SB 6135-S.E - DIGEST

Addresses eligibility for advanced courses in mathematics, science, or computer science and equitable access to dual credit opportunities.

Requires the office of the superintendent of public instruction to, in making grant awards, give priority to grants for high schools: (1) That have not previously received grant funds through the academic acceleration incentive program;

(2) With a high proportion of low-income students;

(3) Identified as having high disproportionality in their dual credit enrollment data; or

(4) Seeking to develop new capacity for dual credit courses rather than proposing marginal expansion of current capacity.

Allows a high school, in a district that has not adopted an academic acceleration policy, to apply for grants if in practice it follows the academic acceleration guidelines and meets other criteria.

Authorizes the office of the superintendent of public instruction to retain a percentage of learning assistance program allocation funds to support districts in meeting certain requirements, including data collection and reporting and providing professional development and technical assistance.

Allows a school district: (1) During the 2018-2019 and 2019-2020 school years only, to expend a portion of the district's learning assistance program allocation to develop a dropout early warning and intervention data system; and

(2) To expend a portion of the district's learning assistance program allocation on interventions for students identified as at risk of not graduating using that data system.