MARK KEPPEL ELEMENTARY SCHOOL
School Accountability Report Card

Reported Using Data from the 2011–12 School Year

Published During 2012–13

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For additional information about the school, parents and community members should contact the school principal or the district office.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2012–13)

School		District	
School Name	Mark Keppel Elementary	**District Name**	Glendale Unified
Street	730 Glenwood Rd.	**Phone Number**	(818) 241-3111
City, State, Zip	Glendale, CA, 91202-1524	**Web Site**	www.gusd.net
Phone Number	(818) 244-2113	**Superintendent**	Richard Sheehan
Principal	Lise Sondergaard, Principal	**E-mail Address**	dsheehan@gusd.net
E-mail Address	lsondergaard@gusd.net	**CDS Code**	19645686013726

School Description and Mission Statement (School Year 2011–12)

Mark Keppel Elementary School staff, administrators, parents, and community members share the responsibility for and are committed to creating a safe, stimulating academic environment. The integration of the arts across our curriculum empowers all students to reach their full cognitive, creative, and social potential. Keppel's dynamic educational program fosters cooperative and independent learning as well as critical thinking skills to promote a life-long love of learning and respect for all.

Opportunities for Parental Involvement (School Year 2011–12)

At Keppel, we have a fabulous team of parent volunteers that are a huge part of what makes our school so special. We have two primary groups that support our school; our PTA and our Make Keppel Special (MKS) committee. Our PTA holds monthly meetings on topics of interest, and MKS is our school foundation, which primarily raises money for our extra art classes at Keppel.

Parents who are interested in volunteering can contact our school principal for additional information. Our teachers welcome parent volunteers in classrooms to help with special projects, accompany students on field trips, assist with classroom groups, and more. We encourage parents to talk directly to their child's teacher if they wish to volunteer.

Student Enrollment by Grade Level (School Year 2011–12)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	167	Grade 8	0
Grade 1	168	Ungraded Elementary	0
Grade 2	162	Grade 9	0
Grade 3	147	Grade 10	0
Grade 4	151	Grade 11	0
Grade 5	128	Grade 12	0
Grade 6	0	Ungraded Secondary	0
Grade 7	0	Total Enrollment	923

Student Enrollment by Student Group (School Year 2011-12)

Group	Percent of Total Enrollment
Black or African American	1.5%
American Indian or Alaska Native	0.0%
Asian	20.6%
Filipino	5.4%
Hispanic or Latino	10.7%
Native Hawaiian or Pacific Islander	0.0%
White	58.0%
Two or More Races	3.5%
Socioeconomically Disadvantaged	40.3%
English Learners	49.7%
Students with Disabilities	4.1%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	4	3	0	22.7	2	4	0	23.9	1	6	0
1	20	3	4	0	23.0	2	5	0	24.0	0	7	0
2	21	3	4	0	22.1	1	6	0	23.1	1	6	0
3	20	6	0	0	23.2	0	6	0	24.5	1	5	0
4	36	0	0	4	33.0	0	1	3	32.5	1	0	3
5	34	0	1	3	37.3	0	0	4	34.8	0	0	4
6												
Other												

* Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

III. School Climate

School Safety Plan (School Year 2011–12)

All exterior gates are locked after morning drop off. Mark Keppel is a secured campus during the school day. Visitors must check in at the front office by signing in our visitor's book and getting a visitor's badge. We have front security doors just inside our main office from which everyone is buzzed in.

Our safety plan is revised each year with staff, parents, and local law enforcement representatives. Monthly faculty meetings cover safety issues and an OSHA meeting is conducted each year. A schoolwide discipline assembly is held during the first two weeks of school to remind students of all our safety rules, and teachers review and practice emergency and evacuation procedures with their classes monthly. Posters are up in each classroom that outline the evacuation path as well as procedures for all emergency situations. These procedures are reviewed and revised yearly. We also conduct a PTA meeting outlining the safety procedures at our school to parents. Our schoolwide monthly drills are planned and calendared each year.

Suspensions and Expulsions

Rate*	School 2009–10	School 2010–11	School 2011–12	District 2009–10	District 2010–11	District 2011–12
Suspensions	2	0	0	24	6	6
Expulsions	0	0	0	0	0	0

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2012–13)

Cleanliness and safety are main priorities at Keppel! Our main building was completely modernized through a three-year Measure K project from 2002-2006. All classrooms and rest rooms were gutted and refurbished. We have all new plumbing, tile, air conditioning and heating units, and flooring, as well as lowered ceilings and tackable wall surfaces in all of our classrooms. Additional updates will take place in the 2013-15 school years. Our PTA and School Foundation have invested thousands of dollars in school murals to beautify our campus. They have also planted trees and flowers all around the school grounds. In 2006, a school "unity garden" was created along Virginia Avenue, and each grade level has their own raised bed for special planting projects. We continually receive compliments from visitors on how beautiful our campus looks.

School Facility Good Repair Status (School Year 2012–13) as of: 1/25/13

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces		X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		X			
Electrical: Electrical		X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X			
Safety: Fire Safety, Hazardous Materials		X			
Structural: Structural Damage, Roofs		X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2009–10	School 2010–11	School 2011–12	District 2011–12
With Full Credential	37	36	41	1,110
Without Full Credential	0	1	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	44

Teacher Misassignments and Vacant Teacher Positions

Indicator	2010–11	2011–12	2012–13
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2011–12)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: http://www.cde.ca.gov/nclb/sr/tq/

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.00%	0.00%
All Schools in District	99.45%	0.55%
High-Poverty Schools in District	99.77%	0.23%
Low-Poverty Schools in District	98.69%	1.31%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2011–12)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		
Library Media Teacher (librarian)		
Library Media Services Staff (paraprofessional)	.5	
Psychologist	.6	
Social Worker		

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Nurse	.2	
Speech/Language/Hearing Specialist	.8	
Resource Specialist (non-teaching)	1	
Other		

Note: Cells shaded in black do not require data.
* One Full-Time Equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2012–13)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: December 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Houghton Mifflin – Reading California/2012	Yes	0%
Mathematics	MacMillian McGraw-Hill - Everyday Mathematics/1997	Yes	0%
Science	MacMillian McGraw-Hill-California Science/2007	Yes	0%
History-Social Science	MacMillian McGraw-hill-California Vistas/2006	Yes	0%

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2010–11)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	$5,820	$1,932	$3,888	$72,662
District			$4,101	$70,145
Percent Difference – School Site and District			-5%	4%
State			$5,455	$68,835
Percent Difference – School Site and State			-29%	6%

Note: Cells shaded in black do not require data.

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Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. ***Basic/unrestricted*** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at http://www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE *Certificated Salaries & Benefits* Web page at http://www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: http://www.ed-data.org.

Types of Services Funded (Fiscal Year 2011–12)

A combination of state and federal funding is used to cover all aspects of our instructional program and intervention programs. At Mark Keppel, we believe in using any additional dollars we receive in direct support for student learning in the classroom. We have hired certificated teachers to provide this direct support to students during the school day. Our school's focus is reading comprehension. We utilize small group instruction during our language arts block each day to support each student's individual learning needs. Our intervention teachers provide direct support to students who need to make more than one's years growth in reading to close the achievement gap for these children. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

Teacher and Administrative Salaries (Fiscal Year 2010–11)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$42,451	$41,455
Mid-Range Teacher Salary	$65,170	$66,043
Highest Teacher Salary	$88,157	$85,397
Average Principal Salary (Elementary)	$106,154	$106,714
Average Principal Salary (Middle)	$118,692	$111,101
Average Principal Salary (High)	$128,189	$121,754
Superintendent Salary	$259,000	$223,357
Percent of Budget for Teacher Salaries	41.00%	39.00%
Percent of Budget for Administrative Salaries	5.00%	5.00%

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at http://www.cde.ca.gov/ds/fd/cs/.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in

grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at http://star.cde.ca.gov.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12	2009–10	2010–11	2011–12
English-Language Arts	65%	68%	71%	66%	68%	71%	52%	54%	56%
Mathematics	70%	73%	80%	63%	64%	67%	48%	50%	51%
Science	77%	67%	77%	68%	72%	73%	54%	57%	60%
History-Social Science	0%	0%	0%	60%	63%	61%	44%	48%	49%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Standardized Testing and Reporting Results by Student Group – Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History- Social Science
All Students in the LEA	71%	67%	73%	61%
All Students at the School	71%	80%	77%	0%
Male	69%	80%	75%	0%
Female	74%	80%	79%	0%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native				
Asian	84%	98%	100%	0%
Filipino	88%	79%	91%	0%

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Hispanic or Latino	70%	72%	0%	0%
Native Hawaiian or Pacific Islander				
White	66%	77%	71%	0%
Two or More Races	93%	87%	0%	0%
Socioeconomically Disadvantaged	63%	75%	74%	0%
English Learners	56%	74%	60%	0%
Students with Disabilities	69%	74%	0%	0%
Students Receiving Migrant Education Services				

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2011–12)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at http://www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	**Five of Six Standards**	**Six of Six Standards**
5	21.30%	23.60%	48.80%
7	0.00%	0.00%	0.00%
9	0.00%	0.00%	0.00%

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE *API Web page at* http://www.cde.ca.gov/ta/ac/ap/.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2009	2010	2011
Statewide	8	8	8
Similar Schools	7	8	6

Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2009–10	Actual API Change 2010–11	Actual API Change 2011–12
All Students at the School	19	-4	19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	22	-11	16
Two or More Races			
Socioeconomically Disadvantaged	45	-16	43
English Learners	19	-1	43
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2012 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2012 Growth API at the school, LEA, and state level.

Group	2012 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	566	885	19,456	858	4,664,264	788
Black or African American	9		238	836	313,201	710
American Indian or Alaska Native	0		41	840	31,606	742
Asian	99	954	2,376	946	404,670	905
Filipino	33	921	1,308	895	124,824	869
Hispanic or Latino	59	870	4,395	790	2,425,230	740
Native Hawaiian or Pacific	0		21	888	26,563	775

Islander						
White	352	865	10,834	862	1,221,860	853
Two or More Races	11	949	204	921	88,428	849
Socioeconomically Disadvantaged	262	854	9,348	808	2,779,680	737
English Learners	291	868	7,710	783	1,530,297	716
Students with Disabilities	35	807	1,684	658	530,935	607

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE *AYP Web page at* http://www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Overall and by Criteria (School Year 2011–12)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	No

Federal Intervention Program (School Year 2012–13)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE *PI Status Determinations Web* page: http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement		12
Percent of Schools Currently in Program Improvement		37.5%

Note: Cells shaded in black do not require data.

XI. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

3 school days are dedicated for staff development.