

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 557

BY EDUCATION COMMITTEE

AN ACT

RELATING TO EDUCATION; AMENDING SECTION 33-1001, IDAHO CODE, TO DEFINE A TERM; AMENDING SECTION 33-1002, IDAHO CODE, TO REVISE PROVISIONS REGARDING FUNDING FOR PUBLIC SCHOOLS; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. That Section 33-1001, Idaho Code, be, and the same is hereby amended to read as follows:

33-1001. DEFINITIONS. As used in this chapter:

- (1) "Administrative schools" means and applies to all elementary schools and kindergartens within a district that are situated ten (10) miles or less from both the other elementary schools and the principal administrative office of the district and all secondary schools within a district that are situated fifteen (15) miles or less from other secondary schools of the district.
- (2) "Administrative staff" means those who hold an administrator certificate and are employed as a superintendent, an elementary or secondary school principal, or are assigned administrative duties over and above those commonly assigned to teachers.
- (3) "At-risk student" means a student in grades 6 through 12 who:
 - (a) Meets at least three (3) of the following criteria:
 - (i) Has repeated at least one (1) grade;
 - (ii) Has absenteeism greater than ten percent (10%) during the preceding semester;
 - (iii) Has an overall grade point average less than 1.5 on a 4.0 scale prior to enrolling in an alternative secondary program;
 - (iv) Has failed one (1) or more academic subjects in the past year;
 - (v) Is below proficient, based on local criteria, standardized tests, or both;
 - (vi) Is two (2) or more credits per year behind the rate required to graduate or for grade promotion; or
 - (vii) Has attended three (3) or more schools within the previous two (2) years, not including dual enrollment; or
 - (b) Meets any of the following criteria:
 - (i) Has documented substance abuse or a pattern of substance abuse;
 - (ii) Is pregnant or a parent;
 - (iii) Is an emancipated youth or unaccompanied youth;
 - (iv) Is a previous dropout;
 - (v) Has a serious personal, emotional, or medical issue or issues;
 - (vi) Has a court or agency referral; or

1 (vii) Demonstrates behavior detrimental to the student's academic
2 progress.

3 (4) "Average daily attendance" or "pupils in average daily attendance"
4 means the aggregate number of days enrolled students are present, divided by
5 the number of days of school in the reporting period; provided, however, that
6 students for whom no Idaho school district is a home district shall not be
7 considered in such computation.

8 (5) "Career ladder" means the compensation table used for determining
9 the allocations districts receive for instructional staff and pupil service
10 staff based on specific performance criteria and is made up of a residency
11 compensation rung and a professional compensation rung.

12 (6) "Child with a disability" means a child evaluated as having an
13 intellectual disability, a hearing loss including deafness, a speech or
14 language impairment, a visual impairment including blindness, an emo-
15 tional behavioral disorder, an orthopedic impairment, autism, a traumatic
16 brain injury, another health impairment, a specific learning disability,
17 deaf-blindness, or multiple disabilities and who, by reason thereof, needs
18 special education and related services.

19 (7) "Compensation rung" means the rung on the career ladder that corre-
20 sponds with the compensation level performance criteria.

21 (8) "Economically disadvantaged student" means a student who:

22 (a) Is eligible for a free or reduced-price lunch under the Richard B.
23 Russell national school lunch act, 42 U.S.C. 1751 et seq., excluding
24 students who are eligible only through a school's community eligibility
25 program;

26 (b) Resides with a family receiving assistance under the program of
27 block grants to states for temporary assistance for needy families
28 (TANF) established under part A of title IV of the social security act,
29 42 U.S.C. 601 et seq.;

30 (c) Is eligible to receive medical assistance under the medicaid pro-
31 gram under title XIX of the social security act, 42 U.S.C. 1396 et seq.;

32 or
33 (d) Is considered homeless for purposes of the federal McKinney-Vento
34 homeless assistance act, 42 U.S.C. 11301 et seq.

35 (9) "Elementary grades" or "elementary average daily attendance" means
36 and applies to students enrolled in grades 1 through 6, inclusive, or any
37 combination thereof.

38 (10) "Elementary schools" are schools that serve grades 1 through 6, in-
39 clusive, or any combination thereof.

40 (11) "Elementary/secondary schools" are schools that serve grades 1
41 through 12, inclusive, or any combination thereof.

42 (12) "English language learner" or "ELL" means a student who does not
43 score proficient on the English language development assessment established
44 by rule of the state board of education.

45 (13) "Gifted and talented" shall have the same meaning as provided in
46 section 33-2001(4), Idaho Code.

47 (14) "Homebound student" means any student who would normally and regu-
48 larly attend school but is confined to home or hospital because of an illness
49 or accident for a period of ten (10) or more consecutive days.

1 (15) "Instructional staff" means those who hold an Idaho certificate
2 issued under section 33-1201, Idaho Code, and who are either involved in the
3 direct instruction of a student or group of students or who serve in a mentor
4 or teacher leader position for individuals who hold an Idaho certificate
5 issued under section 33-1201, Idaho Code.

6 (16) "Kindergarten" or "kindergarten average daily attendance" means
7 and applies to all students enrolled in a school year, less than a school
8 year, or summer kindergarten program.

9 (17) "Local salary schedule" means a compensation table adopted by a
10 school district or public charter school, which table is used for determin-
11 ing moneys to be distributed for instructional staff and pupil service staff
12 salaries. Minimum compensation provided under a local salary schedule shall
13 be at least equal to the minimum amounts established pursuant to section
14 33-1004E, Idaho Code.

15 (18) "Measurable student achievement" means the measurement of student
16 academic achievement or growth within a given interval of instruction for
17 those students who have been enrolled in and attended eighty percent (80%)
18 of the interval of instruction. Measures and targets shall be chosen at the
19 school level in collaboration with the staff member impacted by the measures
20 and applicable district staff and approved by the school board. Measures and
21 targets must also align with the performance measures and benchmarks in the
22 continuous improvement plan described in section 33-320, Idaho Code. The
23 most effective measures and targets are those generated as close to the ac-
24 tual work as possible. Targets may be based on grade- or department-level
25 achievement or growth goals that create collaboration within groups. In-
26 dividual measurable student achievement targets and the percentage of stu-
27 dents meeting individual targets must be reported annually to the state. As-
28 sessment tools that may be used for measuring student achievement and growth
29 include:

30 (a) Idaho standards achievement test (ISAT), including interim ISAT
31 assessments;

32 (b) Student learning objectives;

33 (c) Teacher-constructed assessments of student growth;

34 (d) Pre- and post-tests, including district-adopted tests;

35 (e) Performance-based assessments;

36 (f) Idaho reading indicator, which will be one (1) of the required as-
37 sessment tools for applicable staff;

38 (g) College entrance exams or preliminary college entrance exams such
39 as PSAT, SAT, PACT, and ACT;

40 (h) Advanced placement exams;

41 (i) Career technical exams;

42 (j) Number of business or industry certificates or credentials earned
43 by students in an approved career technical education program;

44 (k) Number of students completing career technical education capstone
45 courses; and

46 (l) Number of students enrolled in career technical education courses
47 that are part of a program that culminates with business or industry
48 certificates or credentials.

49 (19) "Outcomes-based funding" means funding distributed to local edu-
50 cation agencies based on meeting targets in specific student achievement and

1 learning priorities, including mathematics proficiency and growth in grades
 2 5 through 8, and attainment of the credentials necessary for transition into
 3 workforce or postsecondary education in grades 9 through 12. This funding
 4 shall be aligned with the strategic student achievement goals determined by
 5 the legislature and the state board of education and measured and tracked by
 6 the state department of education and division of career technical educa-
 7 tion.

8 ~~(19)~~ (20) "Performance criteria" means the standards specified for
 9 instructional staff and pupil service staff to demonstrate teaching pro-
 10 ficiency for a given compensation rung. Each element of the professional
 11 compensation rung and advanced professional compensation rung performance
 12 criteria, as identified in this section and as applicable to a staff member's
 13 position, shall be documented, reported, and subject to review for determin-
 14 ing movement on the career ladder.

15 ~~(20)~~ (21) (a) "Professional compensation rung performance criteria"
 16 means:

17 (i) An overall rating of proficient or higher, and no components
 18 rated as unsatisfactory, on the state framework for teaching eval-
 19 uation or equivalent for pupil service staff or principal or other
 20 school level administrator evaluation aligned to the state frame-
 21 work for teaching evaluation; and

22 (ii) Demonstrating the majority of students have met measurable
 23 student achievement targets or student success indicator targets.

24 (b) "Advanced professional compensation rung performance criteria"
 25 means:

26 (i) An overall rating of proficient or higher, no components
 27 rated as unsatisfactory or basic, and rated as distinguished
 28 overall in domain two -- classroom environment or domain three
 29 -- instruction and use of assessment on the state framework for
 30 teaching evaluation or equivalent for pupil service staff or prin-
 31 cipal or other school level administrator evaluation aligned to
 32 the state framework for teaching evaluation; and

33 (ii) Demonstrating seventy-five percent (75%) or more of their
 34 students have met their measurable student achievement targets or
 35 student success indicator targets.

36 ~~(21)~~ (22) "Public school district" or "school district" or "district"
 37 means any public school district organized under the laws of this state, in-
 38 cluding specially chartered school districts.

39 ~~(22)~~ (23) "Pupil service staff" means those who provide services to stu-
 40 dents, but are not involved in direct instruction of those students, and hold
 41 a pupil personnel services certificate.

42 ~~(23)~~ (24) "School board" means a school district board of trustees or
 43 the board of directors of a public charter school.

44 ~~(24)~~ (25) "Secondary grades" or "secondary average daily attendance"
 45 means and applies to students enrolled in grades 7 through 12, inclusive, or
 46 any combination thereof.

47 ~~(25)~~ (26) "Secondary schools" are schools that serve grades 7 through
 48 12, inclusive, or any combination thereof.

49 ~~(26)~~ (27) "Separate elementary school" means an elementary school lo-
 50 cated more than ten (10) miles on an all-weather road from both the near-

1 est elementary school and elementary/secondary school serving like grades
2 within the same school district and from the location of the office of the su-
3 perintendent of schools of such district, or from the office of the chief ad-
4 ministrative officer of such district if the district employs no superinten-
5 dent of schools.

6 ~~(27)~~ (28) "Separate kindergarten" means a kindergarten located more
7 than ten (10) miles on an all-weather road from both the nearest kindergarten
8 school within the same school district and from the location of the office
9 of the superintendent of schools of such district, or from the office of the
10 chief administrative officer of such district if the district employs no
11 superintendent of schools.

12 ~~(28)~~ (29) "Separate secondary school" means any secondary school lo-
13 cated more than fifteen (15) miles on an all-weather road from any other
14 secondary school and elementary/secondary school serving like grades oper-
15 ated by the district.

16 ~~(29)~~ (30) "Special education" means specially designed instruction or
17 speech/language therapy at no cost to the parent to meet the unique needs of a
18 student who is a child with a disability, including instruction in the class-
19 room, the home, hospitals, institutions, and other settings; instruction
20 in physical education; speech therapy and language therapy; transition ser-
21 vices; travel training; assistive technology services; and vocational edu-
22 cation.

23 ~~(30)~~ (31) "Student learning plan" means a plan that outlines a student's
24 program of study, which should include a rigorous academic core and a related
25 sequence of electives in academics, career technical education, or humani-
26 ties aligned with the student's post-graduation goals.

27 ~~(31)~~ (32) "Student success indicators" means measurable indicators of
28 student achievement or growth, other than academic, within a predefined in-
29 terval of time for a specified group of students. Measures and targets shall
30 be chosen at the district or school level in collaboration with the pupil
31 service staff member impacted by the measures and applicable district staff.
32 Individual measurable student achievement targets and the percentage of
33 students meeting each target must be reported annually to the state. Student
34 success indicators include:

35 (a) Quantifiable goals stated in a student's 504 plan or individualized
36 education plan.

37 (b) Quantifiable goals stated in a student's behavior improvement
38 plan.

39 (c) School- or district-identified measurable student objectives for a
40 specified student group or population.

41 (d) The percentage of students who create student learning plans in
42 grade 8 or who annually update their student learning plans thereafter.

43 (e) The percentage of students who satisfactorily complete one (1) or
44 more advanced opportunities options as identified in section 33-4602,
45 Idaho Code, or who earn business or industry certificates or creden-
46 tials. This indicator shall be one (1) of the required indicators for
47 applicable staff.

48 ~~(32)~~ (33) "Support program" means the educational support program as
49 described in section 33-1002, Idaho Code, the transportation support pro-

1 gram described in section 33-1006, Idaho Code, and the exceptional education
2 support program as described in section 33-1007, Idaho Code.

3 ~~(33)~~ (34) "Support unit" means a function of average daily attendance
4 used in the calculations to determine financial support provided to the pub-
5 lic school districts.

6 ~~(34)~~ (35) "Teacher" means any person employed in a teaching, instruc-
7 tional, supervisory, educational administrative or educational and scien-
8 tific capacity in any school district. In case of doubt, the state board of
9 education shall determine whether any person employed requires certifica-
10 tion as a teacher.

11 SECTION 2. That Section 33-1002, Idaho Code, be, and the same is hereby
12 amended to read as follows:

13 33-1002. EDUCATIONAL SUPPORT PROGRAM. The educational support pro-
14 gram is calculated as follows:

15 (1) State Educational Support Funds. Add the state appropriation, in-
16 cluding the moneys available in the public school income fund, together with
17 all miscellaneous revenues to determine the total state funds.

18 (2) From the total state funds subtract the following amounts needed
19 for state support of special programs provided by a school district:

20 (a) Pupil tuition-equivalency allowances as provided in section
21 33-1002B, Idaho Code;

22 (b) Transportation support program as provided in section 33-1006,
23 Idaho Code;

24 (c) Feasibility studies allowance as provided in section 33-1007A,
25 Idaho Code;

26 (d) The approved costs for border district allowance, provided in sec-
27 tion 33-1403, Idaho Code, as determined by the state superintendent of
28 public instruction;

29 (e) The approved costs for exceptional child approved contract al-
30 lowance, provided in subsection 2. of section 33-2004, Idaho Code, as
31 determined by the state superintendent of public instruction;

32 (f) Salary-based apportionment calculated as provided in sections
33 33-1004 through 33-1004F, Idaho Code;

34 (g) Unemployment insurance benefit payments according to the provi-
35 sions of section 72-1349A, Idaho Code;

36 (h) For expenditure as provided by the public school technology pro-
37 gram;

38 (i) For employee severance payments as provided in section 33-521,
39 Idaho Code;

40 (j) For distributions to the Idaho digital learning academy as provided
41 in section 33-1020, Idaho Code;

42 (k) For charter school facilities funds and reimbursements paid pur-
43 suant to section 33-5208(5), Idaho Code;

44 (l) For an online course portal as provided for in section 33-1024,
45 Idaho Code;

46 (m) For advanced opportunities as provided for in chapter 46, title 33,
47 Idaho Code;

48 (n) For additional math and science courses for high school students as
49 provided in section 33-1021, Idaho Code;

1 (o) For master teacher premiums as provided in section 33-1004I, Idaho
2 Code;

3 (p) For the support of provisions that provide a safe environment con-
4 ducive to student learning and maintain classroom discipline, an allo-
5 cation of three hundred dollars (\$300) per support unit;

6 (q) An amount specified in the appropriation bill for the public
7 schools educational support program for counseling support as provided
8 for in section 33-1212A, Idaho Code, shall be distributed for grades 8
9 through 12 as follows:

10 (i) For school districts and public charter schools with one hun-
11 dred (100) or more students enrolled in grades 8 through 12, a pro
12 rata distribution based on students enrolled in grades 8 through
13 12 or eighteen thousand dollars (\$18,000), whichever is greater;

14 (ii) For school districts and public charter schools with fewer
15 than one hundred (100) students enrolled in grades 8 through 12,
16 one hundred eighty dollars (\$180) per student enrolled in grades
17 8 through 12 or nine thousand dollars (\$9,000), whichever is
18 greater;

19 (r) An amount specified in the public schools educational support pro-
20 gram appropriation bill for literacy intervention. The disbursements
21 made to the school districts and public charter schools shall be calcu-
22 lated as follows:

23 (i) Fifty percent (50%) based on average full-time equivalent
24 enrollment of students in kindergarten through grade 3 as of the
25 first Friday in November;

26 (ii) Fifty percent (50%) based on the number of kindergarten
27 through grade 3 students who move a full level or who are profi-
28 cient from the spring-to-spring administration of the statewide
29 reading assessment in the prior fiscal year or, if there is not a
30 prior spring assessment for the student, from fall to spring; and

31 (iii) Funds will be distributed to the school district or pub-
32 lic charter school where the student is enrolled and takes the
33 statewide reading assessment. Any school district or public char-
34 ter school that has greater than one (1) but fewer than five (5)
35 students in kindergarten through grade 3 will receive a minimum of
36 two thousand dollars (\$2,000). Economically disadvantaged stu-
37 dents shall count as one and three quarters (1.75) students for the
38 purpose of calculating the distribution of the funds in subpara-
39 graph (ii) of this paragraph.

40 (s) An amount specified in the public schools educational support pro-
41 gram appropriation for outcomes-based funding. The disbursements made
42 to the school districts and public charter schools shall be calculated
43 as follows:

44 (i) Sixty percent (60%) based on the number of students in
45 grades 5 through 8 who advance on a tiered growth model or who are
46 proficient or better than proficient from the spring-to-spring
47 administration of the statewide standardized assessment in math-
48 ematics. Funds shall be distributed to the school district or
49 public charter school where the student is enrolled and takes the
50 statewide standardized assessment. School districts and pub-

1 lic charter schools serving students in grades 5 through 8 shall
 2 receive a minimum of ten thousand dollars (\$10,000). All funds
 3 received pursuant to this subparagraph shall be utilized to imple-
 4 ment evidence-based mathematics instructional practices.

5 (ii) Forty percent (40%) based on the percentage of secondary
 6 students who graduated with a high school diploma or who attained
 7 one (1) or more of the following credentials in the previous school
 8 year: a postsecondary degree, as defined in section 33-2401(7),
 9 Idaho Code; a workforce readiness and career technical education
 10 (CTE) diploma, as defined in section 33-526, Idaho Code; dual
 11 credits aligned to CTE coursework or the general education matricu-
 12 lation (GEM) framework, as defined and approved by the division
 13 of career technical education; college credits earned through
 14 advanced placement exams; enrollment in a registered apprentice-
 15 ship program; or technical or industrial certificates as approved
 16 by the division of career technical education. School districts
 17 and public charter schools serving students in grades 9 through
 18 12 shall receive a minimum of six thousand dollars (\$6,000). All
 19 funds received pursuant to this subparagraph shall be utilized
 20 to implement secondary college and career readiness initiatives.
 21 The state department of education shall provide support in mea-
 22 suring, training, and providing frameworks for implementing sec-
 23 ondary college and career initiatives in line with outcomes-based
 24 funding.

25 (iii) Economically disadvantaged students shall count as one and
 26 seventy-five hundredths (1.75) students for the purpose of calcu-
 27 lating the distribution of the funds in subparagraphs (i) and (ii)
 28 of this paragraph.

29 (iv) Effective July 1, 2025, the amount specified for outcomes-
 30 based funding shall include a portion from discretionary funding
 31 not to exceed ten percent (10%) of the total outcomes-based fund-
 32 ing amount and shall increase an additional ten percent (10%) each
 33 year through fiscal year 2028.

34 (v) The state department of education shall compile and review
 35 performance data for the calculated measures for each school dis-
 36 trict and public charter school annually to improve the calculated
 37 measures. The house and senate education committees shall review
 38 the program during the 2028 legislative session and evaluate the
 39 program's performance using the compiled data from the state de-
 40 partment of education and provide a recommendation to the joint
 41 finance-appropriations committee regarding any changes that
 42 should be made. The house and senate education committees shall
 43 review the program every five (5) years thereafter.

44 ~~(s)~~ (t) For mastery-based education as provided for in section 33-1632,
 45 Idaho Code;

46 ~~(t)~~ (u) For pay for success contracting as provided in section 33-125B,
 47 Idaho Code; and

48 ~~(u)~~ (v) Any additional amounts as required by statute to effect admin-
 49 istrative adjustments or as specifically required by the provisions of
 50 any bill of appropriation;

1 to secure the total educational support distribution funds.

2 (3) Average Daily Attendance. The total state average daily attendance
 3 shall be the sum of the average daily attendance of all of the school dis-
 4 tricts of the state. The state board of education shall establish rules set-
 5 ting forth the procedure to determine average daily attendance and the time
 6 for, and method of, submission of such report. Average daily attendance cal-
 7 culation shall be carried out to the nearest hundredth. Computation of av-
 8 erage daily attendance shall also be governed by the provisions of section
 9 33-1003A, Idaho Code.

10 (4) Support Units. The total state support units shall be determined
 11 by using the tables set out hereafter called computation of kindergarten
 12 support units, computation of elementary support units, computation of sec-
 13 ondary support units, computation of exceptional education support units,
 14 and computation of alternative school support units. The sum of all of the
 15 total support units of all school districts of the state shall be the total
 16 state support units.

17 COMPUTATION OF KINDERGARTEN SUPPORT UNITS

18	Average Daily		
19	Attendance	Attendance Divisor	Units Allowed
20	41 or more....	40.....	1 or more as computed
21	31 - 40.99 ADA....	-.....	1
22	26 - 30.99 ADA....	-.....	.85
23	21 - 25.99 ADA....	-.....	.75
24	16 - 20.99 ADA....	-.....	.6
25	8 - 15.99 ADA....	-.....	.5
26	1 - 7.99 ADA....	-.....	count as elementary

27 COMPUTATION OF ELEMENTARY SUPPORT UNITS

28	Average Daily		Minimum Units
29	Attendance	Attendance Divisor	Allowed
30	300 or more ADA..... 15
31		..23...grades 4,5 & 6....	
32		..22...grades 1,2 & 3....1994-95	
33		..21...grades 1,2 & 3....1995-96	
34		..20...grades 1,2 & 3....1996-97	
35		and each year thereafter.	
36	160 to 299.99 ADA...	20.....	8.4
37	110 to 159.99 ADA...	19.....	6.8
38	71.1 to 109.99 ADA...	16.....	4.7
39	51.7 to 71.0 ADA...	15.....	4.0
40	33.6 to 51.6 ADA...	13.....	2.8

1 (100) secondary students in average daily attendance shall not be assigned
2 to the alternative table if the student is from a school district reporting
3 fewer than one hundred (100) secondary students in average daily attendance,
4 but shall instead be assigned to the secondary table of the school district
5 in which they are attending the alternative school, unless the alternative
6 school in question serves students from multiple districts reporting fewer
7 than one hundred (100) secondary students in average daily attendance. The
8 tables for exceptional education and alternative school support units shall
9 be applicable only for programs approved by the state department of educa-
10 tion following rules established by the state board of education. Moneys
11 generated from computation of support units for alternative schools shall be
12 utilized for alternative school programs. School district administrative
13 and facility costs may be included as part of the alternative school expen-
14 ditures.

15 (5) State Distribution Factor per Support Unit. Divide educational
16 support program distribution funds, after subtracting the amounts necessary
17 to pay the obligations specified in subsection (2) of this section, by the
18 total state support units to secure the state distribution factor per sup-
19 port unit.

20 (6) District Support Units. The number of support units for each school
21 district in the state shall be determined as follows:

22 (a) (i) Divide the actual average daily attendance, excluding stu-
23 dents approved for inclusion in the exceptional child educational
24 program for the administrative schools and each of the separate
25 schools and attendance units, by the appropriate divisor from the
26 tables of support units in this section, then add the quotients
27 to obtain the district's support units allowance for regular stu-
28 dents, kindergarten through grade 12 including alternative school
29 students. Calculations in application of this subsection shall be
30 carried out to the nearest hundredth.

31 (ii) Divide the combined totals of the average daily attendance
32 of all preschool, kindergarten, elementary, secondary, juvenile
33 detention center students and students with disabilities approved
34 for inclusion in the exceptional child program of the district by
35 the appropriate divisor from the table for computation of excep-
36 tional education support units to obtain the number of support
37 units allowed for the district's approved exceptional child pro-
38 gram. Calculations for this subsection shall be carried out to the
39 nearest hundredth when more than one (1) unit is allowed.

40 (iii) The total number of support units of the district shall be
41 the sum of the total support units for regular students, subpara-
42 graph (i) of this paragraph, and the support units allowance for
43 the approved exceptional child program, subparagraph (ii) of this
44 paragraph.

45 (b) Total District Allowance Educational Program. Multiply the dis-
46 trict's total number of support units, carried out to the nearest hun-
47 dredth, by the state distribution factor per support unit and to this
48 product add the approved amount of programs of the district provided in
49 subsection (2) of this section to secure the district's total allowance
50 for the educational support program.

1 (c) District Share. The district's share of state apportionment is the
2 amount of the total district allowance, paragraph (b) of this subsec-
3 tion.

4 (d) Adjustment of District Share. The contract salary of every noncer-
5 tificated teacher shall be subtracted from the district's share as cal-
6 culated from the provisions of paragraph (c) of this subsection.

7 (7) Property Tax Computation Ratio. In order to receive state funds
8 pursuant to this section, a charter district shall utilize a school mainte-
9 nance and operation property tax computation ratio for the purpose of calcu-
10 lating its maintenance and operation levy that is no greater than that which
11 it utilized in tax year 1994, less four-tenths of one percent (.4%). As used
12 herein, the term "property tax computation ratio" shall mean a ratio deter-
13 mined by dividing the district's certified property tax maintenance and op-
14 eration budget by the actual or adjusted market value for assessment pur-
15 poses as such values existed on December 31, 1993. Such maintenance and op-
16 eration levy shall be based on the property tax computation ratio multiplied
17 by the actual or adjusted market value for assessment purposes as such values
18 existed on December 31 of the prior calendar year.

19 SECTION 3. An emergency existing therefor, which emergency is hereby
20 declared to exist, this act shall be in full force and effect on and after
21 July 1, 2024.