# Mark Keppel Elementary

### California Department of Education
## School Accountability Report Card
### Reported Using Data from the 2015-16 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC).The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- 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 more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., 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.

# About This School

## Contact Information (School Year 2016-17)

| District Contact Information (School Year 2016-17) | |
|---|---|
| **District Name** | Glendale Unified |
| **Phone Number** | (818) 241-3111 |
| **Superintendent** | Winfred Roberson |
| **E-mail Address** | wroberson@gusd.net |
| **Web Site** | www.gusd.net |

| School Contact Information (School Year 2016-17) | |
|---|---|
| **School Name** | Mark Keppel Elementary |
| **Street** | 730 Glenwood Rd. |
| **City, State, Zip** | Glendale, Ca, 91202-1524 |
| **Phone Number** | 818-244-2113 |
| **Principal** | Kristine Siegal, Principal |
| **E-mail Address** | ksiegal@gusd.net |
| **County-District-School (CDS) Code** | 19645686013726 |

*Last updated: 1/19/2017*

## School Description and Mission Statement (School Year 2016-17)

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.

*Last updated: 1/19/2017*

## Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
| --- | --- |
| Kindergarten | 171 |
| Grade 1 | 179 |
| Grade 2 | 174 |
| Grade 3 | 160 |
| Grade 4 | 175 |
| Grade 5 | 164 |
| Total Enrollment | 1023 |
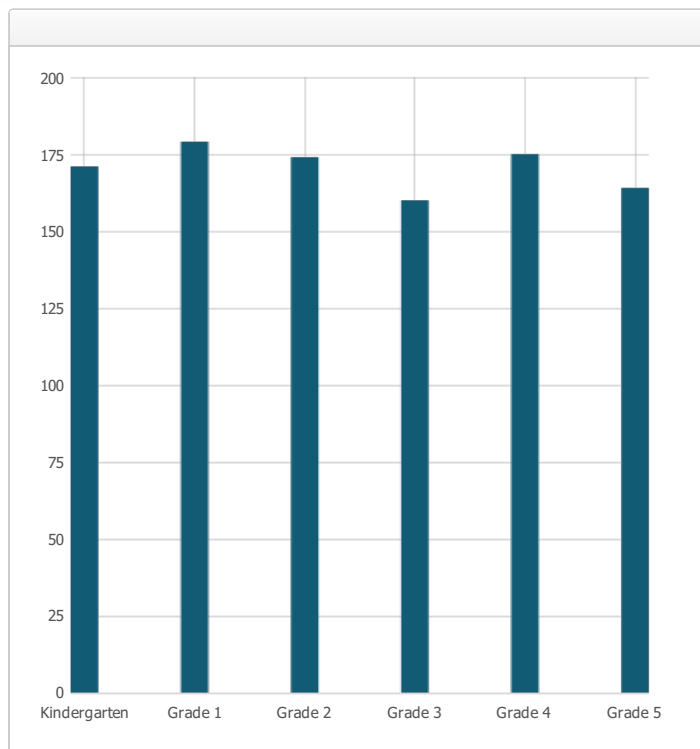
*Last updated: 1/19/2017*

## Student Enrollment by Student Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
| --- | --- |
| Black or African American | 1.6 % |
| American Indian or Alaska Native | 0.0 % |
| Asian | 21.3 % |
| Filipino | 6.1 % |
| Hispanic or Latino | 8.9 % |
| Native Hawaiian or Pacific Islander | 0.0 % |
| White | 58.4 % |
| Two or More Races | 3.8 % |
| Other | -0.1 % |

| Student Group (Other) | Percent of Total Enrollment |
| --- | --- |
| Socioeconomically Disadvantaged | 36.8 % |
| English Learners | 43.8 % |
| Students with Disabilities | 6.7 % |
| Foster Youth | 0.1 % |

*Last updated: 1/19/2017*

# A. Conditions of Learning

# State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Credentials

| Teachers | School | | | District |
|---|---|---|---|---|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 39 | 43 | 47 | 1148 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 35 |
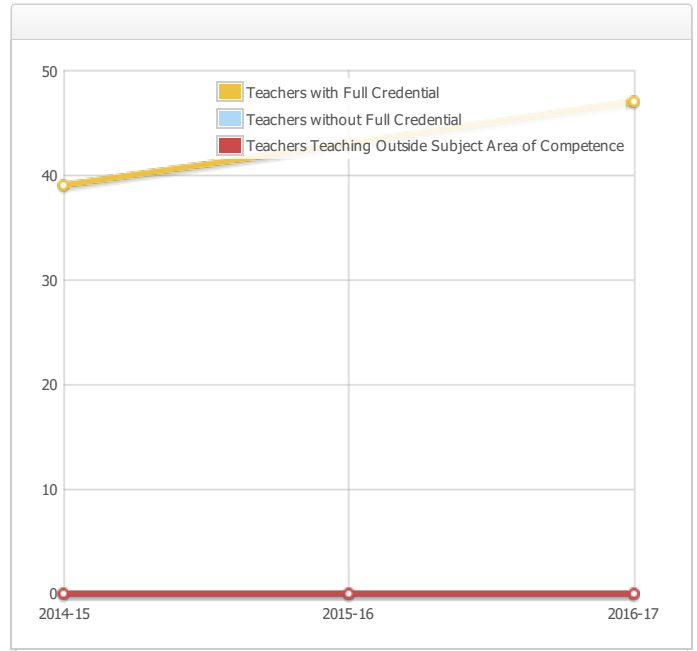


*Last updated: 1/24/2017*

## Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|---|---|---|---|
| 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.

*Last updated: 1/24/2017*

## Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| 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 | 100.0% | 0.0% |
| All Schools in District | 99.0% | 1.0% |
| High-Poverty Schools in District | 99.0% | 1.0% |
| Low-Poverty Schools in District | 99.0% | 1.0% |

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 39 percent or less in the free and reduced price meals program.

*Last updated: 1/24/2017*

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: December 2016

| Subject | 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 | 0.0 % |
| Mathematics | "GEMS" GUSD Open Source Math Curriculum/2015 | Yes | 0.0 % |
| Science | MacMilliam McGraw-Hill - California Science/2007 | Yes | 0.0 % |
| History-Social Science | MacMilliam McGraw-Hill - California Vistas/2006 | Yes | 0.0 % |
| Foreign Language | | | 0.0 % |
| Health | | | 0.0 % |
| Visual and Performing Arts | | | 0.0 % |
| Science Lab Eqpmt (Grades 9-12) | N/A | N/A | 0.0 % |

Note: Cells with N/A values do not require data.

*Last updated: 1/19/2017*

**School Facility Conditions and Planned Improvements**

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. We finished construction in 2014 for two new two-story buildings and a new visual arts studio. These new buildings provide us with 14 brand new, state of the art classrooms and a high-tech visual arts studio, and replace all of the portable classroom bungalows, some of which have been at Keppel since the 1960s. The construction project also provided us with an amphitheater and an updated playground. Our PTA and School Foundation have invested thousands of dollars in school murals and mosaic tile projects to beautify our campus. They have also planted trees and flowers all around the school grounds.

*Last updated: 1/19/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: October 2016

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|---|---|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Good | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Good | |
| Safety: Fire Safety, Hazardous Materials | Good | |
| Structural: Structural Damage, Roofs | Good | Damaged rain gutter in 1328, 1303 |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good | |

## Overall Facility Rate

Year and month of the most recent FIT report: October 2016

| Overall Rating | Exemplary |
|---|---|

*Last updated: 1/19/2017*

## B. Pupil Outcomes

# State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students**

| | Percent of Students Meeting or Exceeding the State Standards | | | | | |
|---|---|---|---|---|---|---|
| | School | | District | | State | |
| Subject | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts / Literacy (grades 3-8 and 11) | 65.0% | 68.0% | 58.0% | 61.0% | 44.0% | 48.0% |
| Mathematics (grades 3-8 and 11) | 56.0% | 59.0% | 49.0% | 51.0% | 34.0% | 36.0% |

Note: Percentages are not calculated 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.

*Last updated: 1/19/2017*

## CAASPP Test Results in ELA by Student Group

### Grades Three through Eight and Grade Eleven (School Year 2015-16)

### ELA - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 160 | 158 | 98.8% | 74.7% |
| Male | 74 | 73 | 98.7% | 79.5% |
| Female | 86 | 85 | 98.8% | 70.6% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 35 | 34 | 97.1% | 88.2% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 16 | 100.0% | 56.3% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 93 | 92 | 98.9% | 68.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 63 | 63 | 100.0% | 57.1% |
| English Learners | 50 | 49 | 98.0% | 46.9% |
| Students with Disabilities | 11 | 11 | 100.0% | 72.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2017*

## ELA - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 174 | 172 | 98.9% | 58.1% |
| Male | 80 | 79 | 98.8% | 51.9% |
| Female | 94 | 93 | 98.9% | 63.4% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 29 | 29 | 100.0% | 72.4% |
| Filipino | 13 | 13 | 100.0% | 76.9% |
| Hispanic or Latino | 16 | 16 | 100.0% | 31.3% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 107 | 105 | 98.1% | 55.2% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 67 | 67 | 100.0% | 47.8% |
| English Learners | 54 | 54 | 100.0% | 31.5% |
| Students with Disabilities | 14 | 14 | 100.0% | 35.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2017*

## ELA - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 162 | 162 | 100.0% | 71.0% |
| Male | 75 | 75 | 100.0% | 60.0% |
| Female | 87 | 87 | 100.0% | 80.5% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 29 | 29 | 100.0% | 82.8% |
| Filipino | 12 | 12 | 100.0% | 75.0% |
| Hispanic or Latino | 22 | 22 | 100.0% | 54.6% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 88 | 88 | 100.0% | 69.3% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 71 | 71 | 100.0% | 64.8% |
| English Learners | 22 | 22 | 100.0% | 31.8% |
| Students with Disabilities | 15 | 15 | 100.0% | 20.0% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2017*

## CAASPP Test Results in Mathematics by Student Group

## Grades Three through Eight and Grade Eleven (School Year 2015-16)

### Mathematics - Grade 3

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 160 | 158 | 98.8% | 70.3% |
| Male | 74 | 73 | 98.7% | 74.0% |
| Female | 86 | 85 | 98.8% | 67.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 35 | 34 | 97.1% | 97.1% |
| Filipino | -- | -- | -- | -- |
| Hispanic or Latino | 16 | 16 | 100.0% | 43.8% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 93 | 92 | 98.9% | 64.1% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 63 | 63 | 100.0% | 63.5% |
| English Learners | 50 | 49 | 98.0% | 59.2% |
| Students with Disabilities | 11 | 11 | 100.0% | 36.4% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2017*

## Mathematics - Grade 4

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 174 | 172 | 98.9% | 52.9% |
| Male | 80 | 79 | 98.8% | 53.2% |
| Female | 94 | 93 | 98.9% | 52.7% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 29 | 29 | 100.0% | 75.9% |
| Filipino | 13 | 13 | 100.0% | 76.9% |
| Hispanic or Latino | 16 | 16 | 100.0% | 6.3% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 107 | 105 | 98.1% | 49.5% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 67 | 67 | 100.0% | 38.8% |
| English Learners | 54 | 54 | 100.0% | 37.0% |
| Students with Disabilities | 14 | 14 | 100.0% | 35.7% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2017*

## Mathematics - Grade 5

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
|---|---|---|---|---|
| All Students | 162 | 162 | 100.0% | 53.1% |
| Male | 75 | 75 | 100.0% | 42.7% |
| Female | 87 | 87 | 100.0% | 62.1% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | -- | -- | -- | -- |
| Asian | 29 | 29 | 100.0% | 72.4% |
| Filipino | 12 | 12 | 100.0% | 50.0% |
| Hispanic or Latino | 22 | 22 | 100.0% | 40.9% |
| Native Hawaiian or Pacific Islander | -- | -- | -- | -- |
| White | 88 | 88 | 100.0% | 47.7% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 71 | 71 | 100.0% | 47.9% |
| English Learners | 22 | 22 | 100.0% | 9.1% |
| Students with Disabilities | 15 | 15 | 100.0% | 13.3% |
| Students Receiving Migrant Education Services | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- |

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/19/2017*

**CAASPP Test Results in Science for All Students**

| Subject | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| | **Percentage of Students Scoring at Proficient or Advanced** | | | | | | | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 78.0% | 63.0% | 79.0% | 72.0% | 70.0% | 69.0% | 60.0% | 56.0% | 54.0% |

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

*Last updated: 1/19/2017*

## CAASPP Tests Results in Science by Student Group
## Grades Five, Eight and Grade Ten (School Year 2015-16)

| Student Group | Total Enrollment | Number of Students with Valid Scores | Percent of Students with Valid Scores | Percent Proficient or Advanced |
|---|---|---|---|---|
| All Students | 162 | 162 | 100.0% | 79.0% |
| Male | 75 | 75 | 100.0% | 80.0% |
| Female | 87 | 87 | 100.0% | 78.2% |
| Black or African American | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0.0% | 0.0% |
| Asian | 29 | 29 | 100.0% | 86.2% |
| Filipino | 12 | 12 | 100.0% | 83.3% |
| Hispanic or Latino | 22 | 22 | 100.0% | 68.2% |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.0% | 0.0% |
| White | 88 | 88 | 100.0% | 78.4% |
| Two or More Races | -- | -- | -- | -- |
| Socioeconomically Disadvantaged | 71 | 71 | 100.0% | 70.4% |
| English Learners | 22 | 22 | 100.0% | 50.0% |
| Students with Disabilities | 15 | 15 | 100.0% | 86.7% |
| Students Receiving Migrant Education Services | 0 | 0 | 0.0% | 0.0% |
| Foster Youth | -- | -- | -- | -- |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/19/2017*

# State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percentage of Students Meeting Fitness Standards | | |
|---|---|---|---|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 10.5% | 20.4% | 52.5% |

Note: Percentages are not calculated 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.

*Last updated: 1/19/2017*

## C. Engagement

# State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

### Opportunities for Parental Involvement (School Year 2016-17)

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) foundation. Our PTA holds regular association meetings on topics of interest, and MKS is our school foundation, which primarily raises money for our extra art classes and intervention teachers at Keppel.

Parents who are interested in volunteering can contact our school secretary 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.

# State Priority: Pupil Engagement

Last updated: 1/19/2017

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

| | School | | | District | | | State | | |
|---|---|---|---|---|---|---|---|---|---|
| Rate | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 0.3 | 0.5 | 0.2 | 3.6 | 2.8 | 2.5 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 |
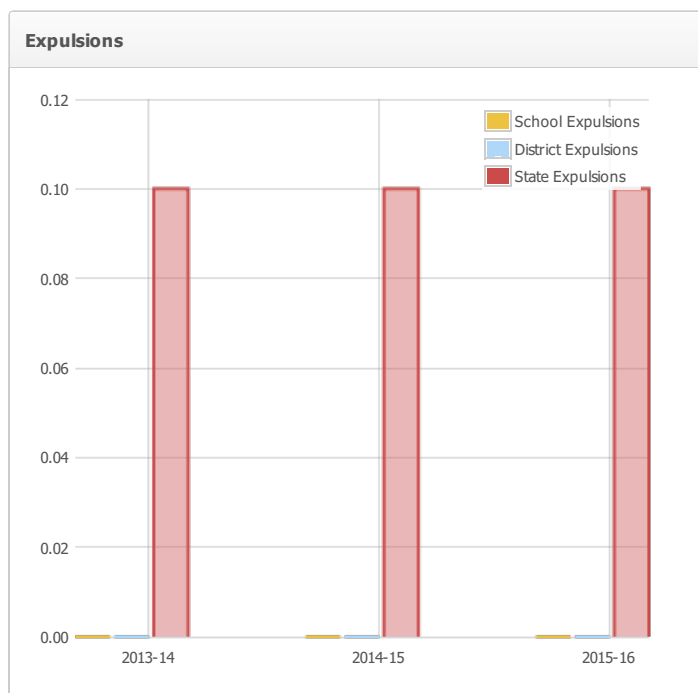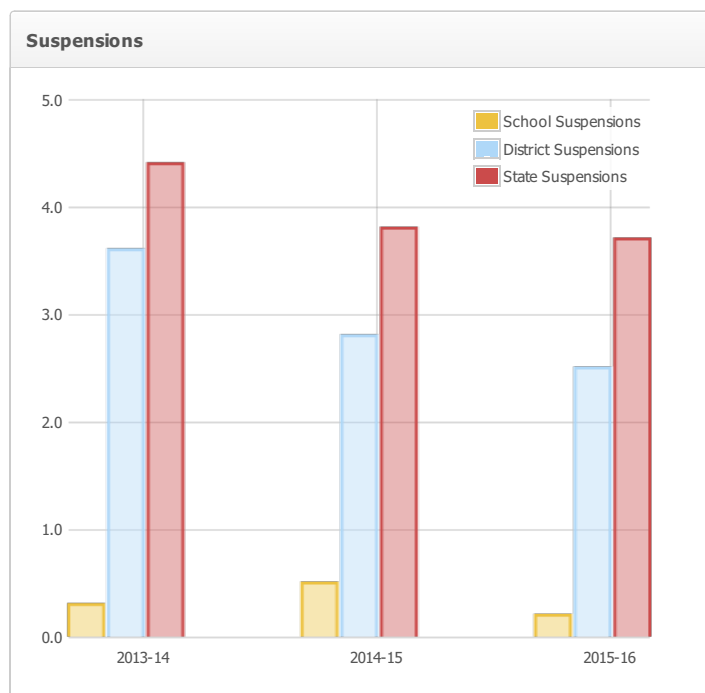




*Last updated: 1/19/2017*

## School Safety Plan (School Year 2016-17)

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. During the first week of school teachers remind students of our safety rules, and review and practice emergency and evacuation procedures with their classes. Emergency drills are practiced once a month and documented in Rapid Responder. 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.

*Last updated: 1/19/2017*

# D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

## Federal Intervention Program (School Year 2016-17)

| Indicator | School | District |
|---|---|---|
| Program Improvement Status | Not in PI | In PI |
| First Year of Program Improvement | | 2011-2012 |
| Year in Program Improvement | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 11 |
| Percent of Schools Currently in Program Improvement | N/A | 64.7% |

Note: Cells with NA values do not require data.

*Last updated: 1/19/2017*

## Average Class Size and Class Size Distribution (Elementary)

| | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Number of Classes * | | | | Number of Classes * | | | | Number of Classes * | | |
| Grade Level | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ | Average Class Size | 1-20 | 21-32 | 33+ |
| K | 27.0 | 0 | 6 | 1 | 28.0 | 0 | 6 | 1 | 24.6 | 0 | 7 | 0 |
| 1 | 25.0 | 0 | 5 | 0 | 25.0 | 0 | 6 | 0 | 23.4 | 1 | 7 | 0 |
| 2 | 29.0 | 0 | 5 | 1 | 28.0 | 0 | 5 | 1 | 23.4 | 2 | 5 | 0 |
| 3 | 24.0 | 2 | 5 | 0 | 25.0 | 0 | 7 | 0 | 22.6 | 2 | 5 | 0 |
| 4 | 37.0 | 0 | 0 | 4 | 34.0 | 0 | 1 | 3 | 34.6 | 0 | 0 | 5 |
| 5 | 34.0 | 0 | 1 | 4 | 35.0 | 0 | 1 | 4 | 32.4 | 0 | 1 | 4 |
| 6 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |
| Other | 26.0 | 0 | 1 | 0 | 0.0 | 0 | 0 | 0 | 0.0 | 0 | 0 | 0 |

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

*Last updated: 2/1/2017*

## Academic Counselors and Other Support Staff (School Year 2015-16)

| Title | Number of FTE* Assigned to School | Average Number of Students per Academic Counselor |
|---|---|---|
| Academic Counselor | | |
| Counselor (Social/Behavioral or Career Development) | | N/A |
| Library Media Teacher (librarian) | | N/A |
| Library Media Services Staff (paraprofessional) | 0.5 | N/A |
| Psychologist | 0.6 | N/A |
| Social Worker | | N/A |
| Nurse | 0.2 | N/A |
| Speech/Language/Hearing Specialist | 0.8 | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | | N/A |

Note: Cells with N/A values 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.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|
| School Site | $5448.0 | $517.0 | $4931.0 | $78627.0 |
| District | N/A | N/A | $5365.0 | $82657.0 |
| Percent Difference – School Site and District | -- | -- | -0.1% | -- |
| State | N/A | N/A | $5677.0 | $75837.0 |
| Percent Difference – School Site and State | -- | -- | -- | -- |

Note: Cells with N/A values do not require data.

## Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

| | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental/Restricted) | Expenditures Per Pupil (Basic/Unrestricted) | Average Teacher Salary |
|---|---|---|---|---|

## Types of Services Funded (Fiscal Year 2015-16)

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 additional certificated teachers to provide this direct support to students during the school day. 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.

*Last updated: 1/19/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average For Districts In Same Category |
|---|---|---|
| Beginning Teacher Salary | $43,725 | $45,092 |
| Mid-Range Teacher Salary | $67,125 | $71,627 |
| Highest Teacher Salary | $90,802 | $93,288 |
| Average Principal Salary (Elementary) | $110,262 | $115,631 |
| Average Principal Salary (Middle) | $119,200 | $120,915 |
| Average Principal Salary (High) | $130,676 | $132,029 |
| Superintendent Salary | $266,500 | $249,537 |
| Percent of Budget for Teacher Salaries | 39.0% | 37.0% |
| Percent of Budget for Administrative Salaries | 5.0% | 5.0% |

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

### Teacher Salary Chart



### Principal Salary Chart
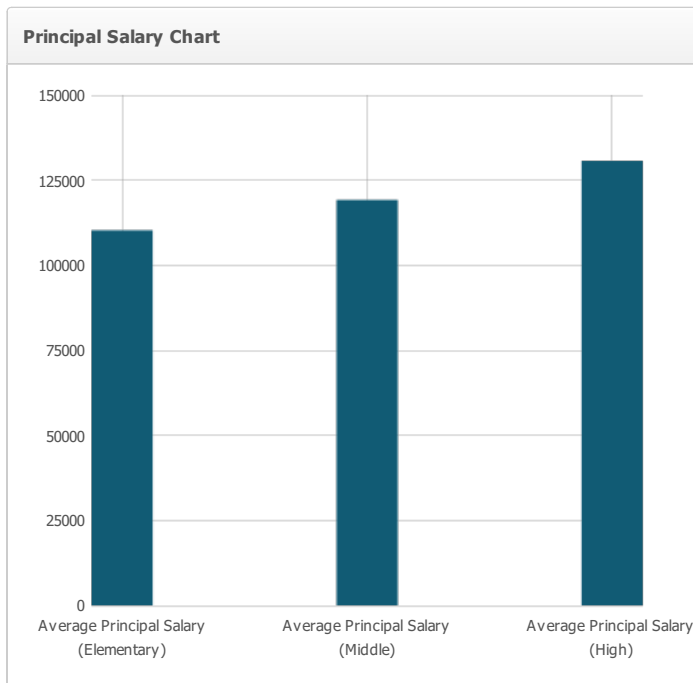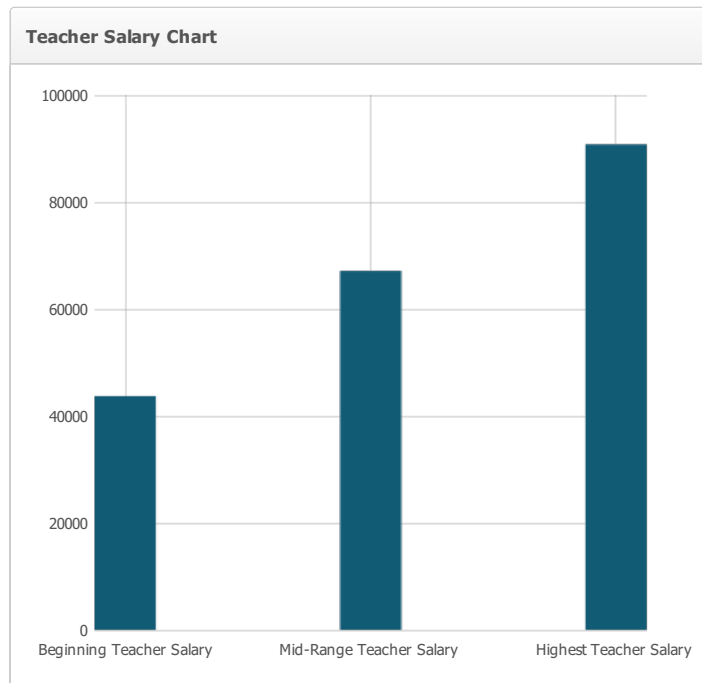


*Last updated: 1/19/2017*

## Professional Development

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/19/2017*