Panorama Elementary School
School Accountability Report Card
Reported Using Data from the 2015-16 School Year
Published During 2016-17

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 2016-17)

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	www.panoramapanthers.org
CDS Code	30-66621-6029896

District Contact Information	
District Name	Orange Unified School District
Phone Number	(714) 628-4000
Superintendent	Michael L. Christensen
E-mail Address	superintendent@orangeusd.k12.ca.us
Web Site	www.orangeusd.k12.ca.us

School Description and Mission Statement (School Year 2016-17)

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!!

Mission: The Mission of Panorama Elementary School is to prepare our students in the 21st century by providing all students with the skills, knowledge, and attitudes necessary to reach their potential and effectively function as contributing members of society within the context of a rapidly changing world.

Vision: 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.

Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	59
Grade 1	58
Grade 2	58
Grade 3	55
Grade 4	48
Grade 5	67
Grade 6	65
Total Enrollment	410

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	0.5
Asian	10
Filipino	0.5
Hispanic or Latino	24.1
Native Hawaiian or Pacific Islander	0
White	55.6
Two or More Races	5.6
Socioeconomically Disadvantaged	15.1
English Learners	7.3
Students with Disabilities	10
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	15	15	15	1279
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	100.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: October 13, 2016

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. 13-16-17 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 13, 2016.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin R/LA Program adopted in 2009 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. Prentice Hall, Timeless Voices, Timeless Themes Adopted in 2003 (Grade 6) selected from the 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%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of 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%
Foreign Language	N/A	Yes	N/A
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
Visual and Performing Arts	N/A	Yes	N/A
Science Laboratory Equipment (grades 9-12)	N/A	Yes	N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Panorama Elementary School meets most or all standards for good repair. No deficiencies were noted in any area of the school. Panorama has been given a school rating of "Exemplary" according to its most recent facilities Inspection Tool.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/12/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Portables 13 & 14: 4: Flooring worn and could use replacement
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/12/2016			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	77	82	50	53	44	48
Mathematics	64	62	38	40	34	36

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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	55	55	100.0	72.7
	4	47	45	95.7	82.2
	5	67	66	98.5	86.4
	6	65	65	100.0	84.6
Male	3	25	25	100.0	68.0
	4	22	22	100.0	77.3
	5	36	35	97.2	85.7
	6	38	38	100.0	89.5
Female	3	30	30	100.0	76.7
	4	25	23	92.0	87.0
	5	31	31	100.0	87.1
	6	27	27	100.0	77.8
Black or African American	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	11	11	100.0	72.7
	4	11	11	100.0	72.7
	5	14	14	100.0	78.6
	6	15	15	100.0	73.3
White	3	34	34	100.0	73.5
	4	32	30	93.8	83.3
	5	43	42	97.7	85.7
	6	32	32	100.0	81.3
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--
	4	--	--	--	--
	5	16	16	100.0	81.3
	6	--	--	--	--
English Learners	3	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	55	55	100.0	67.3
	4	47	45	95.7	57.8
	5	67	66	98.5	47.0
	6	65	65	100.0	75.4
Male	3	25	25	100.0	68.0
	4	22	22	100.0	63.6
	5	36	35	97.2	60.0
	6	38	38	100.0	89.5
Female	3	30	30	100.0	66.7
	4	25	23	92.0	52.2
	5	31	31	100.0	32.3
	6	27	27	100.0	55.6
Black or African American	3	--	--	--	--
American Indian or Alaska Native	4	--	--	--	--
	5	--	--	--	--
Asian	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Filipino	5	--	--	--	--
	6	--	--	--	--
Hispanic or Latino	3	11	11	100.0	54.5
	4	11	11	100.0	45.5
	5	14	14	100.0	28.6
	6	15	15	100.0	40.0
White	3	34	34	100.0	70.6
	4	32	30	93.8	56.7
	5	43	42	97.7	45.2
	6	32	32	100.0	78.1
Two or More Races	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
Socioeconomically Disadvantaged	3	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	--	--	--	--
	5	16	16	100.0	50.0
	6	--	--	--	--
English Learners	3	--	--	--	--
	6	--	--	--	--
Students with Disabilities	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--
Foster Youth	3	--	--	--	--
	4	--	--	--	--
	5	--	--	--	--
	6	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	87	87	82	73	68	64	60	56	54

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.

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.

CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	67	66	98.5	81.8
Male	36	35	97.2	91.4
Female	31	31	100.0	71.0
Hispanic or Latino	14	14	100.0	71.4
White	43	42	97.7	83.3
Socioeconomically Disadvantaged	16	16	100.0	75.0

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

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

• Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	12.1	30.3	42.4

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 Parental Involvement State Priority (Priority 3):

• Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

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 School Climate State Priority (Priority 6):

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	0.5	0.0	0.5	3.6	2.8	3.1	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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. 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.

Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	31		2		30		2		30		2	
1	29		2		32		2		32		2	
2	32		1		29		2		29		2	
3	32		1	2	29		1		29		1	
4	34			2	30		3		30		3	
5	27		1		27		2		27		2	
6	29		2		30		2		30		2	

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 2015-16)

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	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	3985.47	37.44	3948.04	56681.95
District	N/A	N/A	$3,840	$78,819
Percent Difference: School Site and District	N/A	N/A	5.4	-18.4
State	N/A	N/A	$5,677	$75,837
Percent Difference: School Site and State	N/A	N/A	-24.3	-17.5

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

Types of Services Funded (Fiscal Year 2015-16)

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 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$43,270	$45,092
Mid-Range Teacher Salary	$74,538	$71,627
Highest Teacher Salary	$100,322	$93,288
Average Principal Salary (Elementary)	$122,017	$115,631
Average Principal Salary (Middle)	$123,406	$120,915
Average Principal Salary (High)	$143,744	$132,029
Superintendent Salary	$240,000	$249,537
Percent of Budget for Teacher Salaries	39%	37%
Percent of Budget for Administrative Salaries	5%	5%

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 wrote a Theory of Action during the summer prior to the 2014-2015 school-year, and updated it in the fall of 2015. It now states: If teachers utilize a balanced instructional design to create a 21st century, growth-minded learning environment (4Cs), that includes DOK/Questioning strategies, and purposeful use of technology, then students will communicate deep understanding through speaking, writing and using technology. Professional Development is modeled around this Theory of Action.

In order to achieve this goal, we focused our training on specific strategies and best practices, including; 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 Haiku, in order to maintain open communication with families. Panorama's 4th, 5th, and 6th grade students have implemented BYOD (Bring Your Own Device) in their classrooms. They are supported one day per week by and Instructional Specialist from Educational Technology at OUSD.

Our District focus, this year, is on writing in the 21st Century. As a district, we have adopted Write Form the Beginning and Beyond (WFTB) for grades K-6.   Teachers get trained in WFTB as well as mathematics strategies using "Number Talks" once a month, as well as a site professional development that have included trainings on Direct Instruction, Student Engagement, Technology in the Classroom, etc. Two teachers and the principal are also going to the national CUE Conference from March 15th through March 18th, 2017 to receive more training on technology in the school and classroom and are bringing the information back to share and train the teachers for the remaining part of 2016-2017 and into the 2017-2018 school year . In August 2016, our teachers participated in training on WFTB. 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. Panorama's "Transition Team" serves as a support for teachers on this journey.

The "Growth Mindset" is 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.

Sixth grade has been trained in AVID (Advancement Via Individual Determination). This marks Panorama's second 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. Moreover, two teachers and the principal are also going to the national CUE Conference from March 15th through March 18th, 2017 to receive more training on technology in the school and classroom and are bringing the information back to share and train the teachers for the remaining part of 2016-2017 and into the 2017-2018 school year .

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.