Resource Allocation/Methodology Plan (RAMP)

DeKalb County School District

Stone Mountain, GA

SY 25-26

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Vision

To prepare students for success as lifelong learners and responsible global citizens.

Mission

To promote the academic, social, and emotional growth of each student by fostering a safe, supportive, and engaging learning environment.

Motto

Inspire. Achieve. Excel.

Core Beliefs

We believe:

- In making sure every decision support quality teaching and learning
- In ensuring we meet every student's academic, social, and emotional needs
- In embracing the cultural diversity of our community as a strength
- In holding everyone accountable for educational excellence

We are making this vision and mission a reality – every day, in every classroom throughout the District.

Through community forums, focus groups, listening sessions, and more, we have engaged our stakeholders, refined our objectives, honed our procedures, and formulated a robust, highly structured yet agile and adaptive strategic plan. We are pleased with the progress we have made thus far, and excited about the future – of our District, our community, and, most importantly, the **92,368 students (includes Pre-Kindergarten and Charter Schools)** who daily bring to us their limitless potential.

DeKalb County School District

DeKalb County School District was established in 1873 when residents raised $4,200 to open public schools. DeKalb County School District is Georgia's third largest school system. The District covers 259 square miles within DeKalb County, excluding the areas served by Atlanta Public Schools and City Schools of Decatur. Under the leadership of Interim Superintendent/CEO Dr. Devon Horton and the Board of Education, we prepare students for college and careers through a laser focus on rigorous, relevant classroom instruction related to each child's needs.

Today, DeKalb County is one of the most diverse counties in the southeast and is home to over 700,000 residents who hail from over 180 nations. Primarily a suburban county, it has become the second-most-affluent county with an African American majority in the United States, behind Prince George's County, Maryland.

As of the October 1, 2024, FTE Report, The District serves over 92,000 students, 138 schools and centers, and 14K employees, including 6,600 teachers. Students and parents speak over 172 languages and represent over 155+ nations. With a laser focus, DCSD is a leader in STE(A)M curriculum with 32 certified STE(A)M schools and programs. School choice options are available in nearly 50 schools to include theme, magnet, IB, charter, and Montessori options.

Budget Process

DeKalb County School District annually develops a Consolidated Budget that reflects the Board of Education and the Superintendent's goals and priorities. To this end, the Finance Division annually develops a Budget that incorporates such goals and priorities with input from multiple internal and external stakeholders, while ensuring that all schools are equitably provided with the necessary resources to meet the unique needs of their students and stakeholders. Under State law all final approved budgets must be financially balanced and in place by July 1st to commence the fiscal year.

Staffing Guidelines

Regular Education allocations are based on teacher need. The October Full Time Equivalent (FTE) enrollment will be used to determine general education allocations as well as additional instructional and non-instructional allotments needed to support schools and programs. Instructional Departments may use additional data to support schools above their general education allotments. However, by the 20th day of the school year, the District begins the process of adjusting non-weighted homerooms based on actual enrollment. This process is called District Balancing.

The District uses the October FTE to apply the funding formula to individual schools. Teacher allocations for special programs, such as Special Education, ESOL and Career Technical and Agriculture Education (CTAE) are based on needs as assessed by the various District Program Leads, as defined by the allotment formula for each of those areas.

Staffing Flexibility

DCSD 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 Allotment Sheet, strategic plan, and the initiatives of the *2019-2024 Strategic Plan*. This flexibility, paired with accountability, enables principals to deploy staff according to their schools' needs. In collaboration with the Region Office, Finance, Human Resources and Curriculum and Instruction, remainder allotments may be used for other positions if the students' instructional goals and maximum class sizes are met.

Principal Accountability

The principal is responsible for the fiscal management of all funds included in the school budgets. Principals will be provided with a School Allotment Sheet for their school. The School Allotments will be distributed to principals in February prior to the next school year. The School Allotment Sheet allows principals to plan for the upcoming school year. This is especially important if the school must make personnel changes. Therefore, if a school loses allotments, personnel must be displaced and reassigned to another location. On the other hand, if a school gains allotments, the principal will have time to recruit and hire new teachers if one is not assigned. The School Allotment Sheet provides historical data from the previous year for comparison purposes. The financial stability of a school is reflected in the management of resources, expenditures, 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 school year with the school's allotment showing a zero or positive balance. No expenditures should be made more than the current budget and staff hired must correspond with the approved budgeted positions.

Principal Advisory Council (PAC)

The Principal Advisory Council is an integral component of DeKalb County School District's Strategic Waiver. PACs are responsible for setting and monitoring the strategic direction of the schools.

The PACs are responsible for the following:

- Approve the school's Continuous School Improvement Plan (CSIP)
- Provide feedback on the principal's performance
- Interface with the school's Title I committee (where applicable)
- Roll out of the annual CSIP and implementation

Title I Comparability

Comparability is one indication that a school district is using its Title I funds to supplement and not supplant other funding sources it uses to educate students. Meeting comparability means that a school district provides services in its Title I schools which are at least comparable to services the school district provides in its non-Title I schools. Schools should not count on comparability allotments due to school-wide changes from year to year. All formulas used in allotments are to be applied the same way to all schools regardless of a school's Title I status.

Equitable application of the allotment formulas must result in school-based programs that are sufficiently and equitably funded. This allows DCSD to meet its Title I comparability requirements. Comparability is a requirement for receiving Title I funds. Meeting comparability is a federal, Title I Part A, requirement.

- There are multiple ways to meet comparability:

- GaDOE has established the student/instructional staff ratio as the method for districts to use to determine comparability.

    - The number of students in a school is defined as the total enrollment in the school minus the pre-kindergarten enrollment in the school. When using student/instructional staff ratios to compare the average number of students per instructional staff in each Title I school with the average number of students per instructional staff in non-Title I schools, an LEA may consider a Title I school comparable if its average does not exceed 15 percent of the average of non-Title I schools (This was changed from 10% to 15% per GaDOE email dated January 15, 2021).

    - Resource Allocation Methodology Plan (RAMP)- A districtwide RAM/P describes the methodology used to demonstrate the equitable distribution of state and local funds to all schools in the district regardless of Title I status. Additional factors that may be included in a District's RAM/P may be based on student characteristics such as poverty, limited English proficiency, or disability, etc. as is allowed through the section 1120A(c) of the Elementary and Secondary Education Act of 1965 (ESEA) which provides that an LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I schools that, taken as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds.

- There are no waivers for meeting comparability.

Comparability Timeline

August-December

- DCSD Allotment/Staffing/Budget and Title I will obtain preliminary staff and enrollment information from appropriate district staff. An early determination of comparability would allow the district to adjust with the least amount of disruption.

- DCSD Allotment/Staffing/Budget and Title I will decide which calculation methodology to use in consultation with the GaDOE. Should there be a significant difference in the enrollments of schools within a grade span DCSD Title I office will consult with the GaDOE regarding the division enrollment to be used.

- DCSD will identify date and collection methodologies for gathering data needed to complete calculations.

- DCSD will conduct quality assurance audits of the staff and enrollment data sources.

October-November

- DCSD will collect, audit, and submit final data collections as of the date certain.

- DCSD will confirm final Certified Personnel Index (CPI) and Enrollment data with the GaDOE's online application and GaDOE Title Program staff.

- DCSD Allotment/Staffing/Budget will make final Comparability calculations based upon verified student enrollment and staff data (CPI).

- Where final determination indicates a need for additional staff at a Title I school, the district will provide the instructional staff to the Title I school.

- DCSD Allotment/Staffing/Budget will share final Comparability calculations with Title I, Finance and HR as well as other departments as determined appropriate.

- DCSD Allotment/Staffing/Budget and Title I will maintain source documentation to support the calculations and documentation to demonstrate that any needed adjustments to staff assignments were made annually to ensure compliance.

December

- DCSD will make determination to achieve comparability by reassigning staff, providing additional allotments, or revising the RAMP.

- DCSD will notify Administrators of receiving and losing schools.

- DCSD will determine effective date of movement of staff.

Every Student Succeeds Act (ESSA) Title II

The use of Title II Funds may supplement the District's Budget in reducing class size to a level that is evidence based, to the extent the State determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers.

Average Salary & Benefits

Finance uses average salaries and benefits for school allocations. 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 salaries 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.

Non-Personnel Funds

In addition to personnel earnings generated from the school allotment formulas and guidelines, schools also receive non-personnel funds. These funds include, but are not limited to, Athletic Services and per pupil allotments.

Per Pupil Allocation

The per-pupil allocation is a base allocation provided for each student enrolled at a school. The intent of the base is to provide an amount that is sufficient to cover essential needs at a school. The accounts used in determining this base amount includes costs for classroom, training, office supplies, library orders, materials, copier fees, in-system travel, and postage.

Charter Schools

DeKalb County School District Charter Schools are listed below.

DeKalb Agriculture Technology and Environment (D.A.T.E)	Leadership Preparatory Academy
DeKalb PATH Academy	Tapestry Public Charter School
DeKalb Preparatory Academy	The Globe Academy
International Community School	The Museum School of Avondale Estates

Charter School Statutory Formula

Funding for a DeKalb County School District (DCSD) 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, and applicable State Board of Education (SBOE) rules. The District funds charter schools pursuant to the state funding formula provided by O.C.G.A.§ 20- 2-2068.1 and appropriate SBOE rules. DCSD start-up charter schools receive a proportionate share of the district's state and local revenue. Charter Schools are funded no less favorably than traditional DeKalb County School District schools.

Non-traditional Course Offerings

Flex Academy of Excellence Virtual School

Flex Academy of Excellence is a virtual learning program offered to all DCSD students to provide flexible options that meet diverse learning needs and promote excellence, success, and innovation. FLEX Academy offers online courses that can be scheduled both during the school day and after hours. This enables students to expand their learning day and gain credits that lead to graduation and college and career readiness. Our course offerings include core academic and elective classes.

Currently, DCSD funds FLEX Academy enrollments through Curriculum and Instruction.

DCSD uses preregistration to monitor and forecast the number of online enrollments per semester. At the end of each year, Curriculum and Instruction updates its budget to reflect sustainable growth of online learning within DCSD.

Flex Academy of Excellence Virtual School Allocation

Enrollment does not directly impact staffing. The program instructors are not coded in the system as teachers; they are listed as Virtual Learning Specialists. However, with the increase in virtual learning students, select local schoolteachers are designated to teach virtual learning students. Flex Academy exist as a program and not a separate school. Therefore, the teacher/student allocation does not apply. Rather, continuous staff adjustments are performed to serve students and support the needs of parents.

Teacher Allocations

Grades/Subjects	Max. Class Size (Includes +2 Waiver)
Regular Kindergarten	26
Regular Kindergarten w/Paraprofessional	28
Regular Grades 1-3	29
Grades 4-5	30
Grades 6-8	30
Grades 9-12	34

Elementary Schools

Pupil/General Education Classroom Teacher Ratios (Includes the +2 Max Class Size Waiver):

Kindergarten: 26 to 1 (with +2) or 24 to 1 (without +2)

Total general education Enrollment ÷ 24 = # Teachers (rounded up to the nearest whole)

Grades 1-3: 29 to 1 (with +2) or 27 to 1 (without +2)

Total general education Enrollment ÷ 27 = # Teachers (each grade level is calculated separately, rounded up to the nearest whole)

Grades 4-5: 30 to 1 (with +2) or 28 to 1 (without +2)

Total general education Enrollment ÷ 28 = # Teachers (each grade level is calculated separately, rounded up to the nearest whole)

Middle Schools

Pupil/General Ed. Classroom Teacher Ratios:

Grades 6-8: 30 to 1 (with +2) or 28 to 1 (without +2)

Total general education Enrollment ÷ 28 = # Teachers (rounded to the nearest whole)

High Schools

Pupil/General Ed. Classroom Teacher Ratios:

Grades 9-12: 34 to 1 (with +2) or 32 to 1 (without +2)

Total general education Enrollment ÷ 32 = # Teachers (rounded to the nearest whole)

Regional Superintendents and Principals should closely monitor the enrollment changes and the master schedule for each high school to make the appropriate adjustments to the high school teaching allocations based on several factors such as smaller AP classes, maximum class size, etc.

Gifted Liaison Resource Teachers:

Grades K-5 Maximum Class Size: 25 (includes +2 waiver)

Grades 6-8 Maximum Class Size: 29 (includes +2 waiver)

Grades 9-12 Maximum Class Size: 29 (includes +2 waiver)

Cluster Model – Using regular funding size per grade level with gifted students included.

Grades K-5 Class Size: 21-28

Grades 6-8 Class Size: 25-28

Grades 9-12 Class Size: 25-32

Gifted Student Support

The chart below provides gifted support based on the number of gifted students served.

0 – 49 Students	.50
50 – 99 Students	1.00
100 – 149 Students	2.00
150 - 199 Students	3.00
200 & Above Students	4.00

Minimum And Maximum Class Size

2025–2026 DeKalb County School District Class Size

Codes	Grades	Minimum Class Size	Max Class Size *Plus 2 *Example: Gr. 1-3 (27+2=29)*
A	K	21	24
A	K with Para	21	26
B	1-3	23	27
C	4-5	25	28
A/B/C	K-5 Fine Arts	21	37
EL=Y	K-3 ESOL	11	13
EL=Y	K-3 ESOL with Para	11	15
	K-5 PE w/o Para K-5 PE with Para	Grade Level Class Size	46 58
9	6-8 Middle Grades Program (MGP)	25	28
H	6-8 Middle School Program (MSP)	25	28
I	6-8 Gifted (Advanced Content and Resource)	17.5	27
J	6-8 Remedial (REP)	21	24
9/H	6-8 Instrumental Music (Band)	25	104
9/H	6-8 Choral Music	25	84
9/H	6-8 Physical Education	25	46
9/H	6-8 Fine Arts & World Language (Taught as part of connections)	25	37
9/H	6-8 World Language for Carnegie Unit Credit	25	36
EL=Y	4-8 ESOL	11	16
EL=Y	4-8 ESOL with Para	11	19
D	9-12 (GENERAL)	25	32
K	9-12 (VOCATIONAL)	25	32
I	9-12 Gifted (Advanced Content and Resource)	16.5	27
J	9-12 Remedial (REP)	21	24
EL=Y	9-12 ESOL	11	20
EL=Y	9-12 ESOL with Para	11	22
	Alternative Education	21	22
D	9-12 Instrumental Music (Band)	25	104
D	9-12 All Other Subjects- Example: Art	25	39
D	9-12 Choral Music	25	84
D	9-12 Physical Education	25	46

***Add the Plus 2 Waiver in the last column to get the total maximum class size.**

Early Intervention Program (EIP)

The Georgia K-12 Standards define what students should understand and be able to do by the end of each grade. Early Intervention Program (EIP) provides additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade-level performance in the shortest possible time. The EIP supplemental instruction students receive as a support must be evidence-based, delivered to small groups, targeted to the area of need, and implemented with fidelity (i.e., consistent with the way it was designed) in addition to, and different from, their general classroom instruction provided for all students. Effective July 1, 2021, the EIP program requirements, such as class size and certification waivers, are no longer waivable for Strategic Waivers School Systems, Charter Systems, and Charter Schools. Reduced Class Model is no longer in compliance with Senate Bill 59.

Any combination of EIP instructional delivery models may be used within an LEA or school depending on the unique needs and characteristics of the students, school, and staff. Delivery models are differentiated to provide appropriate levels of intensity or prevention that include high-quality core instruction and evidence-based interventions and supports.

The following EIP instructional models outlined in state law and in SBOE rule are funded in FY26:

• Augmented ***• Self-contained*** ***• Pull-out*** ***• Innovative***

Funding and Maximum Class Size

Self-Contained and Pull-out Models

Grades	Funding Class Size	Maximum System Class Average
Kindergarten through 5th Grade	11	14

Augmented/Push-in

Grades	Funding Class Size	Maximum System Class Average
Kindergarten	15	18
Kindergarten w/full-time para	15	20
Grades 1-3	17	21
Grades 4-5	23	30

Innovative

Grades	Minimum	Maximum	Up to # EIP Students
Kindergarten	15	18	9
Kindergarten w/full-time para	15	20	10
Grades 1-3	17	21	11
Grades 4-5	23	28	14

Support Staff

Positions	Allotment Formula
School Social Workers (All)	School Social Workers are employed at the district level and assigned to schools based on identified needs. Social Workers are currently assigned based on a .25 or .33 allotment. Additionally, schools that demonstrated high social work referral rates are allocated .50 based on a 3-year trend data.

Position	Elementary	Middle	High
Principal	1 per school	1 per school	1 per school
Asst. Principal	**1 – 699** = 1.0 **700 – 1099** = 2.0 **1100 - 1499** = 3.0 **1500 +** = 4.0	**1 – 499** = 2.0 **500 – 899** = 3.0 **900 – 1299** = 3.0 **1300 – 1699** = 4.0 **1700 - 2099** = 5.0 **2100 +** = 6.0	**1 – 499** = 2.0 **500 – 899** = 3.0 **900 – 1299** = 3.0 **1300 – 1699** = 4.0 **1700 – 2099** = 5.0 **2100 +** = 6.0
Bookkeeper	1 per school	1 per school	1 per school
Media Specialist	1 per school	1 per school	1 per school
Athletic Director			1 per school
School Nurse	1 per school	1 per school	1 per school
In-School Suspension		1 per school	1 per school

The Department of Public Safety is a certified law enforcement agency established under The Official Code of Georgia Annotated. The School Resource Officer program is a nationally accepted program that places law enforcement officers within local schools. The school resource officer initiative is designed to increase the rapport between students and police officers and to establish the school resource officer as a source of information on criminal law and public safety information for students, staff, administrators, and parents.

Public Safety Allotment Formula			
Positions	**Elementary**	**Middle**	**High**
Elementary Security Associate (ESA)	0 – 799 Students = 1.0 800 + Students = 2.0	N/A	N/A
Campus Supervisor	N/A	0 – 999 Students = 3.0 1000 + Students = 4.0	0 – 1199 Students = 4.0 1200 – 1799 Students = 5.0 1800 + Students = 6.0
School Resource Officer (SRO)	N/A	1 per school	2 per school

Position	Elementary	Middle	High
Counselor	**0 – 399** = 1.0 **400 - 699** = 1.5 **700 - 1099** = 2.0 **1100 +** = 3.0	**0 –499** = 2.0 **500 - 899** = 3.0 **900 – 1299** = 3.0 **1300 - 1699** = 4.0 **1700 – 2099** = 5.0 **2100 +** = 6.0	**0 – 499** = 2.0 **500 – 899** = 3.0 **900 – 1299** = 3.0 **1300 – 1699** = 4.0 **1700 – 2099** = 5.0 **2100 +** = 6.0
Clerical/ Secretary	**0-799** 1.0 = 10M Secretary 1.0 = 12M Bookkeeper **800 +** 2.0 = 10M Secretaries 1.0 = 12M Bookkeeper	**0-649** 1.0= 10M Secretary 1.0 = 12M Registrar 1.0 = 12M Bookkeeper **650-799** 2.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **800-1199** 4.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **1200-1649** 5.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **1650-1999** 6.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **2000 +** 7.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 12M Registrar	**0-649** 1.0 = 10M Secretary 1.0 = 12M Registrar 1.0 = 12M Bookkeeper **650-799** 2.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **800-1199** 4.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **1200-1649** 5.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **1650-1999** 6.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 = 12M Registrar **2000 +** 7.0 = 10M Secretaries 1.0 = 12M Bookkeeper 1.0 12M Registrar
Custodian	1/22,000 sq. ft.	1/22,000 sq. ft. *1 Plant Engineer*	1/22,000 sq. ft. *1 Plant Engineer*
	• *Large Elementary Schools above 128,000 Sq. Ft. will receive 1 Plant Engineer.* • *Schools with portable classrooms receive an additional 1.00 allotment for every 7 additional trailers.* • *Custodian allotments are rounded up to a fulltime position.* • *1.00 if a school is above 100% Capacity*		
Star Substitute	1 per school	1 per school	1 per school

Library Media Assistant	1 per school based on the allocation	1 per school based on the allocation	1 per school based on the allocation
Lead Teacher for Special Education	1 per school based on the allocation	1 per school based on the allocation	1 per school based on the allocation
Multi-Tiered System of Support	1 per school based on the allocation	1 per school based on the allocation	1 per school based on the allocation
School Psychologist	School Psychologists are itinerant positions employed at the district level and are assigned to schools based on identified needs.		
New School Allotment	New school allotments are based on the Forecast Enrollment of students from the sending schools and the square footage of the new building. Custodial allotments are adjusted to support schools with transition.		
Overages	DeKalb County is a large school District with many unique situations. Therefore, school overages can occur from a variety of reasons (Comparability Allotments, Rightsizing, Administrative Transfers and/or Special Permission).		

Special Programs

Positions	Allotment Formula	
Art Teachers (ES)	**# of Students**	**# of Teachers**
	0 – 399	.50 Teacher
	400 +	1.00 Teacher
Art Teachers (MS & HS)	**0 – 1299**	1.00 Teacher
	1300 +	2.00 Teachers

Positions	Allotment Formula
EIP Self-contained Teachers	**Grades K-5**: 14 to 1 Teacher
EIP Augmented Teachers	**Grades K**: 18 to 1 Teacher **Grades K w/Para**: 20 to 1 Teacher **Grades 1-3**: 21 to 1 Teacher **Grades 4-5**: 30 to 1 Teacher
Remedial REP Teachers	**Grades 6-12**: 26 to 1 Teacher

Special Note: For FY26, the Office of Allotments reviewed the October 2024 FTE EIP earnings and compared it to the RAMP allocation method above. The Office of Allotments awarded the higher of the two to the individual schools in an effort to maximized IEP instruction and to better support student achievement.

ESOL Teachers	Allocations are based on three major categories: number of students, the model used to serve students and the needs assessments used to serve K-12 qualifying Limited English Proficient students.	
General Music/Chorus Teachers	**# of ES Students**	**# of Teachers**
	0 – 799	1.00 Teacher
	800 – 1199	2.00 Teachers
	1200 +	3.00 Teachers
	# of MS & HS Students	**# of Teachers**
	0 – 499	1.00 Teachers
	500 – 899	2.00 Teachers
	900 – 1299	2.50 Teachers
	1300 – 1699	3.00 Teachers
	1700 – 2099	3.50 Teachers
	2100 +	4.00 Teachers
IB Teacher Allotments	• Elementary Schools participating in the IB Program will receive 1.5 additional allotments to support the program. • Middle Schools participating in the IB Program will receive 4.0 additional allotments to support the program. • High Schools participating in the IB Program will receive 1.0 additional allotment to support the program.	

Positions	**Allotment Formula**		
Physical Education Teachers	**# of ES Students**	**# of Teachers**	**# of Assistants**
	0 – 799	1.00 Teacher	N/A
	800 – 1199	2.00 Teachers	N/A
	1200 +	3.00 Teachers	N/A
	# of MS & HS Students	**# of Teachers**	**# of Assistants**
	0 – 499	2.00 Teachers	N/A
	500 – 899	3.00 Teachers	N/A
	900 – 1299	4.00 Teachers	N/A
	1300 - 1699	5.00 Teachers	N/A
	1700 - 2099	6.00 Teachers	N/A
	2100 +	7.00 Teachers	N/A
Band/Strings	0.50 allotment is given to every elementary school to support an itinerant band (.25) and strings (.25) teacher. This allotment can vary depending on how many schools the band or string teachers must serve.		
JROTC Instructors (HS)	Less than 150 Cadets	1 Officer and 1 Enlisted (NCO)	
	More than 150 Cadets	1 Officer and 2 Enlisted (NCOs)	
	Note: JROTC only serves schools in attendance zones.		

Horizon Schools

To support low-performing State-identified schools and sustainability schools, the District has provided the following additional support for the Horizon Schools. Schools have the autonomy to evaluate their instructional program and hire additional staff. The following eligible positions are available:

Option #1

- **1 Mental Health Counselor**
- **1 Behavior Support Interventionist**
- **1 Reading Specialist**
- **1 Math Specialist**

Option #2

- **1 Teacher of their choice**
- **2 Paraprofessionals**

**Support will be provided for two years for any Horizon School that recently exited the state identified list.*

Pre-Kindergarten

The DeKalb County School District (DCSD) offers lottery funded Georgia Pre-Kindergarten Program classes throughout the district. The Pre-Kindergarten program is funded by the Georgia State Lottery, governed by Bright from the Start. Each class must contain one full-time Lead Teacher and one full-time Paraprofessional. A 2:22 (lead teacher and para/student) ratio requirement per class is expected with a minimum requirement for funding of 2:18. Inclusion classrooms must contain one full-time Lead Teacher, one full-time Paraprofessional, and one full-time Exceptional Education Teacher. Inclusion classrooms have a ratio of 3:18 (lead teacher, para, and SE teacher/student) with 6 reserved seats for students with special needs. The classroom allotment is not based upon student enrollment.

Note: Bright from the Start (BFTS) allows flexibility during the 2023-2024 school year. A 2:20 (lead teacher and para/student) ratio is allowable.

CTAE

CTAE teachers are connected to industry and postsecondary through summer externships and continuous professional learning. Students receive current technical, employability, and critical thinking skills through their engagement and completion of career pathways. Career pathways in DeKalb County School District are furnished with equipment and classroom hands-on projects that expose and prepare students for relevant learning experiences preparing students for careers and postsecondary education.

Career Technical and Agricultural Education Career Center Allotment Sheet
DeKalb High School of Technology North (Cross Keys Campus)
This program is housed at Cross Keys High School. The following allocations have been developed to provide an adequate funding model to serve the College Career Campus.

Personnel	Allocations
Principal	1.0
Assistant Principal	1.0
School Counselor	1.0
Career and Technical Education Teachers	8.0
Administrative Assistant	1.0
Department Head Supplement	1.0
Special Education	1.0
Total	14.0

Career Technical and Agricultural Education Career Center Allotment Sheet
DeKalb High School of Technology South. The following allocations have been developed to provide an adequate funding model to serve the College Career Campus.

Personnel	Allocations
Principal	1.0
Assistant Principals	2.0
School Counselors	2.0
Career Technical Education Teachers	25.0
Instructional Support Specialist	1.0
Administrative Assistants	2.0
Bookkeeper	1.0
Campus Supervisor	1.0
Special Education Teachers	1.5
Custodians	3.0
Total	39.5

Career Technical and Agricultural Education Career Center Allotment Sheet
Warren Technical School. The following allocations have been developed to provide an adequate funding model to serve the College Career Campus.

Personnel	Allocations
Principal	1.0
Assistant Principal	1.0
Head Counselor	1.0
Lead Teacher Special Education	1.0

Work-Based Learning Coordinator	2.0
Bookkeeper	1.0
Administrator Assistant	1.0
(CT) Agriculture	1.0
(CT) Automotive	2.0
(CT) Business Technology	1.0
(CT) Construction	1.0
(CT) Culinary Arts	2.0
(CT) Early Childhood Education	1.0
(CT) Graphic Communication	1.0
(CT) Health Careers	1.0
(CT) Hospitality	1.0
(CT) Marketing	1.0
Interrelated Teachers	7.0
Instructional Para educators	3.0
Interrelated Para educators	8.0
GNETS Teacher	2.0
Math Teacher	1.0
Media Specialist (Part-time)	.5
Social Worker (Part-time)	.5
Psychologist (Part-time)	.5
School Nutrition	3.0
Custodian	3.0
Total	**48**

Career Technical and Agricultural Education Career Center Pathway

Special Programs – Non-Personnel

Position	Allotment Formula	
	A/V Technology & Film	$7000.00
	Accounting	$2000.00
	Allied Health and Medicine	$2000.00
	Auto Maintenance	$7000.00
	Barbering	$2000.00
	Building Maintenance	$5000.00
	Business and Technology	$2000.00
	Computer Science	$2000.00
	Construction	$7000.00
	Cosmetology	$2000.00
	Culinary Arts	$7000.00
	Cyber Security	$2000.00
	Dental Science	$2000.00
	Early Childhood Education	$2000.00
	Energy Systems	$5000.00
	Engineering and Technology	$5000.00
	Engineering Drafting	$5000.00
	Entrepreneurship	$2000.00

Career Technical and Agricultural Education Pathways (HS)	Fashion, Merchandising, and Retail Management	$2000.00
	JROCT (Army, Navy, Air Force)	$7000.00
	Graphic Arts/Communications	$5000.00
	Grounds Maintenance	$5000.00
	Health Science	$2000.00
	Human Resources	$2000.00
	Interiors, Fashion, and Textiles	$2000.00
	Law Enforcement	$2000.00
	Manufacturing	$7000.00
	Marketing and Management	$2000.00
	Nutrition and Food Science	$5000.00
	Patient Care	$2000.00
	Plant and Landscaping (Agriculture)	$7000.00
	Programming	$2000.00
	Sports Marketing	$2000.00
	Sports Medicine	$2000.00
	Teaching as a Profession	$2000.00
	Web and Digital Design	$2000.00
	Work-Based Learning	$2000.00
Career Technical and Agricultural Education Pathways (MS)	Middle School - Business and Technology	$5000.00
	Middle School - Engineering and Technology	$5000.00
	Middle School - Family and Consumer Science	$5000.00

Alternative School

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

Category	Allocation	
	DeKalb Alternative School (DAS)	Elizabeth Andrews HS (EAHS)
General Education Allotments	38.00	55.75
Special Education	Based on IEP's	Based on IEP's

Special Centers & Programs

To support the DCSD School Choice Programs, the District continues to provide the following Choice Programs. In schools where there are typically multiple programs, for example a world language immersion program, the resulting number of students in each program may necessitate additional teacher allotments above the base allotment formula.

Dual Language Immersion Program

Barack Obama Elementary Magnet School of Technology, Math, Science, and Computer Education – 1.00 instructional allotment for Spanish Dual Language Immersion
Evansdale Elementary School – 1.00 instructional allotment for French Dual Language Immersion
Rockbridge Elementary School – 1.00 instructional allotment for French Dual Language Immersion
Ashford Park Elementary School – 1.00 instructional allotment for German Dual Language Immersion
Pleasantdale Elementary School – 1.00 instructional allotment for Spanish Dual Language Immersion
Chamblee Middle School – 1.00 instructional allotment for German Dual Language Immersion
Henderson Middle School – 1.00 instructional allotment for French Dual Language Immersion
McNair Middle School – 1.00 instructional allotment for Spanish Dual Language Immersion
Stone Mountain Middle School – 1.00 instructional allotment for French Dual Language Immersion

International Baccalaureate (IB) Schools

Avondale ES – 1.50 allotment for World Language
Fernbank ES – 1.50 allotment for World Language
Midvale ES – 1.50 allotment for World Language

Druid Hills MS – 1.00 allotment for I.B. Coordinator, 3.00 allotments for World Language requirements
Salem MS – 1.00 allotment for I.B. Coordinator, 3.00 allotments for World Language requirements
Tucker MS – 1.00 allotment for I.B. Coordinator, 3.00 allotments for World Language requirements

Druid Hills HS – 1.00 allotment for I.B. Coordinator
Martin Luther King Jr. HS – 1.00 allotment for I.B. Coordinator
Tucker HS – 1.00 allotment for I.B. Coordinator

Junior Achievement (3DE Program)

McNair High School – 2.00 instructional allotments (Assistant Principal and Counselor)
Martin L. King, Jr. HS – 2.00 instructional allotments **(**Assistant Principal and Counselor)

Life Safety Occupancy

Life Safety Occupancy Allotments support schools whose classrooms are not large enough to support the District's Class Size maximums. There is a 3 Step Process in determining the allotment (Step 1. Classrooms are considered small if they are below 660 Sq. Ft., Step 2. Small Rooms must be at least 16% of the total number of classrooms, Step 3. Students in the small classrooms exceed 30 students).

Chapel Hill ES – 1.00 instructional allotment
Livsey ES – 1.00 instructional allotment
Cedar Grove High School – 2.00 instructional allotment
Stephenson High School – 1.00 instructional allotment
Tucker High School – 4.00 instructional allotments
Coralwood Center – 1.00 instructional allotment

Montessori Schools

Briar Vista ES – 1.00 instructional allotment

Huntley Hills ES – 1.00 instructional allotment

Theme Schools, Stand Alone

E.L. Bouie Theme – 1.00 instructional allotments
Marbut Theme – 1.00 instructional allotment
Narvie J. Harris Theme – 1.00 instructional allotment
Oakcliff Theme – 1.00 instructional allotment
Robert Shaw Theme – 1.00 instructional allotment
Wynbrooke Theme – 1.00 instructional allotment
Champion Theme MS – 3.00 instructional allotments

Magnet Schools Discretionary Fund

Magnet Schools will receive $24 per Magnet student enrolled by the October FTE.

Special Education Staffing Guidelines

Teachers	**Abbreviation**	**Segments**	**Funding Size**	**Max (+2) No Para**	**Max (+2) w/Para**	**Allocation**
Consideration must be given to service delivery models in IEPs ~ additional staff may need to be allocated to address co-teaching and special ed setting requirements across grade levels						
Group I						
Specific Learning Disability	LD-SC	4 – 6	8	14	18	1:12
Group II						

Mild Intellectual Disability	MID-R/SC	1 - 6	6.5	N/A	15	1:10
Group III						
Severe Intellectual Disability	SID-SC	1 - 6	5	N/A	9	1:7
Deaf Hard of Hearing	D/HH-SC	4 - 6	5	8	10	1:6
Emotional and Behavioral Disorder	BD-R	1 - 3	5	9	12	1:7
Emotional and Behavioral Disorder	BD-SC	4 - 6	5	10	13	1:8
Specific Learning Disability	LD-R	1 - 3	5	10	12	1:8
Moderate Intellectual Disability	MOID-SC	1 - 6	5	N/A	13	1:11
Orthopedic Impairment	OI-SC	4 - 6	5	N/A	13	1:11
Group IV						
Deaf Hard of Hearing	D/HH-R	1 - 3	3	5	6	1:3
Visual Impairment	VI-R	1 - 3	3	5	6	1:3
Orthopedic Impairment	OI-R	1 - 3	3	6	7	1:4
Visual Impairment-Deaf/Blind	VI(DB)-SC	1 - 6	3	N/A	8	1:6
Profound Intellectual Disability	PID-SC	1 - 6	3	N/A	8	1:6
Group V						
Not applicable for teachers: Level V funding is earned when the SWD is placed in a GE class and receives additional services through a paraprofessional, interpreter, job coach or other assistive personnel						
Preschool/Kindergarten Special Education (ages 3-5, in Community [C], Full day, and Part day classes)						
Full day	PSE/KSE	1 - 6	8	N/A	10	1:8
Part Day		1 - 4	12	N/A	14	1:12
Community	NA	NA	NA	NA	NA	NA
R = Resource (1-3 segments of service no matter the environment) **SC = Self-Contained (4-6 segments of service no matter the environment)**						

Students with special education eligibilities of Autism (AU), Traumatic Brain Injury (TBI), and

Significantly Developmentally Delayed (SDD); are “served through” other designations, since there is no state maximum class size established. School staff indicates if the student is served as EBB, MID, or SLD, etc.

Regional Classes

The following guidelines are used to determine basic staffing allotments. Additional staff may be required to meet specific student academic, behavioral, or medical needs.

- MID-SC classrooms
  - Elementary – 1 teacher and 1 paraprofessional allotment provided for every 7 students (A second para will be added once 10 students are assigned to the class.)
  - Middle/High – 1 teacher and 1 paraprofessional allotment provided per every 10 students (A second para will be added once 13 students are placed in the class.)

- MID/MOID-SC classrooms
  - Elementary – 1 teacher and 1 paraprofessional allotment provided per every 5 students (A second para will be added once 10 students are placed in the class.)
  - Middle/High – 1 teacher and 1 paraprofessional allotment provided per every 10 students (A second para will be added once 11 students are placed in the class.)

- MOID/SID-SC classrooms
  - Elementary – 1 teacher and 1 paraprofessional allotment provided per every 5 students (A second para will be added once 10 students are placed in the class.)
  - Middle/High – 1 teacher and 1 paraprofessional allotment provided per every 10 students (A second para will be added once 11 students are placed in the class.)

- S/PID-SC classrooms – 1 teacher and 1 paraprofessional allotment provided per every 4 students

- PSE and Kindergarten Special Education – SC classrooms – 1 teacher and 1 paraprofessional allotment provided per every 8 students (A second para is allotted once 10 students are in the class.)

Schools and Programs with Autism Spectrum Disorder Populations

- Autism Program – For allocation of staff serving students with autism, the following guidelines are used to determine additional staffing allotments to meet the specific and unique academic, behavioral, or medical needs of students with autism. In a core content co-teaching setting, one additional teacher is allocated per a class size that exceeds eight (8) students. This allocation will only apply for schools with 50% or more of the school’s population of students with disabilities who have an identified disability of autism spectrum disorder.

Paraprofessionals for category I-IV students in inclusive placements will be allotted based upon IEP team decisions and individual student needs.

Lead Teacher for Special Education Allotment

Prior to FY26, LTSEs were assigned to schools using a weighted formula looking at 5 criteria from the previous school year: number of students with disabilities, number of comprehensive evaluations, number of transfer IEPs written, number of compliance cases in the building, and number of self-contained programs. Each criterion was assigned a point value. School determined the total point value, and the preliminary LTSE allocation was made. Because of the unique and individualized nature of special education programs and services, other factors may also have been considered after the preliminary allocation was calculated before final allocations were made.

Lead Teacher Special Education (LTSE) Allocation Plan

# SWDs	Comprehensive Evaluations Completed	# Transfer IEPs	# Compliance Cases	Program Weight	Allocation
1 = < 30	1 = <10	1 = <10	1 = <2	1 = IRR only	
2 = 30-50	2 = 10-15	2 = 10-15	2 = 2-3	2 = IRR + <4 self-contained classes	1 - 10 pts = .5 LTSE
3 = 51-75	3 = 16-20	3 = 16-19	3 = 4-5	3 = IRR + 4-6 self-contained classes	11 - 25 pts = 1.0 LTSE
4 = 76-100	4 = 21-25	4 = 20-25	4 = >5	4 = IRR + >6 self-contained classes	
5 = 101-125	5 = 26-30	5 = 26-30			
6 = 125-199	6 = >30	6 = >30			

**Special Note #1: Any school with a SWD student count of 200 or more will earn 2 LTSEs.
***Special Note #2: The Department of Exceptional Education may consider other criteria when determining allocations for LTSEs. Such criteria could include but would not be limited to schools that have been federally identified as requiring additional support.

However, for FY26, the school level support relative to LTSE was amended to provided greater support to the individual schools as well as to provide additional staffing and support to schools impacted by TSI and ATSI recognition. Below is the allocation method used for FY26.

Position	Elementary	Middle	High
LTSE	1 per school	1 per school	1 per school

FTE Direct Instructional Operational Costs – Discretionary Funds

	FTE School Funding - Direct Instructional Operational Costs						
	Consumable Materials	Instructional Materials	Travel	Equipment Replacement	Non-Vocational Lab Equipment	Total	Media Books/Periodicals
Kindergarten	40.16	30.86	0.93	6.20	0.00	78.15	15.31
Kindergarten-EIP	40.16	30.86	0.93	6.20	0.00	78.15	15.31
Grades 1-3	33.21	48.65	0.93	3.11	0.00	85.90	15.31
Primary Grades 1-3 EIP	33.21	48.65	0.93	3.11	0.00	85.90	15.31
Grades 4-5	26.51	39.87	0.93	3.11	0.00	70.42	15.31
Grades 4-5 EIP	26.51	39.87	0.93	3.11	0.00	70.42	15.31
Middle Grades 6-8	26.51	39.87	0.93	3.11	0.00	70.42	13.03
Middle Grades 6-8	26.51	39.87	0.93	3.11	0.00	70.42	13.03
Grades 9-12	35.91	55.65	0.93	3.11	18.00	113.60	13.03
CTAE Program	140.60	24.95	26.32	136.33	0.00	328.20	13.03
Special Education Level 1	149.48	57.65	0.93	40.90	0.00	248.96	13.03
Special Education Level 2	38.88	33.73	0.93	57.81	0.00	131.35	13.03
Special Education Level 3	51.06	30.21	0.93	122.00	0.00	204.20	13.03
Special Education Level 4	220.45	48.69	0.93	152.35	0.00	422.42	13.03
Special Education Level 5	220.45	48.69	0.93	152.35	0.00	422.42	13.03
Gifted	53.27	22.92	0.93	23.78	0.00	100.90	13.03
Remedial Education	32.00	21.49	0.93	3.02	0.00	57.44	13.03
Alternative	26.51	39.87	0.93	3.11	0.00	70.42	13.03
ESOL	32.00	21.49	0.93	3.02	0.00	57.44	13.03

Dollar Amount per FTE

21st Century Learning Instructional Resources

Implementation and Transition Plan

Rationale: Enhancing SY25 - 26 Instructional Resource Allocations

The District consistently allocates instructional resources (digital/print) through a scheduled adoption process. The District's appropriation of resources ensures that all learners have access to the DCSD Curriculum in support of content and skills that students are expected to know and be able to apply.

Accordingly, District FTE enrollment data guides the procurement of K-12 instructional resources, as well as the annual replacement and replenishment of instructional resources. The DCSD FY2021 approved allocation that is not to exceed $6,272,962, will be expended in support of the District's 21st Century Learning Instructional Resources Implementation and Transition Plan.

The Digital Dreamers (DD) Program initially started in 2017 that encompassed four major projects. The two most significant projects were the delivery of a 1:1 Chromebook device rollout for middle and high school students and delivery of the 1 Million Grant hotspots to eligible high school students in the district. Every student who wanted a Chromebook device and/or was eligible for a hotspot received one. Between 2017 and 2019, approximately, 39,000 devices were assigned to students.

During this unprecedented time of the COVID-19 pandemic, the access to a device with reliable connectivity is essential for all students to actively engage in virtual learning. Product scarcity among all manufacturers is very common today due to the demand from school districts; therefore, device distribution is prioritized by need in the DeKalb County School District until the additional devices that have been ordered are delivered. Priority must be given to the following students as the devices are distributed in each phase:

· Homeless
· Foster care
· English learners
· Students with disabilities
· 504 students
· CSI, TSI, and Promise Schools

Since August 10, 2020, schools began phase I by distributing Chromebooks and devices to students in third through twelfth grade. Phase 2 includes students in first and second grades. When the Chromebook tablets arrive in mid-September, phase 3 will begin by distributing the tablets to the pre-Kindergarten, kindergarten, and remaining first grade students. Additionally, connectivity devices were distributed to families who have requested connectivity support through the local school will receive a device.