	Chronic Absenteeism Work Group
Problem of Practice:	We lack high impact strategies to reduce chronic absenteeism rates in Kern County which has led to Kern having one of the highest rates in the state.
Root Causes:	1. There is a lack of connectedness between staff and students in Kern. 2. We lack a plan to engage parents and stakeholders regarding the importance of attendance and its direct correlation to student growth. 3. Districts have not developed and implemented robust multi-tiered system of support frameworks that meets the needs of all students.
Theory of Action:	**If we** increase the level of connectedness between staff and students, **as measured by** the California Healthy Kids Survey Questions regarding connectedness, and **If we** effectively engage parents and stakeholders regarding the importance of attendance on student growth and development **as measured by** KIDS and DataQuest excused/unexcused absent rate and chronic absenteeism rate, and **If we** support school districts in adopting a multi-tiered system of support framework that meets the needs of all students, **as measured by** data such as suspensions, GPA, and attendance that create early warning signs from the KIDS data collection system, **then we will** reduce chronic absenteeism in Kern County.

College & Career Readiness Work Group	
Problem of Practice:	Not enough high school students graduate ready to succeed.
Theory of Action:	**If we** raise career awareness in grades K-5, career exploration in grades 6-8, and career preparedness in grades 9-12, **as measured by** annual student participation in ten career lessons and events in grades K-8 and creation of an education and career plan in grades 9-12, and **If we** effectively engage students, parents and stakeholders regarding the importance of college readiness, **as measured by** enrollment in rigorous English and math courses, a-g course completion rates, California Assessment of Student Performance and Progress (CASPP) results and college units earned while in high school, and **If we** effectively engage students, parents and stakeholders regarding the importance of career readiness, **as measured by** participation in work-based learning activities, internships and apprenticeships, Career Technical Education (CTE) pathway completions, industry-based certificates/certifications and military leadership program completion, **then** high school students will graduate ready to succeed.

Data Sharing Work Group	
Problem of Practice:	Currently, we do not have access to actionable PK-20 student data to respond to student needs in a timely manner.
Root Causes:	• Student data is not currently shared across districts; • Legal concerns about access and security • Lack of training

Theory of Action:	**If we** create and deploy a PK-20 data warehouse/analytics solution, **as measured by** the percentage of validated Kern County student data in modules 1-3 of KIDS, and **If we** research and implement best practices to share data securely, **as measured by** standardized quarterly security audits, and **If we** support and train participating LEAs, **as measured by** LEA attendance at trainings, **then we will** be able to respond collaboratively to student needs in a timely manner using actionable PK-20 student data.

Kindergarten Readiness	
Problem of Practice:	Many Kern children are entering Kindergarten without a solid foundation of skills necessary to be successful in school.
Root Causes:	1.We are not utilizing a common assessment and have not established common expectations or a common language for Kindergarten readiness. 2.There is a lack of understanding regarding early learning and early childhood education (ECE) among parents, LEA's and government officials.
Theory of Action:	**If we** increase the number of LEAs using a common TK/ Kindergarten readiness assessment, **as measured by** the number of students assessed with the Core Growth Kindergarten Screening Tool (KST) and the Full Year Inventory (FYI), and **If we** implement a countywide campaign about the importance of high-quality early learning, **as measured by** an increase in the number of students participating in early learning programs, and **If we** use Core Growth Kindergarten Screening Tool (KST) and the Full Year Inventory (FYI) data to identify and deliver

	professional learning on areas of instructional need, **as measured by** the Professional Learning Evaluation Form, **then** we will increase the number of children entering Kindergarten with a solid foundation of skills necessary to be successful in school.

Literacy Work Group	
Problem of Practice:	Not enough students read at grade level by the end of 3rd grade and then continue to demonstrate proficiency throughout their educational journey.
Root Causes:	1. Many educators are not knowledgeable about the science of reading. 2. There is not a systematic analysis of data. 3. The community is unaware of the literacy framework and the science of reading.
Theory of Action:	**If we** establish a literacy network to provide professional learning in the science of learning to read, **as measured by** a pre/post implementation matrix completed by network participants and site administration, and **If the** districts are supported in how to use literacy assessment data to monitor progress and adjust instruction, **as measured by** the number of districts using an assessment tool for progress monitoring of TK-3 students' reading proficiency, and **If we** create a campaign to invite participation in the Community Reading Project to place readers in every district, **as measured by** participation rates collected by districts and KCSOS, **then we** will increase the number of students reading by 3rd grade

Postsecondary Enrollment & Completion	
Problem of Practice:	Not enough students are enrolling in and completing a postsecondary program/pathway and entering the skilled workforce

Theory of Action:	**If we** develop seamless systems for all students through high school and postsecondary completion,
	
	    as measured at the postsecondary level by an increase in the rate of high school students enrolling in a postsecondary pathway,
	
	    as measured at the Community College postsecondary level by an increase in the Job Skills Certificate completion rate, increase in the rate of students transferring to a 4-year college, and an increase in the 4 year AA/AS and ADT completion rate,
	
	    as measured at the College/University postsecondary level by an increase in the 4 and 6 year freshmen graduation rates, **and**
	
	If we increase knowledge of industry sector pathways (careers) and the education needed to pursue the occupation,
	
	    as measured by the usage rate of students 10-Year Educational and Career Plan (housed in KIDS) in postsecondary advisement sessions,
	
	    as measured at the postsecondary level by a reduction in the number of changes in major that extend the time to complete a degree, **and**
	
	If we increase student understanding about successful practices for postsecondary completion
	
	    as measured at the postsecondary level by a decrease in the accumulation of unnecessary units toward program completion,
	
	    as measured at the postsecondary level by completion of college level English and Math in the first postsecondary year, and completion of 30

	degree/certificate applicable semester units by the end of the first year of postsecondary education, **as measured at the postsecondary level by** an increase in the number of students participating in educational support services, **then we will** increase the rate of students enrolling in and completing a postsecondary program/pathway who will successfully enter the workforce.