



FY2020 SCHOOL ALLOTMENT GUIDELINES

Provided by: Budget Services



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ABOUT THE SCHOOL ALLOTMENT GUIDELINES

The School Allotment Guidelines (SAG) is a document that houses all of 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 are reviewed yearly by Budget Services, Senior Cabinet, and program managers and are 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 Budget Accountability Report (BAR) 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 Pilot. The purpose of consolidating funds is to help a schoolwide 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 uses funds from this consolidated schoolwide (SW) pool to support any activity of the SW Plan. For FY2020, Title IA, Title I, School Improvement and Title IV 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.

In certain situations, 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 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.

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Turnaround:

The APS School Turnaround strategy was developed in 2014 to provide the additional critical support our lowest performing schools need and deserve. To meet these needs, Atlanta Public Schools has developed a strategy of support across key priority areas. Approximately \$8.5 million has been invested in the FY2020 school year to provide additional services at these schools.

Targeted Tier
Boyd Elementary School
Douglass High School
Harper Archer Elementary School
Finch Elementary
Michael R. Hollis Innovation Academy
Scott Elementary School
John Lewis Invictus Academy
Young Middle School

Intensive Tier
Barack and Michelle Obama Academy
F. L. Stanton Elementary School
Long Middle School
Kimberly Elementary School
Perkerson Elementary School
Tuskegee Airmen Global Academy
Usher-Collier Heights Elementary School

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

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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 partner school.

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. Charter Schools are funded no less favorably than traditional Atlanta Public Schools. Atlanta Public Schools charter schools are listed below.

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

Student Success Funding (SSF)

Focus the Budget on Student Need

Student Success Funding (SSF) is the new 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
 - a. Allocations based on enrollment tiers create large disparities in funding with schools with similar need 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
 - a. Previous formulas are difficult to understand and explain
 - b. Previous formulas still contain 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
 - a. Principals don't always know where they have flexibilities 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 will put 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.

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Atlanta Public Schools Strategic Plan 2015-2020



Base Allocation

The base per pupil allocation in this year's Student Success Formula is \$4,420.

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
- 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, 4th graders, 5th graders and 6th 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." Additionally, the district will undergo an ELA textbook adoption during the FY2020 school year. Weights in elementary school grade levels have been increased to accommodate the additional funds these schools will need to purchase these resources.

The weights for middle school were added as transitional funds. The weights for each grade level are:

Grade Level	Weight
Kindergarten	0.65
1 st Grade	0.30
2 nd Grade	0.30
3 rd Grade	0.30
4 th Grade	0.10
5 th Grade	0.10
6 th Grade	0.05

Prior Academic Performance

Weights have been applied to the percentage of rising 5th and 8th graders performing at beginning level on milestones from the 2018-2019 school year applied to total enrollment. The weights for each grade level are:

School Level	Weight
Middle	0.10
High	0.05

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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 Nutrition department for the 2018-2019 school year. The weights for each grade level are:

School Level	Weight
Elementary	0.55
Middle	0.50
High	0.55

English Language Learners

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

School Level	Weight
Elementary	0.15
Middle	0.15
High	0.15

Special Education

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

School Level	Weight
Elementary	0.03
Middle	0.03
High	0.03

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Gifted Education

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

School Level	Weight
Elementary	0.60
Middle	0.60
High	0.50

NEW: 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 2018(2) + March 2018= Total segments divided by 3.
2. Then, we do the same thing with total enrollment (multiplied by 6 to convert to segments) 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 in Remedial.
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 FY2020 to determine the approximate student count for REP for the upcoming year.
5. The base allotment in SSF for FY2020 is \$4,420 and the weight for EIP/REP is 1.05 which is applied to the total enrollment projection calculated in step 4.

School Level	Weight
Elementary	1.05
Middle	1.05
High	1.05

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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.

Small School Supplement

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

School Level	Threshold	Weight
Elementary	450	0.40
Middle	500	0.40
High	650	0.40

Baseline Supplement

Baseline allocations are resources that a school must have in order to operate. There may be some schools that do not receive the minimum funding through the Student Success Funding Formula to cover its minimum costs. Baseline allocations are the mechanism to solve for 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
Media Specialist	1.0	1.0	1.0
School Clerk	1.0	1.0	1.0
Social Worker	0.2	0.4	0.4
ISS Monitor	-	1.0	1.0
Registrar	-	-	1.0
Graduation Coach	-	-	1.0
Teacher	1.0	1.0	1.5

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Teacher Grade Level	Student:Teacher Ratio
K-3	21
4-5	23
6-8	24
9-12	25

Resource Type	\$ per Pupil
Supplies & Materials	\$101
Substitutes	\$120
Additional Flex	\$40
Textbooks (Replenishments)	\$25
Textbooks - ELA Adoption (Elementary Only)	\$280
Units of Study	\$5

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

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	0.60
Middle	0.60
High	0.50

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How do we phase in or hold harmless schools that lose funding due to the formula adjustment?

It will be critical to ease the transition process and give principals time to adjust. Last year, a set maximum gain of 3.5% and losses of no more than 2.5% of the previous year's budget was in place. Beginning in the FY2020 school year, schools triggering transition policies for losses in the first year of SSF will slowly be transitioned off of these supplemental funds. Schools with transition funds totaling to more than 2 average teacher salaries will receive 66% of their FY2019 transition amount for the FY2020 school year. Schools that received transition funds that were less than the equivalent of 2 teacher salaries will receive half of their FY2019 transition amount in their FY2020 budget.

It is important to note that these gain and loss caps only apply to the dollars earned through the Student Success Formula.

Other strategies to offset losses include leveraging foundations, the Partnerships Office, special revenue and grant opportunities, etc. Schools will also be able to carryover 15% of their unused non-personnel allocations to the following fiscal year to offset future year losses or to accrue funds.

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 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.

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 these allocations is listed below.

Program	Methodology/Formula
ESOL Teachers	Allocations are determined by total number of identified English Learners and year one and year two monitored two students. Slight adjustments are made in order to pair schools that must be served by an itinerant ESOL teacher. Additional adjustments will 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 ESOL support services, adjustments will be made again after ESOL Program Student Count in August.
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 .2, .4, .5, .8 or a full FTE, given the number of students enrolled in the pathway. Additional positions are assigned to schools when the total number of students enrolled in a pathway exceeds 220+ students. Schools may earn an additional FTEs, given the number of students enrolled in the pathway.
Nurses	The nursing department will provide initial LPN allotments to all schools (either a 1.0 or 0.5 allotment) based on student clinical need. <ul style="list-style-type: none"> a. FT RN (with the knowledge that the nurse does support LPNs and will not be at the school all day) b. FT LPN (these positions will be assigned to schools with either very large caseloads or schools with unique student clinical needs) c. 0.5 LPN (the principal can use this allotment to hire either a .5 LPN or a 29 hour/ week LPN)
School Resource Officers	The Office of Safety and Security allocates 2 School Resource Officers to each high school and 1 School Resource Officer to each middle school.
Psychologists	Allotments for psychologists, are determined by a schools' overall student population, the special education programming at the schools (whether the schools host autism, intellectual disability, and/or EBD programs/classes), and the number of psychological referrals that each school typically generates per year.

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JROTC	<p>JROTC instructors are allocated to high schools based upon the current and forecasted cadet enrollment numbers. Schools with 100 - 150 cadets enrolled are allocated 2 instructors, enrollment between 151-250 allocated 3 instructors, enrollment 250-400 allocated 4 instructors.</p> <p>2. Cadet Command Regulation 145-2 (excerpt below) governs authorizations:</p> <p>(1) Basic staffing levels are as prescribed in paragraph b(1): a minimum of one Senior Army Instructor and 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 required for each increment of 100 Cadets.</p>
Operations & Site Managers	<p>Based on school size, complexity, and student populations; we assign one Operations Manager per high school. The same stands for Site Manager assignments for Middle Schools. We make Site Manager Assignments at elementary schools based on the school size, student population, and past experience. Elementary schools with small student populations and in close proximity to another school will typically get one 0.5 Site Managers. Schools with larger populations or where there has been a history of maintenance and repair issues will typically be allocated a single Site Manager.</p>

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, Media Specialist, Counselor, School Secretary and/or School Clerk. The supplements for these schools are as follows:

School	Amount
Brandon ES	\$340,145
Jackson ES	\$340,145
Morningside ES	\$340,145
Smith ES	\$340,145
Toomer ES	\$240,051
Hollis Innovation Academy	\$304,534
Inman MS	\$135,897
Sutton MS	\$345,299

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Signature Program Allocations

The Signature Programs for Atlanta Public Schools provide students the opportunity to explore unique areas of study in preparation for specialized academic and future career opportunities. These specialized programs reflect the district's commitment to providing quality educational opportunities that will enable students to become successful in college or careers.

Funds are allocated based on each school's level (elementary, middle, or high) and phase of implementation, as determined by the Program Manager. The breakdown of earnings for each level and phase is listed in the chart below. Earnings have been increased slightly from the previous school year to account for the increase in the cost of positions.

	Phase 1	Phase 2	Phase 3
Elementary	\$ 100,000	\$ 137,000	\$ 232,000
Middle	\$ 100,000	\$ 137,000	\$ 160,500
High	\$ 100,000	\$ 230,000	\$ 325,000

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 as long as they stay within an acceptable range as shown below:

Category	Crim Open Campus/ Phoenix Academy
Core Teacher (9-12)	16.00
Extended Core	4.00
REP Teacher (9-12)	1.00
CTE Teacher	3.00
ESOL Teacher	0.20
Interrelated Teacher	2.00
Special Ed Lead Teacher	0.50
Speech Language Pathologist	0.10
Special Ed CTI Teacher	0.25
ISS Monitor	1.00
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	1.00
Counselors (9-12)	1.00
School Nurse – LPN	0.50
Social Worker	1.00
Custodians	2.00
Operations Manager	1.00
Psychologist	0.40
School Resource Officer	2.00
Site Manager	1.00

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Forrest Hills Academy	
Core Teachers (6-8)	8.00
Core Teachers (9-12)	10.00
Extended Core	7.50
REP Teacher (6-12)	2.00
CTE Teacher	1.00
ESOL Teachers	0.10
Interrelated Teacher	2.00
Special Ed Lead Teacher	0.50
Special Ed Paraprofessional	1.00
ISS Monitor	1.00
Non-Instructional Para	18.00
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 (9-12)	1.00
School Nurse – LPN	1.00
Social Worker	1.00
Custodians	2.00
Operations Manager	1.00
Psychologist	0.25
School Resource Officer	2.00

North Metro	
Special Ed Lead Teacher	0.25
Special ED EBD Teacher - GNETS	4.00
Special Ed Paraprofessional	5.00
Counselors (6-8)	0.50
School Nurse – LPN	0.50
Social Worker	0.50
Custodians	1.00
School Resource Officer	2.00

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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	BEST Academy	CSK Academy
Core Teachers (6-8)	4.00	5.50
Core Teachers (9-12)	7.00	6.00
Extended Core Teachers	7.50	7.50
Athletic Director	0.50	0.50
Gifted Teacher	1.00	1.00
REP Teacher (6-12)	2.00	2.00
CTE Teacher	1.50	2.50
ROTC NCO	2.00	2.00
ESOL Teacher	0.10	0.40
Interrelated Teacher	6.00	5.00
Special Ed Lead Teacher	0.50	0.50
Speech Language Pathologist	0.30	0.40
Special Ed CTI Teacher	0.50	0.50
Special Ed Paraprofessional	1.00	0.00
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	1.00	1.00
Counselors (9-12)	0.50	0.50
School Nurse – LPN	0.50	0.50
Social Worker	1.00	1.00
Custodians	2.00	2.00
Operations Manager	0.00	1.00
Psychologist	0.25	0.50
School Resource Officer	1.00	1.00