

# **2022–23 School Accountability Report Card Template (Word Version)**

(To be used to meet the state reporting requirement  
by February 1, 2023)

**Prepared by:**  
California Department of Education  
Analysis, Measurement, and Accountability Reporting Division

**Posted to the CDE Website:**  
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**Important!**

**Please delete this page  
before using the SARC template**

# School Accountability Report Card Reported Using Data from the 2022–23 School Year

California Department of Education

## *For The Cleta Harder Developmental School*

**Address:** 981 N. Euclid Street, La Habra, CA 90631

**Phone:** 562-694-5655

**Program Director:** Jonathan Hart

**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 refer to data provided by the CDE.**

## About This School

**Table 1: District Contact Information (School Year 2022–23)**

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

**Table 2: School Contact Information (School Year 2022–23)**

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
Education Program Director	Jonathan Hart
Email Address	jhart@hbic.org
Website	www.hbic.org/chds
County-District-School (CDS) Code	30 66563 6915540

**Table 3: School Description and Mission Statement (School Year 2022–23)**

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 Developmental School serves students 5 – 22 years of age. The schools program provides Functional Academics, Physical Development, Communication Development, Socialization, Independent Living Skills and Vocational Training. The disabilities that the Cleta Harder Developmental Schools serves are Autism, Deaf/Blindness, Emotional Disturbance, Multiple Disabilities, and Intellectual Moderate/Severe disabilities.

A significant portion of the students attending the Cleta Harder Developmental School have communication challenges that adversely affect their behavior and capability to meet their educational goals. Positive Behavior Interventions and Supports (PBIS) is a foundation for our program. We embed PBIS within our daily schedules for our students that encourages self-discipline, self-confidence, and self-esteem. Part of the mission at CHDS is that individuals with disabilities have the opportunity to develop to their maximum potential and improve their quality of life via a highly qualified staff.

**Table 4: Student Enrollment by Grade Level (School Year 2021–22)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	0
<b>Grade 1</b>	0
<b>Grade 2</b>	0
<b>Grade 3</b>	0
<b>Grade 4</b>	0
<b>Grade 5</b>	1
<b>Grade 6</b>	0
<b>Grade 7</b>	1
<b>Grade 8</b>	0
<b>Grade 9</b>	3
<b>Grade 10</b>	4
<b>Grade 11</b>	6
<b>Grade 12</b>	3
<b>Adult Transition</b>	10
<b>Total Enrollment</b>	28

**Table 5: Student Enrollment by Student Group (School Year 2021–22)**

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Female</b>	15
<b>Male</b>	86
<b>Non-Binary</b>	0
<b>American Indian or Alaska Native</b>	0
<b>Asian</b>	10
<b>Black or African American</b>	7
<b>Filipino</b>	7
<b>Hispanic or Latino</b>	68
<b>Native Hawaiian or Pacific Islander</b>	0
<b>Two or More Races</b>	9
<b>White</b>	7
<b>English Learners</b>	28
<b>Foster Youth</b>	0
<b>Homeless</b>	0
<b>Migrant</b>	0
<b>Socioeconomically Disadvantaged</b>	35
<b>Students with Disabilities</b>	100

## **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.

**Table 6: Teacher Preparation and Placement (School Year 2020–21)**

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

<b>Authorization/Assignment</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Permits and Waivers</b>	0	0
<b>Misassignments</b>	0	0
<b>Vacant Positions</b>	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	0	0

**Table 8: Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

<b>Indicator</b>	<b>2020–21 Number</b>	<b>2021–22 Number</b>
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0	0
<b>Local Assignment Options</b>	0	0
<b>Total Out-of-Field Teachers</b>	0	0

**Table 9: Class Assignments**

Indicator	2020–21 Percent	2021–22 Percent
<b>Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)</b>	0	0
<b>No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)</b>	0	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 2022–23)**

The Cleeta Harder Developmental School utilizes technology throughout each classroom, to present the lesson to each student. Through this the school uses the **Unique Curriculum** with **News2You** for our students to be able to access for each core content area. Each lesson is modified for each individual student as needed so that they can participate individually and have the best possible opportunity to grasp and understand the content.

**Table 11: School Facility Conditions and Planned Improvements****[Narrative provided by the LEA]**

The Cleeta Harder Developmental School is in the city of La Habra 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, e classrooms, 1 sensory/ “overflow” room, a rest and recovery room, a kitchen, laundry room, behavior offices, administrative offices and DIS rooms used for speech and occupational therapy. There is a playground in the back, which is surrounded by a wrought iron locking fence. There is a medium sized public park and playground directly behind the building that our program utilizes for various activities. We strive to keep all areas in good condition with regular maintenance.

**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:** N/A

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

### Overall Facility Rate

**Year and month of the most recent FIT report:** N/A

**Table 13: Overall Rating**

Exemplary	Good	Fair	Poor
	X		

## 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 regarding the school district and at each school site

**Table 23: Opportunities for Parental Involvement (School Year 2022–23)**

**[Narrative provided by the LEA]**

Parents are always welcome to participate and be involved in our school program. Parents are invited to attend field trips and school functions or fundraisers. On a daily basis, parents have contact with our staff either in person, phone or by email. Parents are also welcome to reach out to the program director if the need arises.

**Table 30: School Safety Plan (School Year 2022–23)**

**[Narrative provided by the LEA]**

The Clela Harder Developmental School reviews its school safety plan on a regular basis and revises the plan as needed. Fire Drills are practiced monthly and building safety inspections are done quarterly. CPR/First Aid training is provided every two years. In addition, staff are trained in Crisis Prevention Intervention (CPI) and student seizure training protocols for those students who require them. Staff also complete monthly safety lessons.

## 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.

**Table 31: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2019–20)**

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**	7	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 32: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2020–21)**

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**	7	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 33: Average Class Size and Class Size Distribution (Elementary)  
(School Year 2021–22)**

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**	7			

\*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 (Secondary)  
(School Year 2019–20)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7	3		
Mathematics	7	3		
Science	7	3		
Social Science	7	3		

\*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 35: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2020–21)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7	3		
Mathematics	7	3		
Science	7	3		
Social Science	7	3		

\*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 36: Average Class Size and Class Size Distribution (Secondary)  
(School Year 2021–22)**

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7	3		
Mathematics	7	3		
Science	7	3		
Social Science	7	3		

\*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: Ratio of Pupils to Academic Counselor (School Year 2021–22)**

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 38: Student Support Services Staff (School Year 2021–22)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Nurse</b>	0
<b>Speech/Language/Hearing Specialist</b>	2
<b>Resource Specialist (non-teaching)</b>	0
<b>Other</b>	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 44: Professional Development**

<b>Measure</b>	<b>2020–21</b>	<b>2021–22</b>	<b>2022–23</b>
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	4	4	4