



ATLANTA PUBLIC SCHOOLS BOARD OF EDUCATION BUDGET COMMISSION

October 27, 2022

AGENDA

01

Finalize FY2024 Resource and Expenditure Parameters

02

Update on SSF Taskforce





FY2024 DRAFT RESOURCE and EXPENDITURE PARAMETERS

WHAT ARE BUDGET PARAMETERS?

Budget parameters guide budget development, including:

- Revenue assumptions
- Fund balance targets
- Expenditure goals

Budget parameters identify process and presentation recommendations that provide transparency in linking goals, outcomes and district spending plans.

Budget parameters develop monitoring procedures that hold the district accountable for executing the budget plan.

Depth vs. Breadth: Focus on deeper investments in specific parameters instead of distributing funds over too many disparate priorities.

ALIGNMENT TO:

1. Strategic Plan
2. Charter System Model
3. Equity Commitments
4. Learning Recovery Efforts
5. APS 5
6. SOFG

FY2024 RESOURCE PARAMETERS

THE DISTRICT WILL:

- alleviate pressure from the general fund and taxpayers while supporting the continued operations of APS by:
 - maximizing all available funding streams including federal grants and other special revenue where appropriate and specific to the purpose of the program
 - continuing to identify grant-generating opportunities
 - seeking additional business, philanthropic and community partnerships in a manner that is data driven and equity guided
 - assess the required millage rate
- maintain a fund balance of 15% of the total general fund expenditure budget net of any committed, assigned, or reserved fund balance
- strategically utilize the fund balance to ensure operational integrity of district programs, support expenditure parameters, and temporarily offset potential decreases in revenue



DRAFT

FY2024 EXPENDITURE PARAMETERS

These budget parameters may represent an additional or recurring cost to the district.

- APS will commit to the 1-1 device strategy by building in a sustainable repair and replacement program for devices.
- APS will commit to supporting our students & families by building a long-term strategy to address the digital connectivity divide at home.
- The CPI increased YOY (FY22 to FY23) by ~8%. Given the current inflationary track that we are experiencing, another large YOY CPI increase from FY23 to FY24 is anticipated. The annual budget process must consider inflationary pressures when necessary to pay for and provide comparable service levels.



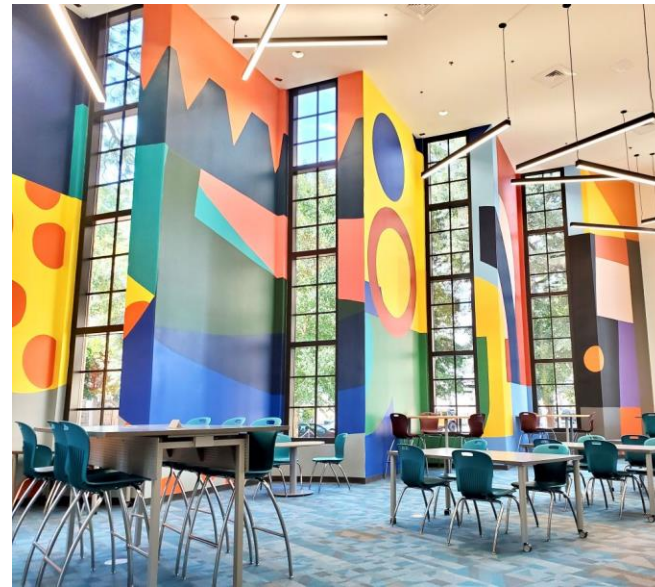
DRAFT

FY2024 EXPENDITURE PARAMETERS

[CONTINUED]

These budget parameters may represent an additional or recurring cost to the district.

- The budget must contemplate any changes to the school nutrition model that will also have an impact on general fund costs and staffing.
- The annual budget process must contemplate federally funded programs and positions, especially those funded through CARES, and begin the process of folding in or rolling off those expenditures as appropriate.
- The budget must sustain and support changes in school enrollments, new schools, changes in school designs, and shifts in school programs, as recommended and approved through the facilities master planning process.
- The budget should support a compensation strategy and central office structure that aligns district initiatives with the recommendations from internal and external reviews and audits.





SSF TASKFORCE

STUDENT SUCCESS FUNDING TASKFORCE

The Student Success Funding (SSF) is the district's funding formula that allocates funds equitably to schools based on the attributes of students.

Commit. Connect. Engage with us as we revisit the SSF formula ensuring that funds continue to be apportioned equitably to all schools in APS.

[EQUITY]

[PERSPECTIVE]

[GET INVOLVED]

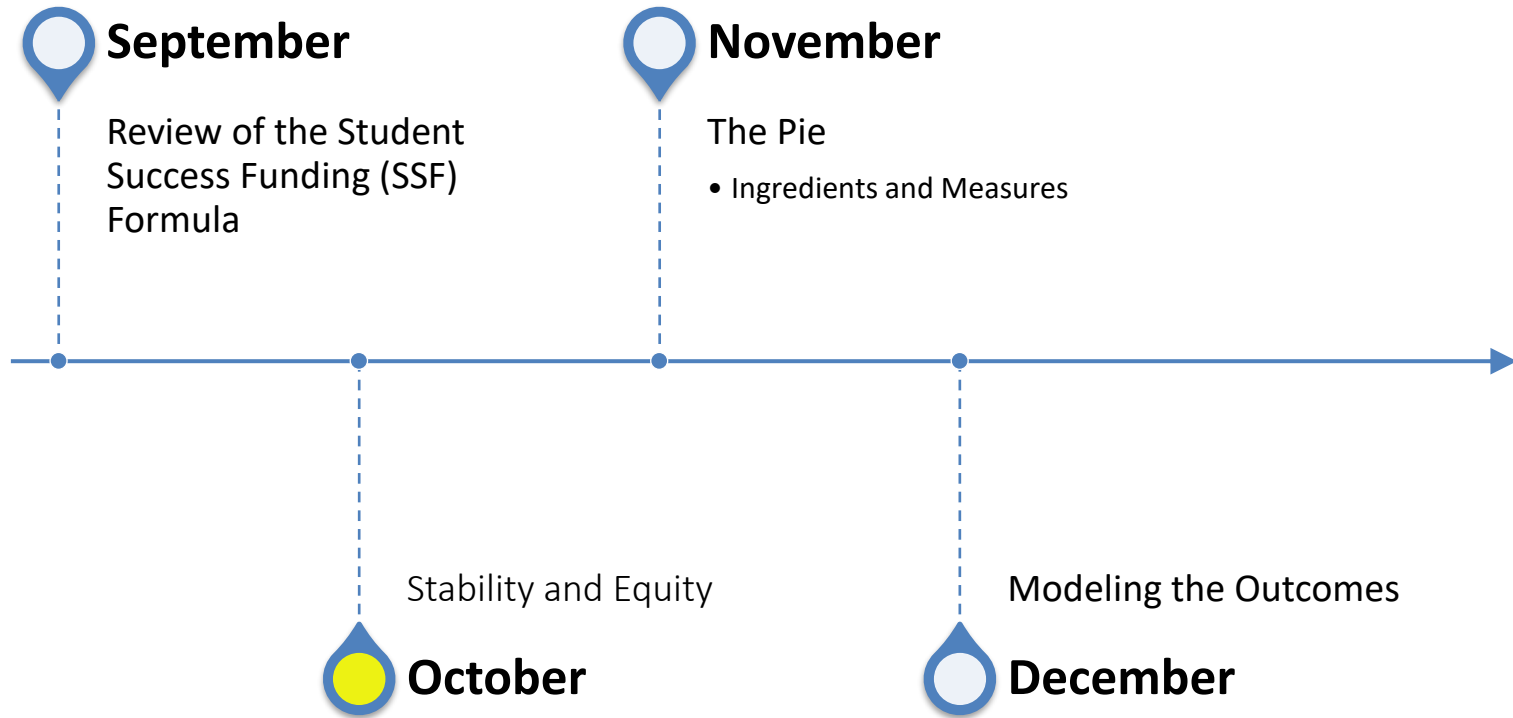
[COMMIT TO THE PROCESS]

[TRANSPARENCY]

STABILITY & EQUITY

OCTOBER 2022

SSF TASK FORCE OVERVIEW



A GOOD ALLOTMENT MODEL SHOULD BE...

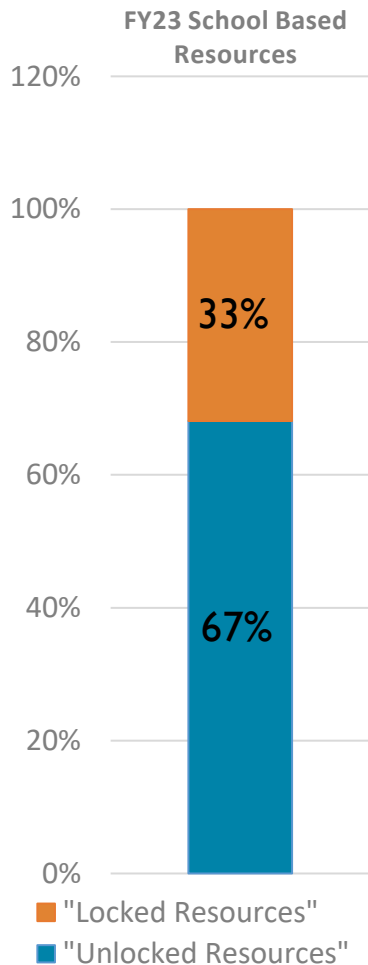
ERS Principles for Effective School Budgeting

Principle	Description
Student-focused	Provides resources based on students, not on buildings, adults, or programs
Equitable	Allocates similar funding levels to students with similar characteristics, regardless of which school they attend
Transparent	Easily understood by all stakeholders
Differentiated	Allocates resources through a comprehensive framework that is based on student needs
Predictable	School allocation process is predictable and is structured to minimize school-level disruption
Empowering	Empowers school-based decision-making to effectively use resources
Aligned with district strategy	Supports the district's multiyear strategic plan

Table provided by ERS



THIS YEAR, APS UNLOCKED \$267M OF RESOURCES THROUGH SSF and SCHOOLS HAD FLEXIBILITY IN THE USE OF SOME OF THE "LOCKED" RESOURCES



"Unlocked" Resources \$267M	"Locked" Resources \$131M
✓ Core teachers	✓ Signature funds**
✓ Extended core	✓ Turnaround funds**
✓ Principals/APs	✓ Title I funds**
✓ School admin (<i>including clerks, secretary, registrar, and program admin</i>)	✓ Title IV funds**
✓ Gifted	✓ Field Trip Transportation funds
✓ Gen ed paras (<i>Kindergarten</i>)	✓ CTAE positions
✓ Counselors	✓ ESOL positions
✓ EIP/REP teachers	✓ SWD positions
✓ Graduation Coaches	✓ Psychologists
✓ Athletic Directors	✓ Nurses
✓ ISS Monitors	✓ Social Workers
✓ Textbook funds	✓ ROTC
✓ Substitutes	✓ Custodians & Site Managers
✓ Base, flex, cluster, and small school supplement	✓ Instructional Technology Specialists
	✓ Media Specialist
	✓ SROs
	✓ Schools not funded through SSF

**Flexibility within resources exists



FY23 SSF ALLOCATION OVERVIEW

EQUITY	Distribution	Description	Amount
	Student Weights	Funds distributed throughout ten need base weights:	
		1. Base weight	\$159M
		2. Grade level	\$18.3M
STABILITY		3. Poverty	\$43.4M
		4. Gifted	\$9.7M
		5. Gifted Supplement	\$1.2M
		6. Incoming Performance	\$1.9M
		7. ELL*	\$1.1M
		8. Special Education*	\$566K
		9. EIP/REP	\$20.3M
		10. Concentration of Poverty	\$3.8M
	Small School Supplement	Funds distributed through a weight to supplement smaller schools	\$6.9M
	Baseline Supplement	Supplements provided to schools whose allocation falls below a defined threshold based on the set of resources that a school needs in order to provide basic educational programming	\$807K

* Teaching positions for these programs are allocated to schools outside of the SSF formula



HISTORY OF SSF WEIGHTS

GRADE LEVEL

Grade Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Kindergarten	0.60	0.65	0.60	0.60	0.60
1 st Grade	0.25	0.30	0.25	0.25	0.25
2 nd Grade	0.25	0.30	0.25	0.25	0.25
3 rd Grade	0.25	0.30	0.25	0.25	0.25
4 th Grade		0.10			
5 th Grade		0.10			
6 th Grade	0.05	0.05	0.05	0.03	0.03
7 th Grade			0.02		
8 th Grade			0.02		
9 th Grade	0.05	0.05	0.02	0.03	0.03
10 th Grade			0.02		
11 th Grade			0.02		
12 th Grade			0.02		

PRIOR ACADEMIC PERFORMANCE

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.10	0.10	0.10	0.10	0.10
Middle	0.10	0.10	0.10	0.10	0.10
High	0.05	0.05	0.05	0.05	0.05

POVERTY

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.50	0.55	0.50	0.50	0.50
Middle	0.45	0.50	0.50	0.50	0.50
High	0.60	0.55	0.50	0.50	0.50

CONCENTRATION OF POVERTY

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.			0.06	0.06	0.06
Middle			0.06	0.06	0.06
High			0.06	0.06	0.06



HISTORY OF SSF WEIGHTS

SPECIAL EDUCATION

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.03	0.03	0.03	0.03	0.03
Middle	0.03	0.03	0.03	0.03	0.03
High	0.03	0.03	0.03	0.03	0.03

ENGLISH LANGUAGE LEARNERS

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.10	0.15	0.15	0.15	0.15
Middle	0.10	0.15	0.15	0.15	0.15
High	0.10	0.15	0.15	0.15	0.15

GIFTED EDUCATION

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.60	0.60	0.60	0.60	0.60
Middle	0.60	0.60	0.60	0.60	0.60
High	0.60	0.50	0.50	0.50	0.50

GIFTED SUPPLEMENT

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.	0.60	0.60	0.60	0.60	0.60
Middle	0.60	0.60	0.60	0.60	0.60
High	0.60	0.50	0.50	0.50	0.50

SMALL SCHOOLS

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.-450	0.40	0.40	0.40	0.40	0.40
Middle-550	0.40	0.40	0.40	0.40	0.40
High-650	0.40	0.40	0.40	0.40	0.40

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

School Level	FY19 Weight	FY20 Weight	FY21 Weight	FY22 Weight	FY23 Weight
Elem.		1.05	1.05	1.05	1.05
Middle		1.05	1.05	1.05	1.05
High		1.05	1.05	1.05	1.05



A COMPLETE SSF FORMULA STRIKES A BALANCE BETWEEN EQUITY AND STABILITY

STABILITY STRATEGIES:

- Baseline services ensures all schools are able to provide a minimum level of services
- Transition strategies ensure schools do not see large swings year over year



Category 1

BASELINE

BASELINE SERVICES

Positions

- Principal
- Assistant Principal
- School Secretary
- Counselor
- School Clerk
- ISS Monitor (1.0 MS/HS)
- Registrar (1.0 HS)
- Graduation Coach (1.0 HS)
- Flex Teacher (1.0 ES/MS, 1.5 HS)

Teacher Grade Level	Student: Teacher Ratio
K-3	21
4-5	23
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	\$101	\$96	\$129
Substitutes	\$120	\$120	\$120
Additional Flex	\$40	\$40	\$40
Textbooks (Replenishments)	\$53	\$53	\$53



BASELINE

Baseline Supplement

Baseline allocations are resources that a school must have in order to operate. There may be some schools that do not receive enough 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
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

Category 2

TRANSITION, SMALL SCHOOL, DUAL CAMPUS

OTHER CHANGES: STABILITY WEIGHT

Based on certain attributes, a school may qualify for certain stability weights. No changes were made to these weights in FY2023, but changes in enrollment or demographics may impact the amount a school received.

	For FY2022				For FY2023				Change
	Base	Count	Weight	\$ Amount	Base	Count	Weight	\$ Amount	
Small School Supplement	450	0	0.4	\$0	450	10	0.4	\$18,312	\$18,312
Baseline				\$0				\$0	\$0
Dual Campus				\$0				\$0	\$0
Total Change Attributed to Stability Weights									\$18,312

School Level	Threshold	Weight
Elementary	450	0.40
Middle	550	0.40
High	650	0.40



TRANSITION STRATEGY

A transition strategy ensures schools do not see large swings year over year (not subject to changes in enrollment) and creates a temporary cap on what percentage of per pupil funding a school can lose or gain in one year. Transition policy was implemented only when moving to SSF. Currently, there are no hold-harmless mechanism in the formula.

Other strategies to offset losses included leveraging foundations, the Partnerships Office, special revenue and grant opportunities, etc. We also allowed schools to carryover up to 20% (a range from \$0 to \$104,247) of their unused non-personnel allocations from the previous year to offset future year losses or to accrue funds.

Gain Cap – 3.5%

Loss Limits – 2.5% or no greater than 3.0 FTE

DUAL CAMPUS SUPPLEMENT

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
Brandon ES	\$464,540
Jackson ES	\$464,540
Morningside ES	\$244,473
Smith ES	\$464,540
Toomer ES	\$357,962
Hollis Innovation Academy	\$316,854
Springdale Park ES	\$464,540
Sutton MS	\$468,669
Douglass HS	\$468,669

Category 3

ALLOCATIONS OUTSIDE SSF

CHANGES IN ALLOCATIONS OUTSIDE OF SSF

Certain positions are allocated to schools by program managers and must be allocated as earned. Changes in these position allocations can impact your overall budget allocation but may not impact your "purchasing power". These allocations include Special Ed (teachers and paras), ESOL Teachers, CTE Teachers, ROTC, Custodians, Site managers, Operations Managers, Resource Officers, Nurses and Psychologists. Funds for the Media Specialist position are not included in the SSF formula for FY23. Instead, schools will earn an FTE allocation from the program manager and must be allocated as earned. **Signature programs updated the funding formula for FY2023.**

Other allocations on top of SSF can also change your overall budget:

	FY2022	FY2023	Change
Signature	\$100,000	\$136,100	\$36,100
Turnaround	\$684,261	\$684,261	\$0
Title I	\$496,260	\$549,079	\$52,819
Title I School Improvement	\$75,000	\$0	-\$75,000
Title IV	\$90,981	\$95,700	\$4,719
Title I Family Engagement	\$0	\$15,000	\$15,000
Field Trip Transportation	\$25,806	\$22,677	-\$3,129
Dual Campus Supplement	\$0	\$0	\$0
District Funded Stipends	\$45,003	\$48,503	\$3,500
Total	\$1,517,311	\$1,551,320	-\$34,009



TURNAROUND

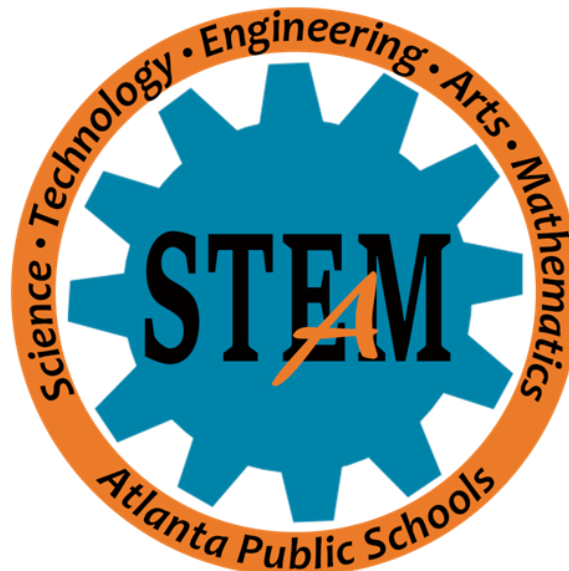
The APS School Turnaround strategy was developed in 2014 to provide the additional critical support our lowest performing schools need and deserve. To meet the needs, Atlanta Public Schools has developed a strategy of support across key priority areas which includes a three-year phase out for schools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

- **Intensive Level Supports:** Approximately \$480k flexible funds to strategically continue targeted level supports based on need.
- **Continuing Intensive Support School:** \$100k flexible funds to strategically continue intensive level support based on need.
- For FY2024, the Turnaround team will introduce a revised funding model



SIGNATURE PROGRAM ALLOCATIONS

- Signature programming is a core component of our charter system strategy. Prior to FY2023, funds were allocated based on grade span and phase of implementation.
- The old model did not factor in student enrollment. If School A (1,123 students) and School B (875 students) were in the same phase implementation they received the same amount of money.
- The FY2023 revised funding model factors student enrollment. There is a base amount received determined by implementation phase and, in addition, a per pupil amount is provided for each student enrolled in the Signature program.

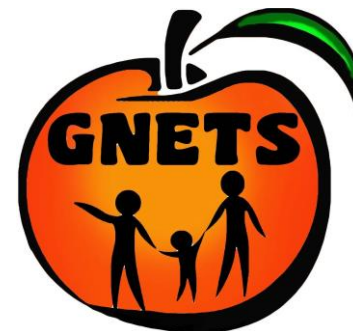
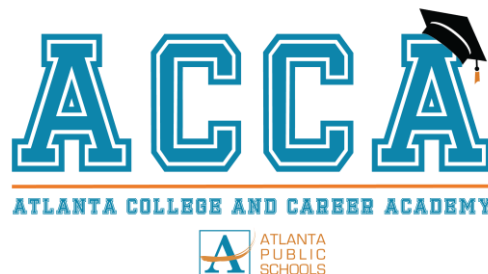
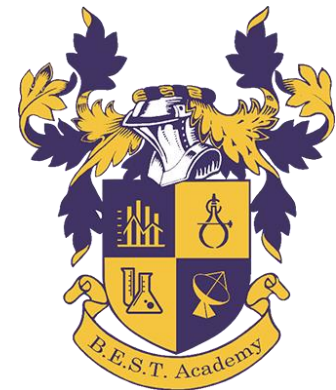


Category 4

NON-TRADITIONAL SCHOOLS

NON-TRADITIONAL SCHOOLS

- Non-Traditional schools are not allocated funding based on a per pupil dollar amount
- Positions are allocated to non-traditional schools
- Currently there are (7) non-traditional schools



Allocations for Non-Traditional Schools and Programs

Category	Phoenix Academy
Core Teacher (9-12)	16.00
Extended Core	3.50
REP Teacher (6-12)	1.00
CTAE Teacher	2.00
ESOL Teacher	0.20
Interrelated Teacher	2.00
Special Ed Lead Teacher	0.50
Speech Language Pathologist	0.10
Special Ed CTI Teacher	0.30
Special Ed Paraprofessional	-
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	1.00
Counselors (9-12)	1.50
School Nurse – LPN	0.50
Social Worker	1.00
Custodians	2.00
Operations Manager	1.00
Psychologist	0.25
School Resource Officer	2.00
Special Ed Transition Para	5.00
Special Ed Transition Teacher	5.00

Hank Aaron New Beginnings Academy	
Core Teachers (6-8)	8.00
Core Teachers (9-12)	10.00
REP Teacher (6-12)	1.00
ESOL Teachers	0.20
Interrelated Teacher	2.00
Special Ed Lead Teacher	0.50
Speech Language Pathologist	0.10
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 (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	0.25
School Resource Officer	2.00
Interrelated Teacher	2.00
Paraprofessional-TVIB	1.00



Allocations for Non-Traditional Schools and Programs

North Metro	
Special Ed Lead Teacher	1.00
Special ED EBD Teacher - GNETS	4.00
Special Ed Paraprofessional	8.00
Special Ed CTI Teacher	0.25
Custodians	1.00
School Resource Officer	2.00
Social Worker	0.50
School Nurse-LPN	1.00
Counselors (6-8)	0.50

Atlanta Virtual Academy	
Principal	1.00
Asst. Principal	1.00
School Secretary	1.00
Social Worker	1.00
Psychologist	1.00
Graduation Coach	1.00

Atlanta College and Career Academy	
CTE Teacher	12.00
ESOL Teacher	0.40
Principal	1.00
Asst. Principal	1.00
School Secretary	1.00
Counselor (9-12)	2.00
Custodians	2.00
Social Worker	1.00
Psychologist	1.00
Graduation Coach	1.00



Allocations for Non-Traditional Schools and Programs

Category	B.E.S.T. Academy	CSK Academy
Core Teachers (6-8)	5.50	5.00
Core Teachers (9-12)	3.50	5.50
Extended Core Teachers	7.50	7.50
Athletic Director	0.50	0.50
Gifted Teacher	1.00	1.00
REP Teacher (6-12)	1.00	3.00
CTE Teacher	1.75	3.75
JROTC Instructor	2.00	2.00
ESOL Teacher	0.30	0.40
Interrelated Teacher	5.00	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	2.00	1.00
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 (6-8)	0.50	1.00
Counselors (9-12)	1.00	1.00
School Nurse – LPN	0.50	0.50
Social Worker	0.50	0.50
Custodians	2.00	2.00
Operations Manager	0.50	0.50
Psychologist	0.25	0.25
School Resource Officer	1.00	1.00
Paraprofessional-TVIB	1.00	-
Interrelated Teacher	5.00	5.00



WRAP UP AND NEXT STEPS

NEXT SSF TASKFORCE MEETING:



Tentative Agenda:

The Pie:

Ingredients and Measures

Internal Taskforce:

November 16, 2022

2:00pm-4:00pm

BFAC/External

Taskforce:

November 17, 2022

6:00pm-8:00pm



WRAP UP AND NEXT STEPS

NEXT BUDGET COMMISSION MEETING:
NOVEMBER 17, 2022

Agenda:
SSF Review and Recommendations





ATLANTA
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SCHOOLS

APPENDIX

GUIDING PRINCIPLES FOR REVENUE CONSIDERATION

Guiding Principles under which the Board will consider using a millage rate increase in order to advance the organization's mission and vision:

- If the budget contemplates significant investments in strategic priorities above current operational costs
- If the Board can identify that the District is making continuous improvement toward using all available resources (*including special revenue, partnerships, SPLOST, and general funds*) in a more efficient and effective manner
- If mandatory expenses (pension, MOE, healthcare, etc.) increased to a point where they were significantly impeding on the ability to accomplish the District's mission and vision

If the Board believed that not raising the millage rate would impede the District's ability to deliver on promises to stakeholders (signature programs, turn-around, whole-child development, to address equity)

- If unfunded mandates emerge from the General Assembly
- If there is significant loss of long-standing revenue streams
- If the increase will not inhibit the economic stability of local neighborhoods