

# 2025-26 Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA)       | Contact Name and Title         | Email and Phone                                  |
|--------------------------------------|--------------------------------|--|
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## Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

## Local Indicators

The local indicators address the following state priority areas:

### **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)**

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

### **Access to a Broad Course of Study (LCFF Priority 7)**

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)**

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

| Academic Year | Total Teaching FTE | Clear | Out-of-Field | Intern | Ineffective | Incomplete | Unknown | N/A |
|---------------|--------------------|-------|--------------|--------|-------------|------------|---------|-----|
| 2022-23       | 3.4                | 40%   | 11%          | 0%     | 49.3%       | 0%         | 13.5%   | 0%  |

| Access to Instructional Materials  | Number | Percent |
|--|--------|---------|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0      | 0       |

| Facility Conditions  | Number |
|--|--------|
| Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies) | 0      |

# Implementation of State Academic Standards (LCFF Priority 2)

## OPTION 2: Reflection Tool

### Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   | 3 |   |   |
| ELD (Aligned to ELA Standards)                            |   |   | 3 |   |   |
| Mathematics – Common Core State Standards for Mathematics |   |   | 3 |   |   |
| Next Generation Science Standards                         |   |   | 3 |   |   |
| History-Social Science                                    |   |   | 3 |   |   |

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   |   |   | 4 |   |
| ELD (Aligned to ELA Standards)                            |   |   |   | 4 |   |
| Mathematics – Common Core State Standards for Mathematics |   |   |   | 4 |   |
| Next Generation Science Standards                         |   |   | 3 |   |   |
| History-Social Science                                    |   |   |   | 4 |   |

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA                 |   | 2 |   |   |   |
| ELD (Aligned to ELA Standards)                            |   | 2 |   |   |   |
| Mathematics – Common Core State Standards for Mathematics |   | 2 |   |   |   |
| Next Generation Science Standards                         |   | 2 |   |   |   |
| History-Social Science                                    |   | 2 |   |   |   |

**Other Adopted Academic Standards**

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards                         | 1 | 2 | 3 | 4 | 5 | N/A |
|--|---|---|---|---|---|-----|
| Career Technical Education                 |   | 2 |   |   |   |     |
| Health Education Content Standards         |   | 2 |   |   |   |     |
| Physical Education Model Content Standards |   |   | 3 |   |   |     |
| Visual and Performing Arts                 |   |   | 3 |   |   |     |
| World Language                             |   |   |   | 4 |   |     |

## Support for Teachers and Administrators

### 5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Academic Standards  | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole |   |   |   | 4 |   |
| Identifying the professional learning needs of individual teachers                    |   |   |   | 4 |   |
| Providing support for teachers on the standards they have not yet mastered            |   |   |   | 4 |   |

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

### Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices   | Rating Scale Number |
|---|---------------------|
| 1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | 4                   |
| 2. Rate the LEA's progress in creating welcoming environments for all families in the community.  | 4                   |
| 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.   | 4                   |

| Practices  | Rating Scale Number |
|--|---------------------|
| 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | 4                   |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Maintaining the two community liaisons has been a tremendous success, providing in-person communication between school and parents.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Since the faculty largely moved into the district from out of the area, the focus area in building relationships between school staff and families continues to be solidifying staff understanding of local populations and needs.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Due to our small size (current student population is 24 in the K-12 district), we are able to connect individually with all families in the district.

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices   | Rating Scale Number |
|---|---------------------|
| 5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.   | 3                   |
| 6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.  | 4                   |
| 7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | 4                   |
| 8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.   | 3                   |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The current strength lies in the LEA's community liaisons and the open availability of school administrators to meet with parents.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Teachers regularly develop and maintain direct contact with parents and families through parents preferred means of communication.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Due to our small size (current student population is 24 in the K-12 district), we are able to connect individually with all families in the district.

### Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

| Practices  | Rating Scale Number |
|--|---------------------|
| 9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.   | 3                   |
| 10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.  | 3                   |
| 11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.            | 3                   |
| 12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | 3                   |

### Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The community liaisons and administrators provide opportunities for parents and educational partners to have input on school decisions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to seek input for decision making through 1:1 contact with educational partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

Due to our small size (current student population is 24 in the K-12 district), we are able to connect individually with all families in the district.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The key learnings are that students and parents find the schools safe and communication adequate. The key issue for parents is safety of home-to-school transportation, as buses travel up to 70 miles one way. Students welcome trips to different places and enjoy engaging in extracurricular activities. Surveys indicate that interscholastic competition is not as important as attending a professional soccer game or spending the night sleeping in an aquarium just inches from the fish. Of note is the desire of high school students to work in the different district funded jobs, ranging from museum docents to translators to elementary aides to groundskeepers.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Results reveal parent/guardian concern that the schools maintain a positive and safe school environment and system of home-to-school transportation while each school year brings great changes to the student demographic.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Actions taken by the LEA reflect annual (at a minimum) changes in student need due to changes in enrollment. The main improvement is in assessing need with stronger input from parents/guardians, often individualized for their particular student need. The LEA is seeing positive results annually.

The District is limited by the great distances between homes and school and by a small enrollment. No amount of change will address that reality. However, the approach to extracurricular activities employed by the principal and supported by the Board of Trustees does keep students engaged and looking forward to seeing a larger world. In addition, the lack of interscholastic sports means far fewer classes lost to hours spent on a game bus.

## **Access to a Broad Course of Study (LCFF Priority 7)**

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The LEA tracks progress in meeting Priority 7 standards by reviewing course offerings and class schedules every semester to assess the extent to which all students have access to and are enrolled in a broad course of studies. Given that there are approximately 20 students in the LEA currently, a simple review is sufficient. For the 2021-2022 year, 100% of Unified School District's students had full access to a broad course of studies as defined by California Education Code 51210 and 51220(a)-(i). The principal and counselor with assistance from staff followed a checklist for each DVUSD student at each grade level. The checklist not only looked at current class schedules but materials available for each grade level, upper grade transcripts, IEP goals, instructional minutes as well as subjective overviews by credentialed staff. Parent involvement has been part of the process and has included summer meetings at remote locations.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students K-12 are enrolled in a broad course of study. As the LEA currently runs only 1 small elementary school and a single academy for grades 7-12 with a total combined enrollment of 27, there are no differences across school sites or student groups. Stating the obvious, all students share the same basic class schedules, materials and teachers. Small numbers dictate that no student group can be set on a track that doesn't afford a path to success.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

While the LEA successfully provides access to a broad course of study for all students, the hurdles that must be overcome most often are: 1) Scheduling a wide array of courses with a small number of teachers. 2) Lacking internet connectivity for students off the school campus. 3) Meeting the needs of exceptional students, given the remote, rural location of schools, leading to difficulty in receiving specialized services. The only barrier to a broad course of study is a small student population and few staff members. The variety that a big school or district offers is not a luxury enjoyed in a district as small as Death Valley USD. This applies across the grades and does reflect the fact that individual attention is a strength while a more varied curriculum and course offerings are not.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The LEA successfully ensures access to a broad course of study for all students. Thus, the LEA will utilize the same methods as reported above, while continuing to research ways to expand the manner in which courses of study may be offered, especially via advances in technology. Death Valley Unified is proud of the education it offers at the same time recognizing that there is no way to offer students the variety made possible by a bigger student population. The goal will focus on a continuing effort to see students ready and equipped to move on to college or meaningful employment after graduation and to guarantee that if a student transfers to another school they will be equipped to succeed.