

	<b>Kinder Readiness (Kern Starts)</b>	<b>Literacy (Kern Reads)</b>	<b>Math (Kern Counts)</b>	<b>College &amp; Career Readiness (Kern Learns)</b>	<b>Postsecondary Enrollment &amp; Completion (Kern Earns)</b>	<b>Chronic Absenteeism</b>	<b>Data Sharing</b>
<b>Goal</b>	Children enter school with the foundational skills necessary to be successful.	Children read at grade level by the end of 3rd grade and demonstrate reading proficiency by the end of 8th grade	Students demonstrate core math proficiencies by the end of 5 <sup>th</sup> grade and the end of 8 <sup>th</sup> grade.	High school students graduate ready to succeed.	Students enroll in and complete a post-secondary program and enter the skilled workforce.	All students attend 90 percent or more of the school year.	Facilitate access to real-time actionable PK-20 data.
<b>Co-Chairs</b>	<ul style="list-style-type: none"> <li>• Megan Gretona (KCSOS)</li> <li>• Jennifer Castro Barnes (BCSD)</li> </ul>	<ul style="list-style-type: none"> <li>• Michelle Young (KCSOS)</li> <li>• Charley Clark (Fairfax)</li> </ul>	<ul style="list-style-type: none"> <li>• Angelica Esqueda (Lamont)</li> <li>• Hilda Wright (KCSOS)</li> <li>• Zenaida Gallardo (KCSOS)</li> </ul>	<ul style="list-style-type: none"> <li>• Chris Persons (KCSOS)</li> <li>• Ryan Coleman (KHSD)</li> </ul>	<ul style="list-style-type: none"> <li>• Gena Lieske (KCSOS)</li> <li>• Debra Jackson (CSUB)</li> <li>• Bonita Steele (KCCD)</li> </ul>	<ul style="list-style-type: none"> <li>• Sal Arias (KCSOS)</li> <li>• Bryan Campoy (KHSD)</li> </ul>	<ul style="list-style-type: none"> <li>• Cameron Guinn (KCSOS)</li> <li>• George Bradley (KHSD)</li> </ul>
<b>Participants</b>	<ul style="list-style-type: none"> <li>• Ami Moser (KCSOS)</li> <li>• Cheryl Nelson (KCSOS)</li> <li>• Christine Chapman (BCSD)</li> <li>• Gladys Garcia-Jara (KCSOS)</li> <li>• Jennifer Anzalone (KCSOS)</li> <li>• Julie Boesch (Maple)</li> <li>• Katherine Dionne Wood (PBVUSD)</li> <li>• Kevin Bartl (First 5)</li> <li>• Lilly Rosenberger (KCSOS)</li> <li>• Misty Cates (Greenfield)</li> <li>• Pam Somes (PBVUSD)</li> <li>• Ramon Hendrix (Greenfield)</li> <li>• Roland Maier (First 5)</li> <li>• Rolinda Salmon (KCSOS)</li> <li>• Stephanie Trickey (Maple)</li> <li>• Stuart Packard (Buttonwillow)</li> <li>• Yolanda Gonzales (CAPK)</li> </ul>	<ul style="list-style-type: none"> <li>• April Gregerson (Delano Elem)</li> <li>• Candi Huizar (KCSOS)</li> <li>• Carly Boulware (Fruitvale)</li> <li>• Jennifer Hedge (RBG)</li> <li>• Jennifer Mykytuik (Fruitvale)</li> <li>• Kerry Wallace (Delano Elem)</li> <li>• Kimberly Larkin (KCSOS)</li> <li>• Melissa Donez (KHSD)</li> <li>• Robin Shive (KCSOS)</li> <li>• Sarah Dawson (Greenfield)</li> <li>• Stephanie Berry (BCSD)</li> <li>• Steve Martinez (Kernville)</li> <li>• Susie Smith (PBVUSD)</li> <li>• Valerie Hudson (Lakeside)</li> </ul>	<ul style="list-style-type: none"> <li>• Christine DeCarolis (Rosedale)</li> <li>• Claudia Maldonado (KCSOS)</li> <li>• Cristina Zuniga (Arvin)</li> <li>• Jeff Vasquez (Wonderful)</li> <li>• Jill Morrison (PBVUSD)</li> <li>• Kristi Tiger (Fruitvale)</li> <li>• Kyle Atkin (KCSOS)</li> <li>• Lauren Mawson (PBVUSD)</li> <li>• Leslie Garrison (Fruitvale)</li> <li>• Luis Jauregui (KHSD)</li> <li>• Meredith Valenzuela (KSCOS)</li> <li>• Michael Hernandez (KCSOS)</li> <li>• Nicole Freeland (BCSD)</li> <li>• Rosi Duenas (BCSD)</li> <li>• Shelly Tiffin (PBVUSD)</li> <li>• Stephanie Holladay (BCSD)</li> </ul>	<ul style="list-style-type: none"> <li>• Amber Trejo (KCSOS)</li> <li>• Bonita Steele (KCCD)</li> <li>• Cynthia Ortiz (KCSOS)</li> <li>• Dave Ostash (Sierra Sands)</li> <li>• Jason Hodgson (Taft HS)</li> <li>• Jonathan Gage (KCSOS)</li> <li>• Kelly Richers (Wasco HS)</li> <li>• Kris Grappendorf (CSUB)</li> <li>• Kylie Campbell (BC)</li> <li>• Michael Coleman (Maricopa)</li> <li>• Pam Dobrenen (KCSOS)</li> <li>• Paul Chavez (Delano HS)</li> <li>• Tiffany Touchstone (Elk Hills)</li> </ul>	<ul style="list-style-type: none"> <li>• Alexandra Castro (KCCD)</li> <li>• Ashlea Wagner (BC)</li> <li>• Bob Ngo (KCCD)</li> <li>• Chad Houck (Cerro Ceso)</li> <li>• Cy Silver (Norris)</li> <li>• Greg West (KCSOS)</li> <li>• Heather Richter (KCSOS)</li> <li>• John Means (KCCD)</li> <li>• John Stark (CSUB)</li> <li>• Kris Grappendorf (CSUB)</li> <li>• Kristen Watson (CSUB)</li> <li>• Monica Malhotra (CSUB)</li> <li>• Tashawn Winston (County of Kern)</li> </ul>	<ul style="list-style-type: none"> <li>• Chip Wilson (KCSOS)</li> <li>• Deborah Schmidt (KCSOS)</li> <li>• Jasmine Bassillious (Fruitvale)</li> <li>• Jesse Beed (BCSD)</li> <li>• Kathy Nunez (KCSOS)</li> <li>• Lisa Limpas (Norris)</li> <li>• Lori Schultz (McFarland)</li> <li>• Margie Berumen (Greenfield)</li> <li>• Paul Miller (Beardsley)</li> <li>• Rob Meszaros (KCSOS)</li> <li>• Ty Bryson (Lakeside)</li> </ul>	<ul style="list-style-type: none"> <li>• Adam Alvidrez (GROW)</li> <li>• Bob Ngo (KCCD)</li> <li>• Brittany Bishop (KCSOS)</li> <li>• Casey Yeazel (GROW)</li> <li>• Dr. Hana Suleiman (Greenfield)</li> <li>• Greg Adkins (PBVUSD)</li> <li>• Greg West (KCSOS)</li> <li>• Kristen Angelo (PBVUSD)</li> <li>• Mario Venegas (PBVUSD)</li> <li>• Monica Malhotra (CSUB)</li> <li>• Robert Nielsen (Greenfield)</li> <li>• Sue Lemon (Rosedale)</li> </ul> <p> <ul style="list-style-type: none"> <li>• Denotes KiDS team member</li> <li>• Denotes Management Analyst Member</li> <li>• Denotes Superintendent</li> </ul> </p>

	<b>Kinder Readiness (Kern Starts)</b>	<b>Literacy (Kern Reads)</b>	<b>Math (Kern Counts)</b>	<b>College &amp; Career Readiness (Kern Learns)</b>	<b>Postsecondary Enrollment &amp; Completion (Kern Earns)</b>	<b>Chronic Absenteeism</b>	<b>Data Sharing</b>
<b>Kern Pledge Overarching Indicators</b>	<ul style="list-style-type: none"> <li>• % of kindergarten students completing a common readiness assessment</li> <li>• # of Kern children participating in preschool</li> </ul>	<ul style="list-style-type: none"> <li>• Average scale score on Star Reading by grade</li> <li>• % met &amp; exceeded on 3<sup>rd</sup> and 8<sup>th</sup> grade CAASPP ELA</li> </ul>	<ul style="list-style-type: none"> <li>• Average scale score on Star Math by grade</li> <li>• % met &amp; exceeded on 5<sup>th</sup> and 8<sup>th</sup> grade CAASPP Math</li> </ul>	<ul style="list-style-type: none"> <li>• A-G course completion rate</li> <li>• Average high school cumulative GPA</li> <li>• % participating in 4<sup>th</sup> year college prep English &amp; math</li> <li>• # of college credits earned upon high school completion</li> </ul>	<ul style="list-style-type: none"> <li>• # of students successfully completing 30 units within their first year of postsecondary enrollment</li> <li>• # of students declaring a major within 45 units of postsecondary enrollment</li> <li>• # of students successfully completing college level math and English courses within their first year</li> <li>• # of students employed within their field of study or pursuing a graduate degree</li> <li>• # of students obtaining a license, credential or certification within their field of study</li> </ul>	<ul style="list-style-type: none"> <li>• Chronic absenteeism rate</li> </ul>	<ul style="list-style-type: none"> <li>• % of districts onboarded into KiDS</li> <li>• % of fulfilled data requests by KEP work groups</li> <li>• % of passed security audits</li> </ul>

	<b>Kinder Readiness (Kern Starts)</b>	<b>Literacy (Kern Reads)</b>	<b>Math (Kern Counts)</b>	<b>College &amp; Career Readiness (Kern Learns)</b>	<b>Postsecondary Enrollment &amp; Completion (Kern Earns)</b>	<b>Chronic Absenteeism</b>	<b>Data Sharing</b>
<b>Current Work Group TOA</b>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• If we maintain and increase districts using an assessment with common indicators of TK/K readiness; AND</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• If we implement a countywide campaign about the importance of participation in high quality early learning programs; AND</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• If we use data from common TK/K readiness indicators to identify and design professional learning on areas of instructional need, THEN</li> </ul> <p><b>Then</b> we will increase the number of children entering Kindergarten with a solid foundation of skills necessary to be successful in school.</p>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• If we provide educators with training to increase their understanding in the science of reading; AND</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• If we provide adequate training for educators on using assessment data to make instructional decisions; AND</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• If we provide additional parent training, supports and resources to parents to build confidence and skills to promote literacy in the home, THEN</li> </ul> <p><b>Then</b> we will be successful in ensuring the majority of our students read at grade level by the end of the 3rd grade which will positively impact their educational career and beyond.</p>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• If we developed a shared, county-wide vision for effective teaching and learning of mathematics; AND</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• If we collaboratively develop and implement easy to use tools and materials/resources that highlight recent research and best mathematics practices specific to teaching, learning and assessment; AND</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• If we have a framework that ensures that our vision and practices are consistent, equitable, and supported throughout the county; THEN</li> </ul> <p><b>Then</b> students in Kern will demonstrate flexibility with numeracy and mathematical reasoning and they will successfully progress through grade level mathematics courses.</p>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• If we raise career pathway awareness of educational partners; AND</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• If we effectively engage students, parents and educational partners regarding the importance of pathway completion; AND</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• If we effectively engage educational partners regarding the importance of college readiness, THEN</li> </ul> <p><b>Then</b> more students will graduate ready to succeed.</p>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• If we develop seamless systems for all students through high school completion and post-secondary completion; AND</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• If we increase knowledge of industry sector pathways (careers) and the education needed to pursue the occupation (<i>will be revised</i>); AND</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• If we increase student understanding about successful practices for post-secondary completion, THEN</li> </ul> <p><b>Then</b> we will increase the rate of students enrolling in and completing a post-secondary program/pathway who will successfully enter the workforce.</p>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• If we increase the level of connectedness between staff and students; AND</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• If we effectively engage parents and stakeholders regarding the importance of attendance on student growth and development; AND</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• If we support school districts in adopting a multi-tiered system of support framework that meets the needs of all students; THEN</li> </ul> <p><b>Then</b> we will reduce chronic absenteeism in Kern County.</p>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• If we create and deploy a PK-20 data warehouse/analytics solution; AND</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• If we research and implement best practices to share data securely; AND</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• If we support and train participating LEAs, THEN</li> </ul> <p><b>Then</b> we will be able to provide metrics to respond collaboratively to student needs in a timely manner using actionable PK-20 student data.</p>

Work Group TOA Indicators	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• # of districts administering a common TK/K readiness assessment</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• # of students participating in California State Preschools and TK Programs</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• % agree on question 5 of KCSOS Professional Learning evaluation after receiving professional learning on areas of instructional need as determined by common indicators from kinder readiness assessments</li> </ul> <p><u>Final Then Statement</u></p> <ul style="list-style-type: none"> <li>• TBD (possibly % of students ready for kindergarten)</li> </ul>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• # of participants selecting “Agree” on questions 4 and 5 of the KCSOS professional learning feedback form</li> <li>• % of districts in attendance at professional learning opportunity about science of reading</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• # of participants selecting “Agree” on questions 4 and 5 of the KCSOS professional learning feedback form</li> <li>• % of districts in attendance at professional learning opportunity about using assessment data to make instructional decisions</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• # of parent participants who respond favorably on a common feedback from after receiving county office training</li> <li>• # of parent participants who respond favorably on a common feedback from after receiving district office/school level training</li> </ul> <p><u>Final Then Statement</u></p> <ul style="list-style-type: none"> <li>• TBD (possibly lexile level)</li> </ul>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• A signed agreement to a collective vision</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• TBD (possibly # of visits to math resource website)</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul> <p><u>Final Then Statement</u></p> <ul style="list-style-type: none"> <li>• By June 2024 we will increase Mathematical Claims by 3% as measured by CAASPP Math claim scores</li> </ul>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• # of Canvas course users</li> <li>• # of pre/post surveys (Both metrics apply to student awareness curriculum and counselor &amp; parent awareness support materials)</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• Career Technical Education (CTE) pathways completion rate</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• A-G completion rate</li> </ul> <p><u>Final Then Statement</u></p> <ul style="list-style-type: none"> <li>• Career Technical Education (CTE) pathways completion rate</li> <li>• A-G completion rate</li> </ul>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• Rate of high school students enrolling in a postsecondary program/pathway</li> <li>• Community College level <ul style="list-style-type: none"> <li>○ Job skills certificate completion rate</li> <li>○ 3 year college transfer rate</li> <li>○ 3 year AA/AS completion rate</li> <li>○ ADT completion rate</li> </ul> </li> <li>• University level <ul style="list-style-type: none"> <li>○ 4 &amp; 6 year freshmas graduation rate</li> <li>○ 2 &amp; 4 year transfer graduation rates</li> </ul> </li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• (Under revision)</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• Rate of students completing college credits in high school</li> <li>• # of accumulated unnecessary postsecondary units toward program completion</li> <li>• Rate of completion of college level English and math in the first postsecondary year</li> <li>• Rate of completion of 30 degree/certificate applicable semester units by end of first postsecondary year</li> </ul>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• Average of Kern County LEA’s LCAP State Priority 5C</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• Excused absence rate</li> <li>• Unexcused absence rate</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• % of students with at least one high risk indicator on the Engagement Factor as provided by the KiDS Early Warning Module</li> </ul> <p><u>Final Then Statement</u></p> <ul style="list-style-type: none"> <li>• Chronic absenteeism rate</li> </ul>	<p><u>TOA #1</u></p> <ul style="list-style-type: none"> <li>• # and % of validated Kern County students in KiDS in 4 categories (PK, K-12, 13-16, 16-20)</li> </ul> <p><u>TOA #2</u></p> <ul style="list-style-type: none"> <li>• # of standardized quarterly security audits with 3 or more “Pass” areas.</li> </ul> <p><u>TOA #3</u></p> <ul style="list-style-type: none"> <li>• # of attendees at trainings</li> <li>• Average user logins</li> <li>• Average time spent in KiDS</li> </ul> <p><u>Final Then Statement</u></p> <ul style="list-style-type: none"> <li>• Increase in all other KEP work group final outcome metrics</li> </ul>
---------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<b>Kinder Readiness (Kern Starts)</b>	<b>Literacy (Kern Reads)</b>	<b>Math (Kern Counts)</b>	<b>College &amp; Career Readiness (Kern Learns)</b>	<b>Postsecondary Enrollment &amp; Completion (Kern Earns)</b>	<b>Chronic Absenteeism</b>	<b>Data Sharing</b>
					<u>Final Then Statement</u> • TBD		
<b>Meetings</b>	Second Friday 2:00 – 3:00 pm	Third Friday 1:00 – 3:00 pm	Third Monday 3:30 – 5:00 pm	Second Friday 11am – 12:30 pm	Third Friday 11am – 12:30 pm	Friday, April 8, 10 am	Third Wednesday 2:00 – 3:30 pm
<b>Next Steps</b>	<ul style="list-style-type: none"> <li>Continue developing content for the SMORE</li> <li>Gather and review PK/TK assessments to inform list of recommended assessments from the group for districts to choose from to satisfy requirement under TK expansion bill (if an assessment isn't already in place at the district)</li> <li>Review Core Growth data in KiDS to inform future professional learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Due to significant changes to their TOA, next steps will be determined at next work group meeting on 3/25/22</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop initiatives and action steps for TOA #1</li> <li>Develop and finalize metrics for each TOA and final then statement.</li> </ul>	<ul style="list-style-type: none"> <li>Continue with early stages of developing grades 6-8 curriculum by identifying high school pathways to film, hire support staff to develop curriculum, and submit SWP Round 5 grant</li> <li>Adapt parent resource website to include current pathways for all 9-12 schools in Kern</li> <li>Hold first meeting of Dual Enrollment Network and develop content on requested topics</li> </ul>	<ul style="list-style-type: none"> <li>Update and increase the number of articulation agreements for those students who transfer between programs</li> <li>Establish efficient and user-friendly systems for sharing student information (e.g. transcripts) between institutions.</li> <li>Increase number of postsecondary institutions using Program Pathway Mapper to publicize degree plans for students with Associate Degrees for Transfer (ADTs)</li> </ul>	<ul style="list-style-type: none"> <li>Next steps will be determined at next work group meeting on 4/8/22</li> </ul>	<ul style="list-style-type: none"> <li>Onboard remaining Cohort 2 districts</li> <li>Finalize IHE needs assessment and draft proposal for Cohort 3</li> <li>Support CSUB transcript Initiative</li> <li>Support KCCD NACEP grant proposal</li> <li>Conviene IT Security Subcommittee</li> <li>Train newly onboarded districts on Essentials and all participating districts on EWIS, HR, and Fiscal Modules.</li> </ul>