

School Accountability Report Card Reported Using Data from the 2020–2021 School Year

California Department of Education

For The Cleeta Harder Developmental School

Address: 981 N. Euclid Street, La Habra, CA 90631 **Phone:** 562-694-5655
Principal: Jason E. Cecil **Grade Span:** K – Adult Transition

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 and access to prior year reports, 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 the 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).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

Throughout this document the letters DPL refer to data provided by the LEA, and the letters DPC refers to data provided by the CDE.

About This School

Table 1: District Contact Information (School Year 2021–2022)

Entity	Contact Information
District Name	Non-Public School (no affiliated district)
Phone Number	
Superintendent	
Email Address	
Website	

Table 2: School Contact Information (School Year 2021–2022)

Entity	Contact Information
School Name	Cleta Harder Developmental School
Street	981 N. Euclid Street
City, State, Zip	La Habra, CA 90631
Phone Number	562-694-5655
Educational Program Director	Christopher Beswick
Email Address	cbeswick@hbic.org
Website	www.hbic.org/chds
County-District-School (CDS) Code	30 66563 6915540

Table 3: School Description and Mission Statement (School Year 2021–2022)

The Cleta Harder Developmental School (CHDS) is a non-public school (NPS) program, operated under the parent company, Help for Brain Injured Children, Inc. (HBIC), a registered 501(c)3 non-profit organization that focuses on assisting individuals with disabilities while providing support and encouragement to their families.

CHDS is a State-Certified Non-Public school established in 1981, located in La Habra, CA. The Cleta Harder School serves students 5 years to 22 years of age. CHDS provides programs of Functional Academics, Physical Development, Communication Development, Socialization, Independent Living Skills and Vocational training. Currently the primary disabling conditions of the students served are Autism, Deaf/Blindness, Emotional Disturbance, Multiple Disabilities, and ID Moderate Severe disabilities.

A significant part of the students attending The Cleta Harder Developmental School have communication challenges that unfavorably affect their behavior and therefore their capability to meet their educational goals. Positive behavior management encourages student self-discipline, self-confidence, and self-esteem. CHDS provides a varied education approach and strives to work with the student's full support "team" which allows for the best opportunities to improve the student's achievement. Regular conferences with parents and the IEP team contribute to planning individual programs and evaluating progress.

Our goal is to work with the student's home school district and their families to provide the least restrictive environment that is appropriate and conducive for learning and development based on each student's individual needs.

The Cleta Harder Developmental School is staffed with fully credentialed special education teachers and a highly qualified support staff.

Table 4: Student Enrollment by Grade Level (School Year 2020–2021)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	1
Grade 8	0
Grade 9	3
Grade 10	2
Grade 11	7
Grade 12	3
Ungraded Secondary (Adult Transition)	14
Total Enrollment	30

Table 5: Student Enrollment by Student Group (School Year 2020–2021)

Student Group	Percent of Total Enrollment
Female	20
Male	80
Non-Binary	0
American Indian or Alaska Native	0
Asian	<1
Black or African American	<1
Filipino	<1
Hispanic or Latino	73
Native Hawaiian or Pacific Islander	0
Two or More Races	0
White	10
Race Intentionally Left Blank	<1
English Learners	23
Foster Youth	0
Homeless	0
Migrant	0
Socioeconomically Disadvantaged	47
Students with Disabilities	100

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

Table 6: Teacher Preparation and Placement (School Year 2019–2020)

Authorization/ Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	3	100				
Intern Credential Holders Properly Assigned	0	0				
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0	0				
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0				
Unknown	0	0				
Total Teaching Positions	3	100				

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Table 7: Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA) (School Year 2019–2020)**

Authorization/Assignment	Number
Permits and Waivers	0
Misassignments	0
Vacant Positions	0
Total Teachers Without Credentials and Misassignments	0

**Table 8: Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA) (School Year 2019–2020)**

Indicator	Number
Credentialed Teachers Authorized on a Permit or Waiver	0
Local Assignment Options	0
Total Out-of-Field Teachers	0

Table 9: Class Assignments (School Year 2019–2020)

Indicator	Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Table 10: Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2021–2022)

Year and month in which the data were collected: [DPL]

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	2014, 2015, 2017	YES	100%
Mathematics	2014, 2015, 2016	YES	100%
Science	2016, 2019, 2020	YES	100%
History-Social Science	2019, 2020	YES	100%
Foreign Language	N/A	N/A	N/A
Health	N/A	N/A	N/A
Visual and Performing Arts	N/A	N/A	N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Table 11: School Facility Conditions and Planned Improvements

[Narrative provided by the LEA]

The Cleto Harder Developmental School's La Habra campus is located at the northern most tip of Orange County. It is at the edge of the hills of La Habra Heights, just two blocks into a residential housing area. The site houses a conference room, 3 classrooms, 1 sensory/ "overflow" room, a Rest & Recovery room, a kitchen, laundry facilities, Administrative offices, and various DIS rooms. There is a playground, which is surrounded by a secure wrought iron fence to enclose the backyard. There is a medium sized public park and playground directly behind the building that our programs utilize for various activities, including weekly Pet Therapy. We strive to keep all areas in good condition, recently did a complete playground refurbish, adding needed shading, and will be building an addition to the main building during the coming year.

Table 12: 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: NA

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			
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: N/A

Table 13: Overall Rating

Exemplary	Good	Fair	Poor
	X		

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 regarding the school district and at each school site

Table 25: Opportunities for Parental Involvement (School Year 2021–2022)

[Narrative provided by the LEA]

Opportunities for parental participation and involvement are welcomed and encouraged. Parents are invited to attend our Back-to-School night to meet with administrators, teachers, and therapist. Parents have daily contact with our staff, whether in person, by phone, or by email. In addition, parents welcomed to volunteer/ participate in our various fundraising events. Parents interested in volunteering should contact our Interim Executive Director Mr. Jason Cecil for more information

Table 32: School Safety Plan (School Year 2021–2022)

[Narrative provided by the LEA]

The Cleeta Harder Developmental School reviews its school Safety Plan on a regular basis and revises the plan as needed. Fire drills (school wide evacuations) are practiced monthly and building safety inspections are done quarterly. CPR/First aid training is provided every two years. In addition, staff is trained in Crises Prevention Intervention and student Seizure protocols for those students who require them.

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.

**Table 33: Average Class Size and Class Size Distribution (Elementary)
(School Year 2018–2019)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other**	10	3		

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

** “Other” category is for multi-grade level classes.

**Table 34: Average Class Size and Class Size Distribution (Elementary)
(School Year 2019–2020)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other**	10	3		

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

** “Other” category is for multi-grade level classes.

**Table 35: Average Class Size and Class Size Distribution (Elementary)
(School Year 2020–2021)**

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	N/A			
1	N/A			
2	N/A			
3	N/A			
4	N/A			
5	N/A			
6	N/A			
Other**	10	3		

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

** “Other” category is for multi-grade level classes.

**Table 36: Average Class Size and Class Size Distribution (Secondary)
(School Year 2018–2019)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	1		
Mathematics	10	1		
Science	10	1		
Social Science	10	1		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Table 37: Average Class Size and Class Size Distribution (Secondary)
(School Year 2019–2020)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	2		
Mathematics	10	2		
Science	10	2		
Social Science	10	2		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 38: Average Class Size and Class Size Distribution (Secondary)(School Year 2020–2021)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10	2		
Mathematics	10	2		
Science	10	2		
Social Science	10	2		

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Table 39: Ratio of Pupils to Academic Counselor (School Year 2020–2021)

Title	Ratio
Pupils to Academic Counselor*	N/A

*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.

Table 40: Student Support Services Staff (School Year 2020–2021)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	0
Other	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.

Table 45: Professional Development

Measure	2019–2020	2020–2021	2021–2022
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4