What is Education For?

Ojai Chautauqua Series on Education
Sunday, August 25, 2019 · 3:00-5:00PM

We wish to thank our panelists for giving their time and expertise to this critical matter. We hope this afternoon will provide insight and community support as we share information and explore solutions.
The Ojai Chautauqua is part of a 150-year tradition that has thrived across the United States since the 19th century. The concept of the Chautauqua is to build community by bringing together ideas, entertainment, discussion, and expertise to local family and community gatherings. Former U.S. President Theodore Roosevelt is quoted as saying that the Chautauqua is “The most American thing in America.”

Ojai has modernized the Chautauqua tradition by focusing on today’s need to improve civil discourse on controversial subjects, where passions tend to run high. Civil discourse is noticeably absent from many aspects of contemporary life. The result of this failing is not only sad… It is dangerous. Through the Ojai Chautauqua, we hope to develop this essential ability so that together we can affect a positive change that extends far and wide. Visit www.ojaichat.org to view our past panels, to learn about future events, and to contribute to this endeavor.

Ojai Chautauqua Panel

Tom Krause
Tom is one of the founders of the Ojai Chautauqua. Over the last 40 years, Tom has been an entrepreneur, consultant and frequent author and speaker on topics such as culture change, cognitive bias, leadership development, executive decision-making, organizational and patient safety. He is a member of the Board of Visitors and Governors for St. John’s College, the Board of Directors of Thomas Aquinas College, and the Board of California State University Channel Islands. Tom has a Ph.D. in psychology from the University of California-Irvine, and a Masters degrees from St. John’s College.

Jim Bailey
Jim is the co-founder of Rock Tree Sky. He has been teaching in the Ojai Valley for 18 years. He brings his experience from an eighth grade physical science classroom and his years as an elementary science specialist for the Ojai Unified School District. In addition to his work in the classroom he has facilitated several years of youth mentorship through the Ojai Valley Youth Foundation. His current self-directed education focuses on the design of informal learning environments and loose parts play theory. He is a certified California Naturalist and enjoys studying the geology, insects, micro-invertebrates, and birds of the Ojai Valley.
Meredy Benson Rice
Meredy has been an educator for over 30 years. She has worked at Oak Grove School in various capacities (high school English teacher, Director of High School, Head of School) and is currently the Director of Teaching & Learning, a position that supports teachers in classroom practice and curricular development. She has also taught at Happy Valley School (now Besant Hill) and was the Assistant Head of School for Academics at Villanova Preparatory School. Meredy holds a Masters in Educational Leadership from Columbia University. She is a strong advocate for small schools with a strong focus on community, relationship, self-awareness, and a focus on the common good.

Katie Braude
Katie co-founded Speak UP in March 2016 with a group of LAUSD parents who want a more powerful voice in education policy. Katie’s participation in public education efforts in Los Angeles spans three decades. In the 1990s, when her children were attending LAUSD schools, she helped lead parents, teachers, and administrators to design and launch the Palisades Charter School Complex, the first K–12 public charter school complex in the country. From 2005–2010, Katie served as Director of Advancement to the KIPP LA schools. Katie was a member of the Los Angeles County Board of Education from 2011–2017.

Tiffany Morse
Tiffany is the Superintendent of Ojai Unified School District. She began the position in July 2019. Before that Tiffany was the Executive Director of Career Education and the Director of Charter School Support and Oversight at the Ventura County Office of Education. She is a former math, science, and technology teacher and spent time working in the California Department of Education as a division consultant for English learner and curriculum support. Tiffany holds a Ph.D. in Curriculum & Instruction from the University of Nevada, Reno.

Elizabeth Reyes
Elizabeth is a tutor (professor) at Thomas Aquinas College. The four-year interdisciplinary course of study uses original writings of the great philosophers, historians, mathematicians, poets, scientists, and theologians of the West. There are no textbooks nor classroom lectures. The curriculum is a sustained conversation in the form of tutorials, seminars, and laboratories guided by tutors, each of which teach across the entire curriculum. Elizabeth earned a doctorate degree in literature from the University of Dallas.

Richard Yao
Richard is Vice President for Student Affairs at CSUCI, where he has been working with the school’s leadership to ensure that Student Affairs programs are in alignment with the academic mission of the University. Prior to CSUCI, Richard worked with individuals with chronic and persistent mental illness, as well as youth with severe emotional disturbance. He then focused on forensic psychological assessments, with an emphasis on juvenile certification evaluations for the Juvenile Court and Public Defender’s Office. Richard earned a Ph.D. in Clinical Psychology from Fielding Graduate University.
Content Summary

The First Panel in a Series on Education

1) What is the purpose of education?
2) What are the measurements in place to determine the effectiveness of our schools?
3) What are the values we want our schools to introduce and reinforce?

Possible Topics For Future Panels

1) Has standardized testing made a positive difference in the public school system?
2) Has Common Core, as a standard, been an improvement?
3) Have charter schools been a help or a hindrance in furthering effective public education?
4) Should everyone go to college? What alternatives are in place?
5) How is education funding prioritized in the United States, especially in California?
6) Should college and vocational schools be free? How would our society bring this about?
7) What are the benefits and downsides of vouchers?
8) What does liberal education mean for today’s students?
9) What are the skills we need our young people to know to succeed in the 21st century.
Educational Mission Statements

Source: California State Board of Education

Vision

All California students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.

Mission

Create strong, effective schools that provide a wholesome learning environment through incentives that cause a high standard of student accomplishment as measured by a valid, reliable accountability system.

Goals

1. Standards. Adopt and support rigorous academic content and performance standards in the four core subjects for kindergarten and grades 1 through 12. (English Language Arts/Literacy/Development, History–Social Science, Mathematics, Science.)

2. Achievement. Ensure that all students are performing at grade level or higher, particularly in reading and math, at the end of each school year, recognizing that a small number of exceptional needs students must be expected, challenged, and assisted to achieve at an individually determined and appropriately high level. Advocate for mandatory intervention for every child not at grade level. Do everything possible to ensure that “the job is done right in the first place”.

3. Assessment. Maintain policies assuring that all students receive the same nationally normed and standards-based assessments, grades 2 through 11, again recognizing that a small number of exceptional needs students must be separately and individually assessed using appropriate alternative means to determine achievement and progress.
Educational Mission Statements

Source: Ojai Unified School District

- My community’s value of environmental stewardship is reflected in my school
- My academics are meaningful, engaging, and challenging
- I learn the essential standards in each grade
- My community’s value of an inclusive culture is reflected in my school
- My community’s value of creativity is reflected in my school
- My community’s value of wellness is reflected in my school
- It feels good to be here
  - People are kind and care about me
  - I have what I need to learn
  - I have the tools I need to overcome difficulties
  - When I make a mistake, I can learn from it
  - My parents have assistance to support me
- I get help when I need it
- I have opportunities to extend my learning
Educational Mission Statements

**Source:** California State University Channel Islands

**Vision**

All California students of the 21st century will attain the highest level of academic knowledge, applied learning and performance skills to ensure fulfilling personal lives and careers and contribute to civic and economic progress in our diverse and changing democratic society.

**Mission**

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

**Mission-Based Learning Outcomes**

CI graduates will possess an education of sufficient breadth and depth to appreciate and interpret the natural, social and aesthetic worlds and to address the highly complex issues facing societies. Graduates will be able to:

- Identify and describe the modern world and issues facing societies from multiple perspectives including those within and across disciplines, cultures and nations (when appropriate).

- Analyze issues, and develop and convey to others solutions to problems using the methodologies, tools and techniques of an academic discipline.
Educational Mission Statements

Source: Oak Grove School

Mission

Inspired by the original intent and statement of philosophy left by the school’s founder J. Krishnamurti, the mission of Oak Grove School is to assist students in developing those qualities of mind, heart, and body that will enable them to function with excellence, care, and responsibility in the modern world. In addition, it is the intention of the school to offer a place where the whole community can inquire together into the perennial questions of humankind and explore an approach to life that is whole, mindful and intelligent.

The school does this by:

Providing a well-rounded and challenging academic experience balanced with a rich extracurricular program in fine, performing and practical arts, physical fitness, environmental and outdoor education, community service and travel.

Creating an environment for learning – A Climate of Inquiry – that is safe, friendly, non-competitive and encourages open-mindedness and a spirit of inquiry.

Encouraging close relationship between students and teachers as well as close contact between school and home and open, honest, and caring communication protocols amongst all members of the school community.

Supporting an approach to learning that emphasizes depth over coverage, project-based learning, a model of student-as-worker/teacher-as-coach, a genuine appreciation of each student’s unique capabilities, and the balance of traditional testing with authentic assessment practices such as portfolios, demonstrations of learning and student exhibitions.

Encouraging students to use their minds, bodies and hearts well through the overarching themes expressed within The Art of Living & Learning that are embedded in the school’s culture, curriculum, classroom practice and expectations of students.
Mission

Thomas Aquinas College believes that to learn is to discover and grow in the truth about reality. It is the truth, and nothing less, that sets men free. And because truth is both natural and supernatural, the College offers an academic program that aims at both natural and divine wisdom.

This curriculum presents the arts and sciences of liberal education as a comprehensive whole. There are no majors, no minors, no electives, and no specializations. The four-year interdisciplinary course of study makes use of the original writings of the great philosophers, historians, mathematicians, poets, scientists, and theologians of the West. Homer, Herodotus, Plato, Euclid, Aristotle, St. Augustine, Shakespeare, Einstein, and especially St. Thomas Aquinas are among the authors read.

There are no textbooks. There are also no lectures in the classroom. The curriculum is a sustained conversation in the form of tutorials, seminars, and laboratories guided by tutors who assist students in the work of reading, analyzing, and evaluating these great books. Students develop the lost tools of inquiry, argument, and translation – in critically reading and analyzing texts, in mathematical demonstration, and in laboratory investigation.

Equipped with these tools, the graduates are fortified to undertake any area of study, professional training, or vocation. Grounded in the arts of thinking and with a broad, integrated vision of the whole of life and learning, every subject becomes an open door. Even more important, alumni are prepared to live well the life of the free citizen and of the Christian.
Mission

The mission of Rock Tree Sky is to cultivate a learning community where everyone develops their whole self, through owning their learning in relationship with others. Rock tree sky offers a transformational education for youth ages 5 through 18, by providing structures, programs, and environments that support key values:

Community Collaboration

Learning is socially embedded as youth and mentors collaborate to serve the community. Learning opportunities are given purpose because they serve the RTS community, like farm to table meal planning and lunch preparation, or because they serve the wider community, as in our campaign to reduce single-use plastic water bottles. Following the model of extended family, all ages collaborate in work and play. Youth of different developmental levels inspire one another to stretch, and competition is diffused by the innocence of younger children. On-going collaboration is modeled by adults and nurtured in learners.

Learner Agency

Learners have choice in what they explore, and when they rest or play. We recognize that humans are naturally curious, intelligent creatures and respect children’s ability to construct knowledge from the world around them. When mentors are enthusiastic and open, youth will naturally gravitate to what they are ready to learn. We trust a child’s personal sense of pacing and interest to guide us in what we explore. Together, learners, parents, and mentors share the responsibility of educating oneself and the community.

Learners tinker and innovate, building competencies in a context that is relevant to their lives. RTS has joined the makerspace movement, where students use both new technologies and traditional tools to work on real, and personally meaningful projects. Learners take on projects with community partners in business and non-profit organizations. This provides a real audience, real expectations, and real time lines for learners’ developing skills and innovations.

Mentor Role: *create a rich environment* *facilitate off campus activities to “expand the classroom walls” into the natural world and community* *model engagement by offering activities, projects, and lessons to the community* *assist learners in identifying and navigating obstacles to their natural desire and propensity to learn*

Learner Role: *develop self-direction and time management skills through supported practice in choosing day to day activities*

Making Meaning

Learners tinker and innovate, building competencies in a context that is relevant to their lives. RTS has joined the makerspace movement, where students use both new technologies and traditional tools to work on real, and personally meaningful projects. Learners take on projects with community partners in business and non-profit organizations. This provides a real audience, real expectations, and real time lines for learners’ developing skills and innovations.
An Educator’s Guide to the “Four Cs”
Preparing 21st Century Students for a Global Society

All educators want to help their students succeed in life. What was considered a good education 50 years ago, however, is no longer enough for success in college, career, and citizenship in the 21st century.

The “21st Century Skills” movement is more than a decade old. Yet, educators still pose important questions about how to move 21st century education forward. NEA has been an advocate of the 21st century education movement from its inception and wants to empower educators to move it forward in their own practice.

Ten years ago, NEA helped establish the Partnership for 21st Century Skills (P21) and in 2002 began a two-year journey to develop what became known as a “Framework for 21st Century Learning,” highlighting 18 different skills. In the last eight years, 16 states joined P21 and agreed to build 21st century outcomes into their standards, professional development, and assessments.

Over the years it became clear that the framework was too long and complicated. To resolve this issue, we interviewed leaders of all kinds to determine which of the 21st century skills were the most important for K-12 education. There was near unanimity that four specific skills were the most important. They became known as the “Four Cs”:

- critical thinking,
- communication,
- collaboration, and
- creativity.

Now the challenge is building the “Four Cs” into K-12 education. Discussions on this topic are pending at the federal and state levels and in many school districts around the country. To encourage more members and leaders to incorporate this policy into their own instruction, NEA developed this guide to introduce educators to the concept, stress the importance of the “Four Cs,” and put 21st century education into classroom practice.
Federal Government Spending

Source: Congressional Budget Office

THE FEDERAL BUDGET IN 2018

Mandatory Spending
12.5% of GDP $2.5 Trillion

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<thead>
<tr>
<th>Category</th>
<th>Percentage of GDP</th>
<th>Outlays</th>
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<tbody>
<tr>
<td>Social Security</td>
<td>4.9%</td>
<td>$982 Billion</td>
</tr>
<tr>
<td>Defense</td>
<td>3.1%</td>
<td>$623 Billion</td>
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<tr>
<td>Medicare</td>
<td>2.9%</td>
<td>$382 Billion</td>
</tr>
<tr>
<td>Medicaid</td>
<td>1.9%</td>
<td>$389 Billion</td>
</tr>
<tr>
<td>Other</td>
<td>2.8%</td>
<td>$570 Billion</td>
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Net Interest 1.6% of GDP $325 Billion

Outlays for Medicare minus income from premiums and other offsetting receipts

Outlays for unemployment compensation, federal civilian and military retirement, some veterans’ benefits, the earned income tax credit, the Supplemental Nutrition Assistance Program, and other mandatory programs, minus income from offsetting receipts

Outlays for many programs related to transportation, education, veterans’ benefits, health, housing assistance, and other activities

Revenues
16.5% of GDP $3.3 Trillion

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<tr>
<th>Category</th>
<th>Percentage of GDP</th>
<th>Revenues</th>
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<tbody>
<tr>
<td>Individual Income Taxes</td>
<td>5.5%</td>
<td>$1.2 Trillion</td>
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<tr>
<td>Corporate Income Taxes</td>
<td>1.0%</td>
<td>$205 Billion</td>
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<tr>
<td>Other</td>
<td>13%</td>
<td>$271 Billion</td>
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</tbody>
</table>

Payroll Taxes 5.8% of GDP $1.2 Trillion

Excise taxes, estate and gift taxes, customs duties, remittances from the Federal Reserve, and miscellaneous fees and fines

Debt held by the public is roughly equal to the sum of annual deficits and surpluses.

Debt held by the public as a percentage of GDP, on average, over the past 50 years
2.9%

Deficit in 2018 $0.8 Trillion

Deficit as a percentage of GDP in 2018 3.9%

Deficit as a percentage of GDP, on average, over the past 50 years
2.9%

Debt held by the public as a percentage of GDP at the end of 2018
78%

Debt held by the public as a percentage of GDP, on average, over the past 50 years
42%

Average Deficit, 1969 to 2018

Average Debt, 1969 to 2018

CATEGORIES OF THE BUDGET

Mandatory Spending
Primarily payments for benefit programs for which laws set eligibility rules and benefit formulas

Discretionary Spending
Spending that lawmakers control through annual appropriation acts

Net Interest
The government’s interest payments on debt held by the public, offset by interest income the government receives

Revenues
Funds collected from the public that arise from the government’s exercise of its sovereign powers
Federal Discretionary Spending

Source: Congressional Budget Office

A CLOSER LOOK AT DISCRETIONARY SPENDING
Spending that lawmakers control through annual appropriation acts

AT A GLANCE

$1.3 Trillion
Discretionary outlays by the federal government in 2018

$0.6 Trillion
Outlays for national defense, which accounted for nearly half of the discretionary total in 2018

7.2%
Average discretionary outlays as a percentage of GDP between 1998 and 2017

6.2%
Discretionary outlays as a percentage of GDP in 2018

TRENDS IN DISCRETIONARY SPENDING
Outlays, as a Percentage of Gross Domestic Product

DISCRETIONARY SPENDING IN 2018
Billions of Dollars

Defense
$623

<table>
<thead>
<tr>
<th>Operation and Maintenance</th>
<th>Military Personnel</th>
<th>Procurement</th>
<th>Research, Development, Test, and Evaluation</th>
<th>Other</th>
</tr>
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<tbody>
<tr>
<td>255</td>
<td>139</td>
<td>113</td>
<td>77</td>
<td>39</td>
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</table>

Includes outlays for military construction, family housing, and some defense-related activities by agencies other than the Department of Defense, such as the atomic energy activities of the Department of Energy.

Nondefense
$639

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<tr>
<th>Education, Training, Employment, and Social Services</th>
<th>Transportation</th>
<th>Veterans’ Benefits and Services</th>
<th>Income Security</th>
<th>Health</th>
<th>Administration of Justice</th>
<th>International Affairs</th>
<th>Other</th>
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<td>93</td>
<td>92</td>
<td>78</td>
<td>69</td>
<td>61</td>
<td>56</td>
<td>50</td>
<td>139</td>
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</table>

Includes outlays for natural resources and the environment, general science, space, and technology; general government; community and regional development, agriculture; administrative costs of Medicare and Social Security; energy; and commerce and housing credit programs.

Source: Congressional Budget Office, June 2019

Prepared by Leigh Angres and Jorge Salazar
Public Education Spending by State

Source: Governing.com

Take Away:

United States average per pupil expense is $11,762

New York spends the most - $22,366 per student

Utah spends the least - $6,953 per student
Annual Per-Pupil Spending in the Unified Districts (2007/08 - 2017/18)

Revenue Breakdown:

58% of a student’s education cost is covered by the state

22% of the cost is covered by local property taxes, equalized over the state

10% is covered through local and other initiatives

9% is covered by the Federal Government

1% is from the California State Lottery
Public Education Spending by State

Source: Capitol Advisors Group

If California funded schools at the national average, a school of 500 students would have an additional $980,500.

If the state funded schools at just the national average, that would increase funding by $1,961 per pupil.

For a classroom of 25 students, that’s an additional $49,025 for student support services.

Voters continue to overwhelmingly believe the state’s schools have a need for funding.

<table>
<thead>
<tr>
<th>Schools in the state of California</th>
<th>Great Need</th>
<th>Some Need</th>
<th>A Little Need</th>
<th>No Real Need</th>
<th>DK/NA</th>
<th>Great/Some Need</th>
<th>Little/No Real Need</th>
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<tbody>
<tr>
<td>March 2019</td>
<td>50%</td>
<td>27%</td>
<td>13%</td>
<td>6%</td>
<td></td>
<td>77%</td>
<td>17%</td>
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<tr>
<td>July 2019</td>
<td>55%</td>
<td>22%</td>
<td>6%</td>
<td>10%</td>
<td>8%</td>
<td>78%</td>
<td>16%</td>
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<tr>
<td>Oct.-Nov. 2017</td>
<td>52%</td>
<td>23%</td>
<td>14%</td>
<td>7%</td>
<td></td>
<td>75%</td>
<td>18%</td>
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<tr>
<td>March-April 2017</td>
<td>56%</td>
<td>24%</td>
<td>5%</td>
<td>11%</td>
<td></td>
<td>80%</td>
<td>18%</td>
</tr>
</tbody>
</table>
Public Schools Ranked by State

**Source:** U.S. News and World Report (2016 / 2017 data used)

<table>
<thead>
<tr>
<th>Rank</th>
<th>State</th>
<th>College Readiness</th>
<th>High School Graduation Rate</th>
<th>Math Scores</th>
<th>Reading Scores</th>
<th>Preschool Enrollment</th>
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<td>Massachusetts</td>
<td>4</td>
<td>13</td>
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<td>2</td>
<td>New Jersey</td>
<td>5</td>
<td>2</td>
<td>4</td>
<td>2</td>
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<td>3</td>
<td>New Hampshire</td>
<td>1</td>
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<td>Vermont</td>
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<td>Illinois</td>
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<td>New Mexico</td>
<td>50</td>
<td>49</td>
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<td>49</td>
<td>44</td>
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</tbody>
</table>

1) College Readiness - Percentage of high school graduates who passed the SAT, the ACT, or both.
2) High School Graduation Rate
3) National Assessment of Educational Progress Math Scores
4) National Assessment of Educational Progress Reading Scores
5) Preschool Enrollment
The Dashboard

The Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on both state and local measures:

- State measures apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state.
- Local measures apply at the LEA and charter school level and are based on data collected at the local level.

The state and local measures are drawn from the ten priority areas of the Local Control Funding Formula (LCFF), which was passed in 2013. Table 1 lists each priority area and its corresponding state and/or local measure:

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>State Indicator</th>
<th>Local Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic Services and Conditions at schools</td>
<td>N/A</td>
<td>Text books availability, adequate facilities, and correctly assigned teachers.</td>
</tr>
<tr>
<td>Priority 2: Implementation of State Academic Standards</td>
<td>N/A</td>
<td>Annually report on progress in implementing the standards for all content areas.</td>
</tr>
<tr>
<td>Priority 3: Parent Engagement</td>
<td>N/A</td>
<td>Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs.</td>
</tr>
<tr>
<td>Priority 4: Student Achievement</td>
<td>Academic Performance (Grades 3-8 and Grade 11)</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>English Learner Progress</td>
<td></td>
</tr>
<tr>
<td>Priority 5: Student Engagement</td>
<td>Graduation Rate</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>Chronic Absenteeism</td>
<td></td>
</tr>
<tr>
<td>Priority 6: School Climate</td>
<td>Suspension Rate</td>
<td>Administer a Local Climate Survey every other year.</td>
</tr>
<tr>
<td>Priority 7: Access to a Broad Course of Study</td>
<td>N/A</td>
<td>Annually report progress on the extent students have access to, and are enrolled in, a broad course of study.</td>
</tr>
<tr>
<td>Priority 8: Outcomes in a Broad Course of Study</td>
<td>College/Career</td>
<td>N/A</td>
</tr>
<tr>
<td>Priority 9: (COEs Only) Coordination of Services for Expelled Students</td>
<td>N/A</td>
<td>Annual measure of progress in coordinating instruction for expelled students.</td>
</tr>
<tr>
<td>Priority 10: (COEs Only) Coordination of Services for Foster Youth</td>
<td>N/A</td>
<td>Annual measure of progress in coordinating instruction for foster youth.</td>
</tr>
</tbody>
</table>

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools serving high-risk students), and student groups are performing across state and local measures.

For state measures, performance is based on two factors:

1. Current year results, and
2. Whether results improved from the prior year.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a grey color dial with the words ‘No Performance Color’.
Ojai Unified

Explore the performance of Ojai Unified under California's Accountability System.

Chronic Absenteeism
Orange

Suspension Rate
Orange

English Learner Progress
No Performance Color

Graduation Rate
Green

College/Career
Orange

English Language Arts
Orange

Mathematics
Orange

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

Enrollment
2,444

Socioeconomically Disadvantaged
50.7%

English Learners
14.1%

Foster Youth
0.4%
Ojai Unified School District

Source: Ed-Data.org and Publicschoolreview.com

High School Graduation Rates

Reading / Language Arts Test Scores (% Proficient)

Math Test Scores (% Proficient)

Take Away: Ojai Unified is generally on par with California
SAT Averages

**Source:** Niche.com and Boardingschoolreview.com

**SAT Scores 200 – 1600 Scale**
The SAT is a standardized test widely used for college admissions in the United States. Since it was debuted by the College Board in 1926, its name and scoring have changed several times; originally called the Scholastic Aptitude Test, it was later called the Scholastic Assessment Test, then the SAT I: Reasoning Test, then the SAT Reasoning Test, then simply the SAT.

<table>
<thead>
<tr>
<th>School</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Besant Hill School</td>
<td>1260</td>
</tr>
<tr>
<td>Oak Grove School</td>
<td>1270</td>
</tr>
<tr>
<td>Ojai Unified School District</td>
<td>1210</td>
</tr>
<tr>
<td>Ojai Valley School</td>
<td>1320</td>
</tr>
<tr>
<td>Thacher School</td>
<td>1420</td>
</tr>
<tr>
<td>Villanova</td>
<td>1300</td>
</tr>
<tr>
<td>California Average</td>
<td>1076</td>
</tr>
<tr>
<td>National Average</td>
<td>1068</td>
</tr>
</tbody>
</table>

A student with a high SAT score (above 1100) but a middling high school GPA (between 2.67 and 3.0) has an expected graduation rate of 39%. But students with the opposite credentials—mediocre SAT scores but high GPAs—graduate from college at a 62% rate.

Put another way, the expected graduation rate of a student with a given GPA doesn’t change very much depending on her SAT score. But the expected graduation rate of a student with a given SAT score varies tremendously depending on her GPA.

**Source:** Forbes

### Six-Year College Graduation Rates by High School GPA and SAT or ACT Score (Less-Selective Public Four-Year Colleges)

<table>
<thead>
<tr>
<th>Better High School GPA</th>
<th>&lt;800</th>
<th>800-890</th>
<th>900-990</th>
<th>1000-1090</th>
<th>&gt;1100</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.67-4.00</td>
<td>47%</td>
<td>62%</td>
<td>62%</td>
<td>66%</td>
<td>72%</td>
</tr>
<tr>
<td>3.33-3.66</td>
<td>45%</td>
<td>54%</td>
<td>58%</td>
<td>59%</td>
<td>57%</td>
</tr>
<tr>
<td>3.00-3.32</td>
<td>39%</td>
<td>49%</td>
<td>52%</td>
<td>54%</td>
<td>51%</td>
</tr>
<tr>
<td>2.67-3.00</td>
<td>29%</td>
<td>40%</td>
<td>40%</td>
<td>43%</td>
<td>39%</td>
</tr>
<tr>
<td>&lt;2.67</td>
<td>26%</td>
<td>32%</td>
<td>34%</td>
<td>35%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Better SAT or ACT Score →
Ventura County Economics

Source: Ventura County Civic Alliance

Childhood Socioeconomic Disparities

INEQUALITIES ARE BROAD, DEEP

What is the measure?
The measure is a "misery index" made up of six socioeconomic indicators from 2017, applied to 18 school districts in Ventura County. The indicators are the poverty rate among children 5 and younger; the percentage of women-led households with children 5 and younger who live below the federal poverty line; the percentage of adults 25 and older without a high school diploma; the percentage of people who speak English "less than very well"; the percentage of students classified as English learners; and the percentage of students eligible for free or discounted meals at school. The percentages are added together and weighted equally for the index. A higher number indicates greater socioeconomic challenges.

Why is the measure important?
Not all schools face the same task in educating their students. In some areas, children are much more likely to enter school having grown up poor or without fluency in English. These factors challenge educators, and the state recognizes this when it makes extra funding available for schools with large numbers of these students.

How are we doing?
The Ocean View and Hueneme Elementary school districts scored highest on the index. Both districts are located at the southeastern end of the Oxnard Plain, in the heart of Ventura County's agricultural industry. It is surely no coincidence in these neighborhoods, where many people work low-paying agricultural jobs, young children face the greatest socioeconomic challenges. Other districts with high "misery index" scores include those in Oxnard, Santa Paula and Fillmore.

At the other end of the scale, the Oak Park Unified School District had by far the lowest score on the index, followed by the Santa Clara Elementary district, a district with one small school between Santa Paula and Fillmore. Districts in Simi Valley and Camarillo and the Mesa Union Elementary district outside of Camarillo rounded out the five with the lowest scores.

The differences between the high and low end of the index are vast. In Fillmore, 36.3 percent of children 5 and younger live in households below the federal poverty line. While in Oak Park and the Santa Clara Elementary district, no children live below the poverty line. Four districts — Santa Paula, Hueneme, Oxnard and Ocean View — have more than 80 percent of their students eligible for free or discounted meals at school, while in Oak Park, 6.7 percent of students are eligible.

"Misery Index" for Selected Ventura County School Districts (2017)
Standards and Demographics

Source: Ventura County Civic Alliance

What is the measure?
The measure is the percentage of public school students in Ventura County who are classified as "English learners," which means they speak a language other than English at home and would benefit from enhanced English language skills to succeed in their school's core academic programs. Students move out of this classification as their English skills improve.

In 2010/11, the state's data collection was incomplete, so the statewide figure for that year is unusually low.

Why is the measure important?
Fluency in spoken and written English is an important skill for the classroom and beyond. Students with limited English bear an extra burden in school: They are struggling with language comprehension at the same time they are trying to learn math, history, science and other subjects taught in English.

How are we doing?
In the 2017/18 school year, Ventura County public schools had 31,334 students classified as English learners, a 5.6 percent drop from the year before and the lowest total since 2005/06. That decline is tied to the overall decrease in enrollment; the percentage of students who are English learners actually has grown slightly. In 2017/18, English language learners made up 22.7 percent of the county's students, while in 2005/06 they made up 21.6 percent of students.

Source: EdSource - www.edsource.org - California Wide
6th Grade Example of Standards

Source: www.corestandards.org

6th Grade English Language Arts
Key Ideas and Details:
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Craft and Structure:
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

6th Grade Math
Key Ideas and Details:
In Grade 6, instructional time should focus on four critical areas:
• (1) Connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems;
• (2) Completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers;
• (3) Writing, interpreting, and using expressions and equations; and
• (4) Developing understanding of statistical thinking.

6th Grade Math Standardized Test Example

Algebra and Functions (Performance Level: Proficient) – Question 01
What value of k makes the following equation true?

\[ k \div 3 = 36 \]

A 108
B 98
C 39
D 12

Results
A. 60% of students gave this response. (Correct Response)
B. 5% of students gave this response.
C. 3% of students gave this response.
D. 31% of students gave this response.

Note: Percentages may not total 100 due to rounding.
Bird of Dreams

1 At night in dream I travel from my bed.
2 On wing of light I soar across vast skies
3 Where colors swirl and dance, and mingle and soar,
4 To far beyond the veil, where Phoenix flies.

5 The Phoenix is a wondrous bird of dreams.
6 Each five hundred years she builds a nest,
7 Piling feathers, branches, twigs, and leaves—
8 Now will she lay her eggs and sit to rest?

9 But no! The Phoenix strikes a blazing spark
10 And sets her cozy nesting place afire!
11 She dives in flight into the dancing flames!
12 Why does she go into the flaming pyre?

13 There is no need to weep, for all is well.
14 For her the pyre’s fiery heat and flame
15 Burn away the years. She is reborn!
16 Her radiant, shining youth she doth reclaim.

17 The pyre burns down to ash, and all is still.
18 And from the ashen pile, her eyes alight,
19 The Phoenix rises up into the sky,
20 Renewed, with feathers luminous and bright!

21 And so this night, perchance my dreams will go
22 With wondrous Phoenix rising in the sky,
23 To soar among the planets and the stars,
24 Deep in the night to fly and fly and fly!

The Phoenix could best represent a person who

A makes a promise and then breaks it.
B loses everything and starts over.
C wants only to be carefree and have fun.
D lives a life of habit and routine.

Results

A. 6% of students gave this response.
B. 55% of students gave this response. (Correct Response)
C. 17% of students gave this response.
D. 22% of students gave this response.

Note: Percentages may not total 100 due to rounding.
## Models of Motivation

**Source:** Mastery.org

### IMAGINE A TRANSCRIPT

The MTC model is substantively different from the traditional model of assessment that is typically organized around content oriented courses, Carnegie units for credit and A to F letter grades.

<table>
<thead>
<tr>
<th>Current Transcript</th>
<th>Mastery Transcript</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flat, two-dimensional, one page</td>
<td>Digital, interactive</td>
</tr>
<tr>
<td>Credit for time</td>
<td>Credit for Mastery</td>
</tr>
<tr>
<td>Single-subject</td>
<td>Cross-disciplinary credits possible</td>
</tr>
<tr>
<td>Grades (little or no definition)</td>
<td>School-defined credits with consistent metrics/rubrics</td>
</tr>
<tr>
<td>Typically limited to academic subjects</td>
<td>Credits can be broader; most schools include 21st Century 4-dimensions</td>
</tr>
</tbody>
</table>

Serena Delgado is a senior with an interest in doing work that makes an impact on the world. She hopes to get an MBA and use her business skills to support underserved communities.
Models of Motivation

Source: University of Rochester and Hopesurvey.org

- Autonomy: The feeling one has choice and willingly endorsing one's behavior
- Competence: The experience of mastery and being effective in one's activity
- Relatedness: The need to feel connected and belongingness with others

Motivation

Hope Survey

1. Gather student and staff perceptions of school using surveys and ongoing dialogue
2. Link perceptions to desired outcomes
3. Identify areas of need in school climate & culture
4. Identify the most engaging strategies
5. Implement & team on strategies
6. Share the findings and the plan

TEAM CYCLE

- Be aware of: Implementation dip, Tipping point
- Build your IDEAL school culture into your strategic plan
- Human Centered Design
- Where are the areas of greatest need?
- Low hanging fruit?
- Brainstorm strategies that fit your school culture
- Strive for consensus
Chautauqua tickets prices are kept low or zero to encourage maximum participation. Through essential community support, students and teachers attend free of charge for most events, and it is very deeply appreciated. Please give what you can once per year. All supporters will benefit from the difference they make together through the Ojai Chautauqua.

These leaders bring the Chautauqua to the Ojai Valley:

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- Maurice Chasse and Marilyn Wallace
- Tom and Cathryn Krause
- Ann and Mike Morris
- Anna Oster
- Lynn Pike
- Lois Rice
- The Shanbrom Family Foundation
- Tom and Esther Wachtell

**Contributing Members**
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- Jamie and Carolyn Bennett
- Casa Baranca
- Constance Eaton and William Hart
- Andrew Holguín
- David Korse and Sally Matteson
- Ojai Valley Chamber of Commerce
- The Ventura Community Foundation
- The WRG Foundation

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- John Hi-dley
- Johnny Johnston
- Irmgard Lake
- Cathleen Lynch
- Arthur Marquis
- Pam Melone
- Laurel Moore
- Christopher Newell and Gillian McManus
- Simone Noble
- The Ojai Valley Inn
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- Suzanne Pidduck
- Porch Gallery
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- Stephen and Rosarie Pronovost
- Judy Pugh
- Barry and Donna Rabe
- Jan Rains
- Ann Ralston
- Julie Rischar
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- Tanya Sandberg
- Geoffrey Schneider
- Pierra and Beverly Schuberth
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- Ruth Seigle
- Carol Shaw-Sutton
- Paula Spellman
- Eugene Stemm
- Beth Stephens
- Michael Swimmer
- Tony Thacher
- Guy and Leone Webster
- Marion Weil
- Merrill Williams

They hope you will join them.