

SENATE BILL REPORT

SB 5690

As of February 2, 2015

Title: An act relating to school-community learning assistance program action plans.

Brief Description: Concerning school-community learning assistance program action plans.

Sponsors: Senators Dammeier, Billig, Litzow, Rolfes, McCoy, Rivers, Hill, Fain, Cleveland, Hasegawa, Fraser and McAuliffe.

Brief History:

Committee Activity: Early Learning & K-12 Education: 2/05/15.

SENATE COMMITTEE ON EARLY LEARNING & K-12 EDUCATION

Staff: Susan Mielke (786-7422)

Background: Prior to 2013, the Learning Assistance Program (LAP) provided instructional support for students who were performing below grade level in reading, writing, and mathematics. In 2013 the Legislature expanded LAP to reduce disruptive behaviors in the classroom and authorize up to 5 percent of a school district's LAP funds to be used for partnerships with community-based organizations, educational service districts, and other local agencies to deliver academic and nonacademic supports to students who are at risk of not being successful in school. The Office of Superintendent of Public Instruction (OSPI) must approve any community-based organization or local agency before LAP funds can be expended for this purpose. Additionally, the Legislature replaced state-approved LAP plans with annual reports on student academic growth and progress.

Summary of Bill: The requirement that OSPI approve any community-based organization or local agency before LAP funds can be expended is removed. Instead, each school and school district receiving LAP funds to partner with community-based organizations, educational service districts, and other local agencies to deliver academic and nonacademic supports must develop an annual school-community LAP action plan that details the following:

- how the school or district will partner with the community-based organizations, educational service districts, and other local agencies;
- how the community-based organization is culturally or linguistically appropriate for the students being targeted;
- the inclusiveness of the planning phase;

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- how the LAP funds support the activities identified in the plan;
- how the community-based organizations will serve diverse students;
- how the project leadership and decisionmaking are shared among the school district, school, and community partners;
- the roles, responsibilities, and grant resources to carry out the plan;
- clear, ambitious, realistic measurements of success;
- the connection between the school day and the additional support provided;
- culturally responsive strategies designed to meet the needs of the students;
- a strong return on investment for project funds;
- the promotion of parent leadership and empowerment and the support for schools to be authentic partners with families;
- staff accountability for facilitating project and partnership coordination;
- a sustainability plan to promote long-term partnerships;
- how the project will inform future partnerships; and
- how best and promising practices will be shared.

Beginning November 1, 2016, OSPI must issue a report every two years providing an overview on how districts and schools are using community-based partners to improve academic and behavioral success and the lessons learned by school districts and schools.

Appropriation: None.

Fiscal Note: Requested on January 30, 2015.

Committee/Commission/Task Force Created: No.

Effective Date: Ninety days after adjournment of session in which bill is passed.