Keppel Elementary School participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the Stanford Achievement Test Series (SAT-9), California Standards Test, and the Spanish Assessment of Basic Education (SABE). The SAT-9 measures achievement based on 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 School is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas. 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
Spring 2001

■ Keppel Elem.
■ Glendale USD
■ California



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.

SAT-9 Results All Students 2000, 2001, 2002 % At or Above National Average

Grade	Reading											
	2		3		4		5		6			
Year Ending	00	01	02	00	01	02	00	01	02	00	01	02
Keppel Elem.	55	62	63	64	61	61	55	61	59	60	56	58
Glendale USD	54	58	58	50	51	56	50	53	54	46	51	52
California	49	51	54	44	46	47	45	47	49	44	45	47
Grade	Math											
	2		3		4		5		6			
Keppel Elem.	70	63	71	78	76	75	75	71	75	77	76	72
Glendale USD	68	68	70	64	63	73	63	65	69	61	64	68
California	57	58	62	56	59	62	51	54	58	50	55	57
Grade	Language											
	2		3		4		5		6			
Keppel Elem.	64	68	70	77	65	66	70	70	71	75	68	75
Glendale USD	62	67	66	58	58	65	62	65	68	61	63	67
California	52	53	55	48	51	53	51	54	57	50	53	55
Grade	Spelling											
	2		3		4		5		6			
Keppel Elem.	62	61	71	69	66	67	57	62	59	65	65	68
Glendale USD	58	62	63	54	57	62	51	55	55	50	55	59
California	50	52	56	46	51	54	43	46	49	45	49	52

SAT-9 Disaggregated Results 2001, 2002 % At or Above National Average

	Reading										Math									
	2		3		4		5		6		2		3		4		5		6	
	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02	01	02
Gender																				
Male	65	56	61	58	57	55	55	47	57	60	67	70	80	77	66	74	83	72	76	87
Female	60	68	60	63	65	62	58	66	59	50	59	71	72	74	75	77	69	72	81	75
Ethnicity																				
Asian	86	62	70	68	73	90	90	85	93	99										
Hispanic	43	57	29	33	42	14	78	57	32	58										
Caucasian	57	57	63	57	56	61	69	70	77	75										
Language Fluency																				
English Learners (EL)	51	55	46	49	24	15	15	16	12	19	55	70	71	70	47	48	56	43	50	64
Non EL	75	73	84	78	77	78	79	73	76	76	72	72	84	83	81	87	88	82	90	90
Socioeconomic Status																				
SED	63	54	37	51	51	38	40	45	36	35	58	69	72	68	62	62	66	68	67	70
Non SED	62	68	73	66	69	69	66	66	68	67	65	72	78	80	78	82	82	74	83	87
Migrant Education																				

SED = Socioeconomically Disadvantaged

Ethnicity data is currently unavailable

**California Standards Test Results
All Students
2001, 2002**

	English/Language Arts						Math														
	2		3		4		5		6		2		3		4		5		6		
	01	02	01	02	01	02	01	02	01	02	02	02	02	02	02	02	02	02	02	02	
All Students																					
Keppel Elem.	36	38	43	49	48	46	42	40	47	41	50	58	55	53	60						
Glendale USD	38	38	36	42	39	44	35	37	39	42	51	50	50	48	53						
California	32	32	30	34	33	36	28	31	31	31	43	38	38	29	32						
Gender																					
Male	37	32	40	48	38	40	41	30	41	44	47	61	54	52	66						
Female	35	43	45	49	56	52	43	48	52	38	52	56	57	55	54						
Ethnicity	data currently unavailable																				
Language Fluency																					
English Learners (EL)	20	31	33	41	8	9	11	6	10	4	44	56	30	22	39						
Non EL	55	46	58	59	65	63	59	52	61	61	56	62	66	65	73						
Migrant Education	data currently unavailable																				
Socioeconomic Status																					
SED	23	29	26	38	32	24	29	30	27	22	38	56	38	45	46						
Non SED	40	43	51	54	60	58	50	47	55	51	56	59	64	59	68						

SED = Socioeconomically Disadvantaged

API School Results

Base	Base			Growth	Growth	
	1999	2000	2001		99-00	00-01
Percent Tested	100	100	99	Percent Tested	100	99
API Score	745	781	788	API Growth Score	781	793
Growth Target	3	1	1	Actual Growth	36	12
Statewide Rank	8	8	8	Eligible for Awards	Yes	Yes
Similar Schools Rank	8	8	7	Eligible for II/USP	No	No
API Subgroup Results						
<i>Asian-American</i>						
Base API Score	860	860	869	API Growth Score	860	882
Growth Target	*	*	*	Actual Growth	0	22
<i>Caucasian</i>						
Base API Score	735	778	780	API Growth Score	778	784
Growth Target	2	1	1	Actual Growth	43	6
<i>Socioeconomically Disadvantaged</i>						
Base API Score	669	709	729	API Growth Score	709	727
Growth Target	2	1	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.

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 Schools 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 School qualified to participate in the 1999-00 and the 2000-01 Governor's Performance Award program, receiving a combined total of \$110,465 for schoolwide use.



Textbooks & Instructional Materials

Mark Keppel Elementary School 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. Glendale Unified School District 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.

District Adopted Textbooks

Subject/ Year Adopted Series	Grades
Language Arts	
1998 Harcourt Brace: <i>Signatures</i>	K-6
Mathematics	
1997 Everyday Learning Corp.: <i>Everyday Mathematics</i>	K-6
History/Social Studies	
2000 McGraw Hill: <i>Adventures in Time and Place</i>	K-6
Science	
2000 Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001 Harcourt Brace: <i>Harcourt Science</i>	K-5

Each textbook is formally adopted by the Board of Education following a comprehensive review process. 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.

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

Computer skills and concepts integrated throughout standard curriculum prepare students for technological growth and opportunities. The school's computer lab houses 37 work stations. Computers are connected to the Internet so students are able to access resources and information on-line. Students receive computer-assisted instruction on a regular schedule. Students visit the computer lab weekly to work on class projects in word processing and graphic design. Software includes programs to develop critical thinking skills, technological skills, and mathematical proficiency.

Computer Resources

	1999-00	2000-01	2001-02
Computers	80	80	80
Students per computer	14.6	14.3	14.6
Classrooms connected to Internet	37	37	37

School Facilities & Safety

Mark Keppel Elementary School provides a safe, clean environment for students, staff, and volunteers. The campus includes 41 classrooms, a library, a computer lab, an auditorium, and a multipurpose room which is shared with adjacent Toll Middle School. Facilities cover more than 64,000 square feet on a five-and-a-half-acre site. 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 the 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 School to change the following items to better improve the facilities of the school:

- Wiring for advanced technology
- Upgrades to classrooms, restrooms, and offices
- Heating, Ventilation, and Air Conditioning

Mark Keppel Elementary School is a closed campus. All visitors are required to sign-in at the school's office and to wear visitor badges during their stay. While the school welcomes visits by parents and community members, anyone wishing to be on campus during school hours should notify school staff ahead of time. Visitors are restricted at certain times of the year to minimize classroom disruption during activities such as SAT-9 testing. Before and after school and during lunch the campus safety patrol, teachers and administrators supervise students and ensure their safety.

A Comprehensive School Safety Plan was developed by the school staff in order to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include the following:

- Child abuse reporting procedures
- Teacher notification of dangerous pupils procedures
- Disaster response procedures
- Procedures for safe entering to, and exiting from, school
- Sexual harassment policy
- Suspension and expulsion policies
- Dress code
- Discipline policies

School and district personnel evaluate the plan annually and update the plan as needed. The plan was updated and submitted for Board approval in the spring of 2002 and reviewed with school staff at the beginning of the 2002-03 school year. A copy of the plan is available to the public at the district office.

Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2001-02 school year, Mark Keppel Elementary School had 43 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Mark Keppel Elementary School 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 2001-02 school year, certificated staff consisted of 55 employees: 47.3 percent

Teacher Credential Status

	1999-00	2000-01	2001-02
Fully Credentialed	44	43	43
Emergency Permits	7	9	9
Without Credentials	0	0	0
Intern Credentials	1	0	1
District Interns	0	0	0
Working Outside Subject	0	0	0
Total Teachers	52	52	53
Average Years Teaching	13.1	11.6	11.9
Average Years in District	11.5	10.1	10.2

with 30+ additional units beyond their bachelor's degree and 40.0 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

Glendale Unified School District assigns a technology teacher specialist to each 'cluster' of schools.

Substitute Teachers

Glendale Unified School District has not experienced any difficulties retaining qualified substitute teachers. 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. A pool of over 300 qualified substitutes is available to Glendale's schools.

Teacher Evaluation

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, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Training & Curriculum Improvement

The Glendale Unified School District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and 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. The district schedules three staff development days annually.

Throughout Glendale Unified School District's elementary schools, 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 adopted new materials in science, grades K-6, during the 2000-01 school year. Implementation of the curriculum for the science adoption continued during the 2001-02 school year.

Mark Keppel Elementary School Curriculum Study Committees meet regularly to review course content in the various subject areas, recommend the adoption of new courses and textbooks, and discuss methods of assessing student progress.

To ensure that curriculum is implemented in the most effective manner, the school and the district provide teachers with opportunities to acquire needed knowledge, upgrade skills, and develop professionally. Mark Keppel Elementary School prepares a staff development plan that is aligned with district strategic targets, and which uses a variety of resources to assist teachers in refining instructional practice. During the 2001-02 school year, staff development focused on analysis of state standardized testing data and creating action plans for improving student performance. Mark Keppel Elementary School worked with the University of California at Los Angeles Writing Project to further enhance student writing skills. Training was conducted to assist teachers to develop Thinking Maps, a uniform method of presenting students with information in a meaningful and consistent manner.

Mark Keppel Elementary School participates in district and school inservices that are based on research and established learning theories. 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. Mark Keppel Elementary School further supports teachers and paraprofessionals by participating in the following district programs:

- The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers to refine subject matter knowledge and instructional strategies.

During the 2001-02 school year, over 150 new teachers and paraprofessionals participated in the following programs:

- The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that 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 teachers not yet credentialed to demonstrate mastery of subject matter competencies.
- 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.

Specialized Instruction

Glendale Unified School 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 structures its educational program so that all students receive instruction appropriate to their learning level. Teachers use a variety of instructional techniques and supplemental instructional materials and programs to ensure the success of every student.

Glendale Unified School District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The District's Gifted and Talented Education (GATE) program is offered to students capable of high levels of achievement. Students in the GATE program receive differentiated instruction in their classrooms. In addition to district-sponsored GATE activities, Mark Keppel Elementary School provides after school activities for GATE students and GATE enrichment classes weekly.

Mark Keppel Elementary School offers assistance and specialized instruction to students with special needs. The school uses research-based programs to provide targeted assistance to students falling below grade level. On-site intervention programs are available to at-risk students in grades two and three. Intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

For English Language Learners, Mark Keppel Elementary School uses the Into English program for English Language Development. Off-track intersession programs are available to provide additional opportunities for students to increase their English acquisition.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems 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. All work together to ensure that the needs of special students are being met.

School Leadership

Leadership at Mark Keppel Elementary School is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The Principal Advisory Committee, the Literacy Team, and the Technology Team all include representation from administration, teaching staff, and classified personnel. These three groups provide the focus, direction and leadership for the school.

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
- Principal Advisory Committee
- Technology Team
- Sixth Grade Committee
- Make Keppel Special School Foundation
- Individual Education Plan (IEP) Teams
- Parent Teacher Association
- Literacy Team
- Safety Committee

Expenditures & Services Funded

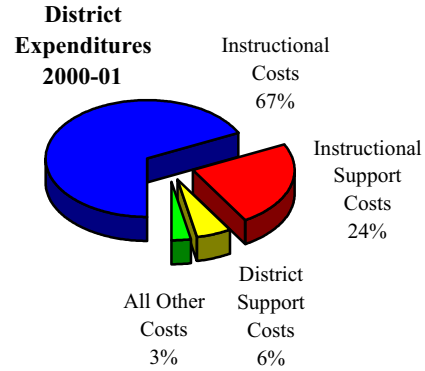
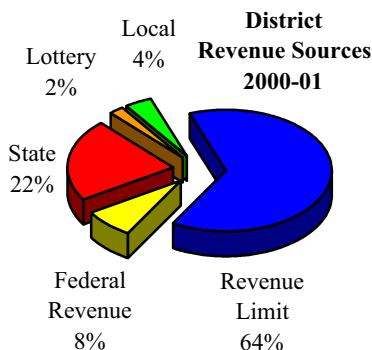
For the 2000-01 school year, Glendale Unified School District spent an average of \$6,143 to educate each student (based on 2000-01 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition 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*		
2000-01		
Statewide Average		
	All Unified	All Districts
Glendale USD	Districts	All Districts
\$6,143	\$6,414	\$6,360

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

In addition to general fund state funding, Glendale Unified School District receives state and federal categorical funding for special programs. For the 2000-01 school year, the district received approximately \$1,414 per student in federal and state aid for the following categorical, special education, and support programs:

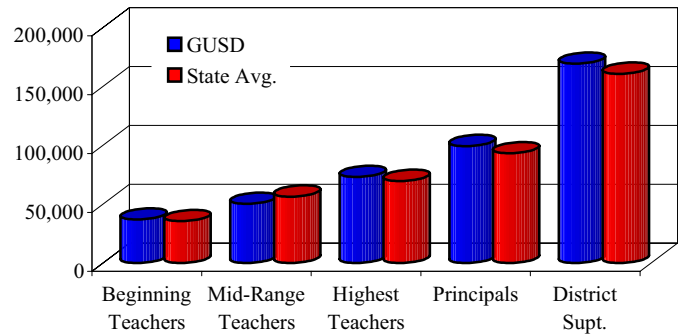
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Reading & Math Programs
- Instructional Materials
- Staff Development
- Educational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



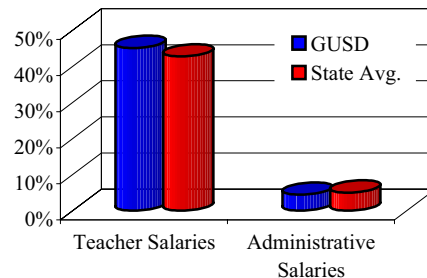
Salary & Budget Comparison

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
2000-01**



**Average Salary Information
Teachers & Administrative Salary Percentages
2000-01**



Contact Information

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