



ECF

Kayne Eras Center

5350 Machado Rd. Culver City, CA 90230

School Accountability Report Card

Reported Using Data from the 2018–19 School Year

California Department of Education

Kayne Eras Center

Address: 5350 Machado Rd, Culver City CA**Phone:** 310-737-9393**Principal:** Joelene Walker**Grade Span:** K-12

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/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 at <https://dq.cde.ca.gov/dataquest/> 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

District Contact Information (School Year 2019–20)

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

School Contact Information (School Year 2019–20)

Entity	Contact Information
School Name	Kayne Eras School
Street	5350 Machado Rd
City, State, Zip	Culver City, CA 90043
Phone Number	310-737-9393
Principal	Joelene Walker
Email Address	jwalker@ecf.net
Website	ecf.net
County-District-School (CDS) Code	1964444 6934715

School Description and Mission Statement (School Year 2019–20)

ECF Kayne Eras is a WASC accredited nonpublic special education school, located in Culver City, California, serving students with special needs from grades K-12, and ages 5 to 22. Typically funded by their home school district or charter school, students usually receive services under the eligibilities of Emotional Disturbance, (ED) Autism, and (AUT) Intellectual Disability (ID), Other Health Impairment (OHI) and Specific Learning Disability (SLD). Services include: Speech and Language, (LAS) Counseling (DIS, ERICS), Occupational Therapy (OT) and Additional Adult Assistance (AA). Educational Therapy (ET) is available, as well as Title1 funded reading intervention. The Kayne Eras School remains the only nonpublic school providing Educational Therapy to students with learning difficulties. Kayne Eras provides a general education curriculum for diploma-track students. Upon completion of course requirements, Kayne Eras diploma students are eligible for enrollment in 4-year universities or community colleges. Diploma-track students requiring additional academic support and accommodations are offered English and/or Math Tutorial Labs. An alternate curriculum track is offered for students requiring a modified educational program. These students are offered on-site and off-site vocational training, and may, with non-school agency funding, seamlessly transition to ECF adult services at the age of 22. Both diploma-track and alternate-curriculum students are offered pre-vocational and vocational training through WorkAbility1, as well as school-based vocational and life skills instruction. There is

a dramatic improvement in self-worth for students participating in the pre-vocational and vocational programs, which typically results in renewed interest in reading, writing and math..Kayne Eras is historically best known for its ability to offer frequent enrichment activities: Art, Drama, Music, Dance, Talent Shows, Technology Education, Service Learning, Best Buddies, Spelling Bee, Competitive Team Sports with other schools ,and academic and community field trips. These activities foster creativity and build connections on the Kayne Eras School campus and surrounding community. They also help students find courage, take risks and make growth in social, academic and artistic domains.

Student Enrollment by Grade Level (School Year 2018–19)

Grade Level	Number of Students
Kindergarten	0
Grade 1	1
Grade 2	2
Grade 3	7
Grade 4	12
Grade 5	7
Grade 6	5
Grade 7	15
Grade 8	14
Grade 9	20
Grade 10	15
Grade 11	14
Grade 12	12
Total Enrollment	124

Student Enrollment by Student Group (School Year 2018–19)

Student Group	Percent of Total Enrollment
Black or African American	61%
American Indian or Alaska Native	0
Asian	>1%

Student Group	Percent of Total Enrollment
Filipino	0
Hispanic or Latino	30%
Native Hawaiian or Pacific Islander	0
White	4%
Two or More Races	4%
Socioeconomically Disadvantaged	87%
English Learners	14%
Students with Disabilities	100%
Foster Youth	8%
Homeless	>1%

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 2017–18	School 2018–19	School 2019–20	District 2019–20
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	2017–18	2018–19	2019–20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0

Indicator	2017–18	2018–19	2019–20
Vacant Teacher Positions	1	1	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.

School Facility Conditions and Planned Improvements

The ECF Kayne Eras School’s campus was built in 1999. It includes specially designed classrooms, cafeteria, and auditorium with stage, a computer lab, student kitchen, occupational therapy room, counseling offices, art studio, music room and a student library/conference room. The school facility is a well maintained and safe environment. During the fall of 2018, new flooring was completed throughout the school. The floor upgrades include new carpet and tile. In 2019 the school added tinting protection to all school windows for safety purposes.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
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			

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/Doors/Gates/Fences	X			

Overall Facility Rate

Year and month of the most recent FIT report: October 2019

Overall Rating

Exemplary	Good	Fair	Poor
X	DPL	DPL	DPL

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

ECF Kayne Eras students participate in mandated statewide assessments (CAASPP). However, scores are not shown because the number of students tested are too small for statistical accuracy. Because of the small number of students tested, scores are also not shown in order to protect individual student privacy.

Career Technical Education (CTE) Programs (School Year 2018–19)**A TIERED APPROACH**

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. Hence, this program description begins with work done in the classroom, and concludes with participation in off-site vocational or community college experiences. (Although the following homeroom/transition classroom activities are described as occurring once a week for 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, such as “Team Jeopardy”. 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 over a year 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) Food borne disease outbreak. Instruction on food borne 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.

SCHOOL SETTING

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. Sales orders are taken throughout the week from students and staff (which includes staff from the Exceptional Children's Foundation, which is housed on the same site as the school). This is a highly successful program, well-liked by students and staff.

COMMUNITY SETTING

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 once a week for 2 hours. 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. 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.

Career Technical Education (CTE) Participation (School Year 2018–19)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	27
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	93%

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

UC/CSU Course Measure	Percent
2018–19 Pupils Enrolled in Courses Required for UC/CSU Admission	60%

Completion of High School Graduation Requirements

ECF Kayne Eras Center's written course of study meets proficiency standards for graduation requirements established by the local district, the state of California and the students' IEP teams. ECF Kayne Eras Center is WASC (Western Association of Schools and Colleges) accredited and offers A-G requirements. Diploma track students must master the curriculum by completing the minimum credits and meeting the criteria established by the local education agency. This makes the student eligible to participate in graduation ceremonies.

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 school site

Opportunities for Parental Involvement

Parent/Guardian involvement is very important for the school-home partnership. Classroom teachers and school counselors maintain regular contact with parents via telephone, parent conferences and email. During our annual Back-To-School Night and Spring Open House, parents interact with the school team. Families are invited to attend assemblies, holiday celebrations, graduation, special school events and some field trips. ECF Kayne Eras Center has a monthly Parent Teacher Organization meeting. The PTO is very involved in all aspects of the school. The PTO serves as partners in matters of academics, behavior, school activities and fundraising. Parents are welcomed and encouraged to visit the school

and their student's classroom by appointment with the teacher. KEC follows district, state and federal rules for parent visitation in classrooms for students with disabilities.

State Priority: Pupil Engagement

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

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

Graduation

ECF Kayne Eras Center's High School graduation rate for the 2017-18 school year was 98% of the high school senior class.

School Safety Plan (School Year 2019–20)

The ECF Kayne Eras Center has a safety committee that meets monthly to maintain a comprehensive safety plan. The school's safety 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.

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.

Average Class Size and Class Size Distribution (Elementary) (School Year 2016–17)

The ECF Kayne Eras Center Special education non-public school provides an academic program in a therapeutic environment. Currently KEC has two elementary classrooms, four middle school programs and six high school classrooms. The maximum class size is twelve students per class.

Student Support Services Staff (School Year 2018–19)

Title	Number of FTE* Assigned to School
Academic Counselor	1

Title	Number of FTE* Assigned to School
Counselor (Social/Behavior or Career Development)	5
Psychologist	1
Social Worker	1
Educational Therapists	2
Speech/Language/Hearing Specialist	2
Occupational Therapists	2
Art Therapist Interns	2

*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.

Types of Services Funded (Fiscal Year 2018–19)

KEC holds contracts with approximately 7 school districts and two charter school. The school's calendar includes 180 regular school year days and 20 extended school year days. Funded Services Provided Basic Education, School Counseling, Occupational Therapy, Language and Speech Service, Transportation, and Behavior (1:1)/Adult Assistance

Advanced Placement (AP) Courses (School Year 2018–19)

Subject	Number of AP Courses Offered*
Computer Science	3
English	4
Fine and Performing Arts	5
Foreign Language	2
Mathematics	4
Science	3
Social Science	5

Professional Development

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Professional Development is provided for the staff at ECF Kayne Eras staff approximately once a week. KEC assesses professional development needs of the school and staff on an ongoing basis. At the beginning of each school year all staff participate in mandatory training days which include Child Abuse Reporting, Sexual Harassment, First Aid, Crisis Prevention Intervention and others. Staff members hired after the beginning of the school year receive the same training during orientation or mid-year. Other professional development trainings are selected based on the, state/local mandates and researched based best practices. Most of our Professional development takes place in the form of after school workshops, conferences, group mentoring and networking opportunities. Some of the trainings provided include Classroom Management Skills, Culturally Responsive Training, Common Core Standards, Curriculum Collaboration, and Academic Assessment.