

## Glendale Unified School District

"Excellence is Worth the Effort"

# Keppel Elementary School

## 2004-2005 School Accountability Report Card

730 Glenwood Road, Glendale, CA 91202

(818) 244-2113

Kindergarten through Sixth Grade

[www.gusd.net](http://www.gusd.net)



### School Administration

Mary Mason  
Principal

Chad Blatchley  
Assistant Principal



### 2004-05 Board of Education

Mary Boger, President  
Chakib Sambar, Vice President  
Pam Ellis, Clerk  
Greg Krikorian, Member  
Joylene Wagner, Member

### District Administration

Dr. Michael F. Escalante  
Superintendent

Alice Petrossian  
Assistant Superintendent  
Educational Services, Elementary Education

Dr. Gregory Franklin  
Assistant Superintendent  
Educational Services, Secondary Education



### 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, arts, 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 and a Title I Achieving School in 2005.

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.

### School 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

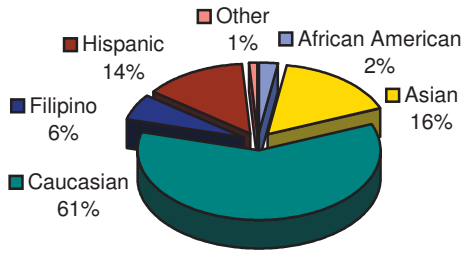
The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors agree that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its many local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, nonprofit causes, and city developments.

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 nearly 29,000 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 Elementary School 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 2004-05 school year, the student population of 975 included 33.6 percent English Language Learners and 38.4 percent eligible for free or reduced-priced meals.

### % of Student Enrollment by Ethnicity



### Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Mark Keppel Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. 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. 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.

The "Suspensions and Expulsions" table displays the total number and percentage of incidents at the school and in the District. Suspension numbers may be inflated because some students may have been suspended multiple times. Expulsions occur only when required by law or when all other alternatives have been exhausted.

	Suspensions & Expulsions					
	Mark Keppel ES			GUSD		
	2003	2004	2005	2003	2004	2005
Suspension (#)	13	17	11	5489	4903	4882
Suspension (%)	1.19	1.64	1.13	18.65	17.01	16.94
Expulsion (#)	1	0	0	46	65	56
Expulsion (%)	0.09	0.00	0.00	0.16	0.23	0.19

### Extracurricular and 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:

- STAR After-school Program
- Conflict Manager Program
- Student Council
- Student Tutor Program
- Keppel Chorus and Orchestra (Grades 3-6)
- 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
- Presidential Academic Achievement Awards (6th Grade)

### School Enrollment & Attendance

School-wide enrollment at the beginning of the 2004-05 school year was 975 students. 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. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Independent study is available for students who require extended leaves from school. Mark Keppel Elementary School has been working diligently to increase the attendance rate of all students.

### Instructional Time

During the 2004-05 school year, all instructional minutes and days offered at Mark Keppel Elementary School exceeded state requirements as specified in the California Education Code. The minutes in the "Instructional Minutes" chart shows average minutes for all four school tracks. Each individual track exceeded State requirements.

	Instructional Minutes By Grade Level - Average of All Four Tracks	
	Minutes Required	Actual Minutes
K	36,000	36,498
1st-3rd	50,400	50,690
4th-6th	54,000	54,414

For the 2004-05 school year, Mark Keppel Elementary School offered 178 days of instruction comprised of 171 regular days and seven minimum days for tracks A and D, and 170 regular days and eight 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 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.

### Class Size

Mark Keppel Elementary School maintained a schoolwide average class size of 24 students in the 2004-05 school year. The "Class Size Distribution" table shows the average class size by grade. The corresponding numbers show how many classes were taught with a certain number of students in each class, based on three different class sizes.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
	03	04	05	1-20			21-32			33+		
K	18	18	18	8	7	6	0	0	0	0	0	0
1st	19	19	19	7	7	7	0	0	0	0	0	0
2nd	19	19	20	8	7	6	0	0	0	0	0	0
3rd	18	19	19	8	8	7	0	0	0	0	0	0
4th	29	33	31	0	0	0	4	1	4	1	3	1
5th	33	33	37	0	0	0	1	2	0	4	3	4
6th	32	36	33	0	0	0	5	0	0	1	5	5

The California Class Size Reduction (CSR) program provides funding to reduce kindergarten through third grade classes to 20 students or less. For the past three years, 100% of all K-3 classrooms at Mark Keppel Elementary School participated in CSR.

### School Facilities & Safety

Built in 1930, Mark Keppel Elementary School is situated on 5.5 acres. School facilities 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 made it possible for Mark Keppel Elementary School to undergo a complete modernization. The project was completed in August 2005 and included upgrades in all classrooms, restrooms, the library, and administrative offices. The facility strongly supports teaching and learning through its ample classroom and playground space. Facility information was current as of October 24, 2005.

### Safety

Safety of students and staff is a primary concern at Mark Keppel Elementary School. 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. During lunch, recesses, and before and after school, campus safety patrol, teachers, and administrators supervise students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. 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 Elementary School reviews the plan annually; the plan was last updated and reviewed with school staff in October 2005. An updated copy of the plan is available to the public at the school and at the District office.

### Maintenance and Repair

Safety concerns are the number one priority of Maintenance and Operations. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District maintenance staff has indicated that 100% of all toilets on school grounds are in working order. As of October 24, 2005, none of the eight emergency conditions cited in Education Code 17592.72 exist at this school.

### Cleaning Process and Schedule

The District has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. Currently all schools are on a daily cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

### Deferred Maintenance Budget

The District participates in the State School Deferred Maintenance Program, which provides State matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2004-05 school year, the District budgeted \$1,050,000 for the deferred maintenance program. This represents 0.5% of the District's general fund budget.

### Deferred Maintenance Projects

For the 2005-06 school year, the District's governing board approved deferred maintenance projects for this school that will result in new carpeting or tile flooring, replacement of underground plumbing, and interior or exterior painting of school buildings. The District's complete deferred maintenance plan is available at the District office.

School Facility Conditions			
Facilities information current as of: October 24, 2005			
Interim Evaluation Instrument Guidelines	Facility in Good Repair		Deficiency & Remedial Actions Taken or Planned
	Yes	No	
Gas Leaks	X		
Mechanical Systems	X		
Windows/Doors/Gates (interior/exterior)	X		
Interior Surfaces (walls, floors, & ceilings)	X		
Hazardous Materials (interior/exterior)	X		
Structural Damage	X		
Fire Safety	X		
Electrical (interior/exterior)	X		
Pest/Vermin Infestation	X		
Drinking Fountains (inside/outside)	X		
Restrooms	X		
Sewer	X		
Playground/School Grounds	X		

# 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, report card grades
- 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.

## No Child Left Behind

The Federal No Child Left Behind Act requires all students, including socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups, to meet State academic achievement standards in English/language arts and math by 2014. To achieve that goal, districts and schools must demonstrate "Adequate Yearly Progress" (AYP). Schools achieve AYP if they meet certain requirements each year:

- Each school and subgroup must perform to a proficiency level; 24.4% of elementary and middle school students must be proficient in English and 26.5% must be proficient in Math.
- At least 95% of students must take State standards tests.
- Schools must show improvement in the Academic Performance Index (API).

Schools receiving Title I funds that do not meet the AYP standards face several consequences. Students may receive additional tutoring or school staff may be replaced. Students would also be allowed to transfer to other schools within their district that meet AYP and the former school would be required to provide transportation to the new site. After two consecutive years of failing to meet AYP in a particular subgroup, the school may be identified for Title I Program Improvement (PI). Schools can be categorized as a PI school for a maximum of five years before the State takes drastic measures to improve the performance of the school. However, a school may exit from this status after two consecutive years of success in the affected subgroup(s). Mark Keppel Elementary School met all of the 2005 AYP criteria.

More information about Title I and NCLB requirements can be found on the State Department of Education's website <http://www.cde.ca.gov/nclb> and the U.S. Department of Education's website <http://www.nclb.gov>. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California. On an interim basis, the State has set 800 as the API score that schools should strive to meet. 2005 API growth scores were unavailable at the time of publication.

Growth Targets: The annual growth target for a school is 5 percent of the distance between its API Base and 800. The growth target for a school at or above 800 is to remain at or above 800. Actual growth is the number of API points a school gained between its base and growth years. Schools that reach their annual targets are eligible for awards.

### Adequate Yearly Progress

#### California Standards Test (CST)

##### English/Language Arts

Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		24.4%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	*	*

##### Math

Year Ending	Participation Rate		% Proficient & Advanced	
	04	05	04	05
<b>Target</b>	95%		26.5%	
	<b>Met</b>	<b>Met</b>	<b>Met</b>	<b>Met</b>
<b>All Students</b>	Yes	Yes	Yes	Yes
English Learners	Yes	Yes	Yes	Yes
SED <sup>^</sup>	Yes	Yes	Yes	Yes
Asian	Yes	Yes	Yes	Yes
Caucasian	Yes	Yes	Yes	Yes
Hispanic or Latino	Yes	Yes	*	*

\* The subgroup is not numerically significant for this school.

<sup>^</sup>SED = Socioeconomically Disadvantaged

### API School Results

	Base				Growth		
	2002	2003	2004		2003	2004	2005
<b>All Students</b>							
Percent Tested	97	97	100	Percent Tested	100	100	
API Score	778	811	812	API Growth Score	801	815	
Growth Target	1	*	*	Actual Growth	23	4	
Statewide Rank	8	8	8	Eligible for Awards	Not funded		
Similar Schools Rank	5	7	6	Eligible for II/USP			

#### Subgroups

##### Socioeconomically Disadvantaged

Base API Score	715	752	759	API Growth Score	740	762
Growth Target	1	1	1	Actual Growth	25	10

##### Asian

Base API Score	856	878	900	API Growth Score	869	906
Growth Target	*	*	*	Actual Growth	13	28

##### Caucasian

Base API Score	768	794	795	API Growth Score	784	798
Growth Target	1	1	1	Actual Growth	16	4

##### Hispanic

Base API Score		785		API Growth Score		756
Growth Target		1		Actual Growth		-29

**\*Schools and subgroups with scores 800 and above have met the statewide target and 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.

Subgroup APIs and Targets: In addition to a schoolwide API, schools also receive API scores for each numerically significant subgroup in the school (i.e., racial/ethnic subgroups and socioeconomically disadvantaged students). Growth targets, equal to 80 percent of the school's target, are also set for each of the subgroups. Each subgroup must also meet its target for the school to be eligible for awards.

Percent Tested: To be eligible for awards, elementary and middle schools must test at least 95 percent of their students in grades 2 through 8, and high schools must test at least 90 percent of their students in grades 9 through 11 on STAR assessments.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

### Federal Awards & Intervention Programs

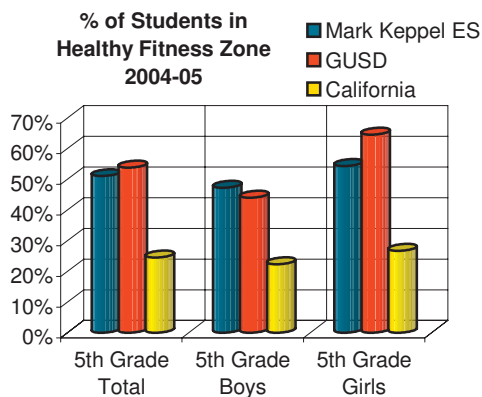
	2003	2004	2005
Recognition for Achievement (Title I)	NO	NO	YES
Identified for Program Improvement	NO	NO	NO
Exited Title I Program Improvement	n/a	n/a	n/a
Number of Years in Program Improvement	n/a	n/a	n/a

### California Standards Tests (CST)

The California Standards Test (CST) is administered to all students in the spring to determine student performance in relation to the State content standards. Student scores are reported as performance levels: Advanced (exceeds State standards), Proficient (meets State standards), Basic (approaching State standards), Below Basic (below State standards), and Far Below Basic (well below State standards). Students scoring at the Proficient or Advanced level meet State standards in that content area. Students with significant cognitive disabilities who are unable to take the CST are tested using the California Alternate Performance Assessment (CAPA). Detailed information regarding CST and CAPA results for each grade and proficiency level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

### 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 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) 2003, 2004, 2005 Combined % of Students Scoring at Proficient and Advanced Levels

	Language Arts			Math Standards			Science (5th)		
	03	04	05	03	04	05	03	04	05
<b>Second Grade</b>									
All Students	46	40	45	62	60	59			
Females	47	51	52	57	63	56			
Males	46	28	39	65	57	61			
English Learners	37	28	36	53	51	54			
Non English Learners	60	59	56	76	74	64			
SED^	23	26	28	40	47	46			
Special Education	23	17		58	33				
Asian	74	56	48	89	78	78			
Caucasian	36	38	47	56	59	56			
Filipino	64			64					
Hispanic or Latino	32	29	30	46	50	50			
<b>Third Grade</b>									
All Students	52	45	36	58	65	66			
Females	56	51	52	53	60	72			
Males	47	40	23	63	68	60			
English Learners	43	19	10	56	44	47			
Non English Learners	64	66	58	61	81	81			
SED^	43	27	24	56	50	54			
Special Education	25	20	8	25	47	31			
Asian	57	76	27	81	94	73			
Caucasian	46	37	40	53	57	66			
Filipino		55		82					
Hispanic or Latino	61	32	29	54	50	53			
<b>Fourth Grade</b>									
All Students	50	51	58	64	58	58			
Females	60	59	65	66	56	55			
Males	39	41	53	61	59	60			
English Learners	24	14	20	49	47	28			
Non English Learners	70	63	82	74	61	76			
SED^	37	51	43	52	64	40			
Special Education			21			26			
Asian	64	67	78	92	72	85			
Caucasian	48	52	51	57	61	54			
Filipino			83			75			
Hispanic or Latino	27	41	54	27	44	36			
<b>Fifth Grade</b>									
All Students	47	56	60	65	70	72	43	49	
Females	52	60	60	65	73	73	42	42	
Males	41	52	60	66	68	70	44	56	
English Learners	9	15	11	41	44	32	6	15	
Non English Learners	66	67	71	78	78	80	53	56	
SED^	35	43	55	56	53	66	28	34	
Special Education		18			27			18	
Asian	57	65	50	86	95	82	65	50	
Caucasian	39	51	67	63	62	76	34	50	
Hispanic or Latino	50	64	60	45	55	53	36	43	
<b>Sixth Grade</b>									
All Students	49	46	56	61	57	64			
Females	52	49	59	63	55	69			
Males	45	42	52	58	60	60			
English Learners	8	12	8	35	28	29			
Non English Learners	64	51	64	71	62	71			
SED^	38	35	38	53	43	48			
Special Education			8			33			
Asian	51	48	67	74	72	89			
Caucasian	50	44	54	60	57	61			
Filipino		75		83					
Hispanic or Latino	31	36	42	44	36	47			

^SED - Socioeconomically Disadvantaged

Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## California Achievement Test (CAT/6)

The California Achievement Test (CAT/6) is a standardized test that compares a student or group of students with a “norm” group from around the country. Reading and Math results of this test are reported as the percent of tested students scoring at or above the 50th percentile (the national average). School results are compared to District and State level results. All students in grades two through eight are tested in reading, spelling, written expression, and language arts. Beginning in 2005, the CAT/6 tests reading/language arts, spelling, and mathematics in grades 3 and 7 only and no longer tests science in any grade. Detailed information regarding results for each grade level can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

CAT/6 Norm Referenced Test 2003, 2004, 2005 % At or Above 50th Percentile																								
Subject Area Grade Level Year Ending	Reading						Math																	
	2		3		4		5		6		2		3		4		5		6					
	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05	03	04	05			
<b>All Students</b>																								
Mark Keppel ES	55	54		40	46	34	44	42		48	52		65	59		70	65		63	70	71	68	61	
GUSD	52	54		39	40	40	44	45		45	50		57	59		62	66		64	63	66	62	59	
California	46	47		34	35	36	35	36		40	41		45	46		57	59		52	54	55	48	49	
<b>Subgroups</b>																								
Females	60	63		44	50	44	55	48		47	52		69	63		66	63		59	69	70	68	59	
Males	51	45		36	44	24	32	36		49	51		60	56		73	67		67	70	72	70	64	
SED <sup>A</sup>	40	44		26	35	20	31	42		36	33		53	51		53	58		57	62	67	61	65	
English Learners	47	43		33	26	12	17	11		13	15		19	8		62	59		58	51	63	57	36	
Non English Learners	67	72		52	62	51	64	53		67	61		82	68		83	74		69	84	78	77	69	
Special Education	23	42		25	20	15				18						67	42		33	47	42			36
Asian	63	56		48	61	14	47	56		57	70		69	66		86	83		71	94	77	83	72	
Caucasian	47	53		40	39	38	44	40		43	43		66	58		68	66		61	65	70	66	62	
Filipino	73			64									75			64			82					92
Hispanic or Latino	60	50		30	46	29	36	41		59	64		50	54		58	43		61	54	71	45	44	

<sup>A</sup>SED - Socioeconomically Disadvantaged  
Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Teacher Assignment

Glendale Unified School District recruits and employs the most qualified credentialed teachers. For the 2004-05 school year, Mark Keppel Elementary School had 45 fully credentialed teachers.

	Teacher Credential Status		
	03	04	05
Fully Credentialed	47	48	45
Emergency Credentials	5	1	0
Interns	1	1	1
Waivers	0	0	0
<b>Total Teachers</b>	<b>52</b>	<b>49</b>	<b>46</b>
Average Years Teaching	12.1	14.7	14.0
Average Years in District	10.2	12.9	11.9

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 misassignments represent the number of teachers who did not hold a legally recognized certificate or credential, including teachers who were assigned to classrooms with English Learners (EL) and who were not properly certificated to teach EL students. Teacher vacancies reflect the number of open teaching positions that were not filled by a full-time certificated teacher for an entire year.

	Misassignments/Vacancies		
	03-04	04-05	05-06
Misassignments of Teachers of English Learners	0	5	*
Vacant Teacher Positions	0	0	*

\*2005-06 data was unavailable at the time of publication

The Federal No Child Left Behind (NCLB) Act requires that all teachers in core subject areas meet specific Federal credential requirements by the 2005-06 school year. Minimum qualifications include: possession of a Bachelor's Degree; possession of an appropriate California teaching credential; and demonstrated competence in core academic subjects. At the start of the 2004-05 school year, 88.6% of core academic classes at Mark Keppel Elementary School were taught by NCLB-compliant teachers. District-level information for comparison may be found in the *Glendale Unified School District Report Card*.

	Teacher Education Levels 2004-05	
	Mark Keppel ES	
Doctorate		0.0%
Master's Degree +30*		52.2%
Master's Degree		0.0%
Bachelor's Degree +30*		47.8%
Bachelor's Degree		0.0%
Less Than Bachelor's		0.0%
None Reported		0.0%

\*Indicates additional hours above and beyond degree.

## 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.

### Professional 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 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 2004-05 school year, staff development focused on writing.

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 educational 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 program. The AB75 Principal Training Program is available to site administrators.

### Textbooks & Instructional Materials

Glendale Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the instructional program. Glendale Unified School District held a Public Hearing on August 16, 2005, and determined that each school within the District has sufficient and good quality textbooks or instructional materials, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. 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. Teachers participate in the selection process to ensure that the textbooks support the District curriculum and content standards. Prior to adoption, all materials are on display for 30 days at the District Office to be evaluated by parents and community members.

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 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 Elementary School 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.

District-Adopted Textbooks			
Grade Levels	Subject	Publisher	Adoption Year
K-5	Language Arts	Houghton Mifflin	2003
6	Language Arts	McDougal Littell	2003
K-6	Mathematics	Everyday Learning Corporation	2001
K-5	Science	Harcourt Brace	2001
6	Science	Holt, Rinehart & Winston	2000
K-6	Social Studies	McGraw-Hill	2000

	Computer Resources		
	2002-03	2003-04	2004-05
Computers	80	80	80
Students per computer	13.6	12.9	12.2
Classrooms connected to Internet	37	37	37

### 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		
Title	Number of Staff	Full Time Equivalent
Health Clerk	1	1.0
Nurse	1	0.2
Psychologist	1	0.6
Resource Specialist	2	2.0
Resource Specialist Aide	1	1.0
Special Day Class Teacher	3	3.0
Speech/Language Specialist	2	1.2
Teacher Specialist	2	2.0

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 the Pacific Avenue Center, 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.

Mark Keppel Elementary School 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. On-site interventions include extra support in first grade reading/writing, 2nd and 3rd grades language arts, and 4th-6th grades math support. These classes are held while students are off-track. Classroom teachers provide before- and after-school small group support as needed.

For English 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. Most teachers at Mark Keppel Elementary School have received special training to effectively teach students who are learning English as a second language. Students receive core instruction in all content areas, including English Language Development (ELD). English Language Learners are tested with the California English Language Development Test (CELDT) annually to measure progress.

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 Elementary School provides weekly enrichment classes for GATE students one morning each week.

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 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. 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.

## Expenditures & Services Funded

At the time this report was published, the most recent financial and salary comparison data from the State of California was for the 2003-04 school year. In 2003-04, Glendale Unified School District spent an average of \$6,639 to educate each student (based on 2003-04 audited financial statements). The figures shown in the "Current Expense of Education Per Student" table reflect the direct cost of educational services, per average daily attendance, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and is compared with other districts state-wide.

In addition to general fund State funding, Glendale Unified School District receives State and Federal categorical funding for special programs. For the 2003-04 school year, the District received approximately \$2,166 per student in Federal and State aid for the following categorical, special education, and support programs:

- Applied Technology Education Act
- Class Size Reduction
- Economic Impact Aid
- Educational Technology Assistance Grants
- Gifted and Talented Pupils
- Home-to-School Transportation
- Instructional Materials
- Peer Assistance and Review Program
- Safe and Drug Free Schools Program
- School Improvement Program
- Special Education
- Tenth Grade Counseling
- Title I Program
- Year-round School Incentive

## Current Expense of Education Per Student\* 2003-04

GUSD	Statewide Average	
	All Unified School Districts	All Districts
\$6,639	\$6,987	\$6,919

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

## 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 more than 20,000 average daily attendance throughout the State.

### Average Salary Information Teachers - Principal - Superintendent 2003-04

	GUSD	State Average
Beginning Teachers	\$37,236	\$37,061
Mid-Range Teachers	\$57,164	\$58,294
Highest Teachers	\$73,765	\$72,876
Elementary Principals	\$93,497	\$94,471
Middle School Principals	\$99,311	\$98,940
High School Principals	\$104,304	\$107,418
Superintendent	\$174,000	\$179,061

### Salaries as a Percentage of Total Budget

Teacher Salaries	42.4%	41.4%
Administrative Salaries	5.1%	5.1%

## School Leadership

Leadership at Mark Keppel Elementary School is a responsibility shared among district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. Principal Mary Mason has led the school for five years, backed by more than 23 years of educational experience. The school's Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets 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, Parent Teacher Association, Principal Advisory Committee, Literacy Team, Technology Team, Safety Committee, Sixth Grade Committee, Mark Keppel Special School Foundation, Mathematics Committee, and Individual Education Plan (IEP) Teams.

## Community Involvement

Parents and the community are very supportive of the educational program at Mark Keppel Elementary School. Numerous programs and activities are enriched by the generous contributions made by the following organizations: Parent Teacher Association, Mark Keppel Special School Foundation, Boy Scouts - Learning for Life, and Kenneth Village Merchants Association.

## 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 at (818) 244-2113.