



# The Craig School

TEACHING THAT TRANSFORMS

**California Department of Education  
School Accountability Report Card  
Reported Using Data from the 2023–2024 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 school office at 949-812-6222.

## About This School

### School Contact Information (School Year 2023–24)

<b>School Name</b>	The Craig School (Formerly known as The Children’s School)
<b>Street</b>	3400 Michelson Drive #200
<b>City, State, Zip</b>	Irvine, CA 92612
<b>Phone Number</b>	(949) 812-6222
<b>Director of Administration</b>	Rose Holland
<b>E-mail Address</b>	rose@thecraigschool.org
<b>Web Site</b>	www.thecraigschool.org
<b>County-District-School (CDS) Code</b>	30-73650-6158422

### School Description and Mission Statement (School Year 2023–2024)

The Craig 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. Please note that prior to January 2023, The Craig School was formerly known as The Children’s School.

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

The purpose of The Craig 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 Craig School uses evidence-based Applied Behavior Analysis and Cognitive-Behavioral Training therapeutic approaches, to meet the needs of its students. Instruction is provided in small, level groups, with a 4:1 to 6:1 student to staff ratio in small homeroom classrooms of 12 and up to 16 students, depending on individual academic and developmental needs. Each classroom teacher is supported by two paraprofessional behavior specialists. All teachers and paraprofessional staff are specially trained in the TCS model, 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 Core and California state standards, with the content and pace designed to accommodate students with deficits in executive function skills. Specifically, The Craig 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 social-emotional counseling is provided to all students every day with an emphasis on social skills 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 a school-based behavioral health setting. Additionally, all parents are required to complete an introductory parent education course prior to or commensurate with enrollment, and then participate in twice-monthly Multiple Family Groups with an emphasis on the therapeutic aims of the student counseling goals and provide opportunities for guided in-vivo parent-child interaction. Multiple Family Groups are led by the same behavioral health professionals that deliver the school-based therapeutic student groups.

The Craig School also offers supplemental therapeutic support services as indicated, including individual child therapy, individual parent therapy, speech-language therapy, occupational therapy, and educational therapy. A full-time Community Health Manager on campus facilitates communications with allied health professionals who also treat the students in the community setting (e.g. treating physicians, outside individual therapy providers, etc.). The Craig School offers supplemental and extracurricular learning opportunities through extended-day care services, and seasonal camp services. The Craig School also offers an extended school year session which provides an additional 20 days of academic instruction during the summer months to supplement the 180 days of instruction delivering project-based learning opportunities and remediation for students at-risk for low-achievement.

**The Craig 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.**

**Student Enrollment by Grade Level (School Year 2023-24)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	<b>0</b>
<b>Grade 1</b>	<b>0</b>
<b>Grade 2</b>	<b>0</b>
<b>Grade 3</b>	<b>4</b>
<b>Grade 4</b>	<b>6</b>
<b>Grade 5</b>	<b>15</b>
<b>Grade 6</b>	<b>14</b>
<b>Grade 7</b>	<b>10</b>
<b>Grade 8</b>	<b>5</b>
<b>Grade 9</b>	<b>0</b>
<b>Grade 10</b>	<b>0</b>
<b>Grade 11</b>	<b>0</b>
<b>Grade 12</b>	<b>0</b>
<b>Total Enrollment</b>	<b>54</b>

**Student Enrollment by Student Group (School Year 2023–24)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Female	9.26%
Male	90.74%
Non-Binary	0%
American Indian or Alaska Native	0%
Asian	14.82%
Black or African American	3.70%
Filipino	0%
Hispanic or Latino	1.85%
Native Hawaiian or Pacific Islander	0%
Two or More Races	14.82%
White	64.81%
English Learners	1.85%
Foster Youth	0%
Homeless	0%
Migrant	5.55%
Socioeconomically Disadvantaged	0%
Students with Disabilities	100%

**A. Conditions of Learning**

**State Priority: Basic**

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 standard-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

<b>Teachers</b>	<b>2020-2021 SY</b>	<b>2021-2022 SY</b>	<b>2022-23 SY</b>	<b>2023-24 SY</b>
With Full Credential	3	3	3	3
Without Full Credential	1	1	2	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2020-2021 SY	2021-2022 SY	2022-2023 SY	2023-2024 SY
Misassignments of Teachers of English Learners	0	0	0	0
Total Teacher Misassignments*	0	0	0	0
Vacant Teacher Positions	0	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.

### Quality, Currency, Availability of Textbooks, and Instructional Materials (School Year 2023–2024)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Instructional Materials/year of Adoption	From a Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Elementary grades: <i>Wonders</i> Middle School grades: <i>Study Sync</i>		0%
Mathematics	3 <sup>rd</sup> thru 8 <sup>th</sup> grades: <i>Go Math</i>		0%
Science	3 <sup>rd</sup> thru 8 <sup>th</sup> grades: <i>Elevate Science</i>		0%
History-Social Science	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> grades: <i>Studies Weekly</i> 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> grades: <i>My World Social Studies</i>		0%

*\*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.*

### School Facility Conditions and Planned Improvements

The Craig School occupies the entire second floor of a building on a site of 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, small facilities closet, 5 administrator offices, a workroom 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 **Oval 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 hosts the Middle School for students in grades 6, 7, and 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, for students in grades 3, 4, 5, and 6 and the lower school library with more than 2,000 titles. Materials include picture books for young readers, beginners, 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 administrative office and a service pantry. 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 10,000 square foot play space on the ground level behind the Allison Family Community Room. The space has four lunch tables with temporary shades and allows for ample play, basketball, scooters, bicycles, a Gaga Court, Pickleball, Volleyball, Tetherball, and street hockey. The play space is adjacent to the San Diego Creek open space which leads to the Newport Back Bay.

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

The landlord/building owner employs a full-time Director of Facilities, as well as a full-time custodian and security guard. The Craig School contracts additional maintenance services

as needed. The Craig 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 maintenance needed to ensure good repair.
- The year and month in which the data was collected.
- The overall rating

**Year and month of the most recent report:** January 2024

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

**Overall Facility Rate:** *Exemplary*

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

## Engagement

### Opportunities for Parental Involvement (School Year 2023–2024)

At The Craig School, parents are invited to participate in events on campus throughout the school year. Events include Registration, First Day of School Welcome Meeting, Back to School Night, Halloween Parade, Fall Festival, Family Thanksgiving, Annual Open House, Spring Fundraiser, 8<sup>th</sup> Grade Promotion, and End of the Year Clap Out.

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

The Craig School has a Board of Directors that includes some parents as well as a Parent Teacher Organization that meets about once per month.

## State Priority: School Climate

### Suspensions and Expulsions

Rate	School							
	2016–17	2017–18	2018–19	2019–2020	2020–2021	2021–22	2022–23	2023–24
Suspensions	n/a	n/a	n/a	0	0	0	0	0



<b>Expulsions</b>	n/a	n/a	n/a	0	0	0	0	0
			<b>District</b>					
	<b>2016-17</b>	<b>2017-18</b>	<b>2018-2019</b>	<b>2019-20</b>	<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>Suspensions</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Expulsions</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

**School Safety Plan (School Year 2023–2024)**

The Craig School has a comprehensive School Emergency and Crisis Response Plan that is evaluated yearly and amended as necessary. The last review was done in July 2023 and shared with staff on August 4, 2023. The Craig 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 times 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 Craig 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 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 and earthquake drills are practiced monthly throughout the school year. The Craig School employee handbook also addresses school safety items such as: Mandated Reporter Procedures, Harassment Policies, and Behavior Expectations, etc. The Craig 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 & Middle School)**

2019-2020			2020-2021			2021-2022		
Grade Level	Class Size	Number of Classes	Grade Level	Class Size	Number of Classes	Grade Level	Class Size	Number of Classes
3/4/5	15	1	3/4	15	1	3/4	12	1
4/5/6	8	1	4/5/6/7	13	1	4/5	12	1
6/7/8	12	1	6/7/8	14	1	5/6	13	1
						6/7/8	12	1
2022-2023			2023-2024					
Grade Level	Class Size	Number of Classes	Grade Level	Class Size	Number of Classes			
3/4/5	12	1	3/4/5	13	1			
4/5/6	16	1	4/5/6	15	1			
5/6/7	12	1	5/6/7	12	1			
7/8	12	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 2023–2024)**

Title	Number of FTE*	Average Number of Students per Other Support Staff
LMFT	1	26
LCSW/Community Health Manager	1	29
Behavior Counselors	4	N/A
Behavior Specialists	9	N/A
Speech/Language Pathologist(contractd)	.20	N/A
Occupational Therapist (contracted)	.20	N/A

### Professional Development

Faculty and staff are also trained in all mandated annual or bi-annual training, including but not limited to CPR and First Aid, VIP, Child Abuse Reporting, Behavioral Intervention Programming and other teacher and staff development training.