



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.*

Ojai
CHAUTAUQUA

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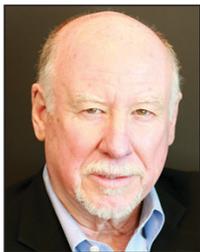
The Ojai Chautauqua



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.

Ojai Chautauqua Panel Continued



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?
- 2) Have charter schools been a help or a hindrance in furthering effective public education?
- 3) Should everyone go to college? What alternatives are in place?
- 4) How is education funding prioritized in the United States, especially in California?
- 5) Should college and vocational schools be free? How would our society bring this about?
- 6) What are the benefits and downsides of vouchers?
- 7) What does liberal education mean for today's students?
- 8) 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

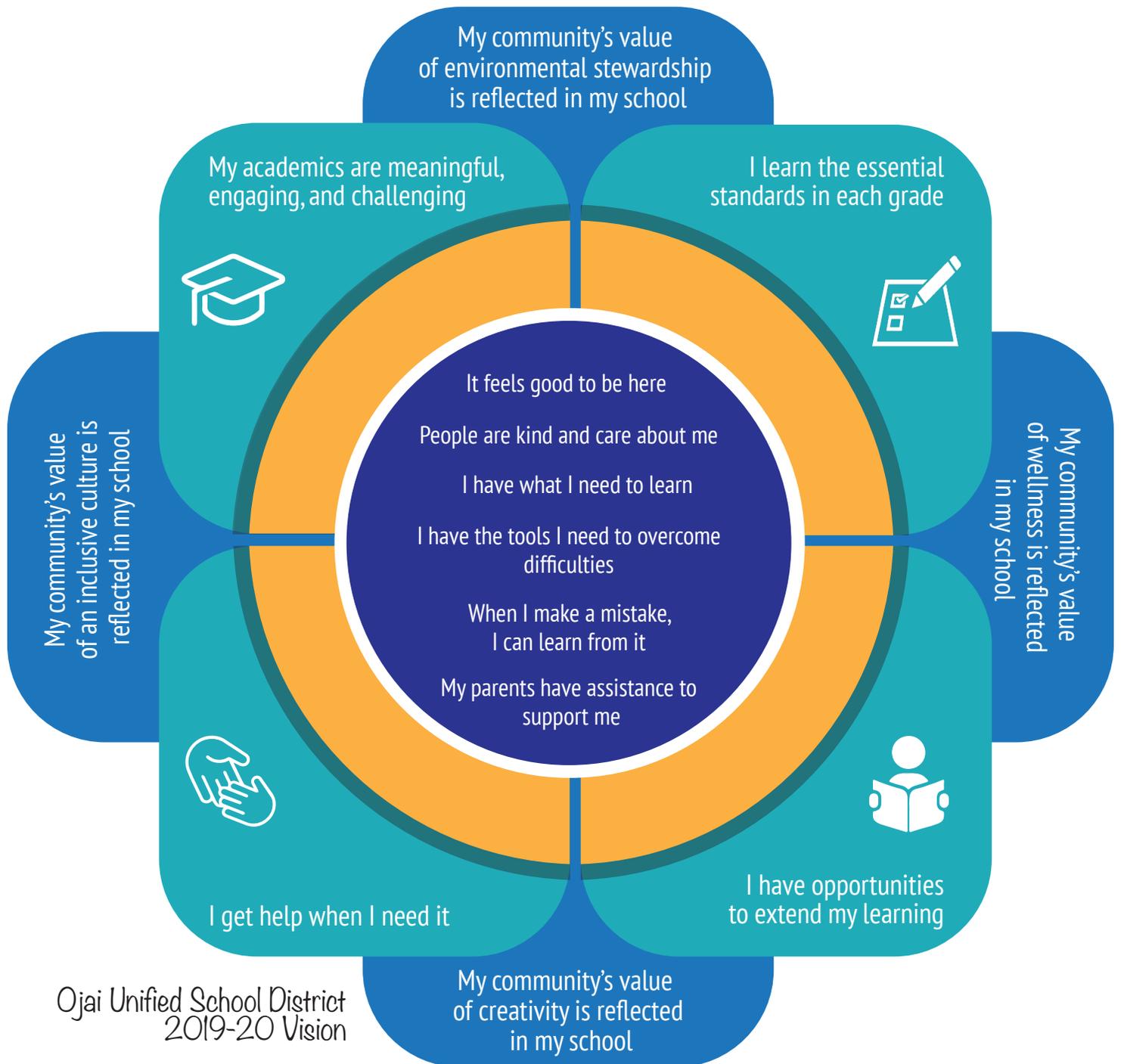
Create strong, effective schools that provide a wholesome learning environment through incentives that cause a high standard of student accomplishment as measured by a valid, reliable accountability system.

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



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.

Educational Mission Statements

Source: Thomas Aquinas College

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.

Educational Mission Statements

Source: Rock Tree Sky

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.

21st Century Skills

Source: National Education Association

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

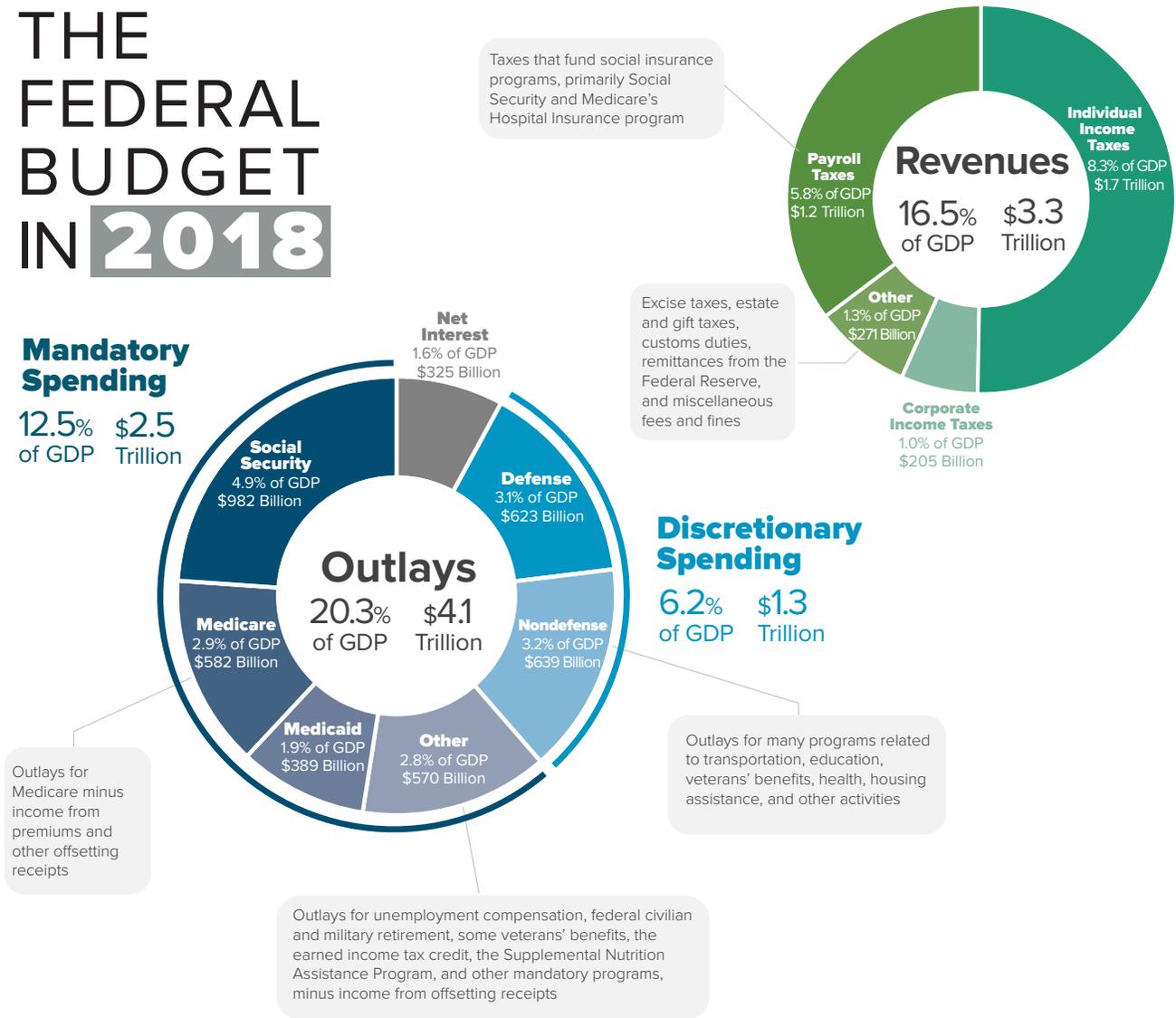
creativity.

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



CATEGORIES OF THE BUDGET	Mandatory Spending	Discretionary Spending	Net Interest	Revenues
	Primarily payments for benefit programs for which laws set eligibility rules and benefit formulas	Spending that lawmakers control through annual appropriation acts	The government's interest payments on debt held by the public, offset by interest income the government receives	Funds collected from the public that arise from the government's exercise of its sovereign powers

Federal Discretionary Spending

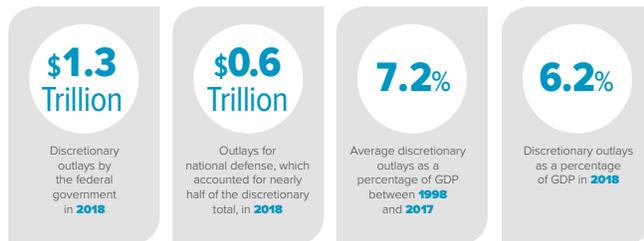
Source: Congressional Budget Office

A CLOSER LOOK AT DISCRETIONARY SPENDING

Spending that lawmakers control through annual appropriation acts

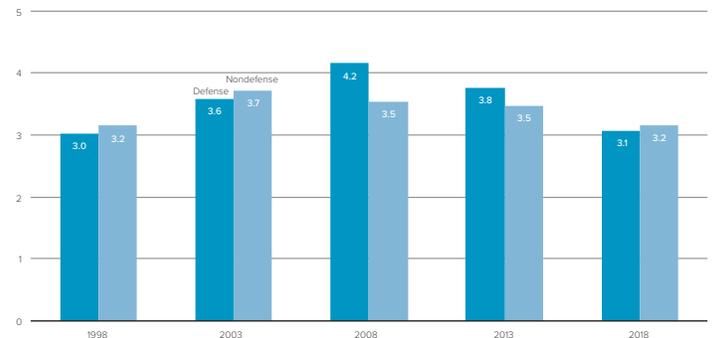


AT A GLANCE



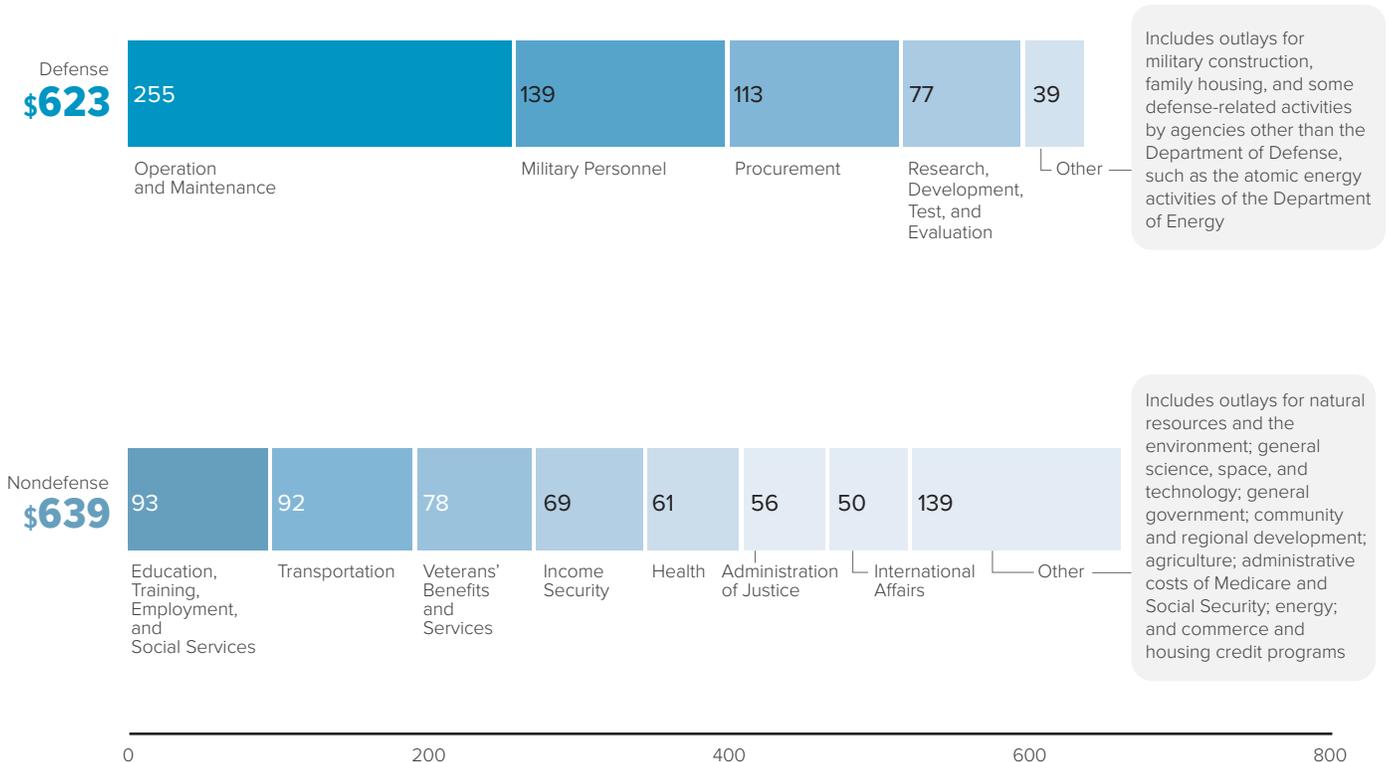
TRENDS IN DISCRETIONARY SPENDING

Outlays, as a Percentage of Gross Domestic Product



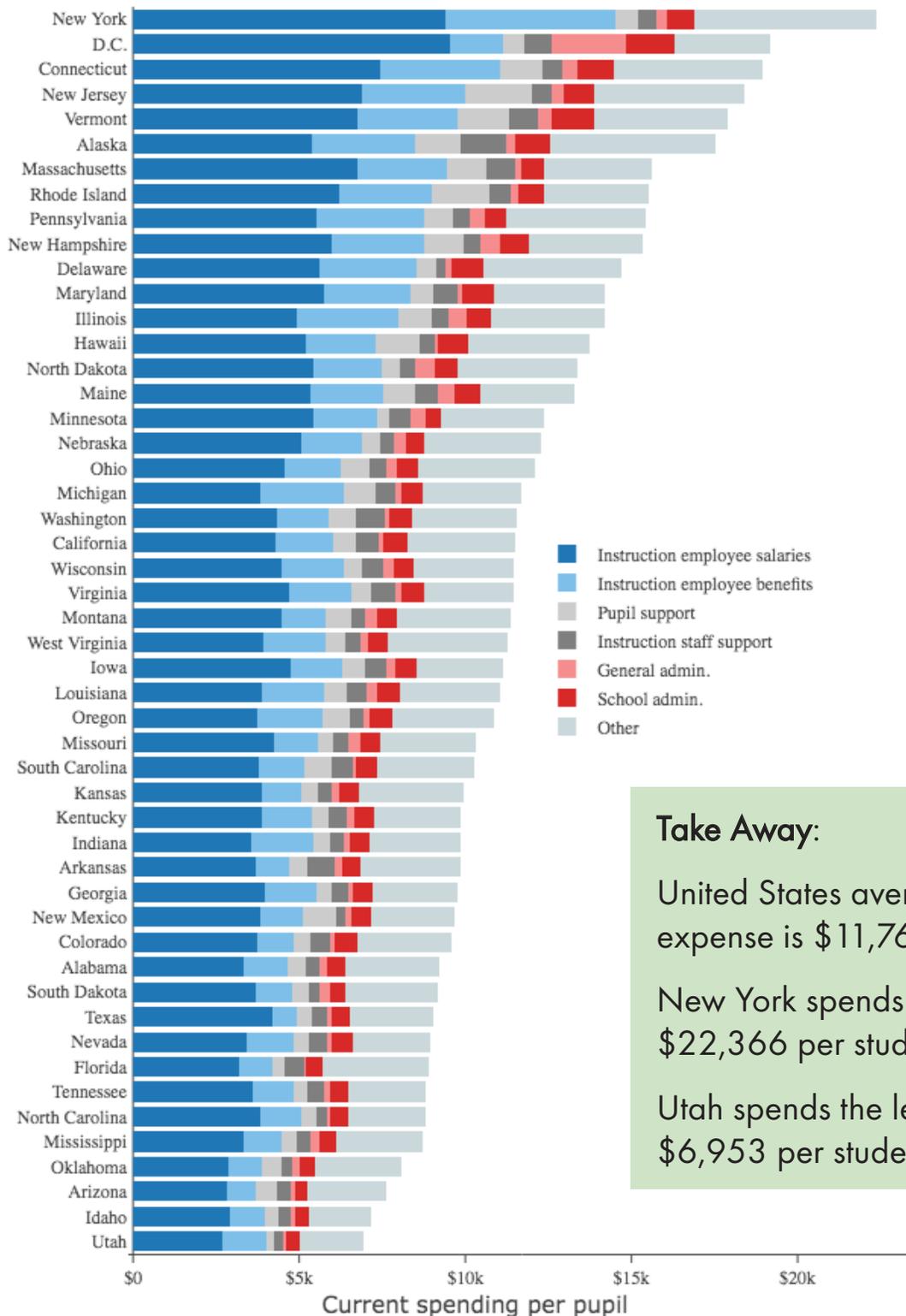
DISCRETIONARY SPENDING IN 2018

Billions of Dollars



Public Education Spending by State

Source: Governing.com



Take Away:

United States average per pupil expense is \$11,762

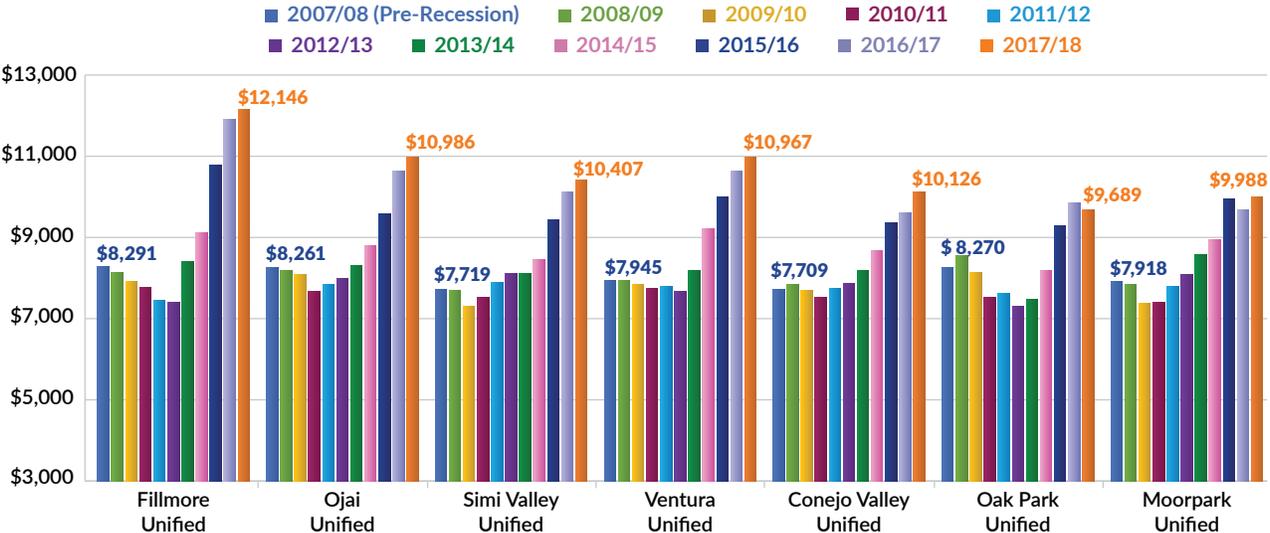
New York spends the most - \$22,366 per student

Utah spends the least - \$6,953 per student

Public Education Spending by District

Source: Ventura County Civic Alliance

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

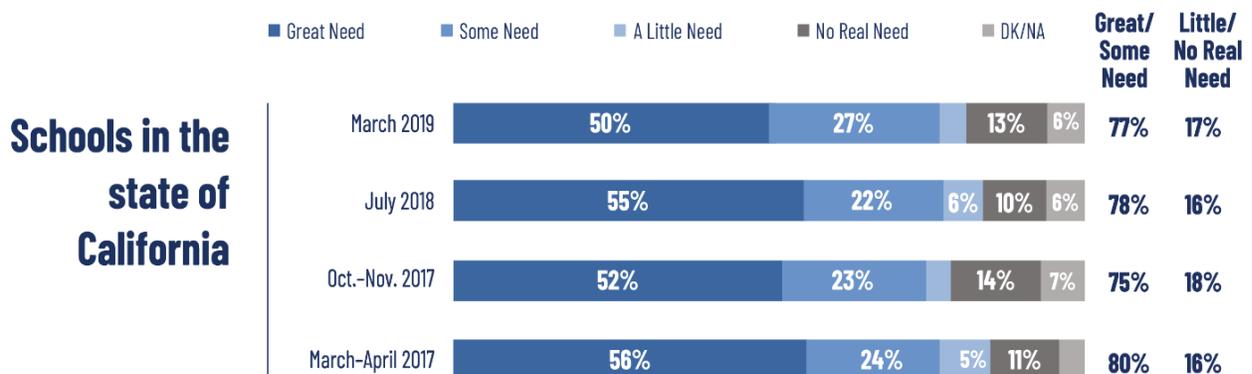
\$1,961 per pupil



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.



Public Schools Ranked by State

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

RANK	STATE	COLLEGE READINESS	HIGH SCHOOL GRADUATION RATE	N/AEP MATH SCORES	N/AEP READING SCORES	PRESCHOOL ENROLLMENT
1	Massachusetts	4	13	1	1	5
2	New Jersey	5	2	4	2	2
3	New Hampshire	1	9	3	2	12
4	Vermont	13	11	8	4	1
5	Connecticut	2	15	21	4	4
6	Indiana	11	18	8	6	29
7	Illinois	3	24	24	20	6
8	Virginia	10	19	5	17	24
9	Nebraska	28	4	8	11	7
10	Pennsylvania	19	20	15	8	17
11	Maryland	18	12	30	20	9
12	Minnesota	32	34	2	11	8
13	Iowa	41	1	15	17	14
14	Colorado	6	44	15	8	23
15	Kansas	36	22	20	20	3
16	Wisconsin	25	9	8	11	39
17	Maine	20	16	21	11	37
18	Ohio	22	28	8	17	31
19	Washington	26	39	6	6	32
20	Montana	27	23	15	20	30
21	Missouri	35	6	30	26	19
22	Utah	34	26	14	11	35
23	South Dakota	38	27	15	20	11
24	Delaware	8	24	36	34	26
25	New York	9	37	24	33	18
26	Idaho	16	39	21	8	42
27	Florida	15	36	34	20	20
28	North Carolina	17	21	24	34	41

29	Michigan	12	39	33	30	25
30	Hawaii	7	31	38	39	16
31	Georgia	21	43	30	26	10
32	Kentucky	29	7	36	30	36
33	Texas	24	5	24	41	38
34	Wyoming	47	38	6	11	34
35	North Dakota	33	13	8	30	50
36	Rhode Island	23	30	38	26	33
37	California	31	29	38	34	28
38	Tennessee	37	8	34	38	45
39	Oregon	30	47	24	26	27
40	Arkansas	40	16	45	41	22
41	South Carolina	14	32	42	41	47
42	West Virginia	44	3	46	45	43
43	Oklahoma	46	35	42	39	21
44	Arizona	48	42	24	34	46
45	Mississippi	49	33	47	49	13
46	Louisiana	42	45	50	48	15
47	Alaska	43	46	38	46	49
48	Nevada	39	48	42	41	48
49	Alabama	45		49	46	40
50	New Mexico	50	49	48	49	44

- 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

Ojai Unified School District

Source: California Department of Education

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 1: The State and Local Measures for Each Local Control Funding Formula Priority Areas

Priority Areas	State Indicator	Local Indicator
Priority 1: Basic Services and Conditions at schools	N/A	Text books availability, adequate facilities, and correctly assigned teachers.
Priority 2: Implementation of State Academic Standards	N/A	Annually report on progress in implementing the standards for all content areas.
Priority 3: Parent Engagement	N/A	Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs.
Priority 4: Student Achievement	<ul style="list-style-type: none"> ■ Academic Performance (Grades 3–8 and Grade 11) ■ English Learner Progress 	N/A
Priority 5: Student Engagement	<ul style="list-style-type: none"> ■ Graduation Rate ■ Chronic Absenteeism 	N/A
Priority 6: School Climate	Suspension Rate	Administer a Local Climate Survey every other year.
Priority 7: Access to a Broad Course of Study	N/A	Annually report progress on the extent students have access to, and are enrolled in, a broad course of study.
Priority 8: Outcomes in a Broad Course of Study	College/Career	N/A
Priority 9: (COEs Only) Coordination of Services for Expelled Students	N/A	Annual measure of progress in coordinating instruction for expelled students.
Priority 10: (COEs Only) Coordination of Services for Foster Youth	N/A	Annual measure of progress in coordinating instruction for foster youth.

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 School District

Source: Source: California Department of Education

DISTRICT PERFORMANCE OVERVIEW

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

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

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%

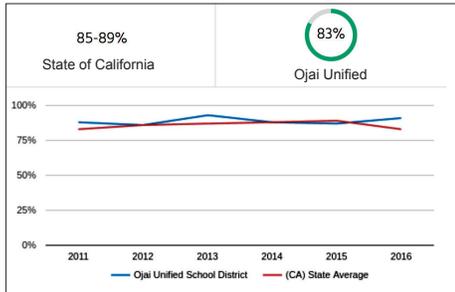
Foster Youth

0.4%

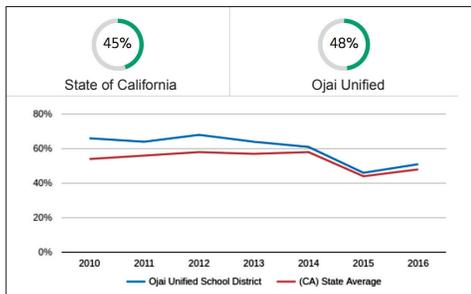
Ojai Unified School District

Source: Ed-Data.org and Publicschoolreview.com

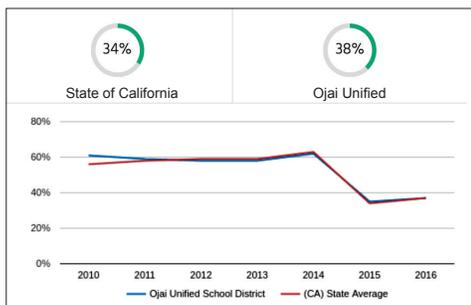
High School Graduation Rates



Reading / Language Arts Test Scores (% Proficient)



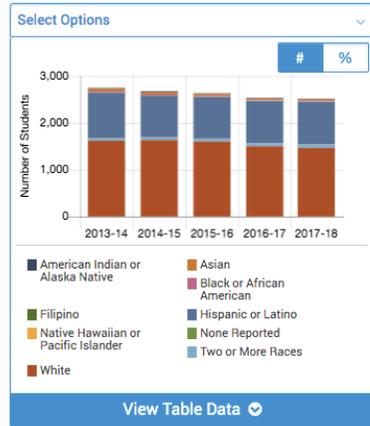
Math Test Scores (% Proficient)



Take Away: Ojai Unified is generally on par with California

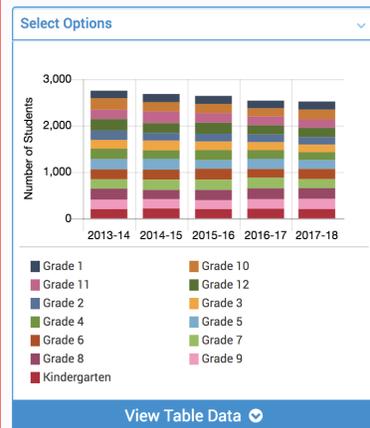
Census Day Enrollment by Ethnicity

Ojai Unified
CDS Code 56-72520-0000000



Census Day Enrollment by Grade

Ojai Unified
CDS Code 56-72520-0000000



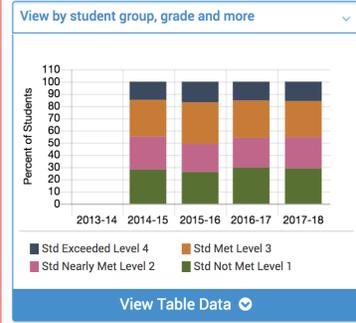
Free and Reduced-Price Meals

Ojai Unified
CDS Code 56-72520-0000000



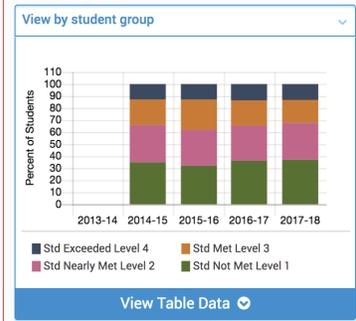
CAASPP English Language Arts/Literacy Results

Ojai Unified
CDS Code 56-72520-0000000



CAASPP Mathematics Results

Ojai Unified
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California Assessment of Student Performance and Progress (CAASPP)

SAT Averages

Source: Niche.com and Boardingschoolreview.com

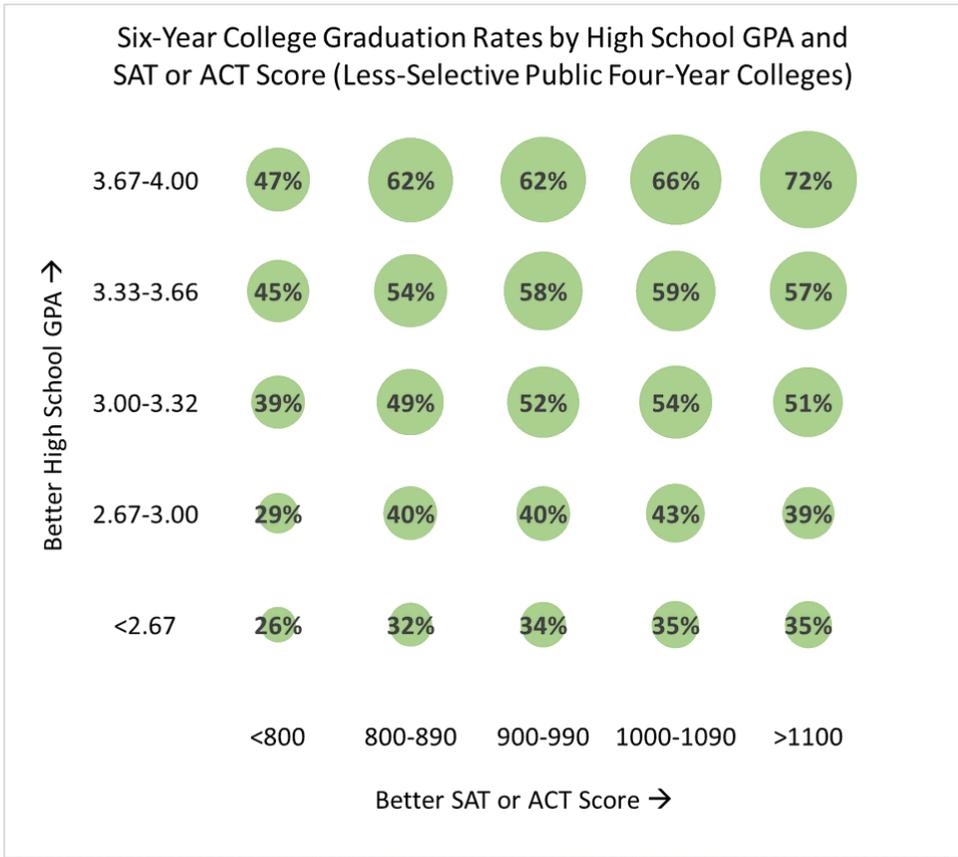
SAT Scores 200 – 1600 Scale

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.

- Besant Hill School – 1260
- Oak Grove School – 1270
- Ojai Unified School District – 1210
- Ojai Valley School – 1320
- Thacher School – 1420
- Villanova – 1300
- California Average – 1076
- National Average – 1068

SAT, High School GPA, and College

Source: Forbes



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.

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?

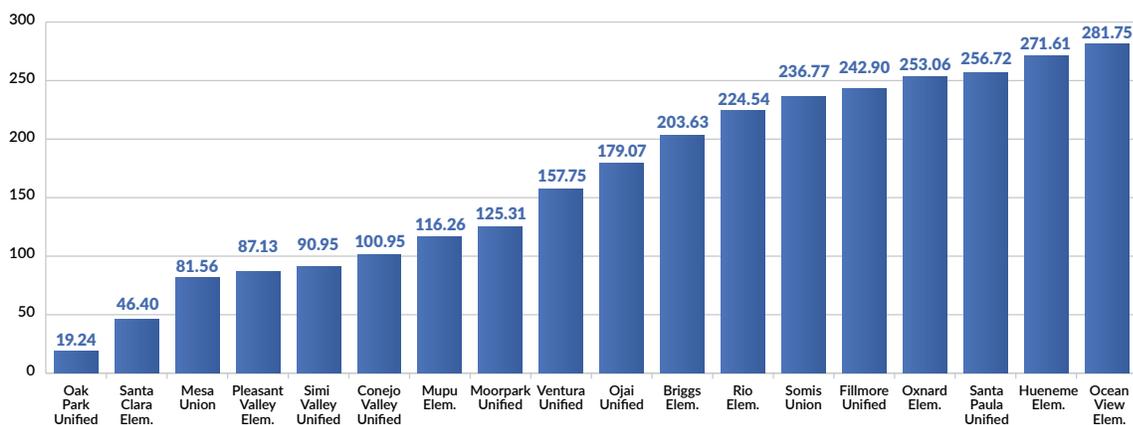
The Ocean View and Hueneme Elementary school districts scored highest on the index. Both districts are located at

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.

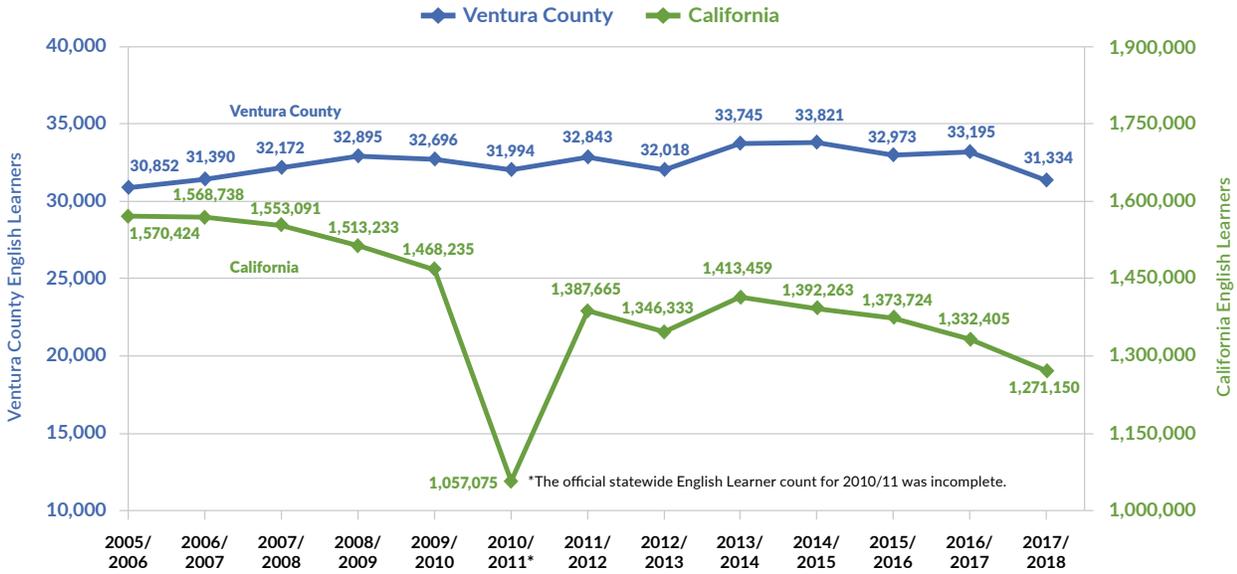
“Misery Index” for Selected Ventura County School Districts (2017)



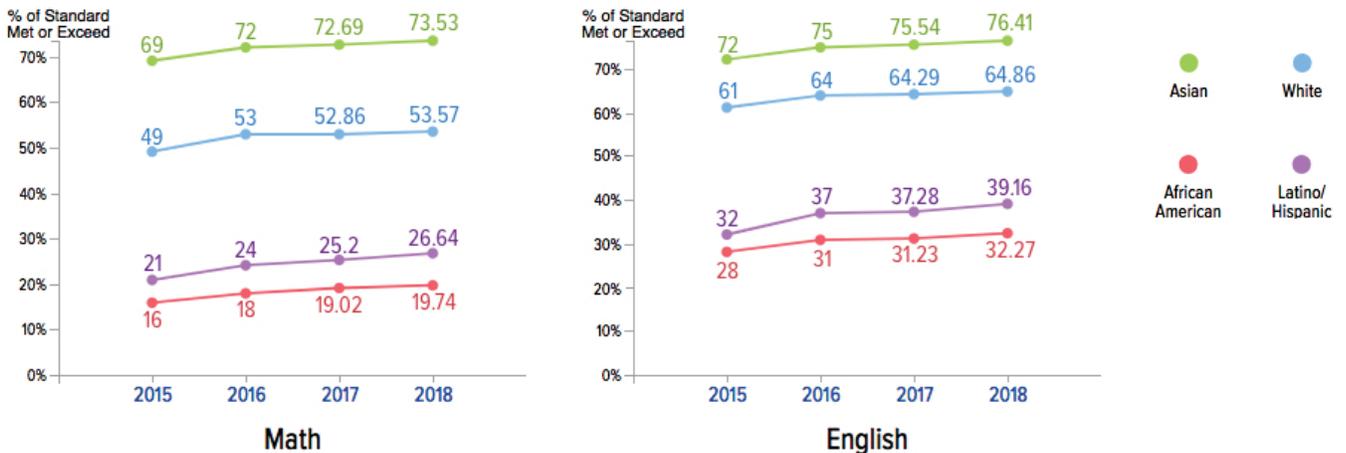
Standards and Demographics

Source: Ventura County Civic Alliance

Number of Public School Students Classified as English Learners (2005/06 - 2017/18)



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.

6th Grade English-Language Arts Standardized Test Example

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

**MASTERY
TRANSCRIPT
CONSORTIUM™**

HOME ABOUT US ▾ A NEW MODEL MEMBERSHIP ▾ STAY CONNECTED ▾ CONTACT US

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.

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

Serena Delgado
Graduation: June 2018

OVERVIEW CREDITS COURSES

Serena Delgado is a rising 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.

Case Studies

Impact Public Schools Makerspace
Research, design, and build a makerspace.
[Read More](#)

Race: Mobile App for Caretakers
Track developmental progress through early childhood.
[Read More](#)

Serena Delgado
Graduation: June 2018

OVERVIEW CREDITS COURSES

Advanced Credits

Total Credits: 23 | Show Mastery: 23

Collaboration

Critical Thinking

Communication

Creativity

Self-directed Learning

Personality and Arts

STEM

All credits

Show foundational credits Only show earned credits

Collaboration

Collaboration in Groups

Students can work in part of a group with different goals, and collaborate with others to complete tasks and solve problems successfully.

You need two or more students to earn this credit.

Leveraging Diversity

Students can effectively engage with those of a variety of backgrounds when performing complex tasks, and in an extended way, leverage their unique talents and experiences to solve problems and create solutions to issues.

Serena Delgado
Graduation: June 2018

OVERVIEW CREDITS COURSES

Case Study

Impact Public Schools Makerspace

For my senior thesis project, I combined my interest in early education with my passion for restorative justice through an internship at Impact Public Schools (IPS). I researched, designed, and built a makerspace for their new elementary school, in support of their vision to support a generation of problem solvers, innovators, and change agents.

Case Study Details

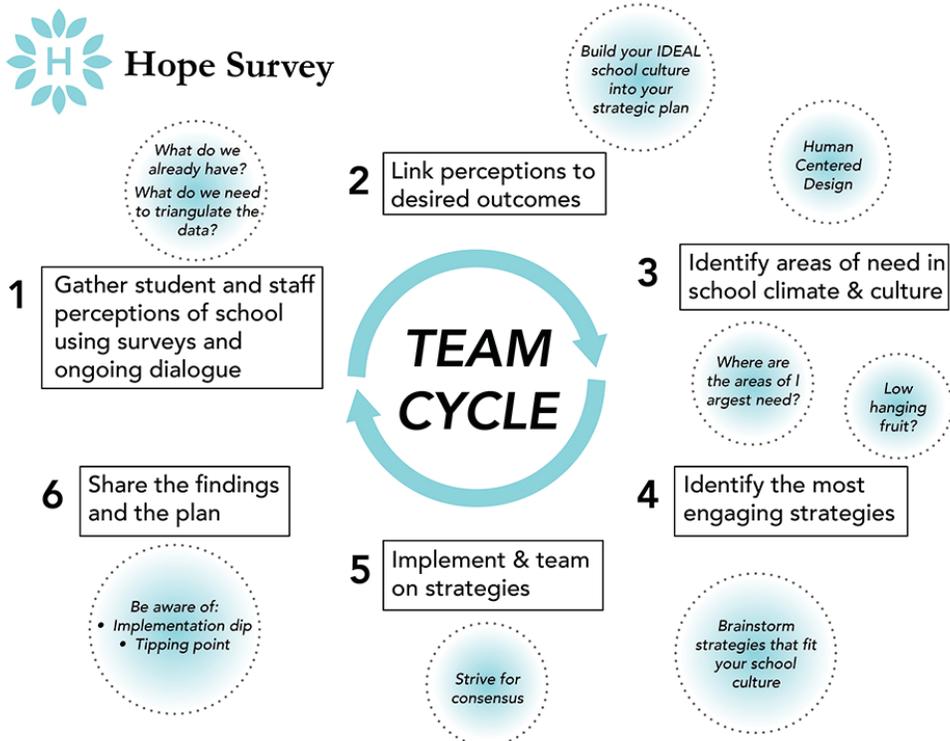
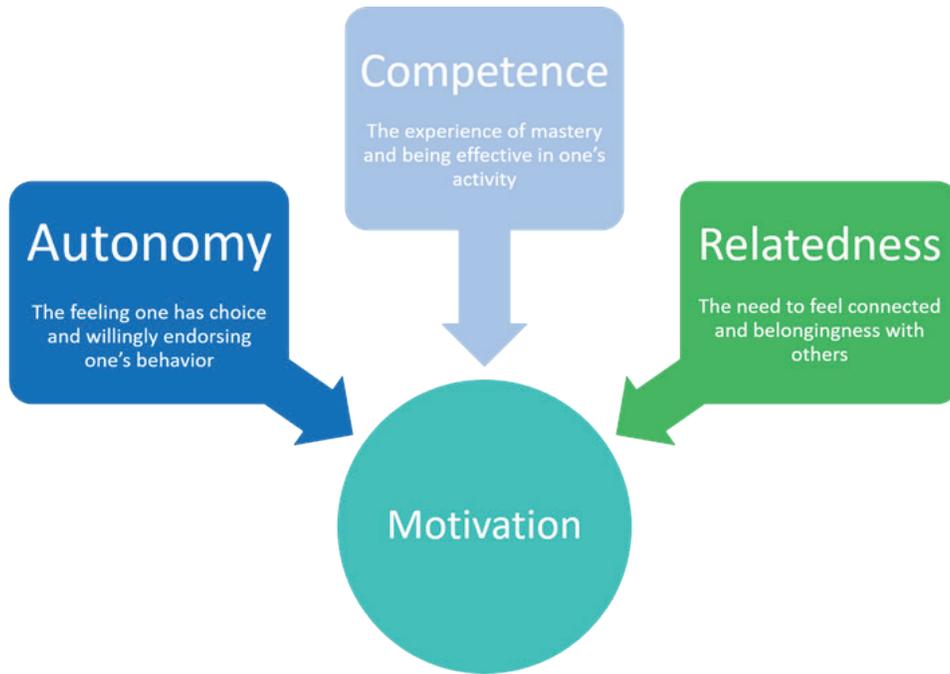
DURATION: 12 weeks

MATERIALS: research, design, prototyping, problem-solving, communication, background on restorative justice

ENVIRONMENT: City of Impact, Impact Public Schools, Impact Public Schools

Models of Motivation

Source: University of Rochester and Hopesurvey.org





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They hope
 you will join them.

Ojai
 CHAUTAUQUA

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