

Amendment: D21

Representative **Whitmire** proposes the following amendment:

SECTION 1 - DEPARTMENT OF EDUCATION

~~1.3. (SDE: State Aid to Classrooms) To the extent possible within available funds, it is the intent of the General Assembly to provide for one hundred percent of full implementation of the Education Finance Act via an allocation from the State Aid to Classrooms appropriation. The funds appropriated for State Aid to Classrooms shall be allocated as follows: 63.60 percent must be allocated based on the Education Finance Act formula and the differentiated student weightings in this act; 28.62 percent must be allocated based on the manner of distribution of EFA employer contributions in the prior fiscal year; and 7.79 percent must be allocated to fully implement the State Minimum Teacher Salary Schedule with a minimum starting teacher salary of \$36,000. The department is authorized to adjust the percentage allocation related to EFA employer contributions to accommodate for the disbursement of the state retirement funds and any other related employee allocation sent to districts. For the current fiscal year, the total pupil count is projected to be 764,037 761,855, which includes traditional school districts, charter school authorizers and the special school districts. For the current fiscal year, the total pupil count for traditional school districts is projected to be 714,073, the total pupil count for the charter authorizers is projected to be 47,061, and the total pupil count for the special districts is projected to be 721. These funds represent an average per pupil of \$3,887 \$4,834 in State Aid to Classrooms. The average per pupil funding is projected to be \$6,902 \$7,629 state, \$1,202 \$1,274 federal, and \$7,423 \$7,859 local. This is an average total funding level of \$15,527 \$16,762 excluding revenues of local bond issues. It is the intent of the General Assembly that the consolidation of the Education Finance Act and Education Finance Act Employer Contributions appropriations, and the subsequent allocation of the State Aid to Classrooms appropriation back to these categories, should not significantly alter the application of funding formulas or maintenance of effort requirements referencing the Education Finance Act and Education Finance Act Employer Contributions.~~

~~The funds allocated from State Aid to Classrooms for implementing the revised State Minimum Teacher Salary Schedule shall be distributed to school districts using the EIA Teacher Salary Supplement methodology. The resulting estimated teacher salary schedule is as follows: The State Minimum Teacher Salary Schedule for the current fiscal year is as follows:~~

CLASS 8	CLASS 7	CLASS 1	CLASS 2	CLASS 3
DR	MASTERS	MASTERS	BACHELORS	BACHELORS
YRS	DEGREE	DEGREE	DEGREE	DEGREE
EXP	+30 HRS		+18 HRS	
0	48,076	44,576	41,076	37,576
	2.12%	2.29%	2.50%	2.73%
1	48,593	44,813	41,377	37,838
	2.10%	2.28%	2.48%	2.71%
				36,000
				2.86%
				36,119
				2.85%

2	48,924	44,888	41,525	37,994	36,313
	2.09%	2.28%	2.47%	2.70%	2.83%
3	49,236	44,957	41,664	38,107	36,462
	2.07%	2.27%	2.46%	2.69%	2.82%
4	49,578	45,058	41,831	38,280	36,667
	2.06%	2.27%	2.45%	2.68%	2.80%
5	49,870	45,125	41,962	38,388	36,806
	2.05%	2.27%	2.44%	2.67%	2.79%
6	51,134	46,074	42,911	39,273	37,691
	1.99%	2.22%	2.39%	2.61%	2.73%
7	52,400	47,022	43,859	40,127	38,546
	1.95%	2.17%	2.33%	2.56%	2.66%
8	53,665	47,972	44,808	41,012	39,431
	1.90%	2.13%	2.28%	2.50%	2.60%
9	54,930	48,921	45,757	41,867	40,285
	1.85%	2.09%	2.23%	2.45%	2.55%
10	56,196	49,870	46,707	42,753	41,171
	1.81%	2.05%	2.19%	2.40%	2.49%
11	57,461	50,818	47,655	43,607	42,025
	1.77%	2.01%	2.14%	2.35%	2.44%
12	58,726	51,768	48,604	44,492	42,911
	1.73%	1.97%	2.10%	2.30%	2.39%
13	59,991	52,716	49,553	45,346	43,765
	1.70%	1.93%	2.06%	2.25%	2.34%
14	61,256	53,665	50,502	46,233	44,650
	1.66%	1.90%	2.02%	2.21%	2.29%
15	62,522	54,614	51,450	47,087	45,504
	1.63%	1.87%	1.98%	2.17%	2.25%
16	63,787	55,563	52,400	47,972	46,390
	1.59%	1.83%	1.95%	2.13%	2.20%
17	65,052	56,511	53,348	48,825	47,244
	1.56%	1.80%	1.91%	2.09%	2.16%
18	65,693	57,066	53,873	49,305	47,706
	1.55%	1.78%	1.89%	2.07%	2.14%
19	66,339	57,628	54,401	49,787	48,173
	1.53%	1.77%	1.87%	2.05%	2.12%
20	66,993	58,194	54,935	50,275	48,646
	1.52%	1.75%	4.0%	4.0%	4.0%
21	67,654	58,766	55,474	50,767	49,122
	1.50%	1.73%	1.84%	2.01%	2.08%
22	68,320	59,343	56,019	51,264	49,603
	1.49%	1.71%	1.82%	1.99%	2.06%
23	68,993	59,927	56,570	51,768	50,089
	1.47%	1.70%	1.80%	1.97%	2.04%

Ways and Means Committee Amendment

YRS EXP	CLASS 8 DR DEGREE	CLASS 7 MASTERS DEGREE +30 HRS	CLASS 1 MASTERS DEGREE	CLASS 2 BACHELORS DEGREE +18 HRS	CLASS 3 BACHELORS DEGREE
0	52,076 8.32%	48,576 8.97%	45,076 9.74%	41,576 10.65%	40,000 11.11%
1	52,593 8.23%	48,813 8.93%	45,377 9.67%	41,838 10.57%	40,119 11.08%
2	52,924 8.18%	48,888 8.91%	45,525 9.63%	41,994 10.53%	40,313 11.01%
3	53,236 8.12%	48,957 8.90%	45,664 9.60%	42,107 10.50%	40,462 10.97%
4	53,578 8.07%	49,058 8.88%	45,831 9.56%	42,280 10.45%	40,667 10.91%
5	53,870 8.02%	49,125 8.86%	45,962 9.53%	42,388 10.42%	40,806 10.87%
6	55,134 7.82%	50,074 8.68%	46,911 9.32%	43,273 10.19%	41,691 10.61%
7	56,400 7.63%	51,022 8.51%	47,859 9.12%	44,127 9.97%	42,546 10.38%
8	57,665 7.45%	51,971 8.34%	48,808 8.93%	45,012 9.75%	43,431 10.15%
9	58,930 7.28%	52,921 8.18%	49,757 8.74%	45,866 9.55%	44,285 9.93%
10	60,196 7.12%	53,870 8.02%	50,707 8.56%	46,753 9.36%	45,171 9.71%
11	61,460 6.96%	54,818 7.87%	51,655 8.39%	47,606 9.17%	46,024 9.52%
12	62,726 6.81%	55,767 7.73%	52,604 8.23%	48,492 8.99%	46,911 9.32%
13	63,991 6.67%	56,716 7.59%	53,553 8.07%	49,346 8.82%	47,765 9.14%
14	65,256 6.53%	57,665 7.45%	54,501 7.92%	50,232 8.65%	48,650 8.96%
15	66,522 6.40%	58,614 7.32%	55,451 7.77%	51,086 8.50%	49,504 8.79%
16	67,787 6.27%	59,563 7.20%	56,400 7.63%	51,971 8.34%	50,390 8.62%
17	69,052 6.15%	60,511 7.08%	57,348 7.50%	52,825 8.19%	51,244 8.47%
18	69,693 6.09%	61,067 7.01%	57,872 7.43%	53,304 8.11%	51,706 8.39%
19	70,339 6.03%	61,628 6.94%	58,401 7.35%	53,787 8.03%	52,173 8.30%
20	70,993 5.97%	62,194 6.87%	58,935 7.28%	54,275 7.96%	52,646 8.22%
21	71,653	62,765	59,474	54,767	53,121

Ways and Means Committee Amendment

	5.91%	6.81%	7.21%	7.88%	8.14%
22	72,320	63,343	60,019	55,264	53,603
	5.85%	6.74%	7.14%	7.80%	8.06%
23	72,993	63,927	60,570	55,767	54,089
	5.80%	6.67%	7.07%	7.73%	7.98%

~~As further used in this act, references to the Education Finance Act or EFA funds shall be interpreted to mean the 63.60 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.62 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions.~~

~~For the purpose of maintaining consistency when calculating maintenance of effort, references to the base student cost shall be interpreted as the base student cost resulting from the 63.60 percent of funds appropriated for State Aid to Classrooms and allocated for the Education Finance Act and, where appropriate, the 28.62 percent of State Aid to Classrooms allocated for Education Finance Act Employer Contributions, and other any other items normally included in the base student cost calculation.~~

~~For the purpose of maintaining consistency when calculating the Base Student Cost, the base student cost calculation shall include funds from State Aid to Classrooms consisting of the 63.60% of funds appropriated for State Aid to Classrooms allocated based on the Education Finance Act formula and the 7.79% that are allocated to fully implement the State Minimum Teacher Salary Schedule.~~

For the current fiscal year, the funds appropriated for State Aid to Classrooms represent the state's contribution to the Aid to Classrooms program for direct instruction of students in kindergarten through grade 12 in our state, which is 75 percent of the total cost of having a statewide student-teacher ratio of 11.2 students per teacher. The salary cost is based on a teacher having a master's degree and twelve years of experience, which equates to \$52,604 on the statewide minimum salary schedule for the current fiscal year. The total teacher cost is \$69,153 including fringe benefits. The state minimum salary schedule for Teacher Salaries includes those teachers eligible pursuant to Section 59-20-50(4)(b), to include classroom teachers, librarians, guidance counselors, psychologists, social workers, occupational and physical therapists, school nurses, orientation/mobility instructors, and audiologists in the school districts of the state.

To allocate the funds, the Department will calculate the total number of weighted pupil units (WPUs) in each school district and in the state. The funds appropriated for State Aid to Classrooms are 75 percent of the total Aid to Classrooms program, and the local share is 25 percent of the total program. The total Aid to Classrooms for each district is the district's percentage of the total statewide weighted pupils multiplied by the total Aid to Classrooms program. The district's local share is the total local share multiplied by the district's imputed index of taxing ability, which is the district's relative fiscal capacity compared to that of all other districts in the State. The State Aid to Classrooms amount allocated to each district will be determined by subtracting the district's local share from the district's total Aid to Classrooms. Each district will receive either the amount determined by this new methodology or the actual state funding received in Fiscal Year 2021-22 from State Aid to Classrooms, EIA - Aid to Districts, EIA - Students at Risk of School Failure, Allocations EIA – Teacher Salaries, Allocations EIA – Employer Contributions, and EIA - South Carolina Public Charter Schools.

To provide flexibility, each district may expend the funds as determined by the local school board of trustees to meet the educational needs of students as defined by Section 59-1-50, by Chapter 18 of Title 59, and as delineated in a child's Individualized Education Program (IEP). Pursuant to Section 59-20-80, each school board of trustees must make available by September first of each fiscal year its annual budget that includes state, local and federal investments in education. The budget must be available on the district's website. The Department, in collaboration with local school districts, will provide a template that each district must use in reporting its budget.

To provide transparency, the Department of Education will document annually through an online financial dashboard the expenditure of all state, local and federal funds by each district in compliance with federal and state laws. To ensure that the public reporting meets the needs of educators, parents, citizens, and policymakers, the Department will convene a group of educators, parents, citizens, and policymakers to approve the design of the dashboard. District expenditures for the prior fiscal year must be published on the Department's website for public disclosure by January 1.

To ensure accountability, each district's annual audit that is submitted to the Department of Education pursuant to Section 59-17-100 must be conducted using a vendor from an approved list provided by the State Auditor. The State Auditor will develop standards and criteria for determining qualifying vendors. Each district's annual audit must be available on the district's website.

For the current fiscal year, the South Carolina Public Charter School District and any institution of higher education sponsoring a public charter school shall receive and distribute state EFA funds to the charter school as determined by one hundred percent of the current year's base student cost, as funded by the General Assembly multiplied by the weighted pupils enrolled in the charter school, which must be subject to adjustment for student attendance. Students enrolled in charter schools authorized by the South Carolina Public Charter School District or an institution of higher education will receive in addition to the base weight of 1.00 or in addition to the disability weight of 2.60 an additional weight based upon the type of charter school that they attend. These additional funds must support the provision of educational services for children served by a charter school that does not receive local revenues. These students are also eligible to receive additional weights for personalized instruction. The Department will make any necessary adjustments to account for the state share for Charter and Special Districts.

The Revenue and Fiscal Affairs Office, must post in a prominent place on their website for each school district projections, including the per pupil state, federal and local revenues, excluding revenues of local bond issues, for the current fiscal year. Also, as soon as practicable, upon determining the exact numbers regarding pupil count and funding, the Revenue and Fiscal Affairs Office, shall also post on their website the one hundred thirty-five day average daily membership for each school district and per pupil state, federal and local revenues, excluding revenues of local bond issues, based on the most recent audited financial statement as reported annually pursuant to Section 59-17-100. The Department of Education and the Education Oversight Committee shall provide in a prominent place on their internet websites a link to the information posted by the Revenue and Fiscal Affairs Office, including the projected numbers and the exact numbers.

For the current fiscal year, the pupil classification weightings are as follows:

- (1) K-12 pupils or base students including homebound students 1.00

Students served in licensed residential treatment facilities (RTFs) for children and adolescents as defined under Section 44-7-130 of the 1976 Code shall receive a weighting of 2.10.

(2) Weights for students with disabilities <u>as documented by their Individualized Education Plan (IEP) as prescribed in Section 59-20-40(1)(c) Special Programs</u>	<u>2.60</u>	
(3) Precareer and Career Technology	1.29	
(4) <u>Charter school students</u>		
(A) <u>Enrolled in brick and mortar school</u>	<u>1.25</u>	
(B) <u>Enrolled in virtual charter school</u>	<u>0.65</u>	
(4) (5) Additional weights for personalized instruction:		
(A) Gifted and Talented	0.15	
(B) Academic Assistance	0.15	
(C) Limited English Proficiency	0.20 <u>0.15</u>	
(D) Pupils in Poverty	0.20 <u>0.50</u>	
(E) Dual Credit Enrollment <u>Speech Therapy</u>	0.15	

~~No local match is required for the additional weightings for personalized instruction in the current school year.~~ Charter school per pupil calculations for locally sponsored charters will continue to be calculated according to Section 59-40-140 of the 1976 Code. Students may receive multiple weights for personalized instruction; however, within each weight, students should only be counted once. These weights are defined below:

Students in poverty are students who qualify for Medicaid, SNAP, TANF, or are homeless, transient, or in foster care.

Gifted and talented students are students who are classified as academically or artistically gifted and talented or who are enrolled in Advanced Placement (AP), International Baccalaureate (IB), and Cambridge International courses in high school. Districts shall set-aside twelve percent of the funds for serving artistically gifted and talented students in grades three through twelve.

Students in need of academic assistance are students who do not meet state standards in mathematics, English language arts, or both on state approved assessments in grades three through eight and high school assessments for grades nine through twelve. The additional weight generates funds needed to provide additional instructional services to these students.

Students with limited English proficiency are students who require intensive English language instruction programs and whose families require specialized parental involvement intervention.

~~Funds received by a school district pursuant to the dual credit weighting must be used to defray all possible costs of dual credit courses for students. Students identified for dual credit enrollment must be identified in PowerSchool as taking a course that will lead to both high school credit and post-secondary credit. Districts must utilize these funds to offset the cost of tuition, fees, instructors, and instructional materials for qualifying courses with the local technical college or other institution of higher education. Each school district shall report to the department the number of students participating in dual credit courses and specify the cost borne by each entity. School districts must assist students in accessing Lottery Tuition Assistance when applicable.~~

Further, the Department of Education may use school district student counts for personalized instruction as collected in the same manner as the prior fiscal year, PowerSchool or other available existing data sources as determined by the department to calculate the school district add on weightings for the personalized instruction classifications and the determination of the school districts monetary entitlement. End of year adjustments shall be based on the one hundred thirty-five day student average daily membership for all classifications. During the current fiscal year, the department will update PowerSchool calculations, reports, screen development, documentation, and training to incorporate the new pupil classification weightings and to make

final district allocation adjustments by June 30. The department must provide districts with technical assistance with regard to student count changes in PowerSchool.

Up to ten percent of any funds appropriated for State Aid to Classrooms at the end of the fiscal year may be carried forward into the subsequent fiscal year and allocated to school districts, the South Carolina Public Charter School District and an institution of higher education that authorizes charter schools pursuant to this proviso. The additional funds must first support increases in student enrollment and any balance may be allocated proportionately to districts. Any additional unexpended funds shall revert to the general fund or to the EIA Fund.