
SENATE BILL 5690

State of Washington

64th Legislature

2015 Regular Session

By Senators Dammeier, Billig, Litzow, Rolfes, McCoy, Rivers, Hill, Fain, Cleveland, Hasegawa, Fraser, and McAuliffe

Read first time 01/29/15. Referred to Committee on Early Learning & K-12 Education.

1 AN ACT Relating to school-community learning assistance program
2 action plans; amending RCW 28A.165.035; and adding a new section to
3 chapter 28A.165 RCW.

4 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

5 **Sec. 1.** RCW 28A.165.035 and 2013 2nd sp.s. c 18 s 203 are each
6 amended to read as follows:

7 (1) Beginning in the 2015-16 school year, expenditure of funds
8 from the learning assistance program must be consistent with the
9 provisions of RCW 28A.655.235.

10 (2) Use of best practices that have been demonstrated through
11 research to be associated with increased student achievement
12 magnifies the opportunities for student success. To the extent they
13 are included as a best practice or strategy in one of the state menus
14 or an approved alternative under this section or RCW 28A.655.235, the
15 following are services and activities that may be supported by the
16 learning assistance program:

17 (a) Extended learning time opportunities occurring:

18 (i) Before or after the regular school day;

19 (ii) On Saturday; and

20 (iii) Beyond the regular school year;

21 (b) Services under RCW 28A.320.190;

1 (c) Professional development for certificated and classified
2 staff that focuses on:

3 (i) The needs of a diverse student population;

4 (ii) Specific literacy and mathematics content and instructional
5 strategies; and

6 (iii) The use of student work to guide effective instruction and
7 appropriate assistance;

8 (d) Consultant teachers to assist in implementing effective
9 instructional practices by teachers serving participating students;

10 (e) Tutoring support for participating students;

11 (f) Outreach activities and support for parents of participating
12 students, including employing parent and family engagement
13 coordinators; and

14 (g) Up to five percent of a district's learning assistance
15 program allocation may be used for development of partnerships with
16 community-based organizations, educational service districts, and
17 other local agencies to deliver academic and nonacademic supports to
18 participating students who are significantly at risk of not being
19 successful in school to reduce barriers to learning, increase student
20 engagement, and enhance students' readiness to learn. ~~((The office of
21 the superintendent of public instruction must approve any community-
22 based organization or local agency before learning assistance funds
23 may be expended.))~~ School-community learning assistance program
24 action plans detailing partnerships with community-based
25 organizations must be submitted annually to the office of the
26 superintendent of public instruction in accordance with section 2 of
27 this act.

28 (3) In addition to the state menu developed under RCW
29 28A.655.235, the office of the superintendent of public instruction
30 shall convene a panel of experts, including the Washington state
31 institute for public policy, to develop additional state menus of
32 best practices and strategies for use in the learning assistance
33 program to assist struggling students at all grade levels in English
34 language arts and mathematics and reduce disruptive behaviors in the
35 classroom. The office of the superintendent of public instruction
36 shall publish the state menus by July 1, 2015, and update the state
37 menus by each July 1st thereafter.

38 (4)(a) Beginning in the 2016-17 school year, except as provided
39 in (b) of this subsection, school districts must use a practice or

1 strategy that is on a state menu developed under subsection (3) of
2 this section or RCW 28A.655.235.

3 (b) Beginning in the 2016-17 school year, school districts may
4 use a practice or strategy that is not on a state menu developed
5 under subsection (3) of this section for two school years initially.
6 If the district is able to demonstrate improved outcomes for
7 participating students over the previous two school years at a level
8 commensurate with the best practices and strategies on the state
9 menu, the office of the superintendent of public instruction shall
10 approve use of the alternative practice or strategy by the district
11 for one additional school year. Subsequent annual approval by the
12 superintendent of public instruction to use the alternative practice
13 or strategy is dependent on the district continuing to demonstrate
14 increased improved outcomes for participating students.

15 (c) Beginning in the 2016-17 school year, school districts may
16 enter cooperative agreements with state agencies, local governments,
17 or school districts for administrative or operational costs needed to
18 provide services in accordance with the state menus developed under
19 this section and RCW 28A.655.235.

20 (5) School districts are encouraged to implement best practices
21 and strategies from the state menus developed under this section and
22 RCW 28A.655.235 before the use is required.

23 NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.165
24 RCW to read as follows:

25 (1) Each school district using funds for the purpose of RCW
26 28A.165.035(2)(g) shall coordinate with relevant local community-
27 based organizations that provide educational or enhancement services
28 to students eligible for the learning assistance program. The purpose
29 of coordinating the use of funds is to further invest in advancing
30 the state's knowledge regarding how to effectively operationalize
31 intensive student-level interventions, both in and out of
32 school. Inventing and then scaling highly effective service
33 integration models is a key goal of personalizing instruction and
34 supports for each and every student. This investment shall be used to
35 allow creative and intensive school and community partnerships to
36 turn around academic performance in high-needs schools.

37 (2)(a) Each school and district receiving funds under RCW
38 28A.165.035(2)(g) shall develop a school-community learning
39 assistance program action plan that details how a school building or

1 school district will partner with community-based organizations,
2 educational service districts, and other local agencies that serve
3 students who are significantly at risk of not being successful in
4 school by reducing barriers to learning, increasing student
5 engagement, and enhancing students' readiness to learn.

6 (b) The school-community learning assistance program action plan
7 must detail the process around the community-based organizations
8 chosen, show how the community-based organization is culturally or
9 linguistically appropriate for the students being targeted, and must
10 show the inclusiveness of the planning phase that includes all key
11 partners, and includes the following information:

12 (i) That there are offices in the community;

13 (ii) Priority issue areas are identified and defined by residents
14 of the community;

15 (iii) Solutions to address priority issues are developed with
16 residents of the community; and

17 (iv) Program design, implementation, and evaluation components
18 have the residents intimately involved in leadership positions.

19 (c) The school-community learning assistance program action plan
20 must also detail potential opportunities for using learning
21 assistance program funds to support the activities identified in the
22 plan.

23 (d) The school-community learning assistance program action plan
24 shall be submitted annually.

25 (e) The community-based organizations providing the following
26 services must be included in the plan:

27 (i) Before and after school programs;

28 (ii) Summer programs;

29 (iii) Expanded learning opportunities offered outside of
30 traditional school hours as defined in RCW 28A.630.122; or

31 (iv) Youth development programs.

32 (f) The community-based organizations included in the plan must
33 show an ability to serve:

34 (i) Underrepresented or underserved students; or

35 (ii) Students of diverse cultural or linguistic backgrounds.

36 (g) The school-community learning assistance program action plan
37 must also show that:

38 (i) The project leadership and decision making, including
39 decisions on budget and programming, are shared among the school
40 district, school, and community partners, with well-defined roles and

1 responsibilities, and grant resources to carry out the project plan;
2 and

3 (ii) The project outcomes define clear, ambitious, and realistic
4 measurements of success, aligned with learning assistance program
5 targets, to reduce the opportunity gap, especially for low-income
6 students, students of color, students who are English language
7 learners, or students receiving special education services. Well-
8 defined project measurements include formative, interim, and
9 summative evidence allowing frequent and more than annual progress
10 monitoring and course correction.

11 (h) A structured and ongoing plan shall be used for partners to
12 communicate and analyze data, including a project implementation
13 process, to evaluate progress. This could include problem-solving,
14 shared professional learning opportunities, and if in compliance with
15 federal law, sharing of student data.

16 (i) The school-community learning assistance program action plan
17 shall also demonstrate a connection between the school day and
18 additional support hours that enhance personalized support and
19 instruction.

20 (j) The school-community learning assistance program action plan
21 shall include culturally responsive strategies that are designed to
22 meet the needs of student subgroups the project intends to benefit,
23 including students of color, students who are English language
24 learners, students who are immigrants or refugees, and students
25 receiving special education services.

26 (k) The school-community learning assistance program action plan
27 must identify a strong return on investment for project funds and
28 impact long-term student success.

29 (l) The school-community learning assistance program action plan
30 must promote parent leadership and empowerment and support schools to
31 be authentic partners with families.

32 (m) The school-community learning assistance program action plan
33 must identify school staff to be held accountable for facilitating
34 effective project and partnership coordination.

35 (n) The school-community learning assistance program action plan
36 must include a sustainability plan to promote long-term partnerships.

37 (o) The school-community learning assistance program action plan
38 must include how the project is likely to inform future programs with
39 other communities, districts, or community-based organizations, and

1 both districts and community-based organizations must agree to share
2 learning about best and promising practices.

3 (3)(a) The office of the superintendent of public instruction
4 shall issue a biennial report providing an overview on how districts
5 and schools are using community-based partners to improve academic
6 and behavioral success as well as lessons learned by school districts
7 and schools that are supporting learning through community-based
8 organizations using learning assistance program funds.

9 (b) The first report is due by November 1, 2016, and subsequent
10 reports are due by November 1st of each even-numbered year
11 thereafter.

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