Handy Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Handy Elementary School
Street	860 N. Handy Street
City, State, Zip	Orange, CA 92867
Phone Number	(714) 997-6183
Principal	Erika A. Krohn
Email Address	ekrohn@orangeusd.org
Website	https://www.orangeusd.org/handy-elementary-school
County-District-School (CDS) Code	30-66621-6029805

Entity	Contact Information
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Gunn Marie Hansen, Ph.D.
Email Address	ghansen@orangeusd.org
Website	www.orangeusd.org

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

The purpose of the School Accountability Report Card is to provide parents with information about the school's instructional programs, academic achievement, materials, facilities and the staff. Information about Orange Unified School District is also provided.

Handy Elementary School is one of 27 elementary schools in the Orange Unified School District. The school was built in July 1959 on 13.6 acres of land is located on the corner of Handy St. and Collins Ave. Approximately 450 students are enrolled in grades transitional-kindergarten through sixth for the 2019-2020 school year.

The staff at Handy is dedicated to providing quality education for all children by offering many opportunities for a child to increase their academic performance through intervention and enrichment programs.

MIssion: Handy Elementary School is dedicated to recognition of the unique value of each student; providing active learning in a safe, supportive environment; developing an understanding of contemporary issues, technology; and promoting a partnership between home, school, and community.

At Handy, we recognize and provide for the mastery of academic skills as our primary goal. Our school focus is blended learning, and we utilize our general fund and categorical resources to support this focus. We would like every child to be at grade level standard by the end of the school year. The Handy School staff believes that every child is entitled to a safe and caring learning environment.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	59
Grade 1	56
Grade 2	72
Grade 3	61
Grade 4	67
Grade 5	79
Grade 6	72
Total Enrollment	466

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.2
Asian	0.4
Hispanic or Latino	94
Native Hawaiian or Pacific Islander	0.4
White	3.2
Two or More Races	0.4
Socioeconomically Disadvantaged	92.3
English Learners	60.3
Students with Disabilities	12.7
Foster Youth	0.2
Homeless	1.5

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	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	20	19	17	1122
Without Full Credential	0	0	0	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	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 2019-20)

Year and month in which data were collected: September 26, 2019

All K-8 textbooks are selected from the state matrix provided through the California Board of Education. Teachers peruse the materials and select by majority vote. Selected texts are then submitted to the Board of Education for final approval. Textbooks are procured in sufficient numbers for each student to receive a textbook. High School adoptions are content area based, with teachers selecting appropriate materials for the course objectives as outlined in the course description approved by the Board of Education. Selected texts are submitted to the Board for approved use in classrooms with purchase ratio of one per student. The Public Hearing and Adoption of Resolution No. 13-19-20 of the Board of Education of Orange Unified School District on the sufficiency of textbooks, instructional materials and science lab equipment (9-12) was approved on September 26, 2019.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Reading Wonders ELA/ELD Program adopted in 2017 for Grades K-6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Mathematics	Pearson/Scott Foresman enVision California Common Core Mathematics Program adopted in 2014 for Grades K-2 & adopted in 2015 for Grades 3-6. Selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
Science	Amplify Science Program adopted in 2019 for Grades K-6. It was selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%
History-Social Science	Harcourt Social Studies Program adopted in 2006 grades K-5 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students. Glencoe Discovering Our Past Social Studies Program adopted in 2006, grade 6 selected from the most recent list of standards-based materials adopted by the State Board of Education consistent with the textbook adoption cycle. Fully available for all students.	Yes	0%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Too Good For Drugs Program was adopted in 2008 for Grades 3-6, and adopted for grades 1-2 in 2009. Fully available to all students.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Maintaining the appearance, safety and functionality of Handy Elementary is important. The District Maintenance and Operations department has worked to upgrade our campus in order to provide a safe and secure environment for students. The carpeting has been removed from some classrooms and tile is being installed. The office has been outfitted with a new phone system to answer more calls through the use of a voicemail system. The Fathers' Club built, repaired and painted classroom cubbies, ball carts, installed hooks for backpacks, and built shelves for our disaster preparedness storage area. The school custodian and principal consistently check the facility for safety concerns and submit a monthly safety report to the District.

The Maintenance Department of the Orange Unified School conducts an inspection of the site each school year. Following the inspection, they complete a Facilities Inspection Tool (FIT).

School Facility Good Repair Status (Most Recent Year)
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: 8/30/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Room 13: Wall paint peeling / Hole in window / Base missing / missing ceiling tile Room 74: Broken light cover / Broken ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	Room 74: Broken light cover / Broken ceiling tile
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Kinder 2: Backroom sink not working Room 11: Drinking fountain not working Room 14: Sink not working Room 32: Drinking faucet not working

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Poor	Custodian room: Spray cans out
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room 13: Wall paint peeling / Hole in window / Base missing / missing ceiling tile
Overall Rating	Good	

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	49	51	57	57	50	50
Mathematics (grades 3-8 and 11)	40	34	43	44	38	39

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	263	97.41	2.59	50.95
Male	121	120	99.17	0.83	46.67
Female	149	143	95.97	4.03	54.55
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	258	253	98.06	1.94	51.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	247	241	97.57	2.43	50.62
English Learners	232	226	97.41	2.59	50.00
Students with Disabilities	45	44	97.78	2.22	11.36
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	270	267	98.89	1.11	34.08
Male	121	120	99.17	0.83	35.83
Female	149	147	98.66	1.34	32.65
Black or African American					
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	258	256	99.22	0.78	34.38
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	--	--	--	--	--
Two or More Races					
Socioeconomically Disadvantaged	247	244	98.79	1.21	34.84
English Learners	232	230	99.14	0.86	33.04
Students with Disabilities	45	44	97.78	2.22	4.55
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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.

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	18.8	6.2	

Note: Percentages are not calculated and double dashes (--) appear in the table 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)

Handy School has very active parent support groups, including our Handy School Association (HSA), ELAC, GRIP Greeters, and School Site Council. HSA raises thousands of dollars and donate many hours to support our school and the academic and social growth of our students. Some of the activities they support include: Earthquake Preparedness, School Pride Assemblies, festivals, Teacher Appreciation Day, Study Trips, Red Ribbon Week, and awards assemblies. School Site Council works on the School Plan for Student Achievement (SPSA) and monitors expeditures from Categorical funds. ELAC actively participates in the development and review of our school plan specifically in regards to education for English Learners and also support our school events. GRIP Greeters provide safety and supervision as the students arrive to campus each day. Parents are welcomed and actively involved in all aspects of the functioning of Handy School.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	1.1	3.2	3.0	2.8	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Each of the district's schools develops and adopts, in accordance with Education Code § 32280 – 32289, a Comprehensive Safe School Plan particular to their site. Each school site is required annually, by March 1st, to have reviewed, and if necessary, updated their Safe School Plan. Each school forwards its Safe School Plan to the district through the office of Student and Community Services. The office of Student and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

A comprehensive disaster plan is in effect and fire and/or earthquake drills are conducted monthly. All schools in the district are linked through an emergency radio contact system, and district radio drills are held periodically to be prepared in case of an actual disaster. Providing a safe environment for our students is of paramount concern at Handy Elementary. Our staff is constantly on the alert to make our school a safe place for students. Each year we update and practice our Emergency Preparedness Plan. All personnel are provided with orange safety vests to wear when on duty. Our School Safety Plan will be updated and reviewed in February 2020.

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	28		3		26		2		30		2	
1	28		2		29		2		32		1	
2	31		2		29		2		31		3	
3	31		2		24	1	3		21	1	2	
4	31		3		31		2		32		1	1
5	29		2		32		2		31		2	
6	26	1	3		29	1	1	2	28		3	
Other**	10	1			8	1			8	1		

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.8

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6030.16	$351.35	$5678.81	$70351.54
District	N/A	N/A	$6616.90	$83,902.00
Percent Difference - School Site and District	N/A	N/A	-15.3	-17.6
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-27.7	-15.8

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Handy Elementary operated the following categorical programs:

*LCFF monies provide for services above and beyond the basic program for foster youth, low socio-econoic, and limited English speaking students. These funds include a portion of the Resource teacher's salary who provides ELD, as well as a community aide. The remainder of LCFF goes to fund the VAPA Conservatory after school classes, Handy's Signature Practice.
*Title 1 monies provide for all students to achieve academic success. The funding is based on the number of students on the free and reduced lunch program. These funds go towards substitutes so that teachers can analyze data, plan, and attend professional development, extra earning for AVID Summer Institute for teachers, a portion of the resource teacher's salary-to provide Tier 2 reading interventions, bilingual stipends and extra earnings to provide interpretation at conferences and meetings, iPads, iPad accessories, instructional software, conference registration fees, and teacher extra earnings for intervention.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$45,901	$48,612
Mid-Range Teacher Salary	$79,070	$74,676
Highest Teacher Salary	$106,421	$99,791
Average Principal Salary (Elementary)	$129,252	$125,830
Average Principal Salary (Middle)	$131,552	$131,167
Average Principal Salary (High)	$153,039	$144,822
Superintendent Salary	$256,476	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	29	29	29

Staff development opportunities were provided through teacher-to-teacher mentoring programs such as Induction and PAR, staff meetings, conferences, and school-based in-service meetings, school facilitators, coaches and district content specialists provide school and district-level staff with curriculum development in identified areas of need.
There was one teacher prep day before the first day of school.
A modified Wednesday schedule was adopted for the 2014-15 school year and continues to be implemented. The days listed above include the work done on Modified Wednesdays. Teachers used this professional development time to learn new instructional strategies and collaborate with their peers to review data and design instruction based on that data.

The standards in the SBAC Reading Claim are the main focus this school year. Teachers are monitoring progress towards this goal using district assessments, Wonders Weekly Skills Tests, lexiles, and Reading Counts points. In addition, teachers are learning about the new Science Adoption: Amplify Science.

The AVID Instructional Leadership Team meet monthly to discuss relevant issues and design staff development for the entire staff. The Instructional Coach provides ongoing coaching and support for our teachers with the assistance of the principal and resource teacher