

Policy 5147: Dropout Prevention

Status: ADOPTED

Original Adopted Date: 07/01/2005 | **Last Revised Date:** 09/01/2024 | **Last Reviewed Date:** 09/01/2024

The Governing Board expects all students to remain in school until graduation in order to acquire critical knowledge and skills and be prepared for postsecondary education and/or employment. The Superintendent or designee shall identify factors that impede student success in school and shall implement integrated, systemic support and strategies that address dropout prevention and promote timely intervention and recovery.

The Superintendent or designee, in collaboration with parents/guardians, school staff, and community agencies and organizations as appropriate, shall develop districtwide and schoolwide strategies that support regular school attendance for all students. Dropout prevention strategies shall include efforts to provide a safe and positive learning environment that engages and motivates students, encourages students' connectedness to the schools, offers meaningful educational opportunities, and promotes student health and well-being.

In order to make up lost instructional time and offset absences, the district may implement attendance recovery programs. Any attendance recovery program shall be provided as a voluntary, limited-term option for a classroom-based, regular education program for students in grades TK-12 in accordance with Education Code 46211.

In addition, the Superintendent or designee shall develop strategies to provide targeted support to individual students who are at risk of dropping out of school. Students may be identified based on indicators such as chronic absenteeism, truancy, or tardiness; below-grade-level academic achievement as evidenced by student assessment results and/or teacher evaluations; and personal, social, health, or economic circumstances that may affect student performance and behavior in school.

Strategies to support students at risk of dropping out of school may include, but are not limited to:

1. Meetings and/or home visits with the student and parent/guardian to identify and address barriers to the student's success and inform them of the state's compulsory education law
2. Individualized instruction that responds to the needs and unique learning styles of students
3. Supplemental instruction during or outside the school day that is designed to help students overcome academic deficiencies, including attendance recovery programs
4. Enrollment in alternative or specialized educational programs
5. Assistance locating employment or work-based learning opportunities which link classroom learning with real-world experiences
6. Academic guidance and personal counseling services

7. Referral to a student success team, school attendance review board, or other team that addresses persistent attendance problems
8. Referral to school and/or community support services, such as a student assistance program; substance abuse program; health services or school nurse; school social worker or social services; school counselor, school psychologist or other student support personnel for case management and counseling; and other resources
9. Continued monitoring of student attendance, including tracking student attendance and identifying students with attendance problems as early as possible, so the school may provide appropriate support services and interventions
10. Employment of qualified outreach consultants to perform duties related to dropout identification, prevention, intervention, and recovery as assigned
11. Creating small, personalized learning communities to facilitate monitoring and support
12. Offering courses or programs that connect schoolwork with college and career success, including career technical education

The strategies may be incorporated into the district's local control and accountability plan and linked to district goals for student engagement, school climate, and student achievement.

The Superintendent or designee shall ensure that employees are trained to support at-risk students and are prepared to implement intervention strategies or to make appropriate referrals to support services.

When a student leaves school prior to the end of a school year, or when a student successfully completed the prior school year but did not begin attending the next grade or school that the student was expected to attend or had pre-registered to attend, the Superintendent or designee shall make efforts to determine whether the student has dropped out or has transferred to another educational setting. The Superintendent or designee may contact the student's parents/guardians to verify school enrollment and, if necessary, shall implement intervention and recovery efforts.

The Superintendent or designee shall maintain required documentation for students who transfer from or otherwise withdraw from a school in the district. (20 USC 6311)

The Superintendent or designee shall annually report to the Board on measures of student engagement, including school attendance rates, chronic absenteeism rates, middle school and high school dropout rates, and high school graduation rates. The Board shall monitor district progress in increasing student retention in school and may require revisions in district plans and strategies as needed.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Description

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| Ed. Code 35160 | Authority of governing boards |
| Ed. Code 46211 | Attendance recovery programs |
| Ed. Code 48200 | Compulsory education |
| Ed. Code 48260-48273 | Truancy |
| Ed. Code 48400-48403 | Compulsory continuation education |
| Ed. Code 48430-48438 | Continuation education |
| Ed. Code 48660-48666 | Community day schools |
| Ed. Code 49600-49604 | Educational counseling |
| Ed. Code 51260-51269 | Gang and substance abuse prevention curriculum |
| Ed. Code 51745 | Independent study |
| Ed. Code 52060-52077 | Local control and accountability plan |
| Ed. Code 52300-52462 | Career technical education |
| Ed. Code 54690-54697 | Partnership academies |
| Ed. Code 60900 | California Longitudinal Pupil Achievement Data System |
| Ed. Code 64001 | School plan for student achievement; consolidated application programs |
| W&I Code 18986.40-18986.46 | Interagency children's services programs |
| Federal | Description |
| 20 USC 6301-6322 | Title I programs |
| Management Resources | Description |
| California Department of Education Publication | School Attendance Improvement Strategies |
| California Department of Education Publication | SAP Bulletin 11: Nine Components of SAPs |
| California Department of Education Publication | Student Assistance Programs |
| California Department of Education Publication | Adjusted Cohort Graduation Rate Program Instrument |
| CSBA Publication | California High School Graduation and Dropout Rates, Fact Sheet, May 2013 |
| CSBA Publication | Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024 |
| Institute of Education Sciences Publication | Preventing Dropout in Secondary Schools, September 2017 |

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| US Department of Education Publication | Every Student Succeeds Act High School Graduation Rate Non-Regulatory Guidance, January 2017 |
| Website | Institute of Education Sciences |
| Website | California Department of Education, Dropout Prevention |
| Website | CSBA District and County Office of Education Legal Services |
| Website | California Dropout Research Project |
| Website | National Dropout Prevention Center |
| Website | U.S. Department of Education |
| Website | CSBA |

Cross References

| Code | Description |
|---------|---|
| 0460 | Local Control And Accountability Plan |
| 0460 | Local Control And Accountability Plan |
| 4131 | Staff Development |
| 5030 | Student Wellness |
| 5113 | Absences And Excuses |
| 5113 | Absences And Excuses |
| 5113.1 | Chronic Absence And Truancy |
| 5113.1 | Chronic Absence And Truancy |
| 5113.11 | Attendance Supervision |
| 5113.12 | District School Attendance Review Board |
| 5113.12 | District School Attendance Review Board |
| 5113.2 | Work Permits |
| 5113.2 | Work Permits |
| 5123 | Promotion/Acceleration/Retention |
| 5123 | Promotion/Acceleration/Retention |
| 5131.6 | Alcohol And Other Drugs |
| 5131.6 | Alcohol And Other Drugs |

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| 5136 | <u>Gangs</u> |
| 5136 | <u>Gangs</u> |
| 5137 | <u>Positive School Climate</u> |
| 5141.6 | <u>School Health Services</u> |
| 5141.6 | <u>School Health Services</u> |
| 5146 | <u>Married/Pregnant/Parenting Students</u> |
| 5148.2 | <u>Before/After School Programs</u> |
| 5148.2 | <u>Before/After School Programs</u> |
| 6120 | <u>Response To Instruction And Intervention</u> |
| 6146.1 | <u>High School Graduation Requirements</u> |
| 6146.2 | <u>Certificate Of Proficiency/High School Equivalency</u> |
| 6146.2 | <u>Certificate Of Proficiency/High School Equivalency</u> |
| 6146.2-E(1) | <u>Certificate Of Proficiency/High School Equivalency</u> |
| 6158 | <u>Independent Study</u> |
| 6158 | <u>Independent Study</u> |
| 6164.2 | <u>Guidance/Counseling Services</u> |
| 6164.5 | <u>Student Success Teams</u> |
| 6164.5 | <u>Student Success Teams</u> |
| 6172 | <u>Gifted And Talented Student Program</u> |
| 6172 | <u>Gifted And Talented Student Program</u> |
| 6173.1 | <u>Education For Foster Youth</u> |
| 6173.1 | <u>Education For Foster Youth</u> |
| 6173.4 | <u>Education For American Indian Students</u> |
| 6177 | <u>Summer Learning Programs</u> |
| 6178.1 | <u>Work-Based Learning</u> |
| 6178.1 | <u>Work-Based Learning</u> |
| 6178.2 | <u>Regional Occupational Center/Program</u> |
| 6179 | <u>Supplemental Instruction</u> |
| 6184 | <u>Continuation Education</u> |
| 6184 | <u>Continuation Education</u> |

