



Kayne Eras School

School Accountability Report Card Reported Using Data from the 2019–2020 School Year California Department of Education

Address: 5350 Machado Rd,
Culver City, CA 90230

Phone: 310-737-9393

Grade Span: K-12

Director: George Woods

Principal: Joelene Walker

NPS Contact Information (School Year 2020–2021)

Entity	Contact Information
Non-Public School Name	Kayne Eras Center
Phone Number	310-737-9393
Director	George Woods
Email Address	gwoods@ecf.net
Website	kayneeraschool.org

School Contact Information (School Year 2020–2021)

Entity	Contact Information
School Name	Kayne Eras
Street	5350 Machado Rd.
City, State, Zip	Culver City, CA 90230
Phone Number	310-737-9393
Principal	Joelene Walker
Email Address	jwalker@ecf.net
Website	kayneeraschool.org
County-District-School (CDS) Code	19-64444-6934715

School Description and Mission Statement (School Year 2020–2021)

Mission Statement

To provide the highest quality services for children and adults who are challenged with developmental, learning, and emotional barriers — empowering them to reach their greatest potential.

School Description

ECF Kayne Eras School (KES) is a California State Certified nonpublic school for students in grades K-12. At Kayne Eras students age 5-22 find help developing the social, intellectual, emotional and academic skills they need to learn at their fullest potential.

KES accepts referrals from many local school districts and charter schools in the catchment area. All KES students meet the criteria for special education services and are eligible due to emotional disturbance, autism, intellectual disability, other health impairment and specific learning disability. KES offers services to address these challenges, including: language & speech therapy; occupational therapy; educational therapy; individual and group counseling.

The Kayne Eras School is fully accredited by the Accrediting Commission for Schools, Western Association of Schools and Colleges. The ACS WASC is a world-renowned accrediting association and one of the six regional accrediting agencies recognized by the U.S. Department of Education.

Student Enrollment by Grade Level (School Year 2019–2020)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	5
Grade 4	5
Grade 5	13
Grade 6	8
Grade 7	5
Grade 8	15
Ungraded Elementary	DPC
Grade 9	19
Grade 10	21
Grade 11	13
Grade 12	17
Ungraded Secondary	DPC
Total Enrollment	122

Student Enrollment by Student Group (School Year 2019–2020)

Student Group	Percent of Total Enrollment
Black or African American	58.4%
American Indian or Alaska Native	0
Asian	<1%
Filipino	0
Hispanic or Latino	34.6%
White	4.9%
Other	<1%
Two or More Races	<1%
Socioeconomically Disadvantaged	84%
English Learners	DPC
Students with Disabilities	100%
Foster Youth	DPC
Homeless	<1%

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021
With Full Credential	100%	100%	100%	100%
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

School Facility Conditions and Planned Improvements

Kayne-Eras Center is located at 5350 Machado Road. It is a 39,000 sq. ft. state-of-the-art facility located on 2.5 acres of land in the heart of Culver City. In addition to classrooms providing student instruction, the has multi-disciplinary therapeutic services, arts enrichment, a library, auditorium, cafeteria, outdoor recreation areas and specialized rooms for teaching science, computers and independent living skills. In recent years the facility was upgraded with new flooring, an upgrade to the computer lab, remodeled outdoor lunch/play areas and a modernization to the library space.

School Facility Good Repair Status

Year and month of the most recent FIT report: 10/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X	DPL	DPL	DPL
Interior: Interior Surfaces	X	DPL	DPL	DPL
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X	DPL	DPL	DPL
Electrical: Electrical	X	DPL	DPL	DPL
Restrooms/Fountains: Restrooms, Sinks/Fountains	X	DPL	DPL	DPL



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

Overall Facility Rate

Year and month of the most recent FIT report: 10/2020 Overall Rating

Exemplary	Good	Fair	Poor
X	DPL	DPL	DPL

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Kayne Eras' eligible students in grades five through eight and eleven participate in mandated statewide English language arts/literacy and mathematics assessments known as CAASPP, which includes the Smarter Balanced Summative Assessment and the CAA. However, percentage of students meeting or exceeding the State standard are not calculated and not shown when the numbers of students tested in many categories and student groups are too small to be statistically significant, and could inadvertently make public individual student performance skewed.

CAASPP Test Results in Science for All Students Grades Five, Eight, and High School Percentage of Students Meeting or Exceeding the State Standard

Kayne Eras' eligible students in grades five through eight and eleven participate in mandated statewide assessments in science known as CAASPP, which includes California Science Test (CAST). However, test results by student group are not shown because the numbers of students tested in many categories and student groups are too small to be statistically significant,

Career Technical Education Programs (School Year 2019–2020)

As is the general goal for all special education students, our career preparation and vocational training activities occur in increasingly less restrictive environments as our students progress in their middle and high school careers. The program description begins with work done in the classroom, and concludes with participation in off-site vocational experiences. (Although the following homeroom/transition classroom activities are described as occurring once a week for approximately 40 minutes, teachers may choose to teach these skills in units rather than changing topics on a daily basis.)

SOFT SKILLS CLASSROOM SETTING

Many of our students lack these career-oriented "soft skills". They struggle with interpersonal relationships and appropriate social behavior when frustrated. Hence, school activities requiring active listening, collaboration, and teamwork, have been identified. Once a week, middle school and high school students participate in homeroom/transition activities that require cooperation, teamwork, and accepting loss with grace. Students are acknowledged when they demonstrate appropriate social skills, teamwork, and maturity.

SCHOOL SETTING

A larger version of the above program is executed on a pullout basis. This is for students who are particularly motivated by entrepreneurship and in gaining production and sales skills. Supervised by a master teacher, these students produce seasonal gift items to be sold on-site in alignment with a particular holiday or time of year. This program has been in place for several years and has been highly successful. Students receive “gift cards” which reflect their degree of production, effort, and sales skills.

PORTFOLIO WORK

Middle school and high school students work on their on-going portfolio once a week in a 40-minute homeroom/transition class. In addition to completing interest and skills surveys, students build and continually update a personal resume. Students collect letters of recommendation from school staff related to on-site career and vocational training, as well as letters of reference from their participation on off-site unpaid internships or WorkAbility 1 paid employment. Descriptions of careers of interest and required training for that career or vocation are also kept in their portfolio. In their senior year of high school, this portfolio becomes the basis for their consultation with college and career counselors both at the school and at outside agencies, such as the Department of Rehabilitation, Regional Centers, and Community Colleges. A transcript is included in their portfolio as well as information on applying for financial aid for post-high school vocational training or college tuition. Students are required to generate a resume’ and collect letters of recommendation.

LIFE SKILLS AND SAFETY TRAINING CLASSROOM SETTING

Although many school districts have dropped “Life Skills” from their required curriculum, most special education students are in need of life skills training, particularly related to leading a healthy life style, avoiding dangerous situations, and knowing how to respond in case of an emergency. In our 40-minute homeroom/transition period, middle school and high school students are presented with educational videos once a week dealing with topics such as: “How to Deal with Bullies” “How to Become Friends with an Enemy” “How to be Street Smart” The school has assembled 33 such videos, available on-line. Each video typically generates vigorous classroom discussion and, as such, each topic may extend over more than one 40 minute period. These life skills assist our students in learning how to safely negotiate new environments and meet new challenges, both of which are inherent in entering the world of work or post-high school educational or training programs.

CAREER EXPLORATION CLASSROOM SETTING

Middle school and high school students participate in a group exploration of possible careers, and the training required for those careers, once a week during their homeroom/transition class. This exploration is hinged upon the content found at <https://www.careeronestop.org>. Each student completes an interest survey and is then directed to career clusters of possible interest. Each cluster contains dozens of short videos to further explore the careers of interest. By presenting this information in a group with an interactive whiteboard, rather than individual setting, other students

become aware of careers that they may not have previously considered. Once the student(s) have narrowed their choices, additional links offer information on the training required for the chosen career. The post-high school training link includes information on internships, trade schools, community colleges, universities, etc. Students print out information on the careers of interest and required training for inclusion in their personal portfolios. When they are in their senior year, the required training information is of great benefit when discussing their future plans with outside funding agencies such as the Department of Rehabilitation and Regional Centers, or with the financial aid office at a community college or university. Education or training course curriculum: The food handler training or education course includes the following basic food safety principles. (A) Foodborne disease outbreak. Instruction on foodborne disease outbreak includes the definition of food borne disease outbreak, the causes and preventive measures, including employee reporting requirements (B) Good hygienic practices. Instruction on good hygienic practices including cleanliness and importance of correct and frequent hand washing. (C) Preventing contamination by employees. Instruction includes the training requirements for contact with ready to eat food with bare hands. (D) Cross Contamination. Instruction on cross contamination includes procedures on the prevention of cross-contamination of foods, sanitization methods and corrective actions relating to Equipment, Utensils, and Linens. (E) Time and temperature. Instruction includes time and temperature control of foods to limit pathogen growth or toxin production. When students have received their Food Handler's License, they progress to weekly participation in a school-wide food handler's program food preparation and sales event.

On a weekly basis, students with an active Food Handler's License may participate in food preparation, presentation and sales. A master teacher supervises all culinary activities. With their Food Handler's License and documentation of experience in safe food preparation and storage, students are encouraged to apply for part-time work in their community at restaurants or fast food outlets.

UNPAID INTERNSHIPS OFF SITE SETTING

Students in our high school alternate curriculum program volunteer at the LA Food Bank. Supervised by a credentialed staff, students help sort, inspect, and repackage donated food items from local food drives. Alternate curriculum students receive periodic acknowledgement for their volunteer efforts with small gift cards or celebratory outings. Previous unpaid internships have taken place at Centinela Feed & Pet Supply, which is within walking distance of the school.

WORKABILITY 1 OFF-SITE SETTING

Students interested in participating in the WorkAbility1 off-site employment program must demonstrate acceptable grades and school behavior. They must complete an application, provide a resume, and have a successful interview with the WorkAbility 1 school representative(s). WorkAbility1 students work off-site in venues such as TJ Maxx and Centinela Feed & Pet Supply, earning minimum wage for time-



limited employment. These students are eligible to receive letters of recommendation from their WorkAbility1 employers.

COMMUNITY SETTING

With their WorkAbility 1 experience and their letters of reference and resume, students are encouraged to apply for part-time work in their community.

CONCURRENT ENROLLMENT –COMMUNITY COLLEGE COMMUNITY SETTING

Many students who are not interested in a 4-year college degree may benefit from “Soft Skills” classes or 2-year certificate programs at a community college. As our students approach graduation, they are encouraged to participate in a community college class either near ECF Kayne Eras or at a community college near their home. All classes taken at the community college level must be approved by the student’s home school district or charter school. It isn’t required that the class be vocational or career-oriented. The hope is that the student will become comfortable in a community college environment and therefore more likely to consider additional training in that type of setting.

Courses for University of California (UC) and/or California State University (CSU) Admission

All “diploma bound” student are required to demonstrate mastery of the curriculum by completing the high school graduation requirements of their contracting district/local education agency. Students at Kayne Eras do this with accommodations and modification described in the Individual Education Plan.

Each student must have a minimum of 210 to 230 credits (varies by contracting home school district) and have met other LEA criteria to be eligible to graduate and participate in the graduation ceremony

In the 2019-2020 school year KEC had approximately 72 high school students. Sixty one of these students were enrolled in courses for UC/CSU admissions. The remainder eleven student participated in an Alternative Curriculum.

State Priority: Parental Involvement

Opportunities for Parental Involvement (School Year 2020–2021)

The ECF Kayne Eras Center provides many opportunities for parent involvement

- Parent Teacher Organization
- Participation in IEP Meeting
- Parent Conference (teacher or family generated)
- Weekly calls between school/home
- Assemblies, School shows and special engagements

Dropout Rate and Graduation Rate

- **Dropout Rate:** For the 2019/20 school year there were not student drop-out at the ECF Kayne Eras Center.
- **Graduation Rate:** For the 2019/20 school year, all senior who participate on the diploma track graduated. All students who participated in the alternative curriculum track received a certificate of completion.

School Safety Plan (School Year 2020–2021)

The ECF Kayne Eras Center has a safety committee that meets monthly to maintain a comprehensive safety plan. The committee is chaired by a trained professional who has expertise in the subject of safety planning. The plan includes a monthly fire drill and safety inspections. There is also a monthly safety training as specified in the school's Staff Training Plan. An Earthquake drill and bomb threat drill is conducted quarterly. The school participates annually in a "Person Down" Drill, Power Failure Drill, Community Threat Lockdown Drill, Shelter In Place Drill and Bus Evacuation Drill.

Student Support Services Staff (School Year 2019–2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	10
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	1
Occupational Therapist	1
Speech/Language/Hearing Specialist	2
Educational Therapist	2

Professional Development

Kayne Eras assess and address staff development needs of the school staff on an ongoing basis. Prior to the beginning of each school year all staff participates two pupil free days of staff trainings. The training on these days consists of Crisis Prevention and Intervention (CPI) Nonviolent Crisis Intervention, behavior management principles, plus many ethical, legal, and contractual requirements. Staff members hired after the beginning of the school year receive the same CPI and orientation prior to providing direct services. Professional development trainings are regularly planned to share new information with staff, reinforce school standards, refresh policies/procedures and provide training on topics related to students' needs. During the school year, our assessed professional development needs are addressed during staff trainings on ten minimum days. Additional topics are also covered during weekly staff meetings.