

Panorama Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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/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 <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.

About This School

Contact Information (School Year 2018-19)

School 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
E-mail Address	jmortensen@orangeusd.org
Web Site	https://www.orangeusd.org/panorama-elementary-school
CDS Code	30-66621-6029896

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

School Description and Mission Statement (School Year 2018-19)

Welcome to the home of the Panorama Panthers! Our school has served as the pride of its community for more than 45 years, and is a top-achieving school in the State of California. We serve approximately 400, 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 BYOD in grades 4th through 6th in our school, one on one chrome books in 3rd grade, and a cart to share per grade level (2 teachers) in K through 2nd grades. Furthermore, we have over 50 iPads used in the primary grades and all but two teachers using them for instruction throughout our school. Our goal is to go one to one in all classrooms by the end of 2018-2019 with the support of OUSD's BYOD/1-1 programs.

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 2018-19 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 2017-18)

Grade Level	Number of Students
Kindergarten	60
Grade 1	60
Grade 2	56
Grade 3	62
Grade 4	55
Grade 5	62
Grade 6	47
Total Enrollment	402

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.2
Asian	9.7
Filipino	0.5
Hispanic or Latino	29.9
Native Hawaiian or Pacific Islander	0.0
White	51.5
Socioeconomically Disadvantaged	17.9
English Learners	7.7
Students with Disabilities	9.5
Foster Youth	0.0

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	15	15	1246
Without Full Credential	0	0	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	13

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: October 11, 2018

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. 16-18-19 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 October 11, 2018.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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	Pearson/Scott Foresman Science Program adopted in 2008 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%
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. It was selected from the most recent list of standards based materials adopted by the State Board of Education consistent with the textbook adpotion cycle. Fully available to all students.	Yes	N/A

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.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 7/10/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CARES Portable: 2: Exhaust fan in R/R rattles and vent is hanging down 12: Sloped ramp transition to asphalt has trip hazard. Women's Staff R/R: 2: Women's staff restroom fan is very loud
Interior: Interior Surfaces	Good	Room 15 Portable Work Station: 4: Carpet dirty; walls need paint 15: Wood ramp and wood stairs are deteriorating, loose and rotting creating a safety hazard. Was informed that the rooms are only used for junk storage.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Boy's RR: 9: Sink pulled away from wall, loose
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	CARES Portable: 2: Exhaust fan in R/R rattles and vent is hanging down 12: Sloped ramp transition to asphalt has trip hazard. Lunch Table Cover: 12: Cover has broken slats and dry-rot 15: Northeast perimeter fence is leaning severely Room 15 Portable Work Station: 4: Carpet dirty; walls need paint 15: Wood ramp and wood stairs are deteriorating, loose and rotting creating a safety hazard. Was informed that the rooms are only used for junk storage.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Lunch Table Cover: 12: Cover has broken slats and dry-rot 15: Northeast perimeter fence is leaning severely Playground North: 14: See PlaySafe audit July '17

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 7/10/2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	76.0	78.0	54.0	57.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	65.0	40.0	43.0	37.0	38.0

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	214	97.72	77.57
Male	102	99	97.06	73.74
Female	117	115	98.29	80.87
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100.00	78.95
Hispanic or Latino	63	62	98.41	69.35
White	124	120	96.77	81.67
Two or More Races	11	11	100.00	72.73
Socioeconomically Disadvantaged	43	42	97.67	64.29
English Learners	24	24	100.00	70.83
Students with Disabilities	26	24	92.31	41.67

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 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	219	214	97.72	65.42
Male	102	99	97.06	63.64
Female	117	115	98.29	66.96
American Indian or Alaska Native	--	--	--	--
Asian	19	19	100	73.68
Hispanic or Latino	63	62	98.41	61.29
White	124	120	96.77	64.17
Two or More Races	11	11	100	81.82
Socioeconomically Disadvantaged	43	42	97.67	50
English Learners	24	24	100	70.83
Students with Disabilities	26	24	92.31	37.5

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.8	23.7	39.0

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 2018-19)

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.5	0.0	0.2	3.1	3.1	2.8	3.7	3.7	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 2018-19)

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 2018-2019 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	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	30		2		30		2		30		2	
1	29		2		28		2		30		2	
2	29		2		30		2		28		2	
3	28		2		30		2		31		2	
4	32		1		28		2		28		2	
5	28		3		31		1		31		2	
6	33		1	1	27		3		24		2	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	0.4	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4831.23	\$3.08	\$4828.15	\$73,460.08
District	N/A	N/A	\$6,246.38	\$82,084
Percent Difference: School Site and District	N/A	N/A	-25.6	-11.1
State	N/A	N/A	\$7,125	\$80,764
Percent Difference: School Site and State	N/A	N/A	-38.4	-9.5

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 2017-18)

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

Support from 50% Elementary Response to Intervention teacher

- Researched proven, supplemental instructional materials

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,001	\$47,903
Mid-Range Teacher Salary	\$77,520	\$74,481
Highest Teacher Salary	\$104,334	\$98,269
Average Principal Salary (Elementary)	\$124,320	\$123,495
Average Principal Salary (Middle)	\$130,865	\$129,482
Average Principal Salary (High)	\$150,755	\$142,414
Superintendent Salary	\$240,000	\$271,429
Percent of Budget for Teacher Salaries	34.0	35.0
Percent of Budget for Administrative Salaries	5.0	5.0

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

Professional Development (Most Recent Three Years)

Our staff revised our Theory of Action in the fall prior to the 2018-2019 school-year.

It now states:

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 2018-19 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.

Fourth through Sixth grade have now been trained in AVID (Advancement Via Individual Determination). This marks Panorama's third 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. Not only are there over 100 devices that may be utilized by students throughout the day, fourth, fifth and sixth graders participate in Panorama's Bring Your Own Device program. 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.