

Students

DROPOUT PREVENTION

Because high school graduation provides a foundation for postsecondary educational opportunities, successful employment and/or lifelong learning, the Governing Board believes that every student in the district should remain in school and meet district standards for graduation. The Board desires to provide a challenging learning environment that encourages school attendance.

The Superintendent or designee shall develop strategies to identify and serve students at all grade levels who are at risk of dropping out of school. Students may be identified on the basis of indicators such as frequent absenteeism, truancy or tardiness, below grade-level achievement; or personal, social, health or economic concerns that may make a student to drop out of school.

The school site council at each school shall develop a comprehensive school plan for student retention in accordance with law, Board policy, and administrative regulation. The plan shall be designed to help reduce student absenteeism and dropout rates and to improve student achievement.

Outreach Consultants

The Superintendent or designee may provide eligible schools with outreach consultants to help meet the needs of at-risk students. Outreach consultants shall:

1. If hired after January 1, 2004, possess a Dropout Prevention Specialist Certificate from a California State University or enroll in a Dropout Prevention Specialist Certificate program within 90 days of the date of hire
2. Demonstrate knowledge of local alternative educational programs and employee those programs to respond to the differential needs and unique learning styles of students
3. Demonstrate knowledge of local community agencies and community programs to recruit those agencies and programs to assist in the physical or psychological remediation of students
4. Utilize local school programs, options, and opportunities to assist students in locating, securing, or retaining employment
5. Utilize techniques that enhance and encourage interpersonal communication, self-understanding, self-disclosure, and depth-level sharing
6. Employ appropriate methods to create circumstances necessary so that change is permitted and encouraged in individuals, programs, and institutions

DROPOUT PREVENTION (continued)

- (cf. 5113 - Absences and Excuses)
- (cf. 6011 - Academic Standards)
- (cf. 6146.1 - High School Graduation Requirements)
- (cf. 6146.5 - Elementary/Middle School Graduation Requirements)
- (cf. 6162.52 – High School Exit Examination)
- (cf. 5113.1 – Truancy)
- (cf. 5123 – Promotion/Acceleration/Retention)
- (cf. 5146 – Married/Pregnant/Parenting Students)
- (cf. 5149 – At-Risk Students)
- (cf. 6164.2 – Guidance/Counseling Services)
- (cf. 6164.5 – Student Success Teams)
- (cf. 6178 – Vocational Education)
- (cf. 6178.1 – Work Experience Education)
- (cf. 6179 – Supplemental Instruction)
- (cf. 0420- School Plans/Site Councils)
- (cf. 3553 – Free and Reduced Price Meals)
- (cf. 6171 – Title I Programs)
- (cf. 4112.2 – Certification)

Legal Reference:

EDUCATION CODE

- 35160 Authority of governing board
- 41505-41508 Pupil Retention Block Grant
- 48400-48403 Compulsory continuation education
- 48430-48438 Continuation education
- 48660-48667 Community day schools
- 51745-51749.3 Independent study
- 52300-52334 Regional Occupational Centers
- 52890 Qualifications and duties of outreach consultants
- 54690-54697 Partnership academies
- 64000-64001 Single plan for student achievement

REPEALED EDUCATION CODE FOR CATEGORICAL PROGRAMS

- 52014 Inclusion of activities in plan
- 52015 Components of plan
- 52900-52904 Alternative education and work centers for school dropouts
- 54660-54669 Elementary and Secondary School Dropout Prevention Act
- 54720-54735 School-based pupil motivation and maintenance program
- 58550-58562 Educational clinics

UNITED STATES CODE, TITLE 20

- 6301-6322 Title I programs

Management Resources:

DROPOUT PREVENTION (continued)

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

California Dropout Prevention Network: <http://www.edualliance.org/cdpn>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

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Students

DROPOUT PREVENTION

1. At the earliest stage, our schools shall strive to eliminate one of the most significant causes of dropout: lack of basic skills. All children shall be expected to learn to read, write, speak effectively, and be able to benefit from mainstream education. Teachers shall identify reading problems in the first grade. Remedial help shall be offered with enthusiasm, high teacher expectations, and specific deadlines for bringing student performance up to grade level. The Board encourages the use of parental involvement, intensive one-on-one instruction, and creative efforts to motivate children with reading problems.
2. As early as kindergarten, teachers shall identify students who are excessively absent (excused and unexcused). A student who consistently misses one or more days a week is in danger of developing poor attendance patterns that may become irreversible at a later time. Attendance problems shall be monitored and addressed by the coordinated efforts of the teacher, school nurse, psychologist (if available) and principal. Parents shall be contacted to determine the reason for absence, and they shall be asked to confer with the principal if initial efforts at improving attendance do not succeed.
3. Because differences in learning style so significantly affect achievement levels, teachers shall strive, at every grade level, to use methods that suit their students' individual learning styles and specific perceptual strengths. The Board encourages district staff to develop an incentive and reward system which will reinforce self-esteem, pride in academic achievement, and the expectation of frequent success.
4. To reverse the feelings of alienation they acquired during earlier years, at-risk high school students particularly need positive social bonds with their teachers. The Board recognizes its need for a staff that is committed to dropout prevention, one that communicates a sense of caring and welcomes opportunities to deal with the whole student. Staff is encouraged to accept positive student input and to ensure program flexibility that will meet individual needs.
5. To help students and their parents/guardians appreciate the need for schooling, district staff shall relate academic learning to work experience whenever possible. Visits to business and industry shall supplement simulated work experiences within the classroom. Students shall see that they must know how to read and communicate in order to complete applications, follow written directions, and succeed in the world of work. They should understand that pay varies among differing jobs depending upon manpower needs and productivity in our society. District staff shall also regularly remind all parents/guardians of the value of education in their children's lives.
6. The district shall offer curriculum and counseling designed to provide students graduating from high school with relevant, tangible skills, career direction, and the possibility of future employment. To help students see the usefulness of what they learn, the Board encourages

DROPOUT PREVENTION (continued)

student participation in volunteer projects and other work experiences. The Board also encourages innovative, experiential learning methods that minimize competition and maximize cooperative, interdependent learning.

7. High-risk students shall be particularly encouraged to participate in school activities in order to combat the feelings of isolation common to dropouts.