



The Children's School

TEACHING THAT TRANSFORMS

**California Department of Education
School Accountability Report Card
Reported Using Data from the 2020–2021 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 or nonpublic 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/guardians and community members should contact the Head of School or Director of Program.

About This School

School Contact Information (School Year 2020–21)

School Name	The Children's School
Street	3400 Michelson Drive #200
City, State, Zip	Irvine, CA 92612
Phone Number	(949) 812-6222
Director	Sabrina Schuck
E-mail Address	sabrina@thechildrensschool.net
Web Site	www.thechildrensschool.net

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

The Children's School (TCS) is a private, non-profit special education day school. TCS is also certified by the California Department of Education as a Non-public school, allowing local school districts to contract with TCS for the placement of students if it is determined that TCS is the appropriate option.

The Children's School was founded in 2019 by a dedicated group of professionals and parents to address the needs of students who are struggling to succeed in a traditional classroom setting. The Children's School is governed by a volunteer Board of Directors comprised of professionals, former parents, current parents, and community leaders from Orange County who are dedicated to the mission of the school.

The purpose of The Children's School is to offer a day school setting that can meet the social, emotional, and academic needs of students in grades 3-8 who have disabilities marked by deficits in skills of Executive Function due to a neurodevelopmental disorder including but not limited to Attention Deficit/Hyperactivity Disorder (ADHD) and/or mild to moderate Autism Spectrum Disorder (ASD) and other challenges commonly co-occurring with those disorders (e.g. anxiety and specific learning disorders). The Children's School uses evidence-based Applied Behavior Analysis and Cognitive-Behavioral Training therapeutic approaches, to meet the needs of our students. We also offer small leveled instructional groups and a 5:1 or 6:1 student to staff ratio in small classrooms of no more than 12 to 15 students. Each classroom teacher is supported by two paraprofessional behavior specialists. All teachers and paraprofessional staff are specially trained, having completed over 160 hours of intern training and obtaining certification in the evidence-based Irvine Paraprofessional Program, developed at UC Irvine (Kotkin, 1995). Our academic curriculum is aligned to the common cores and state academic standards, but the content and pace is designed to accommodate our learners. The Children's School strives to provide an optimal learning environment for students with neurodevelopmental differences marked by challenges with attention, organization, and self-regulation.

Daily small group counseling is provided to all students every day with an emphasis on social skill training and development in the younger grades and an emphasis on effective communication and executive function training in the older grades. These sessions are planned and led by licensed behavioral health professionals (Licensed Marriage & Family Therapist and a Licensed Clinical Social Worker) and supported by specially trained paraprofessional counselors who have completed over 160 hours of training in the Irvine Paraprofessional Program and have at least 3 years of experience working in the classroom setting. All parents are also required to participate in twice-monthly Multiple Family Group counseling aimed to educate parents in the therapeutic aims of the

child groups and provide opportunities for in-vivo parent-child interaction. These groups are led by the same therapists that provide the child therapy groups.

The Children’s School also offers supplemental therapeutic support services such as individual child therapy, individual parent therapy, speech-language therapy, occupational therapy, and educational therapy. There is also a Community Health Director on campus who facilitates communications with allied health professionals who also treat the students in the community setting. The Children’s School offers other learning opportunities through extended-day care services and extended school year sessions which are offered over the year and emphasize project-based learning opportunities and remediation for students at-risk for low-achievement.

The Children’s School’s mission is to provide a safe and nurturing environment in which children can connect, communicate, and create with a vision for each child to realize her or his unique social, emotional, and academic potential.

The Children’s School is not designed for students with intellectual disability or students with severe emotional disabilities marked by a history of self-harm or significant aggression.

Student Enrollment by Grade Level (School Year 2020-21)

Grade Level	Number of Students
Grade 1	0
Grade 2	0
Grade 3	9
Grade 4	7
Grade 5	7
Grade 6	10
Grade 7	5
Grade 8	4
Total Enrollment	42

Student Enrollment by Student Group (School Year 2020–21)

Student Group	Percent of Total Enrollment
Black or African American	0%
Asian	2.38%
Hispanic or Latino	2.38%
White	83.33%
Two or More Races	0%
Not Reported	11.91%
Other	0%
Socioeconomically Disadvantaged	0%
English Learners	4.76%
Students with Disabilities	100%
Foster Youth	0%

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	2019-2020 SY	2020-2021 SY
With Full Credential	2	3
Without Full Credential	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2019-2020 SY	2020-2021 SY
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments*	0	0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks, and Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2021

All textbooks were selected from the CDE adopted curriculum list at that time. All textbooks and instructional materials are aligned with the Common Core standards.

Subject	Textbooks and Instructional Materials/year of Adoption	Percent Students Lacking Own Assigned
Reading/Language Arts	Grades 3/4/5/6: Wonders California Reading by McGraw Hill	0%
	Grades 7/8: California Collections – Houghton Mifflin, Harcourt	0%
Mathematics	Grades 3 rd . thru 8 th : California Go Math Common Core – Houghton Mifflin, Harcourt	0%
Science	Grades 3 rd . thru 8 th : STEMScopes California K-12, Accelerate Learning	0%
History-Social Science	Grades 3 rd . thru 8 th : Studies Weekly- Social Studies	0%

School Facility Conditions and Planned Improvements

The Children’s School occupies the entire second floor of a building on a site approximately 5 acres, which comprises approximately 14,000 square feet. The lower floor is occupied by a synagogue and its affiliated pre-school.

The **Newkirk Welcome Center** is comprised of an elevator lobby and large open waiting room and reception desk, and a large secure storage room totaling approximately 1,000 square feet.

The **Administrative Office Suite** is comprised of a secure records room, a small facilities closet, 5 administrator offices, a work room with a large copy machine, a large staff lounge and two restrooms, totaling approximately 2,000 square feet.

The **Crinella Library** is a moderate sized conference and professional resource room used to hold parent tours and meetings (200 square feet). The space houses a collection of resources and references on child development with more than 500 works published over the last 100 years.

The **Round Table Room** is a small conference room used for testing and individual therapy (138 square feet).

The **Smith Family Quad** is comprised of a 1049 square foot common space with two restrooms, and four adjacent classrooms, each approximately 670 square feet (total of approximately 3,700 square feet). This quad houses the Middle School, grades 6-8.

The **Tsao Family Quad** is comprised of a 1,000 square foot common space with two restrooms, and four adjacent classrooms, each approximately 670 square feet (total of approximately 3,900 square feet). This quad hosts the Elementary School, grades 3-5 and the lower school library with more than 2,000 titles. Materials include picture books for young readers, beginner, and advanced chapter books, non-fiction books in many different subjects. This space is also utilized for daily positive reinforcement of adaptive behaviors and children may access various play activities including puzzles, board games, art projects, Legos, toys, video games, and virtual reality games.

The **Allison Family Community Room** is a 1,722 square feet multi-purpose space and houses one speech/language classroom and a service kitchen. This room serves as the main auditorium space for school assemblies, parent seminars, staff, as well as various other large-group presentations.

The **Phelan Family Playground** is an approximately 21,214 square feet play space on the ground level behind the Allison Family Community Room. The space has three lunch tables with temporary shades and allows for ample play, basketball, handball, scooters, bicycles, a Gaga Court, and street hockey. The play space is adjacent to the San Diego Creek open space which leads to the Newport Back Bay. The perimeter fence around that space is approximately 9,400 square feet.

The space presently occupied by The Children's School (Suite 200) was created through tenant improvements that were completed during the first and second quarter of 2020. There are no needed repairs currently.

The landlord/building owner employs a full-time Director of Facilities, as well as a full-time custodian and security guard. The Children's School contracts for additional maintenance services as needed. The Children's School is highly committed to maintaining a facility that is clean, safe, and welcoming to all its students and families.

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 overall rating

Year and month of the most recent report: January 2021

System Inspected	Repair Needed and Action Taken or Planned			
	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 Facility Rate _____

Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

The SARC typically 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.

NOTE: The Children’s School does not require its students to participate in statewide assessments. If a district-placed student (NPS student) is required to participate, The Children’s School has a designated Testing Coordinator who will coordinate with that student’s school district.

Engagement

Opportunities for Parental Involvement (School Year 2020–2021)

**Many of these opportunities have been postponed or altered due to Covid-19.*

Parents are invited to participate in events on campus throughout the school year. These include events like our First Day of School Welcome Coffee, Back to School Night, Halloween Parade, Sweet Thanksgiving, Annual Open House, 8th Grade Promotion, and End of the Year Clap Out.

Additionally, we offer two Parent-Teacher Conferences a year and Multiple Family Groups that meet bi-monthly and serve as education and support groups to our families. We also provide daily communication to parents regarding a student’s behavioral progress by reporting achievement in our behavioral program using a color system.

State Priority: School Climate

Suspensions and Expulsions

Rate	School					District			
	2015–16	2016–17	2017–18	2018–19	2019–2020	2015–16	2016–17	2017–18	2019–2020
Suspensions	n/a	n/a	n/a	n/a	0	N/A			
Expulsions	n/a	n/a	n/a	n/a	0	N/A			

School Safety Plan (School Year 2020–2021)

The Children’s School has a comprehensive School Emergency and Crisis Response Plan that is evaluated yearly and amended as necessary. The Children’s School has prepared this Emergency Plan to ensure the most effective and economical allocation of resources for the maximum benefit and protection of the student body population in time of emergencies. This plan establishes California’s Standardized Emergency Management System (SEMS) and the federal National Incident Management System (NIMS), where applicable. The plan assigns tasks, specifies policies and general procedures, and provides for coordination of planning efforts of the various emergency staff and service elements. Incident Commanders and leadership retain the flexibility to modify procedures and/or organization structure as necessary to accomplish the emergency/disaster response and recovery missions in the context of a particular hazard scenario.

The objective of this plan is to incorporate and coordinate all the facilities and personnel of The Children’s School into an efficient organization capable of responding in the event of any emergency. This plan is established as a supplement to the administrative policies, procedures, and practices followed during normal times. The Plan outlines our protocols in

the event of a fire, earthquake, lockdown situation, and power failure. It also has the assignments and descriptions for our Disaster Teams in the event of an emergency (command post, first aid-immediate, first aid and triage, food/nutrition, search and rescue, security, student release, and student supervision/sanitation).

The entire staff is regularly trained in disaster preparedness. Fire, earthquake, and lockdown drills are frequently practiced throughout the school year.

The Children's School handbooks also addresses school safety items such as: Mandated Reporter Procedures, Harassment Policies, and Behavior Expectations, etc.

This year, The Children's School has also developed and implemented a comprehensive plan to mitigate the spread of COVID-19 while on-campus for daily academic instruction. This plan includes specific protocols and procedures for student drop off and pick up, cleaning and disinfecting, moving students through campus, face coverings, student pods, reporting positive cases and/or exposures, etc.

Other SARC Information

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2020-2021 Class Size	2020-2021 Number of Classes
3/4	15	1
4/5/6/7	13	1
6/7/8	14	1

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

Academic Counselors and Other Support Staff (School Year 2020-2021)

Title	Number of FTE* Assigned to School	Average Number of Students per Professional
LMFT	1	19
LCSW/Community Health Manager	1	23
Speech/Language	2	3
Educational Specialist	1	12
Occupational Therapist (contracted)	1	7

Professional Development

Faculty and staff are also trained in CPR and First Aid, VIP, and other mandated annual or bi-annual trainings.