



Glendale Unified School District

"Excellence is Worth the Effort"

Mark Keppel Elementary School

A California Distinguished School

2002-2003 Annual School Report Card

730 Glenwood Road, Glendale, CA 91202

(818) 244-2113 FAX: (818) 507-6542

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Mary Mason, Principal

Chad Blatchley, Assistant Principal

2002-03 Board of Education

Pam Ellis, President

Greg Krikorian, Vice President

Lina Harper, Clerk

Mary Boger, Member

Chakib Sambar, Member

District Administration

James R. Brown

Superintendent

Dr. Michael F. Escalante

Superintendent

(Effective February 1, 2004)

Alice Petrossian

Assistant Superintendent

Educational Services

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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 a Mark Keppel Elementary School uniform. 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

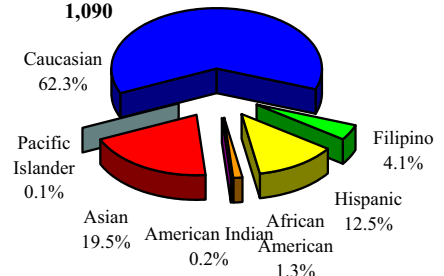
Mission Statement

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 eight 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 for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

2002-03
Enrollment
1,090



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 29,500 students in its 20 elementary schools, four middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Mark Keppel Elementary School, which opened in 1930, is located in the northern section of the city of Glendale and serves students in kindergarten through sixth grade. Students from Mark Keppel will

move on to Toll Middle School and Hoover High School. Students are known as the Mark Keppel Cougars and their school colors are navy blue and white.

Operating on a year-round calendar system, the educational programs at Mark Keppel are tailored to meet the needs of a changing school population. For the 2002-03 school year, the student population of 1,090 included 47 percent English Language Learners and 44 percent eligible for free or reduced-priced meals.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Mark Keppel are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Mark Keppel's discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student's success. The 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. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one "guiding word" per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school's additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Keppel Plus
- Chess program
- Spanish as a second language
- After-school programs
- Study Skills Class program
- Drill Team

To build self-esteem and recognize student achievement, 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
- Presidential Academic Achievement Awards (6th Grade)

Homework

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. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities. In addition to regular classroom assignments, students receive bimonthly writing

prompts that are aligned to state standards. Included in the take-home projects are checklists identifying the standards taught in each lesson so that parents can monitor the progress their children are making in mastering each standard.

School Leadership

Leadership at Mark Keppel is a responsibility shared between district administration, the principal, the assistant principal, instructional staff, students, and parents. The Principal Advisory Committee, the Literacy Team, and the Technology Team, all comprised of teachers, classified staff, and administrators, meet monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

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. These committees include:

- 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

Community Involvement

Parents and the community are very supportive of the educational program at Mark Keppel. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- Make Keppel Special School Foundation
- Boy Scouts - Learning for Life
- Kenneth Village Merchants Association

Contact Information

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

Curriculum Development

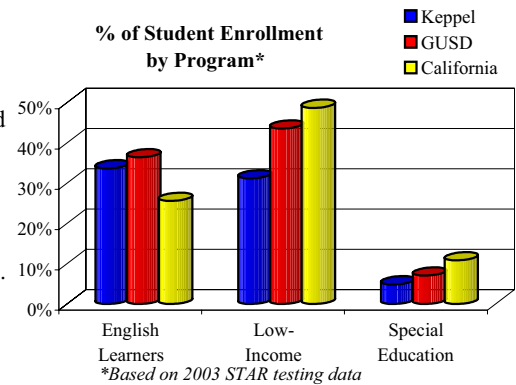
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district's emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school's program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students' needs. At grade level and faculty meetings, and meetings of the school's Literacy Team and School Site Council, members of the school community continually evaluate the school's success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Mark Keppel meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Mark Keppel uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Mark Keppel's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



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 provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed kindergarten inventory
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

Language Arts			Math		
01	02	03	01	02	03
65	75	71	73	79	77

Math & Writing Benchmark % of Students At or Above Proficiency Level 2002-2003

	Math			Writing		
	01	02	03	01	02	03
K	92	96	88	72	55	
1st	90	81		76	73	
2nd	83	78	83	45	69	69
3rd	82	86		62	86	
4th	60	66	52	39	64	52
5th	54	53		36	54	
6th	48	62	53	42	65	63

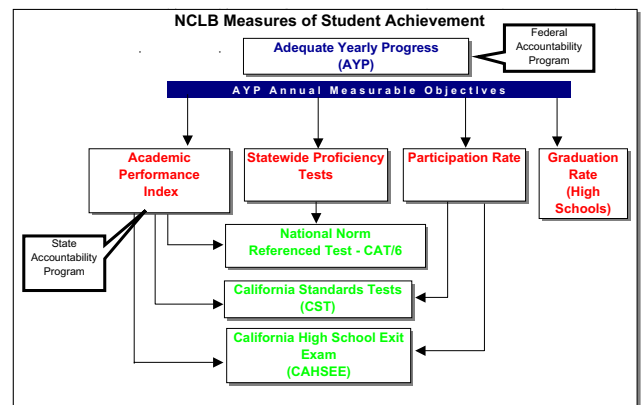
Not tested in 2003.

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement.

California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Mark Keppel achieved Adequate Yearly Progress for 2003.



	01	02
Recognition for Achievement (Title I)	No	No
Identified for Program Improvement	No	No
Exited Title I Program Improvement	N/A	N/A
Number of Years in Program Improvement	0	0

	Participation Rate		% Proficient or Advanced			
	Met	Rate	Met	%	Met	%
California Standards Test (CST)						
Target	95%		13.6%		16%	
Met Target? Yes (Y) or No (N)						
All Students	Y	99.8%	Y	50.4%	Y	63.7%
Subgroups:						
Asian	Y	100%	Y	62.8%	Y	85.1%
Hispanic or Latino	Y	100%	Y	46.6%	Y	49.0%
Caucasian	Y	99.8%	Y	46.2%	Y	59.9%
SED	Y	100%	Y	38.0%	Y	53.2%
English Learners	Y	100%	Y	40.2%	Y	59.3%

SED = Socioeconomically Disadvantaged

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 based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Mark Keppel Elementary School qualified to participate in the 2000 and 2001 Governor's Performance Award.



Standardized State Testing

Mark Keppel participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 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. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

API School Results							
All Students							
	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	768	768	814	Percent Tested	99	100	100
API Score	781	788	778	API Growth Score	793	781	801
Growth Target	1	1	1	Actual Growth	12	-7	23
Statewide Rank	8	8	8				
Similar Schools Rank	8	7	5				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	709	729	715	API Growth Score	727	715	740
Growth Target	1	1	1	Actual Growth	18	-14	25
Asian							
Base API Score	860	869	856	API Growth Score	882	859	869
Growth Target	*	*	*	Actual Growth	22	-10	13
Caucasian							
Base API Score	778	780	768	API Growth Score	784	774	784
Growth Target	1	1	1	Actual Growth	6	-6	16

**Schools or subgroups that receive an API of 800 or more are expected to maintain that level of achievement. 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.*

State Awards and Intervention Programs		
	01	02
Eligible for Governor's Performance Award	Yes	No
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

	Norm Referenced Test (SAT-9 & CAT/6)																													
	% At or Above 50th Percentile																													
	Reading									Math																				
	2			3			4			5			6			2			3			4			5			6		
All Students	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Keppel (Mark) Elementary	62	63	55	61	61	40	61	59	44	56	58	48	58	55	65	63	71	70	76	75	63	71	75	68	76	72	61	78	81	80
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	62	63	73	64	65	69	62	64	68	62	71	73	72
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	65	56	51	61	58	36	57	55	32	55	47	49	57	60	60	67	70	73	80	77	67	66	74	70	83	72	61	76	87	76
Female	60	68	60	60	63	44	65	62	55	58	66	47	59	50	69	59	71	66	72	74	59	75	77	68	69	72	61	81	75	83
Language Fluency																														
English Learners (EL)	51	55	47	46	49	33	24	15	17	15	16	13	12	19	19	55	70	62	71	70	58	47	48	57	56	43	34	50	64	62
Non EL	75	73	67	84	78	52	77	78	64	79	73	67	76	76	82	72	72	83	84	83	69	81	87	77	88	82	75	90	90	87
Socioeconomic Status																														
SED	63	54	40	37	51	26	51	38	31	40	45	36	36	35	53	58	69	53	72	68	57	62	62	61	66	68	53	67	70	75
Non SED	62	68	64	73	66	52	69	69	52	66	66	56	68	67	73	65	72	81	78	80	68	78	82	73	82	74	66	83	87	84
Ethnicity																														
Asian	86	84	63	62	76	48	70	61	47	68	69	57	73	68	69	90	84	86	90	94	71	85	82	83	93	92	75	99	99	92
Caucasian	57	61	47	57	58	40	63	53	44	57	57	43	56	54	66	61	71	68	69	72	61	70	72	66	77	72	58	75	82	79
Filipino			73															64												
Hispanic	43	50	60	57	43	30	29	77	36	33	40	59	42	33	50	14	54	58	78	43	61	57	77	45	32	47	52	58	32	63

SED - Socioeconomically Disadvantaged
 Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

**California Standards Test (CST)
Major Content Areas**

Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
Keppel Elementary	36	38	46	43	49	52	48	46	50	42	40	47	47	41	49
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Keppel Elementary		50	62		58	58		55	64		53	65		60	61
GUSD		51	61		50	58		50	63		48	56		53	57
California		43	53		38	46		37	45		29	35		32	34

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Mark Keppel students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST) - Major Subgroups

English/Language Arts

Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Keppel Elementary															
Male	37	32	46	40	48	47	38	40	39	41	30	41	41	44	45
Female	35	43	47	45	49	56	56	52	60	43	48	52	52	38	52
English Learners	20	31	37	33	41	43	8	9	24	11	6	9	10	4	8
Non English Learners	55	46	62	58	59	62	65	63	59	59	52	68	61	61	67
SED	23	29	23	26	38	43	32	24	37	29	30	35	27	22	38
Non SED	40	43	61	51	54	59	60	58	58	50	47	54	55	51	57
Special Ed.			23			25									9
Asian		50	74		76	57		46	64		54	57		50	51
Caucasian		36	36		43	46		43	48		40	39		41	50
Filipino			64												
Hispanic		29	32		14	61		52	27		13	50		10	31

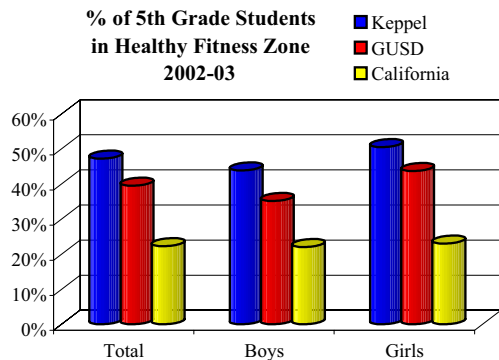
SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, Mark Keppel 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 are provided several 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).



California Standards Test (CST) - Major Subgroups

Math

Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6	
	02	03	02	03	02	03	02	03	02	03
Keppel Elementary										
Male	47	65	61	63	54	61	52	66	66	58
Female	52	57	56	53	57	66	55	65	54	63
English Learners	44	53	56	56	30	49	22	41	39	35
Non English Learners	56	75	62	56	66	61	65	73	73	65
SED	38	40	56	56	38	52	45	56	46	53
Non SED	56	76	59	60	64	71	59	71	68	67
Special Ed.			58	25						18
Asian	67	89	80	81	75	92	83	86	91	74
Caucasian		56		53		57		63		60
Filipino		64								
Hispanic	25	46	29	54	36	27	27	45	9	44

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Mark Keppel is able to offer programs to meet the individual needs of its students.

The 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 in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Mark Keppel provides weekly enrichment classes for GATE students one morning each week.

Mark Keppel offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school 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 learners, Mark Keppel 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. Most teachers at Mark Keppel have received special training to effectively teach students who are learning English as a second language.

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 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. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist, speech language therapist, or enrolling in a special day class. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and to provide students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

The school's library, staffed by a part-time library assistant, is stocked with thousands of books that are available for students to check out, including books in Armenian and Korean in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the

District Adopted Textbooks		
Subject/ Year Adopted	Series	Grades
Language Arts		
2002	Houghton Mifflin	K-5
	McDougal Littell	6
Mathematics		
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
History/Social Studies		
2000	McGraw Hills: <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

library on a weekly basis and receive instruction on research techniques and library usage. The library contains a collection of videos and audiotapes for classroom use that tie into curricular areas of study. Mark Keppel uses the Accelerated Reader literacy program. The school's library and each classroom library contain books that work with the program's computer-based testing and monitoring system that allows students to work at their own pace.

Each classroom at Mark Keppel contains an average of 3-5 computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency.

Counseling & Other Support Services

It is the goal of Mark Keppel Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Keppel Support Staff	Number	Days Available	Full Time
	of Staff	Per Week	Equivalent
Psychologist	1	3	0.6
Health Clerk	1	5	1
Nurse	1	1	0.2
Speech/Language Specialist	2	5	1.2
Resource Specialist	1	5	1
Teacher Specialist	2	5	2
Special Day Class Teacher	2	5	2

The District offers a variety of programs, training, activities, and services to provide for students' emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Mark Keppel had 47 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	43	43	47
Working Outside Subject	0	0	0
Emergency Credentials	9	9	5
Interns	0	1	1
Waivers	0	0	0
Total Teachers	52	53	52
Average Years Teaching	11.6	11.9	12.1
Average Years in District	10.1	10.2	10.2

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

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

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute 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. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The 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. The district schedules three staff development days annually.

Mark Keppel 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, schoolwide staff development focused on training in Accelerated Reader and "Write...From the Beginning." "Write...from the Beginning" is a developmental writing program that is implemented schoolwide to focus on training students for suc-

cessful writing beyond the elementary grades. Schoolwide training is supplemented by four support groups which offer staff development monthly in nonfiction writing, mathematics, reading comprehension, and differentiated instruction.

Mark Keppel 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 further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. 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 Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Mark Keppel provides a safe, clean environment for students, staff, and volunteers. School facilities, built in 1930, sit on 5.5 acres and include 41 classrooms, a library, a computer lab, an auditorium, and a multipurpose room which is shared with adjacent Toll Middle School.

Measure K funds are making it possible for Mark Keppel to undergo a complete modernization. The project, which is taking place over the next two years, will include upgrades in all classrooms, restrooms, the library, and administrative offices.

The district's scheduled maintenance program ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Mark Keppel has four custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Mark Keppel. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Campus safety patrol, teachers, and administrators monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement 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 child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Mark Keppel reviews the plan annually; the plan was last updated and reviewed with school staff in February 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Attendance, tardiness, 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.

Absence reports are reviewed daily by office staff. Parents are advised of absences through phone calls home. Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the School Attendance Review Board (SARB). During the 2002-03 school year, the actual attendance rate for all grade levels for Mark Keppel was 95.75%.

Mark Keppel has expelled one student during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Keppel			GUSD		
	01	02	03	01	02	03
Suspensions (#)	8	11	13	3647	3425	5489
Suspensions (%)	0.70	0.94	1.19	12.02	11.30	18.45
Expulsions (#)	0	0	1	47	40	46
Expulsions (%)	0.00	0.00	0.09	0.15	0.13	0.15

Class Size

Mark Keppel maintained a schoolwide average class size of 23 students and a pupil-to-teacher ratio of 21:1 for the 2002-03 school year. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-30 Students			31+ Students		
	01	02	03	01	02	03	01	02	03
K	7	6		0	0		0	0	
1st	7	7		0	0		0	0	
2nd	8	7		0	0		0	0	
3rd	8	8		0	0		0	0	
4th	0	0		0	4		5	0	
5th	0	0		0	2		5	3	
6th	0	0		0	0		5	6	
K-3rd	3	4		0	0		0	0	
3rd-4th	0	0		0	0		0	0	
4th-6th	1	1		0	2		1	1	

Data unavailable at time of publication
Combination classes may be any combination of grades within the designated grade levels.

In 1996, the 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. Mark Keppel has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Mark Keppel met/exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Mark Keppel offered 178 days of instruction comprised of 717 regular days and 7 minimum days for tracks A and D, and 170 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back to School Night, Open House, track changes, report card preparation, and the last day of school. Each Thursday is a "Banking Day." Students arrive at school an hour later

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K - A.M.		
Tracks A-C	36,000	36,288
Track D	36,000	36,168
K - P.M.		
Track 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

in the morning. Each month "Banking Days" allow teachers additional time to meet once by grade level, and once for a full faculty meeting. The other banking days may be used for staff development, ad hoc meetings, or classroom planning.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 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*		
2001-02		
Statewide Average		
	All Unified School Districts	All Districts
GUSD		
	\$6,315	\$6,719

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

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- 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
- 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

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		
2001-02		
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
Percentage of Total Budget		
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%