

1 (i) For school districts in tercile 1, state salary allocations
2 for school district employees are regionalized by six percent;

3 (ii) For school districts in tercile 2, state salary allocations
4 for school district employees are regionalized by twelve percent; and

5 (iii) For school districts in tercile 3, state salary allocations
6 for school district employees are regionalized by eighteen percent.

7 (b) Additional school district adjustments are identified in the
8 omnibus appropriations act, and these adjustments are partially
9 reduced or eliminated by the 2022-23 school year as follows:

10 (i) Adjustments that increase the regionalization factor to a
11 value that is greater than the tercile 3 regionalization factor must
12 be reduced by two percentage points each school year beginning with
13 school year 2020-21, through 2022-23.

14 (ii) Adjustments that increase the regionalization factor to a
15 value that is less than or equal to the tercile 3 regionalization
16 factor must be reduced by one percentage point each school year
17 beginning with school year 2020-21, through 2022-23.

18 (iii) Notwithstanding (a) of this subsection (2), the following
19 regionalization factors apply:

20 (A) For the Franklin Pierce and Bethel school districts, a
21 regionalization factor of twelve percent; and

22 (B) For the Federal Way school district, a regionalization factor
23 of eighteen percent.

24 (3) To aid the legislature in reviewing and rebasing
25 regionalization factors, the department of revenue shall, by November
26 1, 2022, and by November 1st every six years thereafter, determine
27 the median single-family residential value of each school district as
28 well as the median value of proximate districts within fifteen miles
29 of the boundary of the school district for which the median
30 residential value is being calculated.

31 (4) No district may receive less state funding for the minimum
32 state salary allocation as compared to its prior school year salary
33 allocation as a result of adjustments that reflect updated
34 regionalized salaries.

35 (5) The definitions in this subsection apply throughout this
36 section unless the context clearly requires otherwise.

37 (a) "Median residential value of each school district" means the
38 median value of all single-family residential parcels included within
39 a school district and any other school district that is proximate to
40 the school district.

1 (b) "Proximate to the school district" means within fifteen miles
2 of the boundary of the school district for which the median
3 residential value is being calculated.

4 (c) "School district employees" means state-funded certificated
5 instructional staff, certificated administrative staff, and
6 classified staff.

7 (d) "School districts in tercile 1" means school districts with
8 median single-family residential values in the first tercile of
9 districts with single-family residential values above the statewide
10 median residential value.

11 (e) "School districts in tercile 2" means school districts with
12 median single-family residential values in the second tercile of
13 districts with single-family residential values above the statewide
14 median residential value.

15 (f) "School districts in tercile 3" means school districts with
16 median single-family residential values in the third tercile of
17 districts with single-family residential values above the statewide
18 median residential value.

19 (g) "Statewide median residential value" means the median value
20 of single-family residential parcels located within all school
21 districts, reduced by five percent.

22 **Local Levies and Local Effort Assistance**

23 **Sec. 2.** RCW 84.52.0531 and 2017 3rd sp.s. c 13 s 203 are each
24 amended to read as follows:

25 (1) Beginning with taxes levied for collection in 2019, the
26 maximum dollar amount which may be levied by or for any school
27 district for enrichment levies under RCW 84.52.053 is equal to the
28 (~~lesser~~) greater of one dollar and fifty cents per thousand dollars
29 of the assessed value of property in the school district or the
30 maximum per-pupil limit.

31 (2) The definitions in this subsection apply to this section
32 unless the context clearly requires otherwise.

33 (a) "Inflation" means inflation as defined in RCW 84.55.005.

34 (b) "Maximum per-pupil limit" means two thousand five hundred
35 dollars, multiplied by the number of average annual resident full-
36 time equivalent students enrolled in the school district in the prior
37 school year. Beginning with property taxes levied for collection in
38 2020, the maximum per-pupil limit shall be increased by inflation.

1 (c) "Prior school year" means the most recent school year
2 completed prior to the year in which the levies are to be collected.

3 (3) Beginning with propositions for enrichment levies for
4 collection in calendar year 2020 and thereafter, a district must
5 receive approval of an enrichment levy expenditure plan under RCW
6 28A.505.240 before submission of the proposition to the voters.

7 (4) The superintendent of public instruction shall develop rules
8 and regulations and inform school districts of the pertinent data
9 necessary to carry out the provisions of this section.

10 (5) Beginning with taxes levied for collection in 2020,
11 enrichment levy revenues must be deposited in a separate subfund of
12 the school district's general fund pursuant to RCW 28A.320.330, and
13 are subject to the restrictions of RCW 28A.150.276 and the audit
14 requirements of RCW 43.09.2856.

15 (6) Funds collected from transportation vehicle enrichment levies
16 shall not be subject to the levy limitations in this section.

17 **Sec. 3.** RCW 28A.500.015 and 2017 3rd sp.s. c 13 s 206 are each
18 amended to read as follows:

19 (1) Beginning in calendar year 2019 and each calendar year
20 thereafter, the state must provide state local effort assistance
21 funding to supplement school district enrichment levies as provided
22 in this section.

23 (2) For an eligible school district, annual local effort
24 assistance funding is equal to the school district's maximum local
25 effort assistance multiplied by a fraction equal to the school
26 district's actual enrichment levy divided by the school district's
27 maximum allowable enrichment levy.

28 (3) The state local effort assistance funding provided under this
29 section is not part of the state's program of basic education deemed
30 by the legislature to comply with the requirements of Article IX,
31 section 1 of the state Constitution.

32 (4) A district is not eligible for local effort assistance under
33 this section if the district imposes a property tax rate under RCW
34 84.52.0531 in excess of one dollar and fifty cents per thousand
35 dollars of the assessed value of property in the school district.

36 (5) The definitions in this subsection apply throughout this
37 section unless the context clearly requires otherwise.

38 (a) "Eligible school district" means a school district whose
39 maximum allowable enrichment levy divided by the school district's

1 total student enrollment in the prior school year is less than the
2 state local effort assistance threshold.

3 (b) "Inflation" means inflation as defined in RCW 84.55.005.

4 (c) "Maximum allowable enrichment levy" means the maximum levy
5 permitted by RCW 84.52.0531.

6 (d) "Maximum local effort assistance" means the school district's
7 student enrollment in the prior school year multiplied by the
8 difference of the state local effort assistance threshold and a
9 school district's maximum allowable enrichment levy divided by the
10 school district's student enrollment in the prior school year.

11 (e) "Prior school year" means the most recent school year
12 completed prior to the year in which the state local effort
13 assistance funding is to be distributed.

14 (f) "State local effort assistance threshold" means one thousand
15 five hundred dollars per student, adjusted for inflation beginning in
16 calendar year 2020.

17 (g) "Student enrollment" means the average annual resident full-
18 time equivalent student enrollment.

19 **Special Education Funding**

20 **Sec. 4.** RCW 28A.150.390 and 2017 3rd sp.s. c 13 s 406 are each
21 amended to read as follows:

22 (1) The superintendent of public instruction shall submit to each
23 regular session of the legislature during an odd-numbered year a
24 programmed budget request for special education programs for students
25 with disabilities. Funding for programs operated by local school
26 districts shall be on an excess cost basis from appropriations
27 provided by the legislature for special education programs for
28 students with disabilities and shall take account of state funds
29 accruing through RCW 28A.150.260 (4)(a), (5), (6), and (8).

30 (2) The excess cost allocation to school districts shall be based
31 on the following:

32 (a) A district's annual average headcount enrollment of students
33 ages birth through four and those five year olds not yet enrolled in
34 kindergarten who are eligible for and enrolled in special education,
35 multiplied by the district's base allocation per full-time equivalent
36 student, multiplied by ~~((1-15))~~ 2.09; and

37 (b) A district's annual average full-time equivalent basic
38 education enrollment, multiplied by the district's funded enrollment

1 percent, multiplied by the district's base allocation per full-time
2 equivalent student, multiplied by ~~((0.9309))~~ 2.09.

3 ~~((As used in this section:))~~ The definitions in this
4 subsection apply throughout this section unless the context clearly
5 requires otherwise.

6 (a) "Base allocation" means the total state allocation to all
7 schools in the district generated by the distribution formula under
8 RCW 28A.150.260 (4)(a), (5), (6), and (8), to be divided by the
9 district's full-time equivalent enrollment.

10 (b) "Basic education enrollment" means enrollment of resident
11 students including nonresident students enrolled under RCW
12 28A.225.225 and students from nonhigh districts enrolled under RCW
13 28A.225.210 and excluding students residing in another district
14 enrolled as part of an interdistrict cooperative program under RCW
15 28A.225.250.

16 (c) "Enrollment percent" means the district's resident special
17 education annual average enrollment, excluding students ages birth
18 through four and those five year olds not yet enrolled in
19 kindergarten, as a percent of the district's annual average full-time
20 equivalent basic education enrollment.

21 (d) "Funded enrollment percent" means the lesser of the
22 district's actual enrollment percent or thirteen and five-tenths
23 percent.

24 **Delay K-3 Compliance**

25 **Sec. 5.** RCW 28A.150.260 and 2017 3rd sp.s. c 13 s 402 are each
26 amended to read as follows:

27 The purpose of this section is to provide for the allocation of
28 state funding that the legislature deems necessary to support school
29 districts in offering the minimum instructional program of basic
30 education under RCW 28A.150.220. The allocation shall be determined
31 as follows:

32 (1) The governor shall and the superintendent of public
33 instruction may recommend to the legislature a formula for the
34 distribution of a basic education instructional allocation for each
35 common school district.

36 (2)(a) The distribution formula under this section shall be for
37 allocation purposes only. Except as may be required under subsections
38 (4)(b) and (c) and (9) of this section, chapter 28A.155, 28A.165,

1 28A.180, or 28A.185 RCW, or federal laws and regulations, nothing in
2 this section requires school districts to use basic education
3 instructional funds to implement a particular instructional approach
4 or service. Nothing in this section requires school districts to
5 maintain a particular classroom teacher-to-student ratio or other
6 staff-to-student ratio or to use allocated funds to pay for
7 particular types or classifications of staff. Nothing in this section
8 entitles an individual teacher to a particular teacher planning
9 period.

10 (b) To promote transparency in state funding allocations, the
11 superintendent of public instruction must report state per-pupil
12 allocations for each school district for the general apportionment,
13 special education, learning assistance, transitional bilingual,
14 highly capable, and career and technical education programs. The
15 superintendent must also report state general apportionment per-pupil
16 allocations by grade for each school district. The superintendent
17 must report this information in a user-friendly format on the main
18 page of the office's web site and on school district apportionment
19 reports. School districts must include a link to the superintendent's
20 per-pupil allocations report on the main page of the school
21 district's web site. In addition, the budget documents published by
22 the legislature for the enacted omnibus operating appropriations act
23 must report statewide average per-pupil allocations for general
24 apportionment and the categorical programs listed in this subsection.

25 (3)(a) To the extent the technical details of the formula have
26 been adopted by the legislature and except when specifically provided
27 as a school district allocation, the distribution formula for the
28 basic education instructional allocation shall be based on minimum
29 staffing and nonstaff costs the legislature deems necessary to
30 support instruction and operations in prototypical schools serving
31 high, middle, and elementary school students as provided in this
32 section. The use of prototypical schools for the distribution formula
33 does not constitute legislative intent that schools should be
34 operated or structured in a similar fashion as the prototypes.
35 Prototypical schools illustrate the level of resources needed to
36 operate a school of a particular size with particular types and grade
37 levels of students using commonly understood terms and inputs, such
38 as class size, hours of instruction, and various categories of school
39 staff. It is the intent that the funding allocations to school
40 districts be adjusted from the school prototypes based on the actual

1 number of annual average full-time equivalent students in each grade
2 level at each school in the district and not based on the grade-level
3 configuration of the school to the extent that data is available. The
4 allocations shall be further adjusted from the school prototypes with
5 minimum allocations for small schools and to reflect other factors
6 identified in the omnibus appropriations act.

7 (b) For the purposes of this section, prototypical schools are
8 defined as follows:

9 (i) A prototypical high school has six hundred average annual
10 full-time equivalent students in grades nine through twelve;

11 (ii) A prototypical middle school has four hundred thirty-two
12 average annual full-time equivalent students in grades seven and
13 eight; and

14 (iii) A prototypical elementary school has four hundred average
15 annual full-time equivalent students in grades kindergarten through
16 six.

17 (4)(a)(i) The minimum allocation for each level of prototypical
18 school shall be based on the number of full-time equivalent classroom
19 teachers needed to provide instruction over the minimum required
20 annual instructional hours under RCW 28A.150.220 and provide at least
21 one teacher planning period per school day, and based on the
22 following general education average class size of full-time
23 equivalent students per teacher:

	General education average class size
24 Grades K-3.	17.00
25 Grade 4.	27.00
26 Grades 5-6.	27.00
27 Grades 7-8.	28.53
28 Grades 9-12.	28.74

29 (ii) The minimum class size allocation for each prototypical high
30 school shall also provide for enhanced funding for class size
31 reduction for two laboratory science classes within grades nine
32 through twelve per full-time equivalent high school student
33 multiplied by a laboratory science course factor of 0.0833, based on
34 the number of full-time equivalent classroom teachers needed to
35 provide instruction over the minimum required annual instructional
36 hours in RCW 28A.150.220, and providing at least one teacher planning
37 period per school day:
38
39

	Laboratory science	
	average class size	
Grades 9-12.		19.98

(b)(i) Beginning September 1, (~~2018~~) 2019, funding for average K-3 class sizes in this subsection (4) may be provided only to the extent of, and proportionate to, the school district's demonstrated actual class size in grades K-3, up to the funded class sizes.

(ii) School districts may include additional staffing types including, but not limited to, the staffing types identified in subsection (5) of this section, in addition to classroom teachers, when calculating average K-3 class size for the purposes of meeting the requirements of (b)(i) of this subsection.

(iii) The office of the superintendent of public instruction shall develop rules to implement this subsection (4)(b).

(c)(i) The minimum allocation for each prototypical middle and high school shall also provide for full-time equivalent classroom teachers based on the following number of full-time equivalent students per teacher in career and technical education:

	Career and technical education average class size	
Approved career and technical education offered at the middle school and high school level.		23.00
Skill center programs meeting the standards established by the office of the superintendent of public instruction.		20.00

(ii) Funding allocated under this subsection (4)(c) is subject to RCW 28A.150.265.

(d) In addition, the omnibus appropriations act shall at a minimum specify:

(i) A high-poverty average class size in schools where more than fifty percent of the students are eligible for free and reduced-price meals; and

(ii) A specialty average class size for advanced placement and international baccalaureate courses.

(5) The minimum allocation for each level of prototypical school shall include allocations for the following types of staff in addition to classroom teachers:

	Elementary School	Middle School	High School
Principals, assistant principals, and other certificated building-level administrators.	1.253	1.353	1.880
Teacher-librarians, a function that includes information literacy, technology, and media to support school library media programs.	0.663	0.519	0.523
Health and social services:			
School nurses.	0.076	0.060	0.096
Social workers.	0.042	0.006	0.015
Psychologists.	0.017	0.002	0.007
Guidance counselors, a function that includes parent outreach and graduation advising.	0.493	1.216	2.539
Teaching assistance, including any aspect of educational instructional services provided by classified employees.	0.936	0.700	0.652
Office support and other noninstructional aides.	2.012	2.325	3.269
Custodians.	1.657	1.942	2.965
Classified staff providing student and staff safety.	0.079	0.092	0.141
Parent involvement coordinators.	0.0825	0.00	0.00

19 (6)(a) The minimum staffing allocation for each school district
20 to provide district-wide support services shall be allocated per one
21 thousand annual average full-time equivalent students in grades K-12
22 as follows:

	Staff per 1,000 K-12 students
Technology.	0.628
Facilities, maintenance, and grounds.	1.813
Warehouse, laborers, and mechanics.	0.332

28 (b) The minimum allocation of staff units for each school
29 district to support certificated and classified staffing of central
30 administration shall be 5.30 percent of the staff units generated
31 under subsections (4)(a) and (5) of this section and (a) of this
32 subsection.

33 (7) The distribution formula shall include staffing allocations
34 to school districts for career and technical education and skill

1 center administrative and other school-level certificated staff, as
2 specified in the omnibus appropriations act.

3 (8)(a) Except as provided in (b) of this subsection, the minimum
4 allocation for each school district shall include allocations per
5 annual average full-time equivalent student for the following
6 materials, supplies, and operating costs as provided in the 2017-18
7 school year, after which the allocations shall be adjusted annually
8 for inflation as specified in the omnibus appropriations act:

	Per annual average full-time equivalent student in grades K-12
9 Technology.	\$130.76
10 Utilities and insurance.	\$355.30
11 Curriculum and textbooks.	\$140.39
12 Other supplies and library materials.	\$298.05
13 Instructional professional development for certificated and 14 classified staff.	\$21.71
15 Facilities maintenance.	\$176.01
16 Security and central office administration.	\$121.94

17 (b) In addition to the amounts provided in (a) of this
18 subsection, beginning in the 2014-15 school year, the omnibus
19 appropriations act shall provide the following minimum allocation for
20 each annual average full-time equivalent student in grades nine
21 through twelve for the following materials, supplies, and operating
22 costs, to be adjusted annually for inflation:

	Per annual average full-time equivalent student in grades 9-12
23 Technology.	\$36.35
24 Curriculum and textbooks.	\$39.02
25 Other supplies and library materials.	\$82.84
26 Instructional professional development for certificated and 27 classified staff.	\$6.04

28 (9) In addition to the amounts provided in subsection (8) of this
29 section and subject to RCW 28A.150.265, the omnibus appropriations
30 act shall provide an amount based on full-time equivalent student
31 enrollment in each of the following:

1 (a) Exploratory career and technical education courses for
2 students in grades seven through twelve;

3 (b) Preparatory career and technical education courses for
4 students in grades nine through twelve offered in a high school; and

5 (c) Preparatory career and technical education courses for
6 students in grades eleven and twelve offered through a skill center.

7 (10) In addition to the allocations otherwise provided under this
8 section, amounts shall be provided to support the following programs
9 and services:

10 (a)(i) To provide supplemental instruction and services for
11 students who are not meeting academic standards through the learning
12 assistance program under RCW 28A.165.005 through 28A.165.065,
13 allocations shall be based on the district percentage of students in
14 grades K-12 who were eligible for free or reduced-price meals in the
15 prior school year. The minimum allocation for the program shall
16 provide for each level of prototypical school resources to provide,
17 on a statewide average, 2.3975 hours per week in extra instruction
18 with a class size of fifteen learning assistance program students per
19 teacher.

20 (ii) In addition to funding allocated under (a)(i) of this
21 subsection, to provide supplemental instruction and services for
22 students who are not meeting academic standards in schools where at
23 least fifty percent of students are eligible for free and reduced-
24 price meals. The minimum allocation for this additional high poverty-
25 based allocation must provide for each level of prototypical school
26 resources to provide, on a statewide average, 1.1 hours per week in
27 extra instruction with a class size of fifteen learning assistance
28 program students per teacher, under RCW 28A.165.055, school districts
29 must distribute the high poverty-based allocation to the schools that
30 generated the funding allocation.

31 (b)(i) To provide supplemental instruction and services for
32 students whose primary language is other than English, allocations
33 shall be based on the head count number of students in each school
34 who are eligible for and enrolled in the transitional bilingual
35 instruction program under RCW 28A.180.010 through 28A.180.080. The
36 minimum allocation for each level of prototypical school shall
37 provide resources to provide, on a statewide average, 4.7780 hours
38 per week in extra instruction for students in grades kindergarten
39 through six and 6.7780 hours per week in extra instruction for
40 students in grades seven through twelve, with fifteen transitional

1 bilingual instruction program students per teacher. Notwithstanding
2 other provisions of this subsection (10), the actual per-student
3 allocation may be scaled to provide a larger allocation for students
4 needing more intensive intervention and a commensurate reduced
5 allocation for students needing less intensive intervention, as
6 detailed in the omnibus appropriations act.

7 (ii) To provide supplemental instruction and services for
8 students who have exited the transitional bilingual program,
9 allocations shall be based on the head count number of students in
10 each school who have exited the transitional bilingual program within
11 the previous two years based on their performance on the English
12 proficiency assessment and are eligible for and enrolled in the
13 transitional bilingual instruction program under RCW
14 28A.180.040(1)(g). The minimum allocation for each prototypical
15 school shall provide resources to provide, on a statewide average,
16 3.0 hours per week in extra instruction with fifteen exited students
17 per teacher.

18 (c) To provide additional allocations to support programs for
19 highly capable students under RCW 28A.185.010 through 28A.185.030,
20 allocations shall be based on 5.0 percent of each school district's
21 full-time equivalent basic education enrollment. The minimum
22 allocation for the programs shall provide resources to provide, on a
23 statewide average, 2.1590 hours per week in extra instruction with
24 fifteen highly capable program students per teacher.

25 (11) The allocations under subsections (4)(a), (5), (6), and (8)
26 of this section shall be enhanced as provided under RCW 28A.150.390
27 on an excess cost basis to provide supplemental instructional
28 resources for students with disabilities.

29 (12)(a) For the purposes of allocations for prototypical high
30 schools and middle schools under subsections (4) and (10) of this
31 section that are based on the percent of students in the school who
32 are eligible for free and reduced-price meals, the actual percent of
33 such students in a school shall be adjusted by a factor identified in
34 the omnibus appropriations act to reflect underreporting of free and
35 reduced-price meal eligibility among middle and high school students.

36 (b) Allocations or enhancements provided under subsections (4),
37 (7), and (9) of this section for exploratory and preparatory career
38 and technical education courses shall be provided only for courses
39 approved by the office of the superintendent of public instruction
40 under chapter 28A.700 RCW.

1 (13)(a) This formula for distribution of basic education funds
2 shall be reviewed biennially by the superintendent and governor. The
3 recommended formula shall be subject to approval, amendment or
4 rejection by the legislature.

5 (b) In the event the legislature rejects the distribution formula
6 recommended by the governor, without adopting a new distribution
7 formula, the distribution formula for the previous school year shall
8 remain in effect.

9 (c) The enrollment of any district shall be the annual average
10 number of full-time equivalent students and part-time students as
11 provided in RCW 28A.150.350, enrolled on the first school day of each
12 month, including students who are in attendance pursuant to RCW
13 28A.335.160 and 28A.225.250 who do not reside within the servicing
14 school district. The definition of full-time equivalent student shall
15 be determined by rules of the superintendent of public instruction
16 and shall be included as part of the superintendent's biennial budget
17 request. The definition shall be based on the minimum instructional
18 hour offerings required under RCW 28A.150.220. Any revision of the
19 present definition shall not take effect until approved by the house
20 ways and means committee and the senate ways and means committee.

21 (d) The office of financial management shall make a monthly
22 review of the superintendent's reported full-time equivalent students
23 in the common schools in conjunction with RCW 43.62.050.

24 **Learning Assistance Program**

25 **Sec. 6.** RCW 28A.165.005 and 2017 3rd sp.s. c 13 s 403 are each
26 amended to read as follows:

27 ~~((1))~~ This chapter is designed to: ~~((a))~~ (1) Promote the use
28 of data when developing programs to assist students who are not
29 meeting academic standards and reduce disruptive behaviors in the
30 classroom; and ~~((b))~~ (2) guide school districts in providing the
31 most effective and efficient practices when implementing supplemental
32 instruction and services to assist students who are not meeting
33 academic standards and reduce disruptive behaviors in the classroom.

34 ~~((2) School districts implementing a learning assistance program
35 shall focus first on addressing the needs of students in grades
36 kindergarten through four who are deficient in reading or reading
37 readiness skills to improve reading literacy.))~~

1 NEW SECTION. **Sec. 7.** Sections 2 and 3 of this act take effect
2 January 1, 2019.

--- END ---