

Panorama 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	Panorama Elementary School
Street	10512 Crawford Canyon Road
City, State, Zip	Santa Ana, CA 92705
Phone Number	(714) 997-6265
Principal	Jeremy Mortensen
Email Address	jmortensen@orangeusd.org
Website	https://www.orangeusd.org/panorama-elementary-school
County-District-School (CDS) Code	30-66621-6029896

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)

Welcome to the home of the Panorama Panthers! Our school has served as the pride of its community for more than 50 years, and is a top-achieving school in the State of California. We serve approximately 430, Transitional Kindergarten-6th grade, highly motivated students who are challenged daily in a 21st Century, data driven, rigorous environment. The school is proud of its neighborhood feel, where parents play an integral part in the education of their children. Stepping on to our welcoming and well maintained campus, you cannot help but catch our highly contagious Panther Pride. Panorama Elementary School provides a strong academic focus for our students along with an environment that supports the building of positive behavior, social relationships, and individual responsibility. Students' individual needs are a focus for teachers. At Panorama Elementary we feel privileged to be entrusted with our students and do not take our responsibility lightly. Go Panthers!!

All students will leave Panorama Elementary as lifelong, 21st Century learners with the ability to think critically, collaborate effectively, communicate clearly and create with purposeful expression in a diverse, digital world.

Panorama Elementary is dedicated to maximizing the social, emotional and academic achievement of each and every student in a safe and orderly environment. Panthers CARE (Courtesy, Achievement and Responsibility for Everyone) reminds each Panther of the importance of exuding our Panther Pride at all times. Go Panthers!!!

At Panorama, we have placed a huge emphasis in technology in the classroom. We have one to one Chromebooks in grades 4th through 6th in our school, Furthermore, we have over 20 iPads used in each of our primary grades (K 2).

Panorama's site-based Theory of Action was written by a group of staff members that represented the teachers, as part of our CCSS Transition Team duties. The Theory of Action targets all students, with emphasis on scaffolding and differentiation for under-performing student subgroups. It is a fluid document that will be reviewed and revised as the school's needs change as well:

School personnel decided that last year's Theory of Action was not to be dismissed. The staff added areas of the curriculum but is not ready to create completely new goals. The 2019-20 Theory of Action states: "If teachers utilize a balanced instructional design that fosters a learning environment which promotes personal and academic growth through challenges and successes and provides strategies that endorse a purposeful use of technology, then students will demonstrate deep understanding of mathematical practices, ELA and social studies/science concepts through various means of communication."

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

Grade Level	Number of Students
Kindergarten	57
Grade 1	62
Grade 2	63
Grade 3	54
Grade 4	52
Grade 5	53
Grade 6	63
Total Enrollment	404

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1
Asian	11.1
Filipino	1.5
Hispanic or Latino	32.7
White	46.8
Two or More Races	5.9
Socioeconomically Disadvantaged	22
English Learners	8.2
Students with Disabilities	11.1
Foster Youth	0.7
Homeless	0.5

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	15	15	16	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%

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
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%
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)

Panorama Elementary School meets most or all standards for good repair. Panorama has been given a school rating of "Good" according to its most recent facilities Inspection Tool. Work orders have been created/addressed for all items noted as fair/poor with our custodial staff and/or district maintenance department.

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: 8/28/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	ADMINISTRATION OFFICE: 1. ROOF ACCESS HATCH MISSING INSIDE SUPPLY ROOM. 2. BROKEN / CHIPPED VCT RM 13: 1. SOME CEILING TILES NOT ALIGNED CORRECTLY. 2. HANDRAILS NEED PAINTING RM 4: 1. HOLE IN CEILING TILE UPPER GIRLS RESTROOM: 1. SMALL HOLES IN WALLS 2. SMALL PIPES COMING OUT OF THE WALL, NEED TO BE REMOVED.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	DAY CARE: 1. EXHAUST FAN IS HANGING
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	ADMINISTRATION OFFICE: 1. ROOF ACCESS HATCH MISSING INSIDE SUPPLY ROOM. 2. BROKEN / CHIPPED VCT RM 10: RM 15: 1. RAMP HAND RAILS LOOS AND IN NEED OF PAINTING.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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)	78	77	57	57	50	50
Mathematics (grades 3-8 and 11)	65	74	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	225	223	99.11	0.89	77.13
Male	104	103	99.04	0.96	75.73
Female	121	120	99.17	0.83	78.33
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	26	26	100.00	0.00	88.46
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	70.83
Native Hawaiian or Pacific Islander					
White	107	106	99.07	0.93	82.08

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	16	16	100.00	0.00	56.25
Socioeconomically Disadvantaged	55	54	98.18	1.82	57.41
English Learners	30	30	100.00	0.00	70.00
Students with Disabilities	30	30	100.00	0.00	46.67
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	225	223	99.11	0.89	73.54
Male	104	103	99.04	0.96	75.73
Female	121	120	99.17	0.83	71.67
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	26	26	100.00	0.00	88.46
Filipino	--	--	--	--	--
Hispanic or Latino	73	72	98.63	1.37	61.11
Native Hawaiian or Pacific Islander					
White	107	106	99.07	0.93	77.36
Two or More Races	16	16	100.00	0.00	75.00
Socioeconomically Disadvantaged	55	54	98.18	1.82	62.96
English Learners	30	30	100.00	0.00	73.33
Students with Disabilities	30	30	100.00	0.00	53.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	20.8	26.4	39.6

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)

With an amazing level of parent and community support, there are many opportunities for parent leadership. Parents hold positions of leadership on campus in activities and groups such as; School Site Council, PTA, Fundraising, Technology Committee, Talent Show, Room Parents, Reading Support, Library Enhancement, Art Masters, classroom volunteers and Family Fun Nights. Our parents are trained by school and district staff to assist in our school's instructional programs. Parents have opportunities to provide direct input regarding school programs. Fundraising efforts, through the generous and strong support of the parents and community, have enhanced our school's programs greatly. Parent education nights and family fun nights are presented throughout the school year in order to increase the connection between Panorama and our parent community. Parents may contact the PTA via email through Panoramapta@gmail.com. Mr. Mortensen may be contacted regarding parent involvement via jmortensen@orangeusd.org.

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	0.0	0.2	0.0	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 Child Welfare and Attendance. The office of School and Community Services provides plan development assistance to the schools and maintains a file of individual school plans available for inspection by the public.

Panorama Elementary School provides a safe and positive learning environment for all students. Gates are locked during the day to prevent unauthorized access to the school grounds. To maintain security, visitors to our school are required to enter through the office and check-in for identification purposes. This year with the financial support of our PTA, Panorama will have an electronic check-in system beginning in the 2019-2020 school year, called School Safe ID which scans each volunteer/visitor's State-issued ID and checks the sex offender database and gives instant notifications to the principal.

Teachers are trained in district procedures regarding student safety. Maintaining the safety and functionality of Panorama Elementary is of utmost importance. Classroom doors are kept locked during the day, and each room is equipped with a "Lock Blok" device in order to make lock-down situations more safe for teachers. A comprehensive safety and disaster plan is in effect and practiced twice a year. Fire and/or earthquake drills are conducted monthly. Panorama's PTA purchased equipment and supplies for every classroom for emergency use.

Each classroom is equipped with a two-way radio to enhance communication in an emergency situation. A school-wide phone network has been upgraded to enhance safety partnered with Blackboard Connect system that enables administrators to schedule, send, and track personalized voice messages to their school community for outreach and emergency purposes. In addition, all schools in the district are linked through an emergency radio contact system and district radio drills are held periodically for preparation in case of emergency. The staff and community work together to maintain a safe campus; including partnerships with our local Fire Authority, Orange County Sheriff Department, and California Highway Patrol.

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	30		2		30		2		29		2	
1	28		2		30		2		31		2	
2	30		2		28		2		32		2	
3	30		2		31		2		27		2	
4	28		2		28		2		26		2	
5	31		1		31		2		27		2	
6	27		3		24		2		32		2	
Other**												

*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)	.7

*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	\$5300.99	\$2.86	\$5298.13	\$74248.69
District	N/A	N/A	\$6616.90	\$83,902.00
Percent Difference - School Site and District	N/A	N/A	-22.1	-12.2
State	N/A	N/A	\$7,506.64	\$82,403.00
Percent Difference - School Site and State	N/A	N/A	-34.5	-10.4

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)

The following support services are available to meet the needs of all students:

- Intervention/remediation/acceleration programs
- Support for ELD instruction
- Instructional Assistants (Special Education)
- Staff Professional Development
- Researched proven, supplemental instructional materials

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	18	18	18

Panorama's Theory of Action for the 2019-2020 school-year is as follows:

School personnel decided that last year's Theory of Action was not to be dismissed. The staff added areas of the curriculum but is not ready to create completely new goals. The 2019-20 Theory of Action states: "If teachers utilize a balanced instructional design that fosters a learning environment which promotes personal and academic growth through challenges and successes and provides strategies that endorse a purposeful use of technology, then students will demonstrate deep understanding of mathematical practices, ELA and social studies/science concepts through various means of communication."

In order to achieve this goal, we focused our training on specific strategies and best practices, including; our District-adopted ELA program, Wonders, Thinking Maps, Write From the Beginning and beyond, RTI (2), Vocabulary Development, GLAD, and Progress Monitoring using DIBELS Next. Teachers have been trained to utilize VPort, , the online portion of DIBELS Next. In addition, many of them take advantage of PowerSchool, in order to maintain open communication with families. Panorama's 4th, 5th, and 6th-grade students also are AVID trained and have implemented BYOD (Bring Your Own Device) in their classrooms. They are supported one day per week by an Instructional Specialist from Educational Technology at OUSD.

Our District focus, this year, is our District-adopted ELA Program, Wonders, as well as continuing to focus on writing in the 21st Century. As a district, we have adopted Wonders for ELA and Write From the Beginning and Beyond (WFTB) for grades K-6. Teachers get trained in Wonders and WFTB as well as mathematics strategies using the District-adopted enVision Math program once a month, as well as a site professional development that have included training on Direct Instruction, Student Engagement, Technology in the Classroom, etc. Our teachers continue to participate in training on WFTB as well. Training was provided by Panorama and district staff, and time was given for planning. Follow up planning and for implementation of these units is done during modified Wednesdays.

The "Growth Mindset" continues to be an emphasis at Panorama. Well versed in Carol Dweck's research at Stanford, the Panorama staff incorporates Growth Mindset into both daily lessons and standalone lessons. Growth Mindset can be seen in teacher comments, student discussions, on bulletin boards, woven into lessons, etc.

Kindergarten and Fourth through Sixth grade have now been trained in AVID (Advancement Via Individual Determination). This marks Panorama's fourth year doing AVID and the site plan involves organization and Individual Determination.

This year's Theory of Action also contains a focus on purposeful technology. Technology continues to be an area of emphasis and an integral piece of the instructional program and it is utilized to increase engagement and academic achievement. The focus of the Panorama technology plan is to integrate technology as a tool for learning, rather than an end in itself. Students have access to the use of technology for communication, collaboration, critical thinking, and creativity daily. Third, through sixth grade have one to one Chromebooks and Kindergarten through second grade have a minimum of 20 iPads in each classroom. Digital Literacy is highlighted as students work as responsible digital citizens.

The Panorama staff consistently achieves and maintains the highest academic standards for all students. Panorama educators are expected to continually grow as educators by attending professional development opportunities and building an internal expertise. Teachers in grades K-2 attended "Daily Five" training, and work together on implementation. They have opportunities to observe each other, and visit other district schools that are further along in implementation.

Educators new to the profession are supported by Orange Unified's CTIP Program as well as on-site teacher mentoring, staff meetings, conferences, and school-based in-service meetings. Master Teachers, who support student teachers from various local universities, have received specific training in Common Core implementation and coaching. Modified Wednesdays allow all grade levels at Panorama to meet weekly as a full staff and in Professional Learning Communities. In addition, all staff meets twice a month for professional development training and staff meetings.