

California Department of Education
School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

For Precious Hearts Academy

Address: 225 West Hospitality Lane, Suite 108, San Bernardino, CA 92401

Phone: (909) 383-0388

Principal: Sharmel Weerasinghe

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <http://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.

Throughout this document the letters DPL mean data provided by the LEA, and the letters DPC mean data provided by the CDE.

About This School

School Contact Information (School Year 2019-20)

School Name	Precious Hearts Academy
Street	225 West. Hospitality Lane Suite 108
City, State, Zip	San Bernardino, CA 92408
Phone Number	(909) 383-0388
Principal	Sharmel Weerasinghe
E-mail Address	Sweeasinghe@preciousheartsacademy.org
Web Site	www.preciousheartsacademy.org
County-District-School (CDS) Code	36 67876 0132779

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

Precious Hearts Academy is a special education day school devoted to serving K-8 students with exceptionalities and their families by providing an individualized, enriched, transdisciplinary and integrated educational program based on clinical evidence-based standards to facilitate whole person development.

Our academics are based on the Common Core State Standards of California's Department of Education. Our specialized academic instruction is derived from the evidence-based practice of Applied Behavior Analysis in conjunction with other modalities.

Student Enrollment by Grade Level (School Year 2019-20)

Grade Level	Number of Students
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	1
Grade 5	3
Grade 6	1
Grade 7	2
Grade 8	3
Ungraded Elementary	0
Grade 9	2
Grade 10	6
Grade 11	1
Grade 12	1
Ungraded Secondary	0
Total Enrollment	20

Student Enrollment by Student Group (School Year 2019-20)

Student Group	Percent of Total Enrollment
Black or African American	25%
American Indian or Alaska Native	10%
Asian/Indian	.05%
Filipino	.05%
Hispanic or Latino	
Native Hawaiian or Pacific Islander	
White	30%
Intentionally Left Blank	15%
Two or More Races	
Socioeconomically Disadvantaged	
English Learners	15%
Students with Disabilities	100%
Foster Youth	

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.

Teachers

Title	2017-2018	2018-2019	2019-2020
Total Teachers	2	2	2
Teachers with Full Credential – Moderate to Severe	1	1	1
Teachers with Full Credential – Mild to Moderate	1	1	1
Teachers Teaching Outside Subject Area (full credential teaching outside subject area)	0	0	0
Teachers in Alternate Routes to Certification (district and university internships)	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	N/A	N/A	N/A
Total Teacher Misassignments*	N/A	N/A	N/A
Vacant Teacher Positions	N/A	N/A	N/A

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 2019-20)

Year and month in which the data were collected: September 2019

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Journeys Houghton Mifflin Harcourt (2014)	Yes	0%
	Wonders McGraw Hill (2015)	Yes	0%
Mathematics	CA Math in Focus Houghton Mifflin Harcourt (2015)	Yes	0%
	CCSS Math Series – Courses 1-3 Carnegie Learning	Yes	0%
	en Vision Math Pearson (2015)	Yes	0%
	Go Math Houghton Mifflin Harcourt (2015)	Yes	0%

Science	HM Science Houghton Mifflin Harcourt (2008)	Yes	0%
	CA Science	Yes	0%
	Focus on Earth Science Mc Dougal Littell (2007)	No	0%
	Focus on Physical Science Mc Dougal Littell (2007)	No	0%
	Science Fusion Houghton Mifflin Harcourt (2014)	Yes	0%
History-Social Science	Reflections Houghton Mifflin Harcourt (2010)	Yes	0%
	Ancient Civilization McDougal Littell (2006)	Yes	0%
	Medieval & Early Modern Times McDougal Littell (2006)	Yes	0%
	Creating America: Beginnings through WWII McDougal Littell (2006)	Yes	0%
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.

School Facility Conditions and Planned Improvement

Inspection of the facility was performed in October 2019 following the FIT Guidelines. The facility is in good working order. There are no current upgrades or repairs scheduled.

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 FIT report: October 2019

System Inspected	Repair Needed and Action Taken or Planned			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	√			All system working properly. No repairs are needed.
Interior: Interior Surfaces	√			No repairs are needed.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	√			No repairs are needed.
Electrical: Electrical	√			No repairs are needed.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	√			No repairs are needed.
Safety: Fire Safety, Hazardous Materials	√			No repairs are needed.
Structural: Structural Damage, Roofs	√			No Repairs are needed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	√			No Repairs are needed.

Overall Facility Rate

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

Overall Rating	Exemplary	Good	Fair	Poor
	√			

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

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2016-17	2018-19	2016-17	2018-19	2016-17	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	N/A**	N/A**	N/A**	N/A**	N/A**	N/A**
Mathematics (grades 3-8 and 11)	N/A**	N/A**	N/A**	N/A**	N/A**	N/A**

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued on March 17, 2020, and waived the requirement for academic testing of mathematics, English language arts, and science for the 2019-2020 school year. Therefore, the tables related to these assessments have been pre-populated with "N/A" for the 2019-2020 school year.

** Precious Hearts Academy's Student Population is less than ten (10) in all grade levels and the students in the above category is too small for statistical accuracy or to protect student privacy.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-20)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	20	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued on March 17, 2020, and waived the requirement for academic testing of mathematics, English language arts, and science for the 2019-2020 school year. Therefore, the tables related to these assessments have been pre-populated with "N/A" for the 2019-2020 school year.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-20)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	20	--	--	--
Male	--	--	--	--
Female	--	--	--	--
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	--	--	--	--
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	20	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	-	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3– Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued on March 17, 2020, and waived the requirement for academic testing of mathematics, English language arts, and science for the 2019-2020 school year. Therefore, the tables related to these assessments have been pre-populated with "N/A" for the 2019-2020 school year.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students Grades Five, Eight, and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2018-19	2019-20	2018-19	2019-20	2018-19	2019-20
Science (grades 5, 8, and 10)	N/A**	N/A**	N/A**	N/A**	N/A**	N/A**

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Due to the COVID-19 pandemic, Executive Order N-30-20 was issued on March 17, 2020, and waived the requirement for academic testing of mathematics, English language arts, and science for the 2019-2020 school year. Therefore, the tables related to these assessments have been pre-populated with "N/A" for the 2019-2020 school year.

**Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2019-20)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	See Note	See Note	See Note
7	See Note	See Note	See Note
9	See Note	See Note	See Note

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 (School Year 2019-20)

At **Precious Hearts Academy** Parents are given the opportunity to be involved via each Students Daily Communication Log, Student Daily Report, Quarterly Progress Reports or as directed by the Students Home School District. Our parents also invited to attend all Community Based Instruction and School Concerts. Precious Hearts Academy also has the support of Community Members, Loma Linda University and California State University San Bernardino.

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

Precious Hearts Academy is a K-8 school. The High school dropout and graduation rates do not apply.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

[illegible]

School Safety Plan (School Year 2019-20)

Precious Hearts Academy strive to provide a safe environment for our students and staff. All outside doors to the school are locked to the outside. Students, Staff, and all visitors enter the school through an alarmed door monitored by School Office Personnel. Parents, Service Providers, and visitors are required to sign in at the Office to monitor who enters the school when visits occur.

All students at Precious Hearts Academy are under close supervision during the school day by faculty and staff. Two-way radios and cellular phones are available for the staff and faculty to communicate during Community Based Education.

An Emergency Disaster Plan for emergency situations such as, earthquake, fire and lockdown has been developed.

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)

Grade Level	Avg. Class Size	2018-19 Number of Classes*			Avg. Class Size	2019-20 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+
K		0				0		
1		0				0		
2		0				0		
3		3				2		
4		1				3		
5		0				1		
6		3				0		
Other		2				6		

* 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 2019–20)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
ABA Trained Behavior Individual Interventionist	20	1
Board Certified Behavior Analyst (BCBA)	Contracted Service	20
Occupational Therapist	Contracted Service	20
Nurse	1	20
Speech/Language/Hearing Specialist	Contracted Service	20
Other	1	20

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

* 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.

Professional Development

Precious Hearts Academy (PHA) provides our teachers and staff all the necessary tools and training to be able to perform their duties and to grow within their trained professions. PHA will be using several analytics captured during the year to determine what training and development steps are needed for our teachers and staff to maintain positive growth during in the upcoming/future school years.