

## **FINDINGS AND RECOMMENDATIONS FOR DROPOUT PREVENTION**

### **Findings**

*(Please Note: Although programs were evident, the nature of this project is to recommend areas for development. Accomplishments are not listed)*

- Inconsistent definitions/insufficient data and inadequate funding affect school's ability to track students, trends
- Socioeconomic situation of families affects student attitude and priorities
- Parent(s) lack time, English Language skills, education and understanding of schools and of student needs
- Lack of support and encouragement at school provides negative influence on students
- Insufficient training of administrators and teachers for dropout prevention allows inadequate support and encouragement
- Shortage of and insufficient training of counselors limits fallback for students
- Early education for children and parents and early response to pre-dropout behavior is inadequate
- Curriculum relevant to special interests of students and preparation for employment is limited
- Community support through non-financial means is not recognized by School Districts
- Business support of students, curriculum and school programs is insufficient
- Some districts provide versions of teacher-parent-counselor Student Success Teams for at-risk students, but there is not always sufficient intervention or follow up to ensure goals are met

### **Recommendations**

- Each School District should develop a plan to prevent dropouts. This plan should be developed with the collaboration and involvement of business, the City and community organizations; State involvement through research and funding is vital
- The State must clarify and inform School Districts as to the definition of tracking dropouts. It must provide sufficient funding to allow districts to develop and report adequate data
- The State must provide sufficient funding for training of school personnel for dropout prevention
- The State should provide funding for sufficient and trained counselors K-12
- The State and Districts, with the support of the business community, should provide funding, emphasis and curriculum related to voc/tech training and the arts
- Through State, City and/or community organizations, sustainable funding should be developed for parent education and for providing understanding of the role of gangs, drugs, peer pressure, and sex/pregnancy
- Every district should provide sufficient funding/staffing for independent study
- The State and Districts should provide programming and funding to educate the public that dropout prevention is everyone's business
- Students Success Teams should be researched and documented to ensure effectiveness in meeting goals and funded to promote use in all school districts

## **COMMUNITY ACTION PLANS FOR DROPOUT PREVENTION**

**Alhambra Unified School District**—Committee recommends continued focus on career academies as well as involvement of business community

**Monrovia Unified School District** - Committee will work with District, City, Chamber, business and youth agencies to encourage personal attention to potential dropouts and to develop cooperative planning for dropout prevention

**Pasadena Unified School District** - Committee recommends a comprehensive District plan to prevent dropouts, which would include coordination with community agencies and business and both continuous oversight and funding sources. Development of a clear definition of dropout is also recommended

**San Gabriel Unified School District** - Committee recommends more understanding and involvement from the community (especially the business community) and systemic and funding changes at the State level

**South Pasadena Unified School District**— Committee recommends documentation of the Student Success Team operation and results for possible transfer to other School Districts