



FY2025 SCHOOL ALLOTMENT GUIDELINES



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ABOUT THE SCHOOL ALLOTMENT GUIDELINES

The School Allotment Guidelines (SAG) is a document that houses all the formulas and guidelines used to develop the base budget for each school. Formulas for earned dollars for programs such as core teachers, extended core, special programs, school-based administration and support, and non-personnel allotments are all housed in this document. The SAG is reviewed yearly by Budget Services, Senior Cabinet, and program managers and is updated and edited based on principal feedback and new initiatives of the district.

INTRODUCTION

Each fiscal year as directed by the Board, Atlanta Public Schools (APS) develops allotment formulas and guidelines for all schools within the district. Budget Services uses these allotment guidelines to develop school-based budgets. It is essential that school-based programs be adequately and equitably provided for all students.

The Budget Services Department seeks necessary assistance and direct support from Associate Superintendents, Principals, and staff from various departments including, Human Resources, Planning/Forecasting, Organizational Management, and various Schools and Academic departments to develop and update the SAG.

BUDGET BASICS

School Based Budgets:

Based on these allotment guidelines, the Budget Services Department develops school-based budget outputs. Principals and other school leaders should understand the rationale behind the development of the school budgets and be able to effectively communicate this rationale to the public they serve.

Teacher allocations for special programs such as Special Education, EIP/ REP, and ESOL, are based on needs as assessed by the various program managers, in collaboration with the Associate Superintendents, as defined by the allotment formula for each of these areas. All formulas used in allotments are applied the same way to all schools regardless of a school's Title I status and Every Student Succeeds Act of 2015 (ESSA).

The number of special education segments are included in the general education enrollment to calculate the number of general education teachers to support efforts to collaborate and mainstream.

Staffing Flexibility:

APS uses site-based budgeting and site-based management through its "Bottom-Up" budget development approach. Each principal is fully empowered through a budgeting process that provides reasonable flexibility, high accountability, innovation, and results-driven budget recommendations aligned with each school's strategic plan and the district's overall mission. This flexibility enables each principal to deploy staff according to their school's needs. Each principal works with their leadership team, Associate Superintendent, and Local School Governance Teams (GO Teams) to develop a budget that meets the needs of the specific student population at their school. As a part of this flexibility, some personnel units may be converted to other positions and non-personnel dollars may be used to purchase additional personnel. Such conversions must not cause an increase in the overall budget allocation for the school. Staffing flexibility is afforded to all schools regardless of a school's Title I status.

Principal Accountability:

The principal is responsible for the fiscal management of all funds included within these school allotments. Principals will be provided with a monthly budget report (MBR) for their school allotments to assist with the management and monitoring of each line item. This is a monthly report that shows a school's budget line-by-line and identifies any accounts that are in deficit. This report is designed to help principals and other school personnel balance and track their school budgets and actual expenditures in an accurate and timely manner. The financial stability of a school is reflected in the management of resources, expenditure trends, transfer of funds, accuracy of records and overall judgment in the general management of all school allotment funds. It is the responsibility of the principal to conclude the year with the school allotment having a positive ending balance. A negative ending balance in the overall school allotment budget may result in a corresponding decrease of the following year's allotment. Therefore, no expenditures should be made in excess of the current budget and staff hired must correspond to the approved budgeted positions.

Local School Governance Team (GO Team)

GO Teams must approve the final recommendations for the school budget, to ensure alignment of resources with the school's strategic plan. GO Teams receive budget and finance training, then participate in the budget and resource allocation process by making recommendations for use of discretionary school funds aligned to the school improvement/strategic plan and to support approved GO Team school-based solutions for implementation.

The GO Team is responsible for the following: 1) Developing and managing requests for funding to support approved GO Team school-based solutions; 2) Monitoring use of funds received to support approved GO Team school-based solutions; 3) Monitoring school budget; 4) Designating a Budget Chair for the GO Team, if desired.

Title I Comparability:

Comparability is one indication that a school system is using Title I funds to supplement and not supplant other funding sources. Meeting comparability means that the district provides services in the Title I schools that are at least comparable (equivalent) to that which the district provides in the non-Title schools. Demonstrating comparability is a prerequisite for receiving Title I, Part A funds. Because Title I, Part A allocations are made annually, comparability is an annual requirement. School districts must be comparable each year by July 1.

Consolidation of Funds:

As a charter district, Atlanta Public Schools has opted to participate in the GaDOE Consolidation of Funds Initiative. The purpose of consolidating funds is to help a school wide program school effectively design and implement a comprehensive plan to upgrade the entire educational program in the school based on the school's needs identified through its comprehensive needs assessment. Consolidation of funds means that each schoolwide school treats the funds it is consolidating as a single "pool" of funds. Funds from the contributing programs lose their identity – but not all the benefits and the school use funds from this consolidated schoolwide (SW) pool to support any activity of the SW Plan. For FY2025, Title I-A, Title I-A Family Engagement Set Aside and School Improvement funds are consolidated with General Fund state and local allotments.

Average Salary & Benefits:

Salaries are calculated based on a district wide average salary scale. Salaries are not adjusted based on the actual person occupying the position. Therefore, schools are not penalized for higher salaries and schools cannot recoup funds for employees with a salary that is lower than the average salary. In addition, benefits are calculated using a standard base rate for the district. Schools will not recoup any portion of a position's benefits including employees not receiving benefits. Salary calculations are applied identically to all schools regardless of a school's Title I status.

Schools may use any remaining salary from full-time positions that were vacated prematurely to satisfy a specific need. Generally, this need should be in support of the same purpose as the salary that was originally budgeted. These situations are rare and require approval from the Chief Financial Officer.

Leveling:

Leveling is the process APS utilizes to balance school budget allotments and the potentially corresponding staff assignments based on actual student enrollment versus projected student enrollment, as projected enrollment is utilized to staff schools for Day One readiness. After monitoring the student enrollment data closely, APS is committed to executing leveling in a manner that is least disruptive to the instructional program. The APS leveling process will use a combination of performance and seniority to determine the selection and eligibility of staff to be leveled.

The 15th day student enrollment count will serve as the basis for leveling school budget allocations. The student enrollment data from Infinite Campus as of noon on the 15th day will be used to determine the appropriate allocation earned for each school as determined by the formulas contained in this SAG. It is the responsibility of each school principal to ensure that all enrollment data is accurately reflected in Infinite Campus. This includes withdrawing students from the count

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who are not enrolled in school. Data accuracy and integrity is a critical component of the leveling process, as this data point will inform the district of which schools are over, even, underfunded, or understaffed.

Turnaround:

The APS School Turnaround strategy was developed in 2014 to provide the additional critical support to our lowest performing schools need and deserve. To meet these needs, Atlanta Public Schools has developed a strategy of support across key priority areas which includes a two-year phase out for schools that have transitioned from Intensive to Targeted Tier.

School	State Identification
Continental Colony	CSI
Dunbar	CSI
Harper Archer ES	CSI
Hollis (K-5)	CSI
Hank Aaron	CSI
Carver HS EC	TSI
Perkerson	ATSI
TAG	ATSI
King MS	ATSI
Russell MS	ATSI
Douglass HS	ATSI
Mays HS	ATSI
Therrell HS	ATSI
Washington HS	ATSI
Boyd	CSI Year 1 Transition
Dobbs	CSI Year 1 Transition
FL Stanton	CSI Year 1 Transition
Kimberly	CSI Year 1 Transition
Miles	CSI Year 1 Transition
Peyton Forest	CSI Year 1 Transition
Scott	CSI Year 1 Transition
TAG	CSI Year 1 Transition
John Lewis	CSI Year 1 Transition
Douglass HS	CSI Year 1 Transition
Finch	CSI Year 2 Transition
Young MS	CSI Year 2 Transition

Partner Schools:

The initial per pupil funding amount is calculated according to the following formula (all items as contained in the Official Budget approved by the Board of Education for the upcoming school year): the total APS General Fund Budget; less any Unfunded Pension Liability Expense; less the Direct Turnaround Services Funding allocated to APS schools identified as requiring Intensive Support or Targeted Support. Such costs currently include the following direct service expenses: Wraparound Services, Tutoring, Professional Learning Communities, Specialists Training in Reading and Math, Social and Emotional Learning, Targeted Professional Learning, and the Vacation Academy.

The result is divided by the Weighted Average APS Enrollment using the most recent total October FTE count with a weight of 1.75 and total APS March FTE count of the current school year with a weight of 1, found in the published GADOE Student Enrollment by Grade level reports, resulting in an initial per pupil funding amount.

Then added to the Initial Per Pupil Funding Amount is the portion of the Direct Turnaround Services Funding, stated on a per pupil basis, that is allocable to the Turnaround Schools; and the Title I funding earned by each Turnaround School, stated on a per pupil basis (using the same number of students as used for Direct Turnaround Services Funding); and without duplication of any other amount included in the APS General Fund Budget, any other federal or state funding allocated by APS to similarly situated schools - that is not currently both received and allocated by APS to similarly situated schools as of July 1, 2016- stated on a per pupil basis (using the same number of students as used for Direct Turnaround Services Funding). This shall not apply to any new federal or state grants to other similarly situated schools for which the Turnaround Schools are not eligible pursuant to the terms of the grant.

The total is added to the Initial Per Pupil Funding amount and shall be the "Supplemented per Pupil Funding Amount".

APS subtracts from the Supplemented Per Pupil Funding Amount an administrative fee equal to 2% of the Supplemented Per Pupil Funding Amount. The resulting figure shall be the "Per Pupil Funding Amount". The calculation of payments will be based upon the student enrollment counts of October with a weight of 1.75 and March with a weight of 1. The partner school's weighted average FTE count will be multiplied to the per pupil funding amount to get the Total funding due to the partner school.

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Charter Schools:

Funding for a charter school’s instructional and administrative programs will comply with the Georgia Charter Schools Act of 1998, Article 31 of the Official Code of Georgia Annotated. APS start-up charter schools receive a proportionate share of the district’s state and local revenue. Budgets are calculated using each charter school’s QBE School Allotment sheets and Salary and Operation Detail report for the revenue amount for the year. The allotment calculation is based on the QBE Salary and Operation Details report, the 3 FTE count weighted average using the 2 most recent October and March enrollment and a proportionate share of the district’s state and local revenue earning for each school. An additional adjustment is made to account for anticipated enrollment growth throughout the school year. Atlanta Public Schools charter schools are listed below. APS subtracts from the allotment calculation an administrative fee equal to 2% of the funding amount.

Atlanta Classical Academy	KIPP STRIVE Academy
Atlanta Neighborhood Charter Elementary	KIPP STRIVE Primary
Atlanta Neighborhood Charter Middle	KIPP Vision
Centennial Place Academy	KIPP Vision Primary
Charles R. Drew Elementary	KIPP WAYS Academy
Charles R. Drew Junior & Senior Academies	KIPP WAYS Primary
The Kindezi School at Old Fourth Ward	KIPP Soul Academy
Kindezi	Wesley International Academy
KIPP Atlanta Collegiate Academy	Westside Atlanta Charter School
KIPP Soul Primary	

Student Success Funding (SSF)

Focus the Budget on Student Need

Student Success Funding (SSF) is the districts funding formula that will allocate funds based on the attributes of students. The process can uncover hidden inequities in a district's allocation of funds and serve as a catalyst for broader analysis to respond to student needs.

Goals of Student Based Budgeting

1. **Equity:** "Dollars follow the student." The SBB model ensures that resources are distributed equitably based on student need and helps to address the equity issues listed below.
 - a. Allocations based on enrollment tiers create large disparities in funding with schools with similar needs and similar enrollment.
 - b. Allocations that are distributed one per school create inequities in schools based on enrollment size.
 - c. Allocations do not tightly align with need, especially poverty.
 - d. Allocations are subject to "hold-harmless" decisions or rolling-over prior year decisions which create unintentional inequities and put the district at risk of not funding per the guidelines.
2. **Transparency:** "The formula tells you what you get." SBB uses a formula and has clear and easily understood rules for where, how, and why dollars flow, helping eliminate the deficiencies in the traditional funding system.
 - a. Previous formulas were difficult to understand and explain.
 - b. Previous formulas contained language such as "distributed by program manager."
 - c. Lack of history or understanding of formulas original intent; "That's just how we've always done it."
3. **Empowering:** "Principals own their budgets." By distributing funds rather than staff, SBB enables school leaders to define the resources they need to drive student achievement.
 - a. Principals don't always know where they have flexibility with current allotments and where they don't.
 - b. Adjustments from the allotments are small and incremental; the current formula does not lend itself to significant innovations.

Transitioning to the SSF formula puts APS's funding formula in alignment with our strategic

objectives, expand school autonomy, and alleviate enrollment pressure points in the previous formula. As part of the current strategic plan, APS is committed to improve efficiency and resource allocation in a manner grounded in strategic academic direction and data. The SSF formula will prioritize resources based on student needs, meeting one of our key strategic objectives.

Base Allocation

The base per pupil allocation in this year's Student Success Formula is \$5,334.

Student Attributes

Among the various districts utilizing a student-based funding formula, there are many different combinations of attributes used to best meet the needs of students. Student attributes that are supplemented through SSF this year are:

- Grade Level
- Incoming Performance
- Poverty
- Concentration of Poverty
- English Language Learners
- Special Education
- Gifted



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Weights

Grade Level

Weights have been applied to incoming kindergarteners, 1st graders, 2nd graders, 3rd graders, 6th graders and 9th graders. Elementary school weights are in alignment with the district’s budget parameter regarding “investments in Pre-K through 3rd grade to ensure all students are reading by the end of 3rd grade.” The weight for 6th was added as transitional funds. The weights for each grade level are:

Grade Level	Weight
Kindergarten	0.60
1 st Grade	0.25
2 nd Grade	0.25
3 rd Grade	0.25
4 th Grade	-
5 th Grade	-
6 th Grade	0.03
7 th Grade	
8 th Grade	
9 th Grade	
10 th Grade	
11 th Grade	
12 th Grade	

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Prior Academic Performance

Typically, weights have been applied to the percentage of rising 5th and 8th graders performing at beginning level on milestones from the previous school year applied to total enrollment.

School Level	Weight
Elementary	0.10
Middle	0.10
High	0.05

Poverty

Weights have been applied for students from low-income households. The data used for poverty are the direct certification data as provided by the Data Information Group. The weights for each grade level are:

School Level	Weight
Elementary	0.47
Middle	0.47
High	0.47

Concentration of Poverty

School Level	Weight
Elementary	0.03
Middle	0.03
High	0.03

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English Learners

Weights have been applied for ELL students. The weights for these students are as follows:

School Level	Weight
Elementary	0.20
Middle	0.20
High	0.20

Special Education

Weights have been applied for Special Education students. The weights for these students are as follows:

School Level	Weight
Elementary	0.05
Middle	0.05
High	0.05

Gifted Education

Weights have been applied for gifted students. The weights for these students are as follows:

School Level	Weight
Elementary	0.70
Middle	0.70
High	0.60

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Early Intervention (EIP) and Remedial Education Programs (REP)

In recent years, EIP and REP allotments were allocated as positions. These positions were determined by taking the most recent October segment count for each school and dividing it by 130. The allocation would then be rounded up to the nearest whole.

Under the new formula, remedial allocations are determined by using the following calculation:

1. First the weighted average for remedial segments is determined by taking October 2022 times 2 + March 2022= Total segments divided by 3.
2. Then, we do the same thing with total enrollment for the school for both of these counts. This is done to determine the percentage of total enrollment for each of those counts that were served previously.
3. Total for #1 is then divided by total for #2 to determine the percentage of total segments that are identified as remedial.
4. This percentage is then applied to the forecasted enrollment for FY2025 to determine the approximate student count for REP for the upcoming year.
5. The base allotment in SSF for FY2025 is \$5,334. The weight for EIP/REP is 1.05 for Elementary and 0.40 for Middle and High School which is applied to the total enrollment projection calculated in step 4.

School Level	Weight
Elementary	1.05
Middle	0.40
High	0.40

Supplements

Atlanta Public Schools has a diverse collection of schools, which require consideration in the formula. There are also considerations for attributes of the schools.

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Transition Policy

To accommodate schools affected by new school opening:

School Level- ALL	Weight
Transition Policy	FY24 only: Provide 50% of lost funding from projected student enrollment. FY24: (new school) \$500 per student FY25 only: Provide 75% of transition fund received in FY24.

New School Policy

Starting in FY2024, the District will provide additional support to a new school. This will be calculated using the Materials and Supplies per Pupil amount and multiplying it by the enrollment projection for the school.

School Level- ALL	Materials and Supplies \$ per Pupil
New School Policy (3 years)	ES - \$106 x Enrollment Projection MS - \$101 x Enrollment Projection HS - \$135 x Enrollment Projection

Small School Supplement

Schools below a certain threshold receive an additional weight applied to each incremental student between the school's enrollment and the threshold amount to ensure school viability in a per pupil allotment.

School Level	Threshold	Weight
Elementary	450	0.25
Middle	550	0.25

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High	650	0.25
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Capacity Supplement

Starting in FY2025, schools above a 95% capacity threshold will receive an additional weight applied to each incremental student over the 95% capacity.

School Level	Threshold	Weight
Elementary	>95%	0.25
Middle	>95%	0.25
High	>95%	0.25

Baseline Supplement

Baseline allocations are resources that a school must have to operate. There may be some schools that do not receive enough funding through the Student Success Funding Formula to cover their minimum costs. Baseline allocations are the mechanism to solve that challenge.

The baseline supplement ensures that each school gains enough funding through SSF to adequately fund specific positions and other non-staffing allocations, as indicated below.

Positions	Elementary	Middle	High
Principal	1.0	1.0	1.0
Assistant Principal	1.0	1.0	1.0
School Secretary	1.0	1.0	1.0
Counselor	1.0	1.0	1.0
School Clerk	1.0	1.0	1.0
ISS Monitor	-	1.0	1.0
Registrar	-	-	1.0
Graduation Coach	-	-	1.0
Flex Teacher	1.0	1.0	1.5

Teacher Grade Level	Student: Teacher Ratio
K-3	21
4-5	23

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6-8	24
9-12	25

Resource Type	\$ per School
Cluster	\$35,000

Resource Type	\$ per Pupil Elementary	\$ per Pupil Middle	\$ per Pupil High
Supplies & Materials	\$106	\$101	\$135
Substitutes	\$180	\$180	\$180
Additional Flex	\$40	\$40	\$40
Textbooks (Replenishments)	\$53	\$53	\$53
Units of Study			
K-5 Math			
K-5 Science			
6-8 Science			
Algebra II			
9-12 Science			

Gifted Supplement

Historically, schools with low gifted populations were allocated at least a 0.5 FTE allocation. In an effort to afford those schools an opportunity to increase their number of gifted students, weights have been applied to supplement the gifted allocations. Schools with less than 5% of their total population identified as gifted students had weights applied to the difference. The weights are as follows:

School Level	Weight
Elementary	0.70
Middle	0.70
High	0.60

How will the leveling process be impacted?

Through the SSF model, schools earn dollars instead of positions. The dollars include a base amount for each student plus additional weights based on student attributes. This is then multiplied by the forecasted enrollment. During the leveling process, schools will

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gain or lose funds depending on the number of students above or below what was projected multiplied by only the base amount, to avoid large swings in funding and to minimize disruption. Proration of losses may take place in an effort to minimize disruption to instructional models.

Additional School Allocations

In addition to funding earned through the Student Success Funding Formula (SSF), there are positions that are allocated to schools by Program Managers. The methodology behind each allocation is listed below.

Program	Methodology/Formula
ESOL Teachers	This is a formula-based allocation. At the elementary level, allocations are determined by total number of identified English Learners for scheduled support services for one segment and for two segments of support at the middle and high school level. Slight adjustments are made to pair schools that must be served by an itinerant ESOL teacher. Additional adjustments may be made after ESOL program exit decisions are made in May. As this is a highly transient population and federal law requires that all identified English Learners receive direct ESOL support services, adjustments will be made again after the 30-Day ESOL Program Student Count in September.
Special Education	Staffing Allocations are based on students' IEPs. Generally, there should be 8-12 students with disabilities in special education or co-taught classes. Specific class size maximums exist for different disability areas. Please contact the Department of Special Education if you have questions regarding class size for different disability areas.
Career, Technical and Agricultural Education (CTAE)	For CTAE, positions (FTEs) are assigned to schools depending on the pathways offered by each school and the number of students enrolled in each pathway. Schools may earn .5 or a full FTE based on significant enrollment increases, pathway expansion efforts based on school needs and/or vertical alignment between middle and high school.
Nurses	1.0 RN or LPN assigned to schools based on student medical acuity, clinic volume, school size, and/or cluster size. There is 1 RN assigned to support 3-5 hourly RN/LPN positions. Some positions were reassigned to address the nursing support needs for each cluster. The National Association of School Nurses (NASN) recommends a nurse-to-student ratio of 1:750; 1:225 that requires interventions such as special education inclusions. 1:125 for complex health care needs, and 1:1 for individual students with multiple disabilities.

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School Resource Officers	Middle schools are allotted 1 school resource officer per school. Middle schools with enrollment over 1,500 are allotted 2 school resource officers. High schools were allotted 2 school resource officers per school. High schools with enrollment below 800 were allotted 1 school resource officer per school.
Psychologists	Schools earn allotments based on student population and special needs/programming (e.g., bilingual populations, special education units). Student populations of 700 or above earn 1 full-time psychologist; student populations 500-699 earn .50; 499 and under earn .25.
JROTC	<p>1. Cadet Command Regulation 145-2 governs JROTC instructor authorizations: (1) Staffing levels are as prescribed in paragraph b(1): a minimum of one Senior Army Instructor and one Army Instructor for any school with an enrollment of 150 or fewer Cadets, an additional Army Instructor at 151 to 250, and an additional Army Instructor authorized for each increment of 100 Cadets.</p> <p>2. JROTC instructors are allocated to high schools based upon the current and forecasted cadet enrollment numbers per school. Schools with 75 - 150 cadets enrolled are allocated 2 instructors, enrollment between 151-250 allocated 3 instructors, enrollment 251-350 allocated 4 instructors. If a school cadet enrollment is greater than 351 cadets, the school is authorized 5 instructors.</p>
Operation Managers, Site Managers, and Custodians	Based on school size, complexity, and student populations; we assign one Operations Manager per high school. One Operations Manager assigned to each traditional and alternative High School. John Lewis Invictus Academy allocated one Operations Manager based on school square footage and student population. Three Operation Managers assigned to CLL for Stadium and Field Support and Facilities Services Operations. Campuses housing two different schools share an Operations Manager at .5 FTE per each of the schools inhabiting the building. We dropped the FTE at ACCA as we're allocating a Site Manager at this location. We reduced the Carver High/Carver Early College FTE from 1.5 to 1.0 as only one Operations Manager is assigned to the site.
Turnaround	<p>APS Turnaround schools experience a range of 44% to 81% of students performing at the Beginner performance band. The highest priority is building the teacher's capacity to deliver Tier 1 instruction to address the challenge of an overwhelmed MTSS system. An effective group size is 3 to 6 students to be served in a group for an intervention specialist. The APS Turnaround objective is to build capacity.</p> <ul style="list-style-type: none"> ● 1 Specialist (Reading or Math) ● 1 Coach (Reading or Math) ● Extended Learning Funds to Accelerate Learning <ol style="list-style-type: none"> 1. Academic Supports - Instructional Coach works on building the capacity of teachers. Reading and Math Specialists work directly with students in small groups to build foundational skills in reading and/or math based on data. 2. Extended Learning Time - Provide direct academic support to students through opportunities for extended learning. This includes additional reading and math specialists, teacher tutors, paraprofessionals, intervention block,

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	<p>after school/Saturday school, curricular resources, and transportation. It also allows for improving opportunities for expert-led collaborative planning and professional learning for instructional staff.</p> <p>3. Whole Child Supports- Expand opportunities to work directly with students and families to increase multi-tier systems of wraparound support to address nonacademic needs. This includes a full-time social worker, clinical therapist, counselor, behavior specialist, or a position crafted with the support of the Department of Student Services.</p>
Media Specialist	Each school campus is required to have a certified library media specialist to provide instruction and resources for students and teachers. This practice directly supports the APS School Board Goal #1 of improving literacy for APS students. This staffing practice ensures equitable access to books, reading opportunities and other learning experiences for students throughout the district. Schools with dual campuses are staffed with a media specialist at each campus.
Social Worker	The National Association of Social Workers recommends a ratio of one school social worker to each school building serving up to 250 general education students (1:250). Student enrollment is also factored in to ensure staff can manage the workload. Most schools' data does not support the need for an allotment of two or more social workers; however, there are 9 schools that will need two social workers either because the workload is too much based on school enrollment, or the needs of the student population warrant an additional FTE social worker. Six (6) of the schools already have two (2) social workers allocated. Based on the methodology/formula outlined, three (3) additional schools for SY25 need two (2) social workers allocated (for a total of nine schools SY25 that will have 2 social workers assigned).
Instructional Coach- Readers are Leaders	Each Elementary school will earn this allotment. The Instructional Coach supervises the implementation of the Readers are Leaders initiative at the school level, ensuring high-quality reading instruction that meets literacy expectations.

Dual Campus Supplement

Schools with more than one campus have been allotted additional funds to support the operations of the second campus. The supplements are based on the average salaries of specific positions deemed essential for maintaining these dual campuses: Program Administrator, Counselor, School Secretary and/or School Clerk. The supplements for these schools are as follows:

School	Amount
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Brandon ES	\$443,567
Jackson ES	\$443,567
Smith ES	\$443,567
Toomer ES	\$443,567
Hollis Innovation Academy	\$566,596
Sutton MS	\$443,567
Douglass HS	\$443,567

Signature Program Allocations

Signature programming is a core component of our charter system strategy and funds are allocated based on grade span and phase of implementation. Cluster planning was set in place to provide flexibility and autonomy at the cluster level for schools to invest resources in alignment with the district’s academic standards of service.

It specifically addresses each cluster’s academic programming needs and support for signature programming. These programs work to ensure college and workplace readiness for all students thus complementing the district’s mission statement. Since signature programming inception in 2015, it has aligned to the APS strategic plan, supported authorization/certification requirements from agencies, focused on three phases of progression based on level of implementation (1--Beginning, 2--Intermediate and 3--Advanced), and paid close attention to phase 3 which focuses on schools that are progressing toward and/or have achieved certification/authorization.

In FY2024 signature programming implemented an additional phase (phase 4) and a new funding formula. This new concept will add the additional phase and reassign schools based on level of implementation (1--Beginning, 2--Intermediate, 3--Advanced and 4—Post Authorization/Certification), it assesses implementation every year using the new phasing rubric and it will adjust the school phase designation based on progression and observation.

The breakdown below shows the current funding formula for signature programs.

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<p>Base Allocation</p>	<ul style="list-style-type: none"> • Phase 1 - \$65,270 • Phase 2 - \$130,540 • Phase 3 - \$195,810 • Phase 4 - \$261,080
<p>Per Student Allocation</p>	<ul style="list-style-type: none"> • Phase 1 - \$50 • Phase 2 - \$100 • Phase 3 - \$150 • Phase 4 - \$200

Allocation Notes

- Base Allocation equates to the salary of an Instructional Coach; P1= 1 Part Time Coach, P2=1 Full Time Coach, P3=1 Full +1 Part Time Coach; P4= 2 Full Time Coaches
- Per Student Allocation equates to a percentage of the APS Base Rate per Pupil of \$5,000; P1=1%, P2=2%, P3=3%, P4=4%

Non- Traditional School Allocations

The following allocations have been developed to provide an adequate funding model to serve the non-traditional programs as approved by the Board. No other schools will receive the funding structure as shown below unless such a school is designated as non-traditional school as recommended by Schools and Academics and approved by the Board. These allocations will not be adjusted if they stay within an acceptable range as shown below:

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Category	Phoenix Academy
Core Teacher (9-12)	16.00
Extended Core	3.50
REP Teacher (6-12)	1.00
CTAE Teacher	1.00
ESOL Teacher	0.50
Interrelated Teacher	6.00
Special Ed Lead Teacher	1.00
Speech Language Pathologist	0.00
Special Ed CTI Teacher	0.30
Special Ed Paraprofessional	4.00
ISS Monitor	1.00
Non-Instructional Aide	5.00
Principals	1.00
Asst. Principal	2.00
School Secretary	1.00
School Clerk (211 days)	2.00
Registrar	1.00
Graduation Coach	1.00
Media Specialist	0.00
Counselors (9-12)	1.50
School Nurse – RN	1.00
Social Worker	2.00
Custodians	2.00
Operations Manager	1.00
Psychologist	0.50
School Resource Officer	2.00
Special Ed Transition Para	-
Special Ed Transition Teacher	-

Hank Aaron New Beginnings Academy	
Core Teachers (6-8)	7.00
Core Teachers (9-12)	10.00
REP Teacher (6-12)	1.00
ESOL Teachers	0.40
Interrelated Teacher	6.00
Special Ed Lead Teacher	1.00

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Speech Language Pathologist	0.20
Special Ed Paraprofessional	3.00
ISS Monitor	1.00
Non-Instructional Para	17.00
Principals	1.00
Asst. Principal	2.00
School Secretary	1.00
School Clerk (211 days)	1.00
Registrar	1.00
Graduation Coach	1.00
Media Specialist	1.00
Counselors (6-8)	0.50
Counselors (9-12)	0.50
School Nurse – LPN	1.00
Social Worker	1.00
Custodians	2.00
Operations Manager	1.00
Psychologist	0.60
School Resource Officer	2.00
Behavior Specialist	1.00

Atlanta College and Career Academy	
CTE Teacher	14.00
ESOL Teacher	1.00
Special Ed Lead Teacher	0.50
Special Ed Paraprofessional	1.00
Principal	1.00
Asst. Principal	1.00
School Secretary	1.00
Custodians	2.00
Social Worker	1.00
School Nurse-LPN	1.00
School Resource Officer	2.00
College Advisor	1.00

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Single Gender Campuses

The following allocations have been developed using the funding formulas from years past. Upon the Atlanta Board of Education’s decision to house both schools on one campus, program managers then adjusted the allocations to streamline the staff for a new shared campus model.

Category	B.E.S.T. Academy	CSK Academy
Core Teachers (6-8)	5.00	7.00
Core Teachers (9-12)	6.00	11.00
Extended Core Teachers	7.50	8.50
Athletic Director	1.00	1.00
Gifted Teacher	1.00	1.00
REP Teacher (6-12)	2.00	3.00
CTE Teacher	2.25	4.25
JROTC Instructor	2.00	2.00
ESOL Teacher	0.20	0.40
Interrelated Teacher	5.00	7.00
Special Ed Lead Teacher	0.50	0.50
Speech Language Pathologist	0.30	0.00
Special Ed CTI Teacher	0.50	0.50
Special Ed Paraprofessional	2.00	2.00
ISS Monitor	1.00	1.00
Principals	1.00	1.00
Asst. Principal	2.00	2.00
School Secretary	1.00	1.00
School Clerk (211 days)	1.00	1.00
Registrar	1.00	1.00
Graduation Coach	1.00	1.00
Media Specialist	0.50	0.50
Counselors (6-8)	0.50	1.00
Counselors (9-12)	1.00	1.00
School Nurse – LPN	0.50	0.50
Social Worker	1.00	1.00
Custodians	2.00	2.00
Operations Manager	0.50	0.50
Psychologist	0.25	0.25
School Resource Officer	1.00	1.00
Instructional Tech Specialist	1.00	1.00



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