

# School Accountability Report Card Reported for School Year 2007-08

*Published During 2008-09*

## I. General Information

### Contact Information

Information about school and district contacts.

School Information		District Information	
<b>School Name</b>	Kayne Eras Center	<b>District Name</b>	Culver City Unified School District
<b>Principal</b>	Dwight Counsel	<b>Superintendent</b>	Dr. Myrna Rivera Cote
<b>Street</b>	5350 Machado Road	<b>Street</b>	4034 Irving Place
<b>City, State, Zip</b>	Culver City, California 9030	<b>City, State, Zip</b>	Culver City, California 90232-2848
<b>Phone Number</b>	(310) 737-9393	<b>Phone Number</b>	(310) 842-4220
<b>Fax Number</b>	(310) 737-9344	<b>Fax Number</b>	
<b>Web Site</b>	kayneeras.org	<b>Web Site</b>	
<b>E-mail Address</b>	dcounsel@kayneeras.org	<b>E-mail Address</b>	
<b>CDS Code</b>	19644446934715	<b>SARC Contact</b>	

### School Description and Mission Statement

Information about the school, its programs, and its goals.

KAYNE ERAS is a state certified nonpublic school that began in 1980. It provides an alternative to public school placement for students K-12. The eligibilities served are SLD, ED, OHI and DD. Designated Instructional Services include speech therapy, counseling and occupational therapy. The school's current enrollment is 211, serving students from nine school districts.

**Mission statement:** To provide and advance the highest quality educational programs and therapeutic services in a nurturing environment.

**Vision Statement:** To serve those challenged with learning, emotional, behavioral and developmental difficulties so that they can succeed. We will foster the growth of all students into thoughtful, literate adults, possessing the academic, social, and technical skills necessary to solve problems, and successfully pursue academic and career goals, becoming effective, responsible citizens.

**Our Values:** Each human being is unique, valuable and naturally motivated to learn. Given adequate support, each can achieve his or her potential. Each individual learns differently and through a wide range of experience can discover and develop his or her unique intelligence, talents and abilities. Shared knowledge, varying perspectives, and the participation of those affected enhance the value and success of our decisions and actions. People can learn and make informed choices and be responsible of their decisions. A caring, nonjudgmental, enriched interdisciplinary learning environment fosters the results we seek for those we serve, the community and ourselves. Collaboration of researches, education and service professionals, business/community leaders, volunteers and those we serve increases our effectiveness.

## Opportunities for Parental Involvement

Information about the contact person for parental involvement and a description of organized opportunities for parental involvement at the school.

<b>Contact Person Name</b>	Dwight Counsel	<b>Contact Person Phone Number</b>	(310) 737-9393 x203
The Parent/Teacher Organization is comprised of several of the center parents and teachers from all grade levels. It was founded February 2005. Membership is open to all staff and parents/guardians. The various committees include Education, Fundraising, Public Relations and Spirit. People join our various committees to help support, communicate and fundraise for the school. Support and involvement is for the success and education of the children. "Dedicated to Excellence for Our Children"			

## II. Demographic Information

### Student Enrollment – Grade Level

Data reported are the number of students in each grade level as reported by the California Basic Educational Data System (CBEDS).

Grade Level	Enrollment	Grade Level	Enrollment
Kindergarten	0	Grade 9	23
Grade 1	1	Grade 10	29
Grade 2	3	Grade 11	31
Grade 3	6	Grade 12	33
Grade 4	7	Ungraded Secondary	
Grade 5	7		
Grade 6	10		
Grade 7	25		
Grade 8	26		
Ungraded Elementary		<b>Total Enrollment</b>	211

### Adequate Yearly Progress (AYP)

The federal No Child Left Behind Act (NCLB) requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To comply with NCLB, California adopted AYP criteria that were approved by the U.S. Department of Education in June 2003. To make AYP, schools and districts are required each year to meet or exceed specific criteria in each of the following:

- Requirement 1: Participation rate on the state's standards-based assessments
- Requirement 2: Percent proficient on the state's standards-based assessments
- Requirement 3: API as an additional indicator
- Requirement 4: Graduation rate (for secondary schools)

Requirements 1 and 2 apply at the school, district, and subgroup levels. Requirements 3 and 4 apply only at the school and district levels, unless exception or "safe harbor" criteria are used. Detailed information about AYP can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/> or by speaking with the school principal.

## Class Size

### Average Class Size and Class Size Distribution

There are no more than 12 students in any classroom K-12.

## Average Teaching Load and Teaching Load Distribution

High School teachers have no more than 12 students per class and teach no more than 5 academic periods per day, with the addition of a prep period

## Teacher and Staff Information

### Core Academic Courses Taught by NCLB Compliant Teachers

For a school, the data reported are the percent of a school's classes in core academic subjects taught by No Child Left.

	<b>Percent of Classes In Core Academic Subjects Taught by NCLB Compliant Teachers</b>
<b>Kayne Eras Center</b>	100%

### Teacher Credentials

Data reported are the number of teachers (full-time and part-time) as reported by CBEDS. Each teacher is counted as "1." If a teacher works at two schools, he/she is counted at one school only. Data for teachers with a full credential and teaching outside his/her subject area are provided by the LEA.

			<b>2007</b>
<b>Total Teachers</b>			26
<b>Teachers with Full Credential</b>			24
<b>Teachers Teaching Outside Subject Area</b> (full credential teaching outside subject area)			1
<b>Teachers in Alternative Routes to Certification</b> (district and university internships)			0
<b>Pre-Internship</b>			0
<b>Teachers with Emergency Permits</b> (not qualified for a credential or internship but meeting minimum requirements)			0
<b>Teachers with Waivers</b> (does not have credential and does not qualify for an Emergency Permit)			0

### Teacher Education Level

Data reported are the percent of teachers by education level, as reported by CBEDS.

	<b>School</b>	<b>District</b>
<b>Doctorate</b>	1	
<b>Master's Degree plus 30 or more semester hours</b>	0	
<b>Master's Degree</b>	5	
<b>Bachelor's Degree plus 30 or more semester hours</b>	1	
<b>Bachelor's Degree</b>	19	
<b>Less than Bachelor's Degree</b>	0	

## Counselors and Other Support Staff

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE.

Title	FTE
Counselor	14
Library Media Teacher (Librarian)	1
Psychologist	1
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	4
Resource Specialist (non-teaching)	0
Occupational Therapist, Adaptive P.E.	1, 0

## Academic Counselors

Data reported are in units of full-time equivalents (FTE). One FTE is defined as a staff person who is working 100 percent (i.e., full time). Two staff persons who each work 50 percent of full time also equal one FTE. The ratio of students per academic counselor is defined as enrollment as reported by CBEDS divided by the full-time-equivalent academic counselors.

Number of Academic Counselors (FTE)	Ratio of Students Per Academic Counselor
1	126

## Curriculum and Instruction

### School Instruction and Leadership

Our school leadership team is comprised of one School Director, one Principal, 3 Assistant Principals, Director of School Psychological and Designated Instruction and Services and a Director of Counseling Services. The leadership team is comprised of highly experienced special educators, all of whom have spent many years in both classroom and as administrators.

### Professional Development

Information about the program for training the school's teachers and other professional staff.

Professional Development Workshops 2007-2008: Behavior Management, IEP/PLP Goals Training, Transition Planning, Reading Intervention, Test Taking Skills, Curriculum Methods, Collaborative Teaching, Cognition, Crisis De-Escalation, Differentiated Instruction, Boundaries, Child Abuse Reporting, Sexual Harassment, First Aid, CPR, Crisis Prevention/Intervention.

## Instructional Minutes

Data reported compare the number of instructional minutes offered at the school level to the state requirement for each grade.

Grade Level	Instructional Minutes	
	Offered	State Requirement
K		36,000
1	55800	50,400
2	55800	50,400
3	55800	50,400
4	55800	54,000
5	55800	54,000
6	56520	54,000
7	56520	54,000
8	56520	54,000
9	56520	64,800
10	56520	64,800
11	56520	64,800
12	56520	64,800

## Continuation School Instructional Days

Data reported are the number of instructional days offered at the school level compared to the state requirement for each grade.

Grade Level	Instructional Days With At Least 180 Instructional Minutes	
	Offered	State Requirement
9	30	180 days
10	30	180 days
11	30	180 days
12	30	180 days

## Minimum Days in School Year

.Ten minimum days per school year. Shortened day schedule provides time for staff development

## Fiscal and Expenditure Data

### Types of Services Funded

Kayne Eras Center provides specialized instruction tracks leading to high school completion and beyond. These programs are devised to encourage the utmost achievement from every student. Students are placed on a traditional diploma track, a GED track or a Community Based Learning Program with Certificate of Completion.

The Kayne ERAS Center has a profound commitment for understanding the multiple intelligence and individual students' modalities of learning, be they auditory, tactile, kinesthetic or visual. The school includes a large enrichment program with art, drama, music, theater, science, computer lab, library, physical education. Team sports, A.M.A.S.E League participation, student government, community service and thematic instruction. The enrichment program gives students an opportunity to shine in ways that are not provided in the academic classroom, or in many public school settings.