

PAULDING COUNTY SCHOOL DISTRICT BUDGET BOOK

Engage. Inspire. Prepare.

Student success for ALL starts with a passion for effective stewardship of taxpayer dollars. The budget is the catalyst for creating safe schools and engaging environments, where students are engaged, inspired and prepared for their future – a place where students can thrive.

INTEGRITY. Results of the most recent financial audit were outstanding, and the District received Georgia Department of Audits and Accounts' *Excellence in Financial Reporting Award*.

STEWARDSHIP. PCSD recently received a 4-Star *Financial Efficiency Rating*, which measures a district's per-pupil spending in relation to the academic achievements of its students. Only 12 of 180 districts, or 7%, scored better than PCSD.

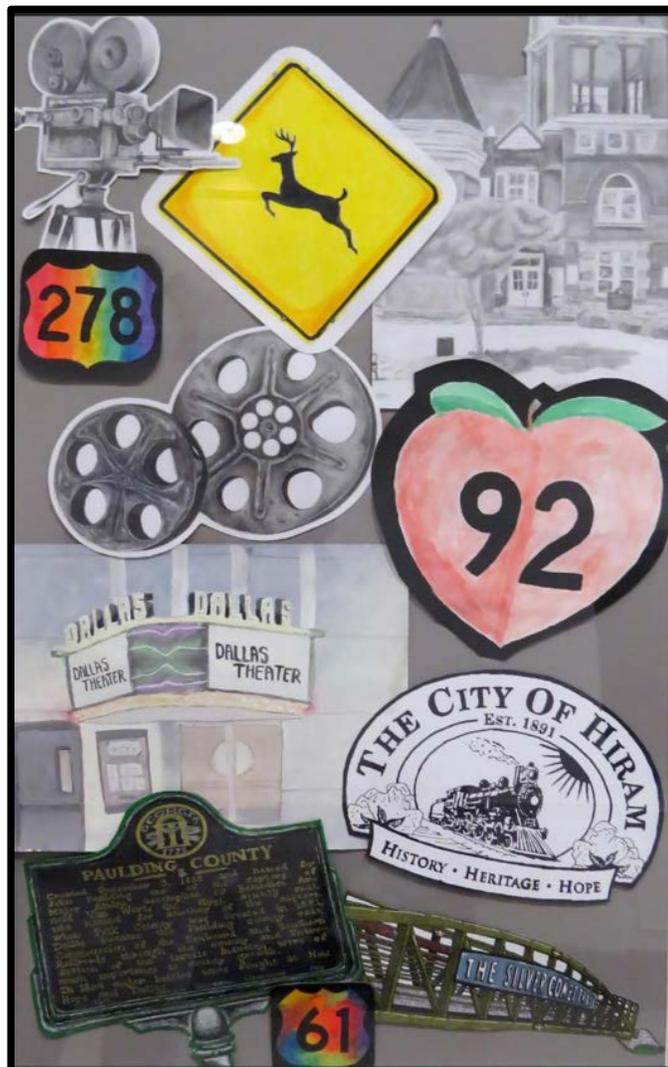


2 Year Recipient

**Proposed Budget
Fiscal Year 2022
Ended June 30, 2022**

3236 Atlanta Highway
Dallas, Georgia 30132
www.paulding.k12.ga.us

Featured Artwork



Collaborative Artwork from 9 students at EPHS,
HHS, NPHS, and SPHS



This Meritorious Budget Award is presented to

PAULDING COUNTY SCHOOL DISTRICT

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2020–2021.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, reading 'W. Edward Chabal', written over a horizontal line.

W. Edward Chabal
President

A handwritten signature in black ink, reading 'David J. Lewis', written over a horizontal line.

David J. Lewis
Executive Director



This Meritorious Budget Award is presented to

**PAULDING COUNTY
SCHOOL DISTRICT**

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2019–2020.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, reading 'T. E. Wohlleber'.

Thomas E. Wohlleber, CSRM
President

A handwritten signature in black ink, reading 'David J. Lewis'.

David J. Lewis
Executive Director

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Executive Summary



Superintendent's Message

Dear Paulding County School District Community,

On behalf of the Paulding County School District, we are pleased to present the proposed fiscal year 2022 budget. The annual budget is a large and complex project, reflecting feedback from students, parents, teachers, administrators and community members and priorities set by our Board of Education. We believe this budget will continue to fuel a culture where our students will be engaged, inspired and prepared for their future.

We believe this budget will help us create an environment where each of our students will be encouraged to discover and develop their strengths, see the connection between their learning and their future goals, and see their school as a safe and engaging environment where they can learn and grow as individuals. It ensures each department will focus its resources toward achieving our strategic goals.



We would like to thank those that support the district financially. We take the stewardship of your resources very seriously. In addition, we appreciate the professionalism, dedication and hard work of all those that made this budget document possible. We will honor your sacrifices by passionately pursuing our mission to engage, inspire and prepare ALL students for success today and tomorrow.

Sincerely,

A handwritten signature in black ink that reads "Steve Barnette". The signature is written in a cursive, flowing style.

Mr. Steve Barnette
Interim Superintendent

Proposed Budget Highlights

COVID-19 Pandemic

Due to the ongoing COVID-19 pandemic, the district opened the school year with a hybrid instructional model. Parents had the choice of virtual or face-to-face instruction. The District is projected to instruct 2,259 students in a virtual environment and 27,876 face-to-face in FY2022. This has resulted in adding an additional 151 to personnel and a budget of \$8.2 million in technology expenses.

The CRRSA Act (ESSER II) will provide the district \$10.6 million in funding, which will primarily be used for additional teachers for the Paulding Virtual Academy, instructional and educational materials for Learning Loss programs, PPE, and other measures to keep schools sanitized.

The impact of the ongoing COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Enrollment Growth

The District is projected to educate 30,135 students during the proposed budget (fiscal year 2022, school year 2021-2022), an increase of 400 students or 1.3%. For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. In the prior decade, from FY2010 to FY2020, enrollment increased 1,910 or 6.7%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. However, growth is expected to resume as the pandemic comes to an end. The district anticipates educating approximately 7.5% or 2,259 students virtually. Approximately 92.5% or 27,876 are expected to attend face-to-face instruction.

Low Wealth

Despite favorable employment, income and free-and-reduced lunch statistics, the District continues to be a low wealth school district due to a limited commercial and industrial tax base and the large number of school-aged children per household. Below are FY2020 rankings against the 35 large districts in Georgia (school districts over 10,000). Rankings against all 180 school districts in Georgia are in parentheses.

- 12th Largest District by Enrollment Count
- 29th in Local Revenue per Student (115th out of 180)
- Collect \$1,482 less than Average per Student or \$45 million
- 9th in State Revenue per Student (102nd out of 180)
- 4th Largest Recipient of Equalization (\$29 million, FY20)
- 30th in Total Revenue, including Federal sources, per Student (158th out of 180)
- Collect \$1,171 less than Average per Student or \$36 million

State QBE and Equalization Grant

As a low wealth school district, PCSD will receive a \$31.2 million Equalization Grant for the Proposed Budget. Funding under the QBE formula is set to increase \$2.3 million, due to reductions austerly that occurred in the State budget from COVID-19.

General Fund Focus: Safety, Instruction and Retention

PCSD, after collaboration with the Board of Education (“BOE” or “Board”), district and school leadership and the community, established the priorities for the Proposed Budget in January 2021. Working with the Business Services Division and utilizing a zero-based budgeting system, district leadership developed specific initiatives or strategies to accomplish these priorities under the framework of our Strategic Plan. Highlights include a continued focus student success for all, cultivating and retaining quality professionals and safety. The District allocates more of its resources to instruction than statewide averages, while central office-type expenditures are half the size of the average district. 88% of the budget is spent on salaries and benefits. The remaining 12% of the General Fund budget covers all other operating expenditures, including critical areas such as safety, technology and textbooks.

Connecting the Budget to our Strategic Plan

In April 2017, the Board adopted the 2017-2022 Strategic Plan. Goal Areas are an important part of the Strategic Plan. Performance Objectives, supported by budget initiatives, and goal Areas represent an important cause and effect relationship with each other. Using this approach, an alignment between departments and schools is established, resulting in an effective implementation of the Strategic Plan.

Executive Summary: Organizational Section

Budget Development Methodology: Budgeting for Outcomes

The District utilizes a Budgeting for Outcomes (“BFO”) model. BFO is a framework or performance budgeting process that is based on the Board and district leadership identifying priorities that reflect the results that the community want.

BFO goals include:

- Efficiency
- Transparency
- Innovation

Once the desired results and priorities are identified, specific strategies (initiatives) are developed to accomplish those priorities. These strategies are collaboratively developed by Business Services and district leadership and staff, encouraging new ideas, innovation, cooperation, and improvement within the school district’s budget.

At its core, the philosophy of BFO requires each activity to be justified on the basis of cost-benefit analysis – at its essence, a budget constructed from the bottom-up (a modified zero-based budget).

The Price of Government and Major Budget Influencers must also be identified and considered within the framework, especially changes in funding and new or expanding influences on the budget, which may be positive or negative and short-term or long-term.

Budget Communication and Engagement

The budget process includes plans to inform participants, stakeholders and the general public about how the budget process works, why each decision was made and how to provide input in the process. Below are *Components* and *Implementation* methods used in our Communication and Engagement Strategy, all of which are designed to be intentionally collaborative, accessible, and transparent.

Components

- Process Overview
- Stakeholder Engagement
- Explanation of Decisions

Implementation

- Identify the Messengers
- Identify the target audience and tailor message accordingly
- Define communication channels
- Gather feedback and adjust
- Feedback Response

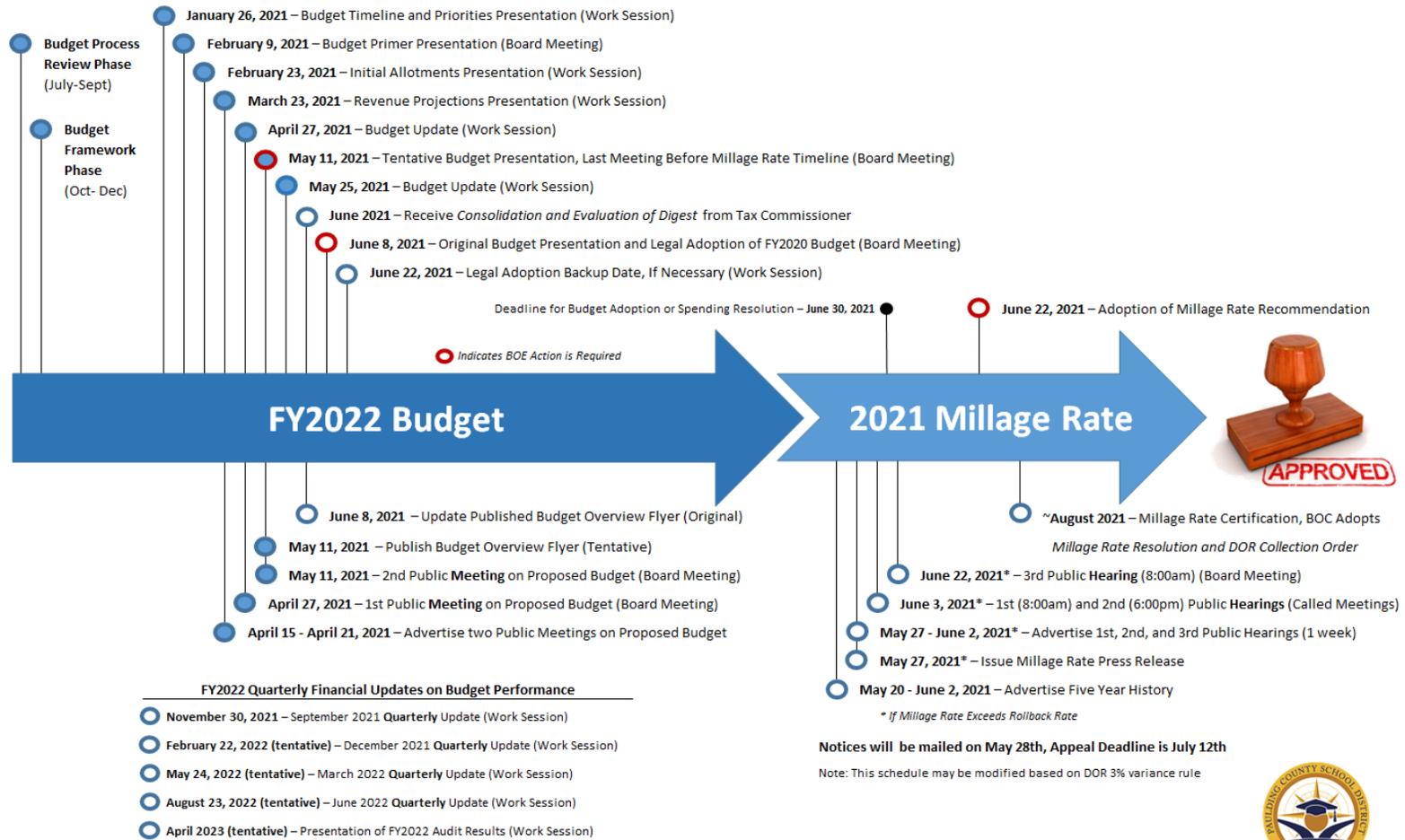
Budget Development Process

Stages of budget development include:

Process Review July - September	Framework October - December	Development I January - March	Development II April - June
<ul style="list-style-type: none"> ✓ Budget Book is compiled and submitted for peer-review ✓ Budget feedback is solicited and reviewed from various groups ✓ Develop timeline for the next fiscal year budget ✓ Key stakeholders review the previous year's budget processes ✓ Enhancements to the budget development process and reports are identified and work begins to make these adjustments ✓ Review begins on the Strategic Plan, including Performance Objectives, Initiatives and Measures 	<ul style="list-style-type: none"> ✓ Budget feedback is solicited from various stakeholder groups ✓ Feedback begins on Budget Priorities ✓ Feedback begins on Budget Strategies ✓ Initial Major Budget Influencers are identified ✓ An early outlook on the next budget is developed ✓ Initial enrollment and allotment assumptions are developed 	<ul style="list-style-type: none"> ✓ Budget feedback is solicited from various stakeholder groups ✓ Budget Priorities and Strategies are finalized ✓ Enrollment projections and allotment assumptions are finalized ✓ Major Budget Influencers and assumptions are finalized ✓ State budget is approved, including QBE and Equalization Grant ✓ Initial local digest is received ✓ <i>Budget Timeline, Primer and Outlook Presentations</i> 	<ul style="list-style-type: none"> ✓ Budget feedback is solicited from various stakeholder groups ✓ Pre-Consolidated local digest received ✓ Position allotments are finalized ✓ Numerous advertisements are notices are published ✓ Two public meetings regarding the budget are held ✓ Tentative budget approval ✓ Original budget approval ✓ <i>Revenue & Allotment, Tentative Budget and Original Budget Presentations</i>

Budget Development Timeline

FY2022 Budget Development - Major Milestones



FY2022 Public Meetings and Hearings, Press Releases, Advertisements and Notices

As of January 26, 2021 (2021 Board Meeting Dates Set January 12, 2021)



Engage. Inspire. Prepare.

Connecting the Budget to our Strategic Plan

The District uses a budgeting process called Budgeting for Outcomes (BFO). A cornerstone of BFO is based on the Board and district leadership identifying priorities (eight to ten high-level priorities) that reflect the desired results of the community. These priorities form the basis for organizing the budgeting process and are validated against *Strategic Plan Goal Areas* and *Performance Objectives* to confirm alignment of budget, strategic plan, community and district leadership.

In April 2017, the Board adopted the 2017-2022 Strategic Plan. Goal Areas are an important part of the Strategic Plan. Performance Objectives, supported by Proposed Budget Initiatives, and Goal Areas

represent an important cause and effect relationship with each other. Using this approach, an alignment between departments and schools is established, resulting in an effective implementation of the Strategic Plan.

Strategic Goal Areas. The framework used to describe the district’s strategy to reach its mission and vision.

Desired Results. The anticipated achievements within the time frame of the plan in each Strategic Goal Area.

Performance Objectives. A key measurable value that demonstrates how effectively the District is achieving the desired result.

Initiatives. Specific programs and projects assigned to collaborative teams to attain each Performance Objective.

STRATEGIC GOAL AREAS AND DESIRED RESULTS	
1 GOAL AREA  Student Success for All	Desired Result 1: All Paulding County School District students will graduate prepared for success today and tomorrow.
2 GOAL AREA  Communication and Engagement	Desired Result 2: Paulding County School District will engage and partner with the entire Paulding County community to support the children we serve.
3 GOAL AREA  Cultivating and Retaining Quality Professionals	Desired Result 3: Paulding County School District will provide world-class faculty and staff that meet the needs and increase academic achievement for all learners.
4 GOAL AREA  Organizational Excellence	Desired Result 4: Paulding County School District will provide financial stability and outstanding processes so schools have the resources to maximize academic achievement for all learners.

For the most current version of the full Strategic Plan visit:

<https://www.paulding.k12.ga.us/domain/237>

Correlating the Strategic Plan and BFO

Strategic Plan Goal Areas	Performance Objectives	FY22 Budget Priorities <small>(Performance Objectives)</small>
<p>1 Student Success for All</p>	<ol style="list-style-type: none"> 1. Improve student mastery of standards. 2. Improve the performance of students in subgroups. 3. Perform among the top-achieving districts in the state. 4. Improve student preparation for post-secondary. 	<ul style="list-style-type: none"> • Class Size Reduction • Technology • ESEP • COVID-19 Learning Gap Intervention
<p>2 Communication and Engagement</p>	<ol style="list-style-type: none"> 1. Increase effective advisement. 2. Utilize effective communication strategies. 3. Cultivate community partnerships that prepare students for college and careers. 	<ul style="list-style-type: none"> • Innovative Practices, encouraging engagement
<p>3 Cultivating and Retaining Quality Professionals</p>	<ol style="list-style-type: none"> 1. Identify and retain highly qualified personnel. 2. Build staff capacity. 3. Increase succession planning at all levels. 	<ul style="list-style-type: none"> • Compensation • Talent Management
<p>4 Organizational Excellence</p>	<ol style="list-style-type: none"> 1. Enhance safe and effective learning environments. 2. Maximize financial stewardship and operational efficiency. 	<ul style="list-style-type: none"> • Enhanced Reporting • Stewardship

Governance Structure: Board of Education



Board of Education

From left to right: Steve Barnette (Interim Superintendent), John Dean (District 5), Debbie Collett (District 4), Adam Clayton (District 3), Theresa Lyons (District 1), Dan Nolan (District 6), Nicholas Chester (District 2), Jeff Fuller (At-Large), Tom Cable (Board Attorney)

Board Member	District	Term of Office
Theresa Lyons	1	1/1/20 - 12/31/24
Nick Chester	2	1/1/19 - 12/31/22
Adam Clayton	3	1/1/21 - 12/31/24
Deborah Collett	4	1/1/21 - 12/31/25
John Dean, Vice Chair	5	1/1/19 - 12/31/22
Dan Nolan	6	4/21/19 - 12/31/22
Jeff Fuller, Chair	at Large	1/1/20 - 12/31/24

Financial and Human Capital Allocation

The General Fund is the School District's primary operating fund and accounts for all transactions related to the District's operations except those required to be accounted for in other funds.

Expenditures include all costs relating to the day-to-day operations of the District. The General Fund accounts for more than 80% of all District spending and is the main operating fund for the school district.

\$275.0 million or 88% of the General Fund Proposed Budget is Salaries and Benefits.

	FY21 Budget	FY22 Budget	Change	%
Salaries	\$ 183.2	\$ 194.5	\$ 11.3	6.2%
Benefits	75.2	80.4	5.2	6.9%
	\$ 258.5	\$ 275.0	\$ 16.5	6.4%
Professional Services	\$ 7.4	\$ 6.2	\$ (1.2)	-16.0%
Technology	4.7	8.2	3.5	75.6%
Utilities	5.5	5.1	(0.4)	-6.6%
Textbooks and Books	1.2	2.3	1.0	80.8%
Supplies	1.5	3.0	1.6	107.3%
Vehicle Purchases	0.4	3.9	3.5	958.1%
Fuel	1.4	1.1	(0.3)	-19.9%
Other	7.6	8.9	1.3	17.4%
	\$ 29.6	\$ 38.7	\$ 9.1	30.8%
Grand Total	\$ 288.1	\$ 313.7	\$ 25.6	8.9%

**Excludes Non-QBE Grants and Transfers to Other Funds*

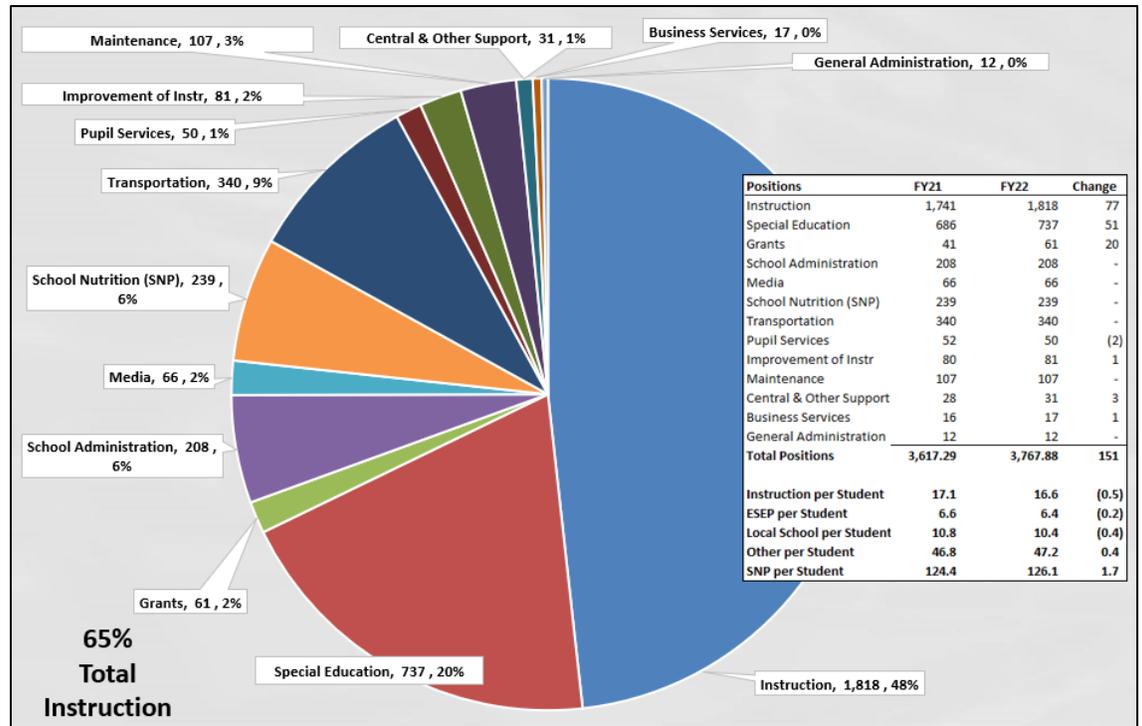
The Proposed Budget anticipates 3,768 allotments, broken down by the following functions and programs. A strategy of the District is to allocate as much human capital as possible to the function of Instruction. On a basic level, Functions define "what we do". For example:

- Instruction
- Maintenance
- Transportation

65% or 2,462 of all Proposed Budget allotments are for the function of Instruction.

An allocation of the \$38.7 million or 12% of the General Fund Proposed Budget is dedicated

to other operating expenditures (non-salaries and benefits related) by Division appears to the right.



The District is organized by six division, including:

- School Leadership
- Teaching & Learning
- Operations
- Business Services
- Technology
- Human Resources

(\$ in millions)	FY21 Budget	FY22 Budget	Change	%
Divisions and Departments				
(1) School Leadership Division	\$ 0.9	\$ 0.8	\$ (0.1)	-11.8%
(2) Teaching & Learning Division				
Teaching & Learning Department	0.1	0.1	(0.0)	-13.4%
Curriculum & School Impr Department	0.8	1.1	0.3	33.2%
CTAE Department	0.1	0.1	0.0	6.4%
Student Services Department	1.4	0.8	(0.6)	-43.2%
(3) Operations Division				
Operations Department	4.9	4.7	(0.3)	-5.5%
Transportation Department	3.5	7.1	3.6	105.2%
Maintenance Department	9.1	8.6	(0.5)	-5.2%
(4) Technology Division	2.7	6.7	4.0	149.0%
(5) Business Services Division	0.6	0.7	0.1	15.9%
(6) Human Resources Division	0.1	0.1	0.0	0.1%
QBE & Local Funds Allocated to Schools	4.6	6.1	1.4	30.8%
Other <1%	0.9	2.0	1.1	129.4%
Total	\$ 29.6	\$ 38.7	\$ 9.1	30.8%

**Excludes Grants and Transfers to Other Funds.*

Organizational Structure: First Level Administrative Personnel

The District is organized by six Divisions and eleven Departments.

Interim Superintendent



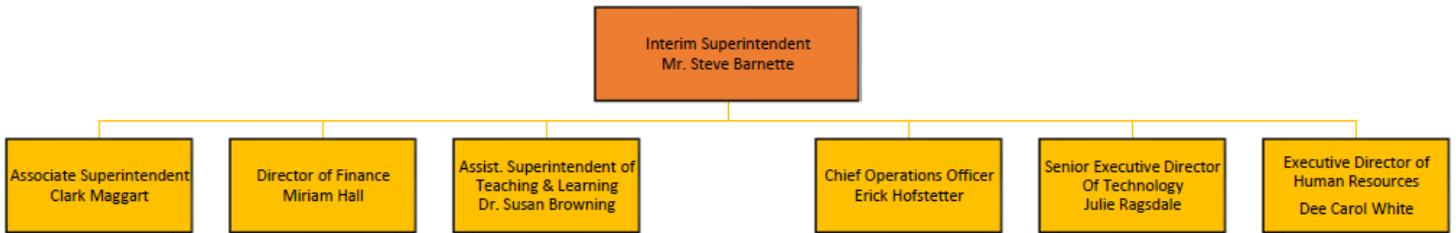
Mr. Steve Barnette is the Interim Superintendent of the District. Mr. Barnette has worked in accounting and finance for 31 years.

Prior to being named Interim Superintendent, Mr. Barnette served as Corporate Controller, Chief Operating Officer, Senior Vice President and Principal and Chief Financial Officer. He has worked in education for 9 years as a Director of Accounting Services and as Chief Financial Officer. He received his undergraduate and master's degree, in Finance and Business Administration, from Kennesaw State University.

Mr. Barnette and his family have made Paulding County their home for the past 20 years. His wife is a career educator and a teacher at Burnt Hickory Elementary School. They are the parents of five children educated in public schools (four of whom came through the Paulding County School District).

The Superintendent has the following Divisional direct reports:

1. Clark Maggart, Associate Superintendent
2. Dr. Susan Browning, Assistant Superintendent of Teaching and Learning
3. Erick Hoffstetter, Chief Operations Officer
4. Miriam Hall, Director of Finance
5. Julie Ragsdale, Senior Executive Director of Technology
6. DeeCarol White, Executive Director of Human Resources



Executive Summary: Financial

Proposed Budget: Revenues and Expenditure Summary

General Fund

The General Fund is the school system's primary operating fund. The General Fund is used to account for all financial transactions of the school system except those required to be accounted for in another fund. Ad Valorem taxes and State QBE funding represent the major revenue sources for the General Fund.

- Revenues \$313,689,000*
- Expenditures \$313,689,000*
- Grant Activities (revenue and expenditures): \$1,094,923

Special Revenues Funds (Including Grants and School Activity)

These funds are used to account for the proceeds of specific revenue that are legally restricted to specified purposes. The major revenue source for grant-related funds is the Federal Government - for special programs such as Title I, Title II-A, Title VI-B, etc. The School Activity Funds are used to account for funds generated and expended at the school level by and for various school activities including curricular, co-curricular and extra-curricular activities.

- Revenues \$28,221,875
- Expenditures \$27,710,793

School Nutrition Program Fund

This fund is used to account for the United States Department of Agriculture (USDA) approved School Nutrition Program. The intent of the school system is that the costs of the School Nutrition Service Fund be financed or recovered primarily through Federal resources and users' charges. The School Nutrition Program Fund at Paulding County School District is a self-supported program.

- Revenues \$15,502,960
- Expenditures \$17,450,603

Capital Projects Funds

These funds manage resources which are used exclusively for acquiring school sites, constructing and equipping new school facilities, renovating existing facilities and purchasing specific types of long-term assets. The major revenue sources are proceeds from Special Purpose Local Option Sales Tax for education (E-SPLOST), a one-cent sales tax to help fund capital improvements, including debt repayment for capital projects.

- Revenues \$21,572,847
- Expenditures \$12,821,769
- Net Other Sources (Uses) \$9,518,347

Debt Service Funds

These funds service all debts, mainly principal and interest payments, created as a result of a bond issue. The major revenue sources for this fund are Ad Valorem taxes and transfers from E-SPLOST.

- Revenues \$5,000
- Expenditures \$9,523,347
- Net Other Sources (Uses) \$9,523,347

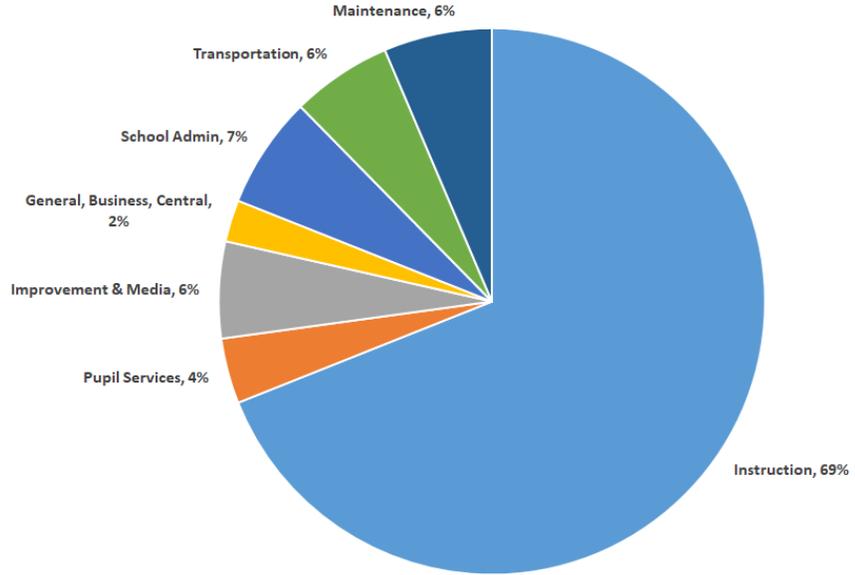
*Excludes grants and transfers to other funds

How will the General Fund Proposed Budget be Spent?

Functions describe the activity for which a service or material is acquired. Simply put, Functions define “what we do.”

INSTRUCTION (69%)

Instruction includes activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities.



PUPIL SERVICES (4%)

Activities designed to assess and improve the well-being of students and to supplement the teaching process. Activities include guidance, counseling, testing, attendance, social work, health services, etc. Also include supplemental payments for additional duties such as coaching or supervising extracurricular activities.

IMPROVEMENT OF INSTRUCTIONAL SERVICES, INSTRUCTIONAL STAFF TRAINING AND EDUCATIONAL MEDIA SERVICES (6%)

IMPROVEMENT OF INSTRUCTIONAL SERVICES. Technical and logistical support activities designed to aid teachers in developing the curriculum, preparing and using special curriculum materials, and understanding the various techniques that stimulate and motivate students. These services facilitate, sustain, and enhance instruction techniques.

INSTRUCTIONAL STAFF TRAINING. Activities associated with the professional development and training of instructional personnel. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel.

EDUCATIONAL MEDIA SERVICES. Activities concerned with directing, managing and operating educational media centers. Included are school libraries, audio-visual services and educational television.

GENERAL ADMINISTRATION, BUSINESS SUPPORT AND CENTRAL SUPPORT SERVICES (2%)

GENERAL ADMINISTRATION. Activities concerned with establishing and administering policy for operating the LUA. These include the activities of the members of the Board of Education. Local activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors. Also recorded here are activities performed by the superintendent, administrative support personnel and deputy, associate, or assistant superintendent having overall administrative responsibility.

BUSINESS SUPPORT SERVICES. Activities concerned with the fiscal operation of the LUA, including budgeting, financial and property accounting, payroll, inventory control, internal auditing and managing funds. Also included are purchasing, warehouse and distribution operations, and printing, publishing and duplicating operations.

CENTRAL SUPPORT SERVICES. Central Office activities other than general administration and business services. Included are personnel services, data processing services, strategic planning including research, development and evaluation on a system-wide basis; and public relations activities, such as writing, editing and other preparation necessary to disseminate information to students, staff and the general public.

SCHOOL ADMINISTRATION (7%)

Activities concerned with overall administrative responsibility for school operations. Included are activities of principals, assistant principals, full time department chairpersons and clerical staff.

STUDENT TRANSPORTATION SERVICE (6%)

Activities concerned with the conveyance of students to and from school and trips to school activities. These activities include supervision of student transportation, vehicle operation, servicing and maintenance, bus monitoring and traffic direction. Transportation insurance expenditures are charged to this function.

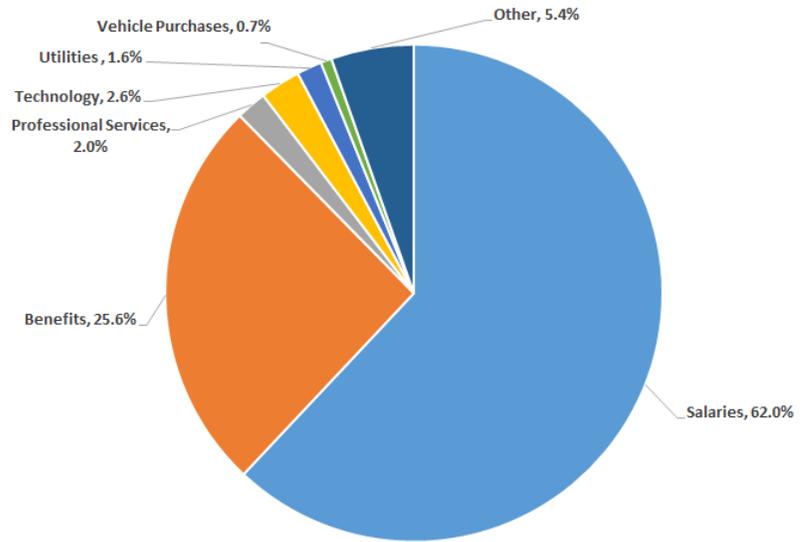
MAINTENANCE AND OPERATION OF PLANT SERVICES (6%)

Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. This includes the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. Property insurance expenditures are recorded in this function.

General Fund by Object

Objects are used to describe the service or commodity obtained as the result of a specific expenditure. Simply put, Objects define “how” we spend our resources, including:

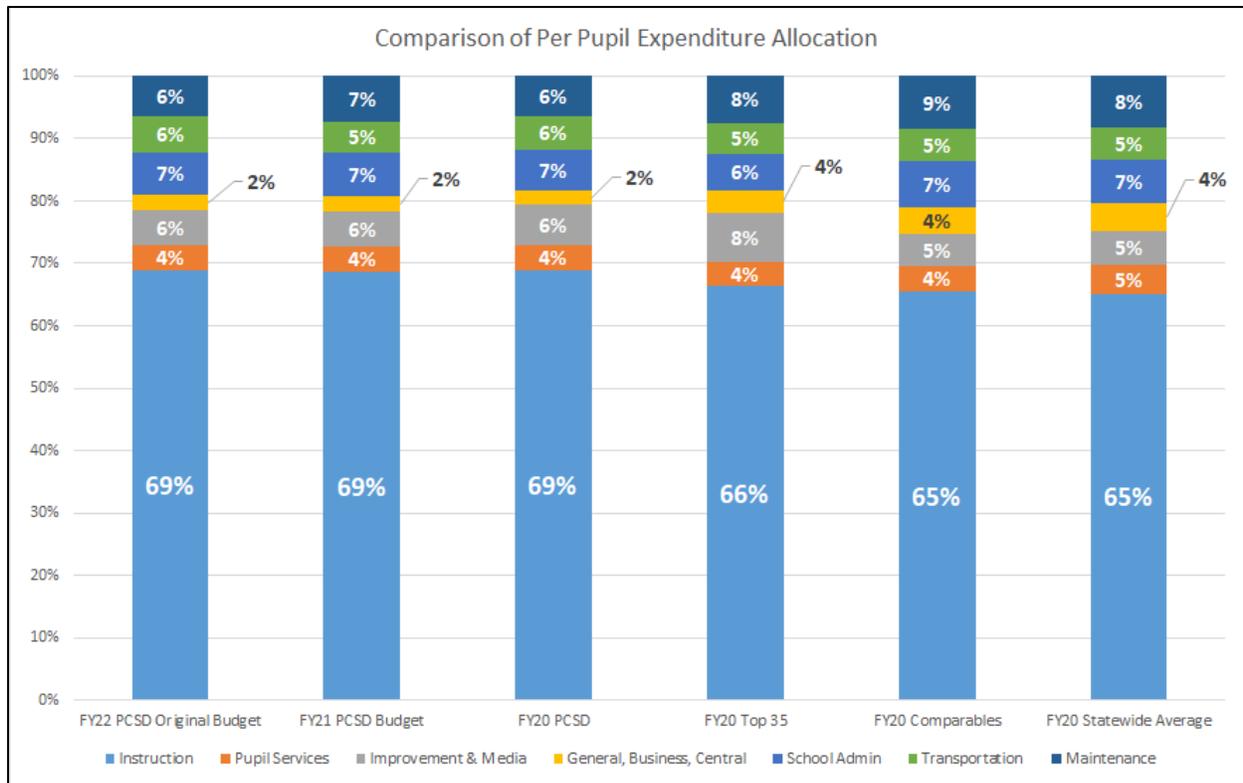
- Salaries
- Benefits
- Professional Services
- Technology-related
- Utilities
- Vehicle Purchases



See the Organization Section for more information on Functions and Objects.

General Fund Proposed Budget Comparison by Function

Functions describe the activity for which a service or material is acquired. Simply put, Functions define “what we do.” The Proposed Budget anticipates 69% of the budget will be spend in the function of Instruction. This is in-line with prior years and exceeds comparable districts and the statewide average.



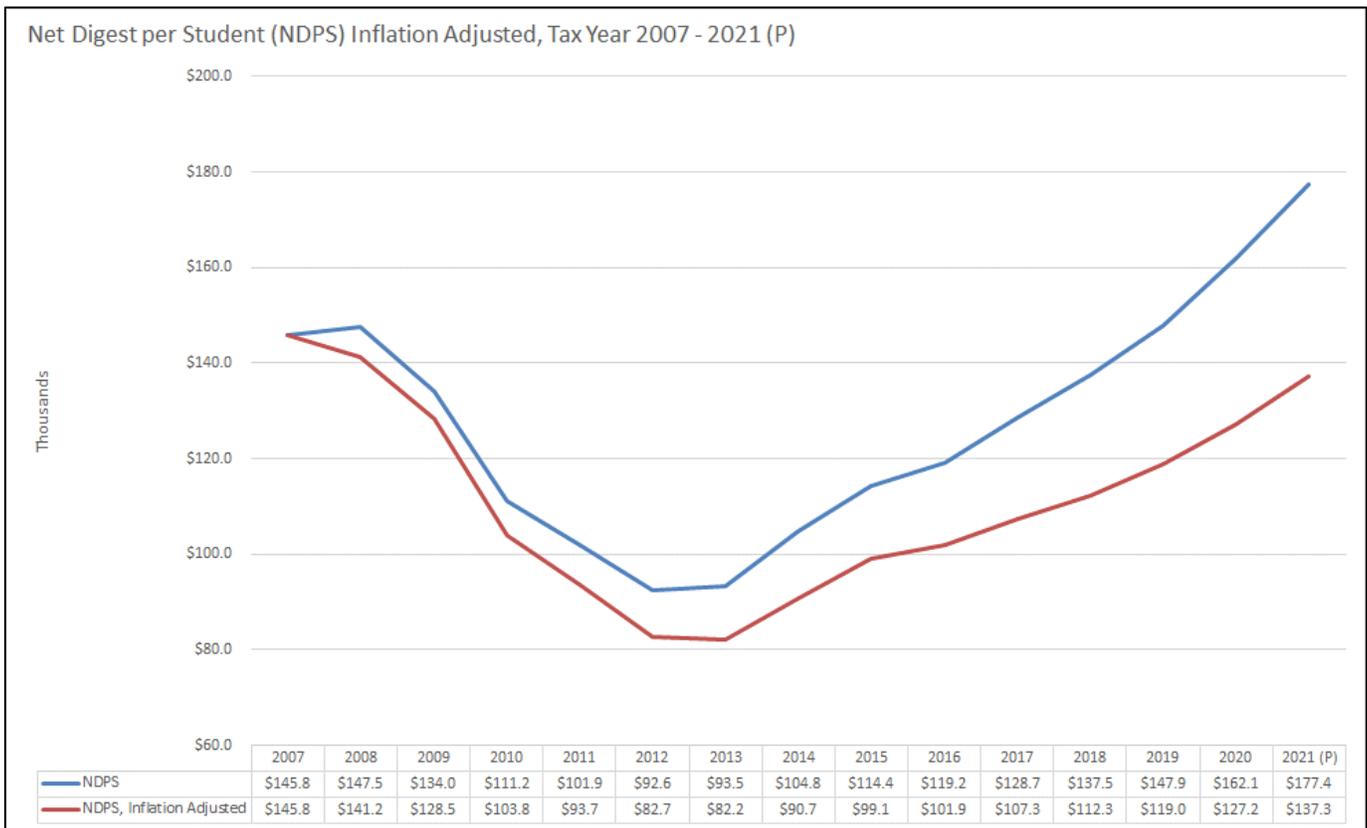
Organization-wide Factors Influencing Decisions

COVID-19 Pandemic. The impact of the ongoing COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Demographic and Economic Factors

Economic Issues:

Tax Digest. The limited commercial and industrial tax base in Paulding County results in a lower net digest per student (“NDPS”), which reduces local funding. In FY2021, Paulding County’s NDPS was approximately \$162,000, which was \$66,000 or 29% lower than the average for districts with over 10,000 students (large districts). With a projected enrollment of 30,135 K-12 students and compared to other large districts, this results in a tax digest deficit of \$2.7 billion or \$37.3 million in tax levy (with an 18.750 millage rate).



Great Recession. While Paulding County’s housing-centric economy is recovering from the recession, the residual effect on the tax digest remains material. This is significant to note because approximately one-third of the District’s revenues comes from local sources.

For the Proposed Budget (tax year 2021), the inflation adjusted NDPS is projected to be \$137.3 thousand, which is \$8.5 thousand less or -6% than the pre-recession high of \$145.8 thousand.

Strategies to Address Economic Factors:

Support Economic Development. The District works with the Board of Commissioners, Economic Development, current and potential businesses to promote economic development. Examples include:

- CTAE Career Pathways designed for high-demand jobs
- Paulding College and Career Academy
- Representatives on committees with Paulding Chamber of Commerce Board of Directors, Economic Development and Chamber Workforce Development
- Various programs designed to support a strong local workforce, including reality fairs, career fairs, high-demand career day, work-based learning, internships, job shadow day and dual enrollment partnerships

Communication and Engagement. The District routinely engages the community and relevant stakeholders to foster an understanding of the impact of limited commercial and industrial development on the school system. Examples include presentations to the Paulding County Chamber of Commerce, Economic Development and various stakeholder events.

Overview:

With limited commercial and industrial activity, the county’s tax base is abnormally dependent on residential properties. In tax year 2020, only 17% of the tax digest was non-residential, compared to a large district average of 39%.

The average for comparable districts (8), including Cobb, Cherokee, Richmond, Muscogee, Douglas, Coweta, Carroll and Bartow County was 38%.

Rank	Digest		
	FY2021 Enrollment	2020 (FY21) % Non-Residential	2020 (FY21) Net Digest per Student
1	Cobb 106,621	Bartow 55%	Cobb \$279,125
2	Cherokee 40,807	Richmond 55%	Coweta \$263,190
3	Avg Comp 35,025	Muscogee 51%	Cherokee \$239,682
4	Avg >10k 32,939	Douglas 43%	Bartow \$238,807
5	Muscogee 29,806	Avg >10k 39%	Avg Comp \$231,809
6	Paulding 29,735	Avg Comp 38%	Avg >10k \$228,058
7	Richmond 28,295	Carroll 37%	Douglas \$180,248
8	Douglas 25,716	Cobb 34%	Richmond \$175,581
9	Coweta 21,693	Cherokee 33%	Muscogee \$162,140
10	Carroll 14,416	Coweta 33%	Paulding \$162,064
11	Bartow 12,849	Paulding 17%	Carroll \$152,495

In tax year 2020, Paulding County’s NDPS was \$162 thousand, which was \$66,000 or 29% lower than the average for districts with over 10,000 students (large districts).

With a projected enrollment of 30,135 K-12 students and compared to other large districts, this results in a tax digest deficit of \$2.7 billion or \$37.3 million in tax levy (with an 18.750 millage rate).

With its proximity to Atlanta, Paulding County blends attributes of a metropolitan area with a suburban-to-rural lifestyle. The county has a relatively low unemployment rate of 3.4%. However, 70% of working residents are employed outside of the county, commuting roughly 30 miles to metro Atlanta or another regional employment center.

Economic and Employment Highlights:

- Unemployment rate of 2.9%.¹
- 70% of residents are employed outside the county.²
- PCSD is the largest employer in Paulding.³
- Only 3% of Paulding land is used for commercial or industrial purposes.⁴
- Paulding's top ten industries are typical for a bedroom community.⁵

¹ Georgia Department of Labor Statistics (Area Labor Profile Updated December 2020) on 1/15/21

² US Census Residence-to-Workplace County Commuting Flows: 2011-2015 on 1/15/21

³ 2020 Comprehensive Annual Financial Report for Paulding County, Georgia

⁴ Georgia Department of Revenue, Consolidated Digests on 1/13/20

⁵ Georgia Department of Labor Statistics (Area Labor Profile Updated December 2020) on 1/15/21

Key Economic Statistics

Top 10 Employers ^A			Top 10 Industries (by Employment) ^B			Top 10 Property Tax Payers ^A		
	Count	%		%		%		
1) PCSD	3,617	4%	1) Government (Education)	22%	1) Greystone	2.04%		
2) Wellstar	1,600	2%	2) Retail	19%	2) Georgia Transmission	1.33%		
3) Paulding County	1,052	1%	3) Accommodations & Food Services	13%	3) Dogwood Enterprise	1.03%		
4) Walmart	750	1%	4) Healthcare & Social Services	13%	4) Progress Residential	0.83%		
5) Kroger	500	1%	5) Construction	8%	5) IA Hiram Smith	0.69%		
6) Publix	375	0%	6) Admin, Supp & Waste Services	5%	6) Georgia Power	0.76%		
7) Chick-fil-a	250	0%	7) Manufacturing (all)	5%	7) Norfolk Southern	0.65%		
8) Metromont	212	0%	8) Other Services	3%	8) American Homes 4 Rent	0.63%		
9) Learning Bridge	200	0%	9) Profession Services	3%	9) Ocean Harris Bridge	0.57%		
10) McDonalds	199	0%	10) Wholesale Trade	2%	10) Comcast of the South	0.56%		
Total	8,755	11%		93%	Total	9.09%		

	Count	%	Unemployment Rate^B	%	Commercial/Industrial Land Use^D	%
Education	3,817	5%	Paulding County	2.9%	Paulding County	3%
Healthcare	1,600	2%	Douglas County	3.5%	Douglas County	14%
Retail	2,074	2%	Bartow County	3.3%	Bartow County	8%
Government	1,052	1%	Carroll County	3.4%	Coweta County	6%
Manufacturing	250	0%	Cobb County	3.0%		
Total	8,793	11%				

County Where Employed ^C	
Paulding	30.0%
Other	70.0%

A) Source: 2020 Comprehensive Annual Financial Report for Paulding County, Georgia
 B) Source: Georgia Department of Labor Statistics (Area Labor Profile Updated December 2020) on 1.15.21
 C) Source: US Census Residence-to-Workplace County Commuting Flows: 2011-2015 on 1.15.21
 D) Source: Georgia Department of Revenue Tax Digest Consolidated Summaries on 1.13.20

Demographic Issue: Large number of school-age children per household. Tax digest issues are exacerbated, by the high number of school-age children per household in Paulding County, as there is not a correlating increase in funding, because local funding is based on property tax values not the number of school-age children living in the home.

Strategies to Address Demographic Factors:

Communication and Engagement. The District routinely engages the community and relevant stakeholders to address how planning and zoning decisions impact the school system. Examples include the Paulding County Board of Commissioners, Planning & Zoning and other governmental stakeholders.

Overview:

In Paulding County, 19.6% of the population are school age (5-18), compared to a statewide average of 17.4%. As a result, the county has 2.99 persons per household, 10.7% higher than the statewide average of 2.70.

The difference between population and housing unit percentages is more pronounced in Paulding County than comparable school districts. As a result, the county has a higher average persons-per-household and school-age percentage than any of the comparable districts below.

Population and Housing Highlights:⁶

- Paulding accounts for approximately 1.6% of the population of Georgia. The population has grown approximately 1.5% since the 2010 census.
- Paulding accounts for approximately 1.4% of all housing units in Georgia.
- Persons-per-household are around 10.7% higher than the statewide average.
- School-age children (5-18) account for 19.6% of the county population, compared to the statewide average of 17.4%.

	Paulding County	State of Georgia	%
Population, July 1, 2019 Estimate	168,667	10,617,423	1.6%
Population, 2010 Census	142,324	9,687,653	1.5%
Change	26,343	929,770	
% Change	18.5%	9.6%	
Housing Units, July 1, 2019	59,634	4,378,391	1.4%
Building Permits, 2018	1,635	53,823	3.0%
Persons per Household (2014-2018)	2.99	2.70	10.7%
Population Age 5 - 18	19.6%	17.4%	2.2%



⁶ www.census.gov/quickfacts/ on 1.28.21

Housing Statistics⁷

District	Population	%	Housing		Var	Persons		per HH
			Units	%		per HH	Age 5-18	Age 5-18 %
Paulding County (12)	168,667	1.6%	59,634	1.4%	0.2%	2.99	19.6%	0.59
Douglas County	146,343	1.4%	53,384	1.2%	0.2%	2.89	19.5%	0.56
Bartow County	107,738	1.0%	42,298	1.0%	0.0%	2.76	17.5%	0.48
Coweta County	148,509	1.4%	56,539	1.3%	0.1%	2.74	18.2%	0.50
Carroll County	119,992	1.1%	46,013	1.1%	0.1%	2.71	17.2%	0.47
Cobb County	760,141	7.2%	304,819	7.0%	0.2%	2.64	17.2%	0.45
<i>Average Comp</i>	<i>211,395</i>	<i>2.0%</i>	<i>91,817</i>	<i>2.1%</i>	<i>-0.1%</i>	<i>2.62</i>	<i>16.8%</i>	<i>0.44</i>
Other Compable Districts:								
Chatham County (10)	289,430	2.7%	127,433	2.9%	-0.2%	2.55	14.7%	0.37
Muscogee County (11)	195,769	1.8%	85,235	1.9%	-0.1%	2.59	17.6%	0.46
Richmond County (13)	202,518	1.9%	89,549	2.0%	-0.1%	2.69	16.0%	0.43
Houston County (14)	157,863	1.5%	65,050	1.5%	0.0%	2.66	18.9%	0.50

Enrollment Factors

Enrollment Issue: Enrollment Growth. For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. From FY2010 to FY2020 enrollment increased 1,910 or 6.7%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. FY2022 projections reflect an enrollment increase of 400 or 1.3% to 30,135.

Strategies to Address Factors:

Proactive Planning. The District utilizes several planning mechanisms to maintain a proactive (not reactive) approach to enrollment growth. Examples include Facility Advisory Committees, Enrollment/Districting Committee, Five-year Facility Plan and Five-year Technology Plan.

Support Economic Development. The District works with the Board of Commissioners, Economic Development, current and potential businesses to promote economic development (see above).

Communication and Engagement. The District routinely engages the community and relevant stakeholders to foster an understanding of the impact of enrollment growth, coupled with limited commercial and industrial development, on the school system (see above).

⁷ <http://www.census.gov/quickfacts> on 1.28.21

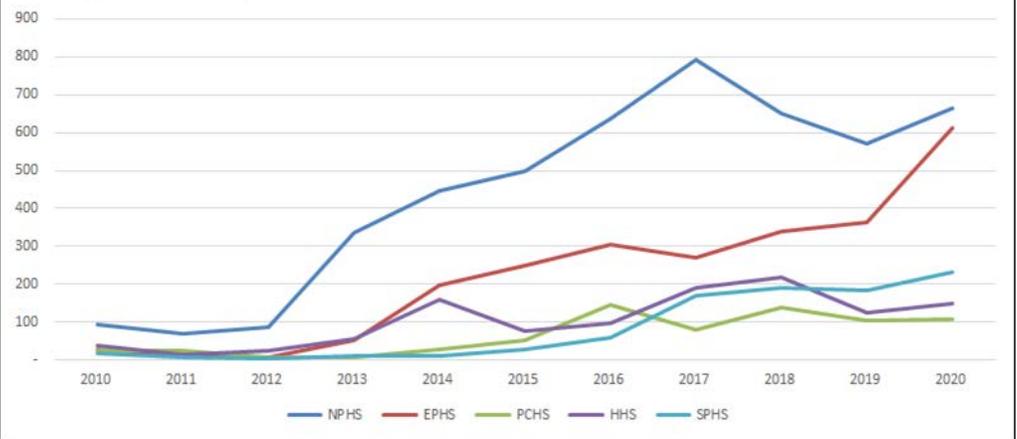
Overview:

With a projected enrollment of 30,135 students, PCSD is now the 12th largest school district in the State of Georgia (out of 180). As a quintessential bedroom community, with almost 80% of the tax digest held in residential properties, the collapse of the housing market had a devastating impact on the local housing-centric economy, stifling enrollment growth for several years.

For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. FY2010-FY2020 enrollment increased 1,910 or 6.7%. A result of the COVID-19 pandemic, FY2021

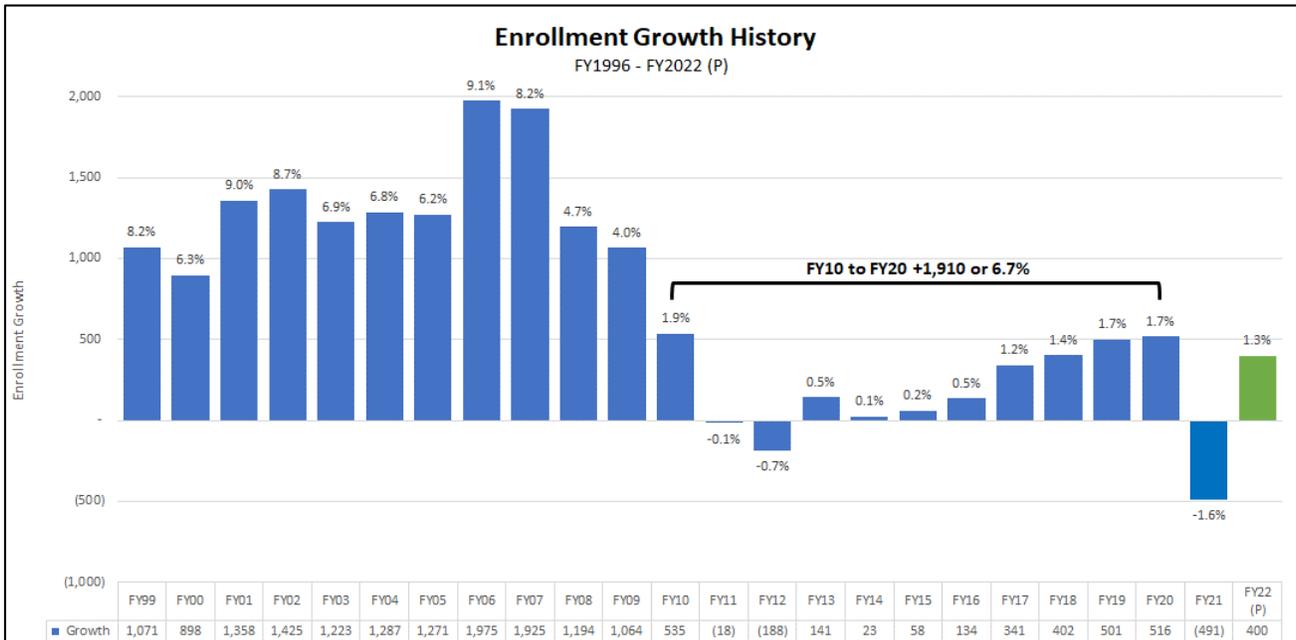
	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
NPHS	94	71	86	336	446	497	636	792	649	570	665
EPHS	27	10	7	53	199	251	304	269	340	365	612
PCHS	25	26	6	7	28	53	146	81	137	105	108
HHS	38	15	23	56	160	75	96	189	218	124	149
SPHS	16	6	3	10	11	29	60	170	190	184	231
Total	200	128	125	462	844	905	1,242	1,501	1,534	1,348	1,765

Paulding County Building Permits by High School Zone, 2010 - 2020



enrollment declined -491 or -1.6% to 29,735. 2022 is projected to grow 400 or 1.3%.

In 2010, Paulding County issued only 200 building permits. By 2020, over 1,700 were issued, with most of the growth clustering around North and East Paulding High Schools.



In FY2022, PCSD is projected to serve 30,135 K-12 students, an increase of 400 or 1.3%. In addition, the District will serve approximately 320 pre-school students.

The current makeup of PCSD students is:

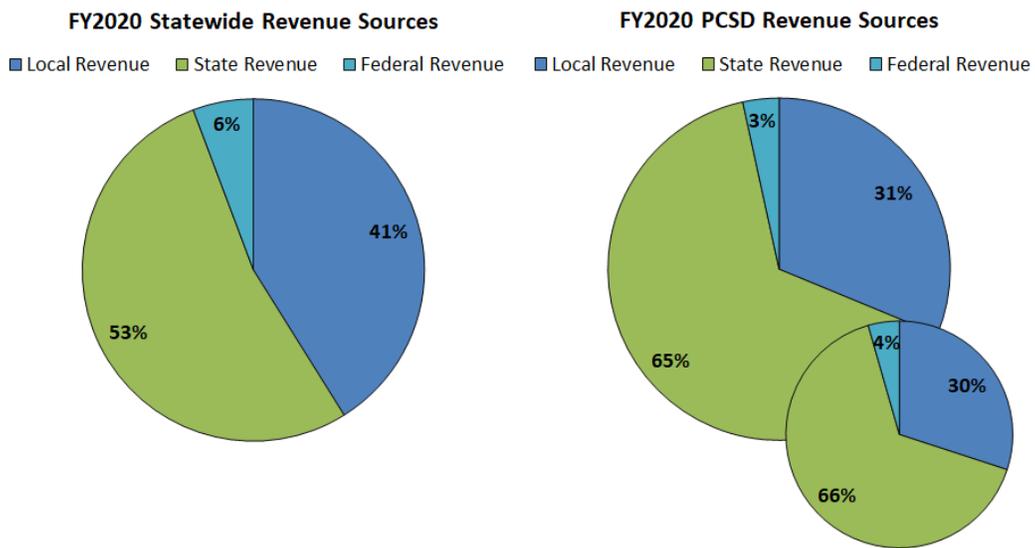
- 56% White
- 27% Black/African American
- 11% Hispanic
- 5% two or more races
- 1% Asian
- <1% Indian or Pacific

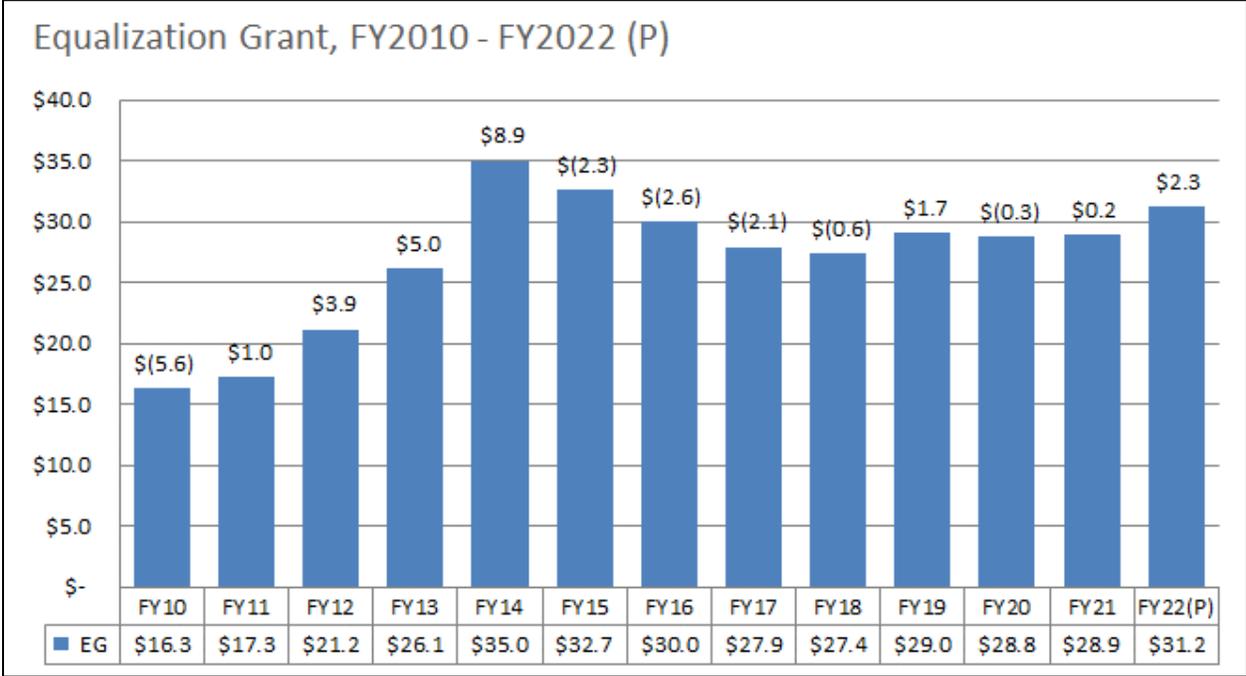
Source: GaDOE

Funding Factors

Funding Issues:

Low Wealth. Despite favorable employment, income and free-and-reduced lunch statistics, PCSD is considered a low wealth school system due to a limited commercial and industrial tax base and the large number of school-age children per household. With approximately 65% of revenue coming from State sources (compared to a statewide average of 53%) the District is highly susceptible to changes in State funding, including austerity reductions, Equalization Grant funding and changes in the Quality Basic Education (QBE) methodology. PCSD will receive \$31.2 million in Equalization Grant funding in FY2022 (the fourth highest award statewide). Based on FY2020 comparative data, the most recent information available, PCSD continues to be heavily dependent on the Equalization Grant, which accounted for 9% of per-pupil revenue, compared to a statewide percentage of only 5%.





Millage Rate Changes. Changes to the millage rate impact both local revenue and the Equalization Grant formula. Generally, reductions in the millage rate will result in the reduction of the grant award. Property Taxes (Ad Valorem) are expected to increase \$10.2 million or 11.3% in FY2022. This compares to FY2020 and FY2021 increases of 8.7% and 7.8%, respectively.

Paulding County School District Fiscal Year Budget

2022

What Makes Paulding County School District Funding Unique?

				FY2022 Budget	
		Unique Feature	How does that impact funding?	Measurement	Rankings
Demographic and Economic Factors	Local Funding Low Wealth	Paulding County has a limited commercial and industrial tax base. In fact, only 17% of the tax digest is non-residential.	Less local funding due to a lower net tax digest per student (NDPS) and a slightly below-average millage rate.	NDPS is \$66,000 or 29% lower than the average large district in Georgia. On average, 39% of the large district tax digest is non-residential. ^a	29 out of 35 large districts or 115 out of 180 total districts in Local Revenue per Student ^b 30 out of 35 large districts or 158 out of 180 total districts in Total Revenue per Student ^b
		PCSD does not compensate for a limited tax base by inflating the millage rate.		18.750 millage rate compared to a large district average of 18.940. ^a	
		Paulding County has a large number of school-age children per household.	Less local funding because funding is based on property tax values not the number of school-age children living in the home.	10.7% more persons-per-household than the state average, specifically school-age children. ^c	
	State/Federal Funding	PCSD is highly dependent on state funding sources.	Highly susceptible to changes in state funding , including austerity reductions, Equalization Grant funding and changes in the Quality Basic Education (QBE) formula.	Approximately 65% of PCSD revenue comes from state sources, compared to a statewide average of 53%. ^b	9 out of 35 large districts or 102 out of 180 total districts in State Revenue per Student ^b
		PCSD is one of the largest recipients of equalization.		9% of total General Fund revenue comes from the Equalization Grant. ^b	4 out of 35 large districts or 180 total districts in Equalization ^b
		PCSD has relatively low Title I funding.	Less Federal funding. Low wealth school districts typically have a higher percentage of Title I schools. This also impacts other funding allocations like the CARES Act, which was allocated based on Title I funding.	While PCSD ranks 4th in equalization funding (an indication of low wealth), it ranks 168 out of 180 in Title I funding per pupil. No other school district in Georgia has a greater disparity between equalization and Title I funding. ^d	30 out of 35 large districts or 168 out of 180 total districts ^d
		PCSD has relatively low free-and-reduced lunch participation.	Less Federal funding. Low wealth school districts typically have a higher percentage of free-and-reduced lunch. This also impacts other funding allocations like the IDEA grants (ESEP).	According to the US Census, Paulding County had a poverty percentage of 8.8% in 2019, 174 out of 180 total districts. The FY20 free-and-reduced lunch percentage was 40.8%, compared to a statewide average 24.5%.	29 out of 35 large districts ^d
	Enrollment Factors	PCSD is one of the fastest growing school districts in the state.	With a limited non-residential tax base, the value of new residential construction is critical. Typically, property taxes from new residential construction does not support the additional enrollment.	3-year average annual growth rate for FY17-FY20 was 1.6%, compared to a large district rate of 0.1%. FY18-FY21, including COVID-19, was 0.6%, compared to a large district rate of -0.7%. FY22 enrollment is projected to grow 206 or 0.7%. ^b	12 out of 35 large districts and 180 total districts ^b
		PCSD has a high percentage of students in a Exceptional Students Educational Program (ESEP).	FY20, the average additional cost per ESEP student was \$2,348 or 29.1% (including Local, State and Federal sources).	In FY21, 15.1% of PCSD students were ESEP, compared to a large district average of 12.7%. This contributes to PCSD's low weighted NDPS (based on ESEP participation). ^b	6 out of 35 large districts and 26 out of 180 total districts ^b

Version 1.1

Sources:

- ^a Georgia Department of Revenue, Consolidated Tax Digest Summaries
- ^b Georgia Department of Education Enrollment (Data & Reporting), Revenue/Expenditures Reports and QBE Earnings (Data & Reporting, Financial Review)
- ^c www.census.gov/quickfacts
- ^d Georgia Department of Education Title I (Offices & Divisions, Title Programs) and Free-and-Reduced Lunch (Data & Reporting),

Terms:

- Large Districts** are school districts with enrollment equal to or greater than 10,000
- Net Tax Digest** is the Paulding County Tax Assessor's summary of the projected taxable value of all commercial, industrial and residential property in the school district, net applicable exemptions.
- Net Digest per Student** (Weighted NDPS) is the NDPS weighted by participation in ESEP programs, lowering wealth-per-student.
- Weighted Net Digest per Student** (NDPS) is the next tax digest divided by the enrollment.
- ESEP stands for Exceptional Students Educational Programs or special education.
- Persons per household**, or average household size, is obtained by dividing the number of persons in households by the number of households. A household includes all the persons who occupy a housing unit as their usual place of residence.
- Millage Rate** is the ad valorem tax rate expressed in terms of the levy per thousand dollars of taxable assessed value established by the governing authority each fiscal year.
- QBE** or Quality Basic Education reflects funding allotted by the State on the basis of "Weighted" FTE (Full-time Equivalent students) to the local school system.

Strategies to Address Factors:

Legislative Advocacy. The District communicates various legislative priorities each school (funding) year. For FY2021, Priority 1 was funding, which included legislative actions and program specific observations.

Legislative Actions

- Approximately 66% of the Paulding County School District’s revenue comes from State funding sources, compared to a statewide average of 52%. This means our District is extremely vulnerable to changes in State funding. Therefore, we request continued full funding of the Quality Basic Education (QBE) Act formula. Additionally, due to the complexities in State funding, the District would like to be engaged when changes in funding methodology are considered.
- When comparing October 2020 enrollment to October 2019, the district had 29,735 and 30,226, respectively. This reflects a year-over-year decline of 491 students (full-time equivalent), which could result in a significant loss of FY2021 funding. It is important to note that most of the decline was in elementary school, and our expectation is these numbers will normalize once the pandemic is over. This is not unique to PCSD, but an anomaly across many school districts in Georgia. Thankfully, the Governor’s Office is aware that many districts are experiencing a material decline in students, and the subsequent funding challenges. While there is a widespread assumption that districts will be “held harmless” on the FY2021 midterm (and perhaps FY2022) for the declining enrollment, we wanted to make you aware of the anomaly and its potential funding consequences. Please consider supporting a “hold harmless” provision to the FY2021 amended budget and consideration be given regarding the FY2022 budget. It is important to note that a decline in overall enrollment can adversely impact non-QBE funding as well, including Title/Federal programs, Kindergarten Instruction, Free and Reduced Lunch, e-rate, capital outlay, transportation, and other categorical grants.
- As a low wealth school district, Paulding County School District is highly dependent on the State Equalization Grant. As the third largest recipient of equalization funds, this grant accounts for over 10% of our total annual revenue. Therefore, we support continuation of the Equalization Grant to support low wealth districts.
- Protect E-SPLOST by prohibiting districts to use E-SPLOST funds to pay salaries or other operational needs.

Program-specific funding observations:

- State Capital Outlay and Construction
- Dual Enrollment
- Academic and Career Counseling and Opportunities
- School Based Instructional Technology Specialists, Infrastructure and Resources
- School Transportation
- School Safety
- Student Physical, Mental and Behavioral Health

- Virtual Education
- Maintaining Highly Qualified Staff

Support Economic Development. The District works with the Board of Commissioners, Economic Development, current and potential businesses to promote economic development (see above).

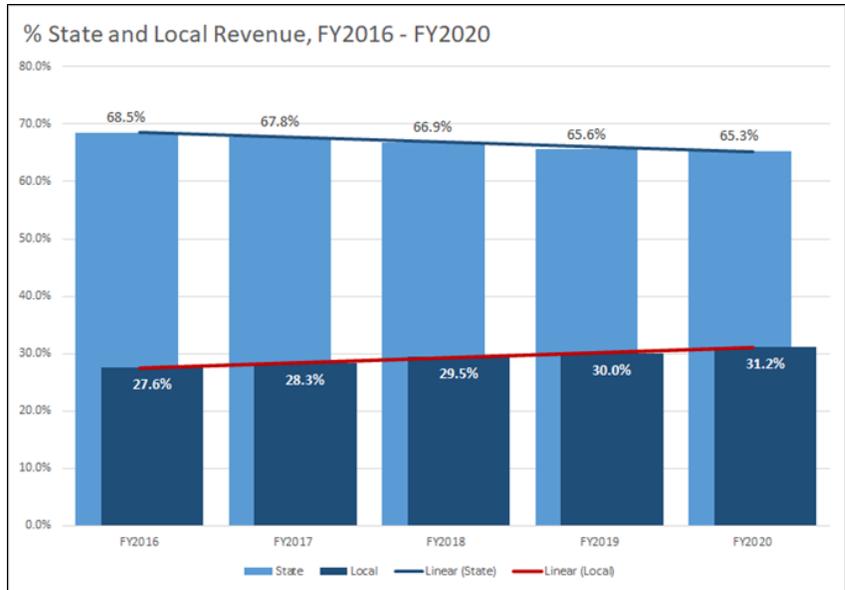
Communication and Engagement. The District routinely engages the community and relevant stakeholders to foster an understanding of the impact of enrollment growth, coupled with limited commercial and industrial development, on the school system (see above).

Overview:

Median household income (in 2019 dollars) for Paulding County and Georgia were \$68,370 and \$58,700, respectively.⁸ Often cited as an indicator for wealth, as of October 2020. 40.1% of Paulding County students are eligible for free and reduced meals, compared to a statewide average of 56.2%.⁹ Driven by lower housing costs and its proximity to metro Atlanta, Paulding County is a growing community. Population rose from 142,324 residents in 2010 to 168,667 in 2019, an increase of 18.5% compared to only 9.6% statewide.

Regardless of these positive attributes, PCSD is considered a low wealth school system due to a limited commercial and industrial tax base and the number of school-age children per household. With approximately 65% of revenue coming from State sources (compared to a statewide average of 53%) the District is highly susceptible to changes in State funding, including austerity reductions, Equalization Grant funding and changes in Quality Basic Education (QBE) methodology. The Equalization Grant, which is designed to support low wealth districts like PCSD, will provide \$31.2 million in funding during FY2022.

For FY2020, the most current data available, local sources were only 31.2% of PCSD per pupil revenue, compared to a statewide average of 41.1%. While local revenue has risen (from 27.6% in FY2016), PCSD continues to lag well behind the statewide average.



⁸ www.census.gov/quickfacts/ on 8/22/21

⁹ Georgia Department of Education October 2020

Operating Factors

Issue: Rising Cost of Human Capital. With around 88% of PCSD’s budget focused on salaries and benefits, the rising cost of human capital is a major factor bearing on the District’s future. These rising costs include, but are not limited to, the Teachers Retirement System (TRS) and State Health Benefit Plan, which have seen unprecedented increases over the past few years. As the demand for highly qualified teachers increases, the District must remain competitive in compensation and benefits.

Strategies to Address Factors:

Legislative Advocacy. The District communicates legislative priorities each school (funding) year. FY2021 priorities included advocacy for the cost of human capital, including:

- As a District, our primary asset is our people. In fact, a quality staff is might be argued as the single greatest contributor to student achievement. Therefore, in order to attract high quality teachers and administrators, we request that measures be taken to protect and strengthen Georgia’s Teacher Retirement System (TRS).
- Require all bills that have an impact on local school districts include a one-year delay in implementation and fiscal note detailing the budgetary impact.

Position Control: PCSD maintains a robust position allotment and control process.

Overview:

The Proposed Budget will begin with 3,326 General Fund budgeted positions, around 90% of all positions. Salaries, benefits and professional services account for almost 88% of the budget proposal, which is consistent with most school districts in Georgia. A continued priority for FY2022 is improving teacher retention and compensation, as teachers are the lifeblood of the district and have the most direct connection to student achievement. Maintaining a multi-year trend of increasing employee pay, the Proposed Budget a full “step” increase, a tiered scale which is how the school system defines an employee’s years of experience and compensates them accordingly.

Revenues and Expenditures for all Funds

The following table provides a summary of beginning fund balance, budget forecasts for revenues and expenditures, and ending fund balance by Fund for the proposed budget.

Fund Category	Beginning Fund			Ending Fund
	Balance	Revenue	Expenditures	Balance
General	\$ 65,133,431	\$ 314,783,923	\$ 314,783,923	\$ 65,133,431
Special Revenue	4,358,734	28,221,875	27,710,793	\$ 4,869,816
School Nutrition	4,522,815	15,502,960	17,450,603	\$ 2,575,172
Capital Projects	54,977,335	21,572,847	22,340,116	\$ 54,210,066
Debt Service	3,325,599	9,528,347	9,523,347	\$ 3,330,599
Total	\$ 132,317,914	\$ 389,609,952	\$ 391,808,782	\$ 130,119,084

Significant Changes

In the following table, the Proposed Budget reflects a decline of \$3.1 million in fund balance for School Nutrition. This decline is the result of a spending plan, designed to bring fund balance more in line with industry standards. In addition, the Federal Government has approved a continuation of free meals for all students during FY2022. Even though School Nutrition is reimbursed by Federal programs, this will increase food purchase expenditures. There was also a Board approved 2.5% raise in salaries for FY2022, which will increase salaries and benefit expenditures. Fund balance will be used to help cover the additional cost.

The Proposed Budget reflects a decrease of \$35.3 million or 102.2% in Capital Projects fund balance. This anticipated decrease is the result of the bond issuance in FY2021 and different capital projects between fiscal years, and their reimbursement-eligible expenditures.

The 61.9% decrease in revenue for Capital Projects Fund and the 16.1% increase for Debt Service expenditures is in relation to the bond issuance in FY2021.

Historical and Budget Forecast for all Funds

The following tables provide a summary of historical revenues, expenditures and ending fund balance by Fund.

Funds Summary of Revenue

Funds (Category)	FY2018 Actual	FY2019 Actual	FY2020 Actual	FY2021 Current Year	FY2022 Approved	Variance	%
General	\$ 262,740,266	\$ 278,137,332	\$ 298,433,150	\$ 302,548,616	\$ 314,783,923	\$ 12,235,307	4.0%
Special Revenue	15,702,285	18,157,300	15,072,208	27,785,963	28,221,875	435,912	1.6%
School Nutrition	13,012,144	14,654,020	12,904,321	14,834,890	14,759,917	(74,973)	-0.5%
Capital Projects	16,661,421	24,952,041	24,063,271	56,695,445	21,572,847	(35,122,598)	-61.9%
Debt Service	27,420	17,570	407	2,354	5,000	2,646	112.4%
Total	\$ 308,143,536	\$ 335,918,263	\$ 350,473,356	\$ 401,867,268	\$ 379,343,562	\$ (22,523,705)	-5.6%

Funds Summary of Expenditures

Funds (Category)	FY2018 Actual	FY2019 Actual	FY2020 Actual	FY2021 Current Year	FY2022 Approved	Variance	%
General	\$ 257,068,813	\$ 272,866,280	\$ 291,297,412	\$ 287,050,249	\$ 314,783,923	\$ 27,733,674	9.7%
Special Revenue	15,325,600	18,464,955	14,703,316	26,228,928	27,710,793	1,481,865	5.6%
School Nutrition	14,132,105	14,138,355	14,867,007	13,681,921	16,707,560	3,025,639	22.1%
Capital Projects	8,980,059	13,213,141	6,646,674	13,924,821	12,821,769	(1,103,052)	-7.9%
Debt Service	8,198,518	8,230,856	8,216,956	8,204,206	9,523,347	1,319,141	16.1%
Total	\$ 303,705,096	\$ 326,913,587	\$ 335,731,366	\$ 349,090,125	\$ 381,547,392	\$ 32,457,267	9.3%

Summary of Ending Fund Balances

Funds (Category)	FY2018 Actual	FY2019 Actual	FY2020 Actual	FY2021 Current Year	FY2022 Approved	Variance	%
General	\$ 44,966,416	\$ 47,733,477	\$ 51,317,864	\$ 65,133,431	\$ 65,133,431	\$ (0)	0.0%
Special Revenue	2,205,812	1,898,075	2,266,967	4,358,734	4,869,816	511,082	11.7%
School Nutrition	4,816,867	5,332,532	3,369,846	4,522,815	2,575,172	(1,947,643)	-43.1%
Capital Projects	3,155,330	9,167,446	20,406,612	54,977,335	54,210,066	(767,269)	-1.4%
Debt Service	114,950	132,520	1,644,751	3,325,599	3,330,599	5,000	0.2%
Total	\$ 55,259,375	\$ 64,264,050	\$ 79,006,040	\$ 132,317,914	\$ 130,119,084	\$ (2,198,830)	-1.7%

* Includes Other Sources (Uses)

The following tables provide a summary of budget forecasts for revenues, expenditures and ending fund balance by Fund.

Summary of Revenue Budget Forecasts

Funds (Category)	FY2022	FY2023	FY2024	FY2025
	Proposed	Forecast	Forecast	Forecast
General	\$ 314,783,923	\$ 323,012,364	\$ 335,670,184	\$ 348,334,608
Special Revenue	28,221,875	40,516,800	26,794,401	20,081,178
School Nutrition	14,759,917	14,698,349	14,724,766	15,051,183
Capital Projects	21,572,847	27,323,325	28,055,917	28,841,733
Debt Service	5,000	5,000	5,000	5,000
Total	\$ 379,343,562	\$ 405,555,839	\$ 405,250,268	\$ 412,313,702

Summary of Expenditure Budget Forecasts

Funds (Category)	FY2022	FY2023	FY2024	FY2025
	Proposed	Forecast	Forecast	Forecast
General	\$ 314,783,923	\$ 323,012,364	\$ 335,670,184	\$ 348,334,608
Special Revenue	27,710,793	40,516,800	26,794,401	20,081,178
School Nutrition	16,707,560	14,698,349	14,724,766	15,051,183
Capital Projects	12,821,769	13,182,450	13,964,267	14,746,083
Debt Service	9,523,347	14,140,875	14,091,650	14,095,650
Total	\$ 381,547,392	\$ 405,550,839	\$ 405,245,268	\$ 412,308,702

Summary of Ending Fund Balance Forecasts

Funds (Category)	FY2022	FY2023	FY2024	FY2025
	Proposed	Forecast	Forecast	Forecast
General	\$ 65,133,431	\$ 65,133,431	\$ 65,133,431	\$ 65,133,431
Special Revenue	4,869,816	4,869,816	4,869,816	4,869,816
School Nutrition	2,575,172	2,575,172	2,575,172	2,575,172
Capital Projects	54,210,066	54,210,066	54,210,066	54,210,066
Debt Service	3,330,599	3,335,599	3,340,599	3,345,599
Total	\$ 130,119,084	\$ 130,124,084	\$ 130,129,084	\$ 130,134,084

* Includes Other Sources (Uses)

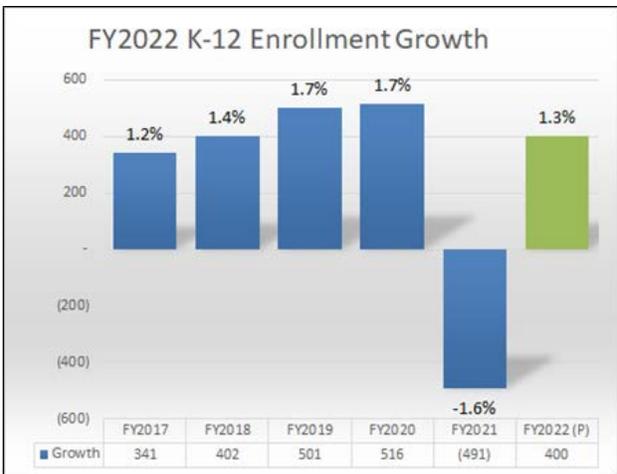
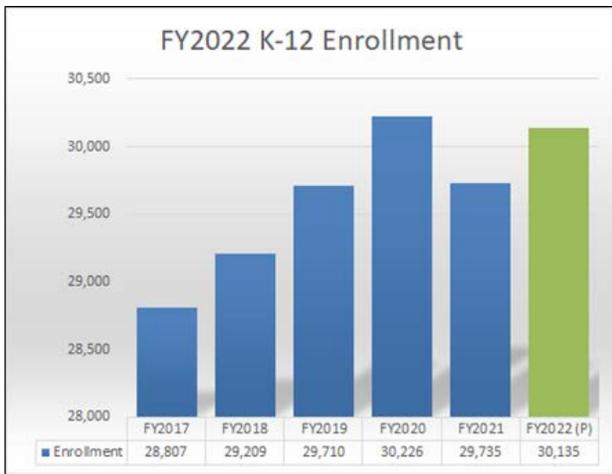
*Includes Other Sources (Uses) refers to Transfers- Ins/Outs, which is shown in detail in the financial section.

Executive Summary: Informational

Student Enrollment Trends and Forecast

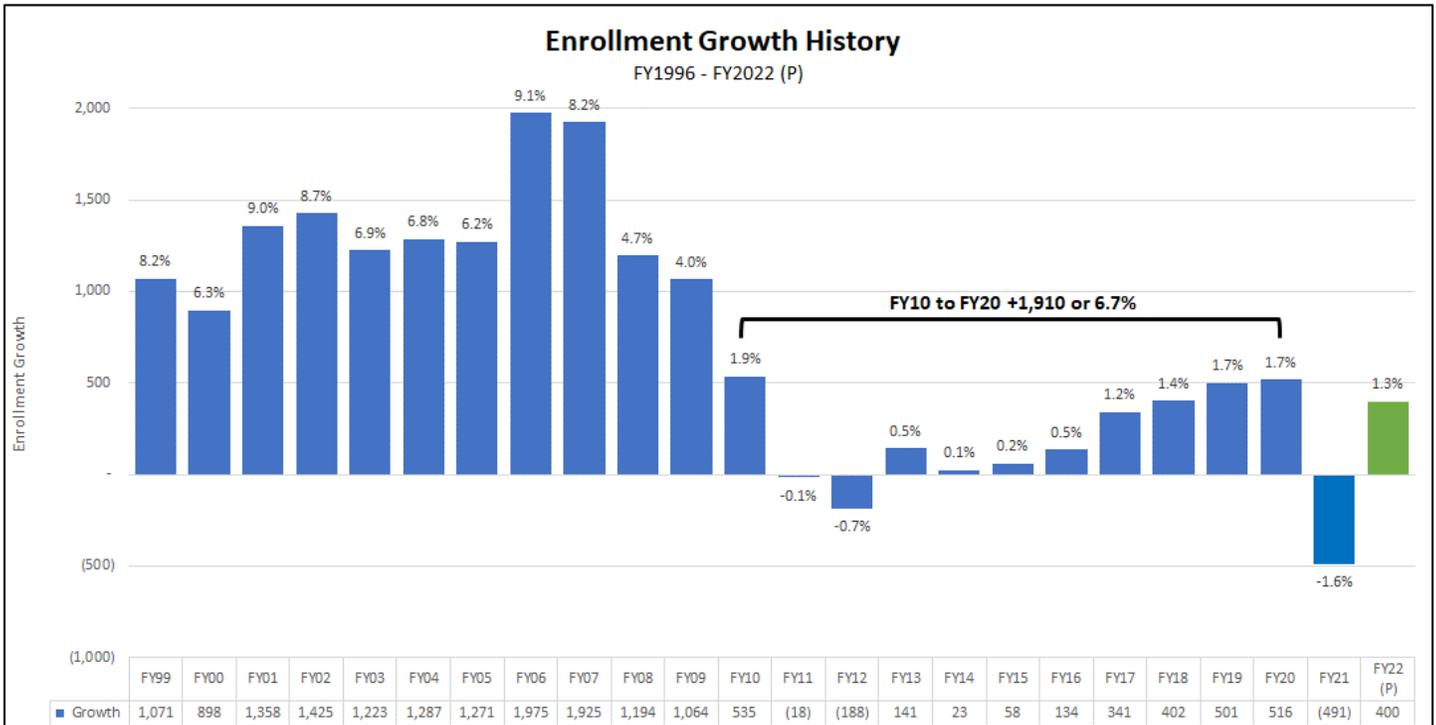
The District is projected to educate 30,135 students in the Proposed Budget year (school year 2021-2022), an increase of 400 students or 1.3%. Due to changes in educational environments from COVID-19, the District Plans to educate 2,259 students in a digital learning environment and 27,876 face-to-face.

- Elementary School Growth: 12,966 Students an Increase of 218 or 1.7%
- Middle School Growth: 7,296 Students an Increase of 23 or 0.3%
- High School Growth: 9,873 Students an Increase of 159 or 1.6%



Historical Enrollment Growth

For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. FY2010 to FY2020 enrollment increased 1,910 or 6.7%. 2020 enrollment grew 1.7%, the largest growth rate in a decade and much more than the largest district average of 0.2%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. 2022 is projected to grow 400 or 1.3% with both digital learning and face-to-face instruction.



Student Enrollment for Eight Years

See the following *FY2022 Projection Summary Report*, which includes the following:

- Three years of enrollment history
- Current year enrollment
- Proposed Budget year enrollment projection
- Three years of enrollment forecasts

Paulding County School District Fiscal Year Budget

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FY2022 Projection Summary Report

Elementary Schools

	2017	2018	2019	2020
34 Abney Elementary	998	1054	1251	1320
20 Allgood Elementary	840	888	879	899
23 Baggett Elementary	628	632	632	616
31 Burnt Hickory Elementary	923	952	1001	1050
2 Dallas Elementary*	412	425	446	444
26 Dugan Elementary	704	715	674	668
3 Hiram Elementary	726	782	809	808
33 Hutchens Elementary	738	707	670	666
5 McGarity Elementary	566	573	567	617
18 Nebo Elementary	702	673	633	632
6 New GA Elementary*	311	306	305	332
15 Northside Elementary	418	468	497	572
16 Panter Elementary	554	526	528	533
25 Poole Elementary	403	419	436	450
32 Ragsdale Elementary	650	603	558	556
19 Roberts Elementary	665	711	659	644
24 Russom Elementary	840	887	876	868
14 Shelton Elementary	1221	1215	1202	1205
8 Union Elementary*	448	464	492	498
All Total Elementary	12,747	13,000	13,115	13,378

Current Year				FY2022 Projection			Three-Year Forecast		
2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
1	1,239	(81)	-6.1%	1,206	(33)	-2.7%	1,174	1,143	1,112
5	814	(85)	-9.5%	798	(16)	-2.0%	782	767	752
9	603	(13)	-2.1%	608	5	0.8%	613	618	623
3	1,026	(24)	-2.3%	1,071	45	4.4%	1,118	1,167	1,218
17	431	(13)	-2.9%	421	(10)	-2.3%	411	402	392
8	611	(57)	-8.5%	602	(9)	-1.5%	593	584	576
6	737	(71)	-8.8%	732	(5)	-0.7%	727	722	717
7	637	(29)	-4.4%	640	3	0.5%	643	646	649
12	579	(38)	-6.2%	576	(3)	-0.5%	573	570	567
10	598	(34)	-5.4%	580	(18)	-3.0%	563	546	529
19	347	15	4.5%	346	(1)	-0.3%	345	344	343
11	580	8	1.4%	603	23	4.0%	627	652	678
15	506	(27)	-5.1%	502	(4)	-0.8%	498	494	490
18	420	(30)	-6.7%	417	(3)	-0.7%	414	411	408
14	545	(11)	-2.0%	541	(4)	-0.7%	537	533	529
13	576	(68)	-10.6%	605	29	5.0%	635	667	701
4	844	(24)	-2.8%	944	100	11.8%	1,055	1,180	1,319
2	1,200	(5)	-0.4%	1,307	107	8.9%	1,424	1,550	1,689
16	455	(43)	-8.6%	467	12	2.6%	479	492	505
19	12,748	(630)	-4.7%	12,966	218	1.7%	13,212	13,488	13,798

Middle Schools

	2017	2018	2019	2020
27 Austin Middle	979	927	894	856
17 Dobbins Middle	707	673	643	666
9 East Paulding Middle	909	919	964	901
10 Herschel Jones Middle	726	714	778	812
22 Moses Middle	587	640	725	774
29 McClure Middle	1232	1317	1368	1424
36 Ritch Middle	637	599	624	640
35 Scoggins Middle	703	714	741	728
11 South Paulding Middle	481	462	463	481
All Total Middle School	6,961	6,965	7,200	7,282

2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
4	802	(54)	-6.3%	781	(21)	-2.6%	761	741	721
8	607	(59)	-8.9%	600	(7)	-1.2%	593	586	579
2	887	(14)	-1.6%	914	27	3.0%	942	970	1,000
3	818	6	0.7%	810	(8)	-1.0%	802	794	786
5	773	(1)	-0.1%	877	104	13.5%	995	1,129	1,281
1	1,472	48	3.4%	1,424	(48)	-3.3%	1,378	1,333	1,289
7	697	57	8.9%	714	17	2.4%	731	749	768
6	745	17	2.3%	724	(21)	-2.8%	704	684	664
9	472	(9)	-1.9%	452	(20)	-4.2%	433	415	397
9	7,273	(9)	-0.1%	7,296	23	0.3%	7,338	7,401	7,486

High Schools

Note: Includes AltEd

	2017	2018	2019	2020
12 East Paulding High	1646	1685	1743	1783
21 Hiram High	1676	1601	1517	1473
30 North Paulding High	2201	2295	2434	2570
13 Paulding County High	1738	1799	1827	1898
28 South Paulding High	1838	1864	1874	1842
All Total High School	9,099	9,244	9,395	9,566

2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
4	1,766	(17)	-1.0%	1,783	17	1.0%	1,800	1,817	1,835
5	1,452	(21)	-1.4%	1,427	(25)	-1.7%	1,402	1,378	1,355
1	2,698	128	5.0%	2,825	127	4.7%	2,958	3,097	3,243
2	1,906	8	0.4%	1,924	18	0.9%	1,942	1,961	1,979
3	1,892	50	2.7%	1,914	22	1.2%	1,936	1,959	1,982
5	9,714	148	1.5%	9,873	159	1.6%	10,039	10,212	10,393

Total Enrollment

	2017	2018	2019	2020
Total	28,807	29,209	29,710	30,226

2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
	29,735	(491)	-1.6%	30,135	400	1.3%	30,589	31,101	31,678

Closed for School Choice - FY22 Austin Middle Reopened

Closed for School Choice - FY21 Austin Middle Reopened in FY22

Closed for School Choice - FY20 No Additional Closures

Closed for School Choice - FY19

Closed for School Choice - FY18 and FY19

Closed for School Choice - FY18

* Mobiles in Use for Instruction (Union ES 7, Dallas ES 3 and New GA ES 2)

FY22 Title 1 Schools

Tax Base and Millage Rate Trends

The budget assumes an 18.750 millage rate for the maintenance and operation (M&O) of the District, which is slightly below average among comparable school districts. Coupled with above average school-aged persons per household, this results in an extremely low levy and local revenue per student. The chart to the right shows comparative data for 2020, the most current data available.

M&O Millage Rate History

The last material change to the M&O Millage Rate occurred in 2007, an increase of 2.500 mills.

Lowered Four Times in Last 20 Years:

- 2019 -0.129
- 2013 -0.030
- 2003 -0.881
- 2002 -1.610

Raised Twice in Last 20 Years:

- 2007 +2.500
- 2001 +2.500

Millage Rate Reduction Considerations:

- ✓ Perpetual Loss of Revenue
- ✓ Loss will Compound as Digest Grows
- ✓ Impact on Equalization Grant
- ✓ Low Wealth School District
- ✓ Net Digest per Pupil Not Back to Pre-Recession Levels (Inflation Adjusted)

Rank	Millage Rate		Levy	Revenue
	2020 M&O Millage Rate	% Variance to PCSD	FY2020 Levy per Student	FY2020 Local Revenue per Student
1	Muscogee 23.321	Muscogee 4.571	Cobb \$5,275	Bartow \$11,090
2	Douglas 19.600	Douglas 0.850	Coweta \$4,553	Cobb \$10,974
3	Avg Comp 19.080	Avg Comp 0.330	Bartow \$4,454	Avg >10k \$10,885
4	Avg >10k 18.940	Avg >10k 0.190	Avg Comp \$4,423	Richmond \$10,574
5	Cobb 18.900	Cobb 0.150	Cherokee \$4,422	Avg Comp \$10,538
6	Paulding 18.750	Paulding 0.000	Avg >10k \$4,319	Carroll \$10,422
7	Bartow 18.650	Bartow -0.100	Muscogee \$3,781	Douglas \$10,409
8	Cherokee 18.450	Cherokee -0.300	Douglas \$3,533	Muscogee \$10,358
9	Richmond 18.419	Richmond -0.331	Richmond \$3,234	Coweta \$10,332
10	Carroll 17.998	Carroll -0.752	Paulding \$3,039	Cherokee \$10,149
11	Coweta 17.300	Coweta -1.450	Carroll \$2,745	Paulding \$10,142

Bond Millage

In FY2012, the District eliminated the Bond millage rate of 2.963, with debt service now funded through E-SPLOST.

2021 Millage Rate Highlights:

- An M&O millage rate of 18.750 was utilized in the FY2022 Budget.
- Bond millage rate of 0.000 will be maintained in the FY2022 Budget, with bond principal and interest paid through E-SPLOST. A bond millage of approximately 1.757 would be required to meet FY2022 debt service.
- Net M&O Digest is projected to increase \$546m or 11.3% to \$5.4 billion.

Paulding County School District
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- Changes in assessed property values (reassessment) will increase 2021 property taxes by an average 9.7%.
- Other changes to the digest will increase 2021 property taxes by 1.6%, compared to 0.4% in 2020.
- Net Taxes or levy will increase 11.3%.

Current Tax Digest and Five-Year History of Assessed Value and Taxes Levied

Below is a five-year history (2016-2020) and 2021 or FY2022, the Proposed Budget year, of assessed value of taxable property, tax rates, and taxes levied. In addition, the information below provides an analysis of the millage rate's effect on the average taxpayer for the same period.

Paulding County Board of Education CURRENT 2021 TAX DIGEST AND FIVE YEAR HISTORY OF LEVY						
The Paulding County Board of Education does hereby announce that the millage rate will be established at a meeting to be held at the Paulding County Board of Education Board Room on June 22, 2021 at 8:30 AM EST and pursuant to the requirements of O.C.G.A 48.5.32, do hereby publish the following presentation of the current year's tax digest and levy, along with the history of the tax digest and levy for the past five years.						
County School	2016	2017	2018	2019	2020	2021
Real & Personal Ad Valorem	\$ 3,843,751,629	\$ 4,267,812,331	\$ 4,695,351,018	\$ 5,197,039,026	\$ 5,676,816,294	\$ 6,308,413,844
Motor Vehicle Ad Valorem	147,754,190	109,114,430	84,458,480	69,422,580	31,621,130	50,251,310
Mobile Home Ad Valorem	1,862,849	1,781,714	1,646,786	1,644,067	1,632,921	1,534,173
Timber Ad Valorem (100%)	324,868	1,068,015	501,435	208,158	5,360	225,181
Heavy Duty Equipment	153,533	942,267	133,553	49,891	163,857	86,134
Gross Digest	3,993,847,069	4,380,718,757	4,782,091,272	5,268,363,722	5,710,239,562	6,360,510,642
Less M&O Exemptions	(563,602,175)	(626,135,711)	(698,086,901)	(797,100,194)	(891,271,119)	(995,663,606)
Net Digest	3,430,244,894	3,754,583,046	4,084,004,371	4,471,263,528	4,818,968,443	5,364,847,036
Gross M&O Millage Rate	18.879%	18.879%	18.879%	18.750%	18.750%	18.750%
Less Millage Rate Rollbacks						
Net M&O Millage Rate	18.879%	18.879%	18.879%	18.750%	18.750%	18.750%
Net Taxes Levied	\$ 64,759,593	\$ 70,882,773	\$ 77,101,919	\$ 83,836,191	\$ 90,355,658	\$ 100,590,882
Net Taxes \$ Increase	\$ 3,318,330	\$ 6,123,180	\$ 6,219,145	\$ 6,734,273	\$ 6,519,467	\$ 10,235,224
Net Taxes % Increase	5.4%	9.5%	8.8%	8.7%	7.8%	11.3%
Note: M&O is Maintenance and Operations. 2021 Net Taxes Levied reflects 18.750, pending Paulding County Board of Education adoption of 2021 Millage Rate.						
Impact on Taxpayer						
Homestead Exemption	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)
Market Value	\$ 157,616	\$ 171,445	\$ 186,419	\$ 200,916	\$ 223,675	\$ 223,675
40% Market Value, less Exemption	\$ 61,046	\$ 66,578	\$ 72,568	\$ 78,366	\$ 87,470	\$ 87,470
M&O Millage Rate	18.879%	18.879%	18.750%	18.750%	18.750%	18.750%
Ad Valorem Taxes	\$ 1,152	\$ 1,257	\$ 1,361	\$ 1,469	\$ 1,640	\$ 1,640
Increase	\$ 103	\$ 104	\$ 104	\$ 109	\$ 109	\$ 171
% Increase	9.8%	9.1%	8.3%	8.0%	8.0%	11.6%
Tax Rates and Collections						
M&O Millage Rate	18.879%	18.879%	18.750%	18.750%	18.750%	18.750%
Taxes Levied	\$ 70,882,773	\$ 77,101,919	\$ 83,836,191	\$ 90,355,658	\$ 100,590,882	\$ 100,590,882
Collections	\$ 59,978,589	\$ 64,551,710	\$ 70,766,355	\$ 77,067,557	\$ 84,028,718	\$ 84,028,718
% Collections vs Levy	84.6%	83.7%	84.4%	85.3%	83.5%	83.5%
Collections Less 2.5% Fee*	\$ 58,479,124	\$ 62,937,917	\$ 68,997,196	\$ 75,140,868	\$ 81,928,000	\$ 81,928,000
* Reflects the Collection Fee charged by the Tax Commissioner of Paulding County.						

Proposed Budget Personnel Changes

The Proposed Budget contemplates the addition of 151 positions to support student-to-teacher ratios, school-based allotment assumptions, in addition to administrative, clerical and operational demands. Below is a list of allotment changes contained in the Proposed Budget.

	Form	Allotment Changes	Description
FY21 Ending Allotments		3,617.29	
General Fund			
Class-size and Assumption Maintenance			
Teaching Allotment Changes	1	(8.00)	Various enrollment-driven teaching allotment changes designed to maintain class size ratios.
Teaching Allotment Changes - Contingency	n/a		Contingency allotments to address potential mid-year growth.
Military Science ROTC 12 MO	38	(1.00)	Not enough students for JROTC class
School-based Assumption Changes	2	17.01	Various enrollment-driven teaching and administration changes designed to align programs to enrollment. Examples include changes to ES specials, gifted teachers, counselors, ESOL, etc.
Student Services Department			
ESEP Local School Moves & Changes	3	40.60	Typically includes various ESEP need-driven moves and changes.
PVA	15,43	20.00	Generally Funded Teachers for Paulding Virtual Academy due to increase in digital instruction from COVID-19
School Leadership Division			
Teaching & Learning Division (excludes ESEP)			
Math Coordinator	10	1.00	Additional Math Coordinator needed to oversee new Math Intervention Teachers
Exec Dir of Curr & Stud Supt (6-12)	12	1.00	Additional Executive Director of Curriculum and Student Support needed to split responsibilities between K-5 and 6-12
Operations Division			
Technology Division			
Various Changes	9	1.00	Add Assistant Director of Technology and change IT Engineers to Network Engineers (net to 0)
ERP Coordinator	54	1.00	To assist Business Services Department with accounting software
Human Resources Division			
Wage and Salary Secretary II	19	1.00	Add Wage and Salary Secretary II
Business Services Division			
Special Revenue Accountant - ESSER II Grant	33	1.00	Special Revenue Accountant to support ESSER Grants
Grant Secretary - ESSER II Grant	34	1.00	Grant Secretary to support ESSER Grants and other grants
Director of Finance	46	1.00	Due to changes in organizational chart
Grants			
ESEP (pre award)	4	(1.00)	Includes various program and enrollment-driven changes.
ESEP (post award)	45	2.00	Includes various program and enrollment-driven changes.
Title (pre award)	5	(2.02)	Includes various program and enrollment-driven changes.
LAGA	6	11.00	ES and MS Literacy Coaches
Title IV	7	(1.00)	Behavior Technician Para
ESSER II Grant	25,26,28,29,39	41.00	Teachers for Paulding Virtual Academy due to increase in digital instruction from COVID-19, including ESEP teachers and SEL TOA
ESSER II Grant	27,30	2.00	Attendance Officer for PVA
ESSER II Grant	31	6.00	RTI TOA
ESSER II Grant	32	14.00	Math Intervention Teachers at all MS/HS
ESSER II Grant	41	2.00	PVA HS PE and Foreign Language
All Funds Total		150.59	
FY22 Beginning Allotments		3,767.88	

Changes in Debt

On November 10, 2020, the Board approved the School District to issue general obligation bonds in the amount of \$26,275,000. The proceeds from these bonds will be used for capital outlay projects. The School District issued these bonds in December 2020. Interest payments will begin in FY2022 with the first Principal payment not until August 2022 (FY2023).

As of June 30, 2021, the District has \$103.3 million in outstanding bonds. This amount of debt, applicable to debt limits, is well below the legal debt margin. Debt service for FY2022 includes:

Principal	\$4,885,000
Interest	\$4,633,347
Annual Fees*	\$5,000
Total Debt Service	\$9,523,347

* \$5,000 has been budgeted for the annual agent fees and dissemination services.

Benchmark Data

Per-Pupil Revenue

Below is per-pupil revenue data for the District, comparable districts and the statewide average, based on the most current data available (FY2020). District highlights include:

- Although the 12th largest district by enrollment, PCSD ranks 158 out of all 180 statewide districts in total per-pupil revenue
- PCSD ranks 115 in local per-pupil revenue

School District	FTE	Rank	FTE %	Local Revenue per		State Revenue per		Federal Revenue		Total Revenue per	
				FTE	%	FTE	%	per FTE	%	FTE	Total %
Paulding County	30,561	12	1.8%	\$ 3,168	1.2%	\$ 6,628	2.0%	\$ 346	0.9%	\$ 10,142	1.6%
Allocation				31.2%		65.3%		3.4%		100.0%	
Savannah-Chatham County	36,073	10	2.1%	\$ 7,731	3.5%	\$ 4,645	1.6%	\$ 793	2.6%	\$ 13,169	2.4%
Muscogee County	31,060	11	1.8%	\$ 3,819	1.5%	\$ 5,701	1.7%	\$ 838	2.3%	\$ 10,358	1.7%
Richmond County	29,586	13	1.7%	\$ 3,383	1.2%	\$ 6,107	1.7%	\$ 1,084	5.2%	\$ 10,574	1.6%
Houston County	29,515	14	1.7%	\$ 3,094	1.1%	\$ 7,076	2.0%	\$ 519	2.5%	\$ 10,690	1.6%
Douglas County	26,912	17	1.6%	\$ 3,542	1.2%	\$ 6,296	1.6%	\$ 571	2.5%	\$ 10,409	1.4%
Bartow County	13,157	27	0.8%	\$ 4,511	0.7%	\$ 5,995	0.8%	\$ 585	1.2%	\$ 11,090	0.7%
Carroll County	14,559	23	0.9%	\$ 2,947	0.5%	\$ 6,866	1.0%	\$ 609	1.4%	\$ 10,422	0.8%
Average	25,837	-	1.5%	\$ 4,147	1.4%	\$ 6,098	1.5%	\$ 714	3.0%	\$ 10,959	1.5%
Variance to PCSD				\$ 979		\$ (530)		\$ 368		\$ 817	
% Variance to PCSD				30.9%		-8.0%		106.2%		8.1%	
State Totals	1,722,040	-	100.0%	\$ 4,650		\$ 6,015		\$ 648		\$ 11,313	
Allocation				41.1%		53.2%		5.7%		100.0%	
Variance to PCSD				\$ 1,482		\$ (612)		\$ 301		\$ 1,171	
% Variance to PCSD				46.8%		-9.2%		86.9%		11.5%	

Per-Pupil Expenditures

Below is per-pupil expenditure data for the District, comparable districts and the statewide average, based on the most current data available (FY2020). District highlights include:

- Although the 12th largest district by enrollment, PCSD ranks 149 out of all 180 statewide districts in per-pupil expenditures
- Ranks 107 in per-pupil expenditures for Instruction, reflecting a commitment to spending available resources in the function of Instruction

School District	FTE	Instruction per FTE	%	Pupil Services per FTS	%	Improvement & Media per FTE	%	General, Business, Central per FTE	%	School Admin per FTE	%	Transportation per FTE	%	Maintenance per FTE	%	Total per FTE
Paulding County	30,561	\$ 6,820	68.9%	\$ 398	4.0%	\$ 636	6.4%	\$ 222	2.2%	\$ 646	6.5%	\$ 547	5.5%	\$ 628	6.3%	\$ 9,897
Savannah-Chatham County	36,073	\$ 7,507	63.1%	\$ 502	4.2%	\$ 561	4.7%	\$ 604	5.1%	\$ 786	6.6%	\$ 796	6.7%	\$ 1,136	9.6%	\$ 11,891
Muscogee County	31,060	\$ 6,863	65.4%	\$ 389	3.7%	\$ 563	5.4%	\$ 559	5.3%	\$ 682	6.5%	\$ 488	4.6%	\$ 956	9.1%	\$ 10,500
Richmond County	29,586	\$ 6,265	60.6%	\$ 469	4.5%	\$ 694	6.7%	\$ 483	4.7%	\$ 897	8.7%	\$ 486	4.7%	\$ 1,043	10.1%	\$ 10,336
Houston County	29,515	\$ 6,864	67.2%	\$ 539	5.3%	\$ 452	4.4%	\$ 342	3.4%	\$ 737	7.2%	\$ 455	4.5%	\$ 818	8.0%	\$ 10,207
Douglas County	26,912	\$ 6,740	68.1%	\$ 373	3.8%	\$ 558	5.6%	\$ 412	4.2%	\$ 753	7.6%	\$ 461	4.7%	\$ 595	6.0%	\$ 9,892
Bartow County	13,157	\$ 7,056	67.5%	\$ 429	4.1%	\$ 441	4.2%	\$ 356	3.4%	\$ 767	7.3%	\$ 561	5.4%	\$ 839	8.0%	\$ 10,448
Carroll County	14,559	\$ 6,725	66.3%	\$ 381	3.8%	\$ 493	4.9%	\$ 324	3.2%	\$ 790	7.8%	\$ 568	5.6%	\$ 862	8.5%	\$ 10,144
Average	25,837	\$ 6,860	65.4%	\$ 440	4.2%	\$ 537	5.1%	\$ 440	4.2%	\$ 773	7.4%	\$ 545	5.2%	\$ 893	8.5%	\$ 10,488
Variance to PCSD		\$ 39	-3.5%	\$ 42	0.2%	\$ (99)	-1.3%	\$ 218	2.0%	\$ 127	0.8%	\$ (2)	-0.3%	\$ 264	2.2%	\$ 591
% Variance to PCSD		0.6%		10.6%		-15.5%		98.5%		19.7%		-0.3%		42.1%		6.0%
State Totals	1,722,040	\$ 7,030		\$ 501		\$ 584		\$ 483		\$ 737		\$ 562		\$ 893		\$ 10,790
Allocation		65.2%		4.6%		5.4%		4.5%		6.8%		5.2%		8.3%		100.0%
Variance to PCSD		\$ 209		\$ 103		\$ (52)		\$ 261		\$ 92		\$ 15		\$ 265		\$ 892
% Variance to PCSD		3.1%		25.8%		-8.2%		117.8%		14.2%		2.8%		42.1%		9.0%

Organizational Section



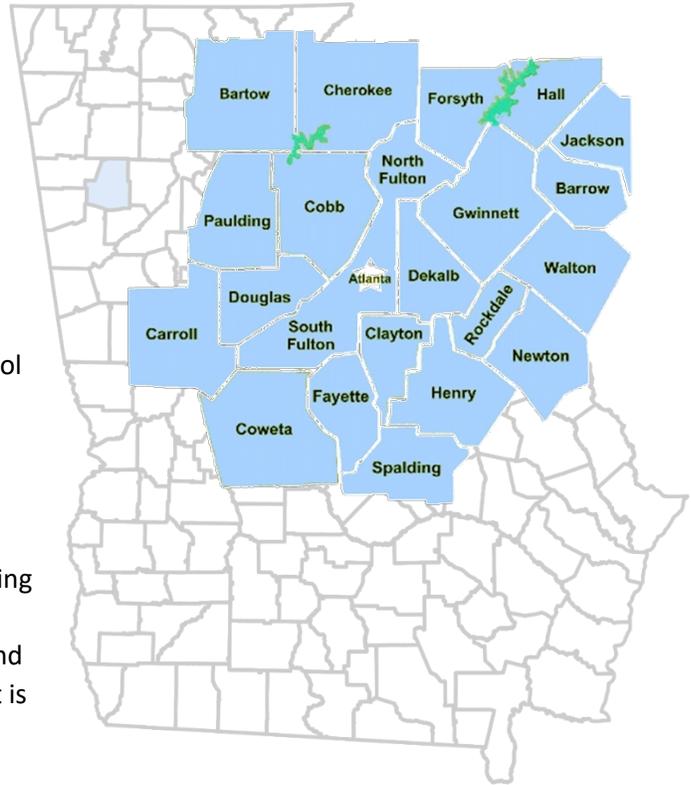
*Brianne Johnson, Ritch MS
2021-2022 PCSD Teacher of the Year*



About Paulding County School District

Paulding County School District (“PCSD” or “District”) was established under the laws of the State of Georgia and operates under the guidance of a Board of Education (“BOE” or “Board”) elected by the voters and a Superintendent appointed by the Board. The school district is organized as a separate legal entity and has the power to request the levy of taxes and issue bonds. Its budget is not subject to approval by any other entity. Accordingly, the school district is a primary government and consists of all the organizations that compose its legal entity.

The District provides public education for Pre-K (Special Education) and Kindergarten through 12th grade students in Paulding County, Georgia. Paulding County is located in the northwestern part of the State of Georgia. It is a suburban Atlanta county and a part of the metropolitan Atlanta. The county seat is Dallas.



Fast Facts, Enrollment, and Campuses

Paulding County School District *Fast Facts!*



Number of Schools	
19	Elementary Schools (K-5), ESEP pre-k available in some schools
9	Middle Schools (6-8)
5	High Schools (9-12), including Paulding College & Career Academy
33	Schools plus the New Hope Education Center

K-12 Enrollment ²
29,735

Gender ³	
51% M	49% F

Free/Reduced Meals ²
40.8% Eligible

Racial Diversity ³				
White	Black	Ethnic Hispanic	Multi-ethnic	Other
56%	27%	11%	5%	1%

Financial Efficiency Rating ⁴		
FY2017	FY2018	FY2019
4.0	4.0	4.0

Financial ¹			
General Fund Budget (millions)	GF per Pupil	M&O Millage	Bond Millage
\$289.6	\$9,739	18.750	0.000

CCRPI Score ⁴		
FY2017	FY2018	FY2019
77.5	75.4	79.9

**PCSD is the 12th Largest School District
in the State of Georgia²**

Employees ¹
3,618

¹ FY2020 Quarterly Financial Report, YTD September 2019
² FY2021 Enrollment (October 2020) & FY2020 FRL (October 2019), GaDOE (K-12)
³ FY2020 (October 2020), GaDOE (PK-12)
⁴ FY2016-18 GOSA Financial Efficiency Star Rating

Paulding County School District
Fiscal Year Budget

2022

Schools and Enrollment Projections

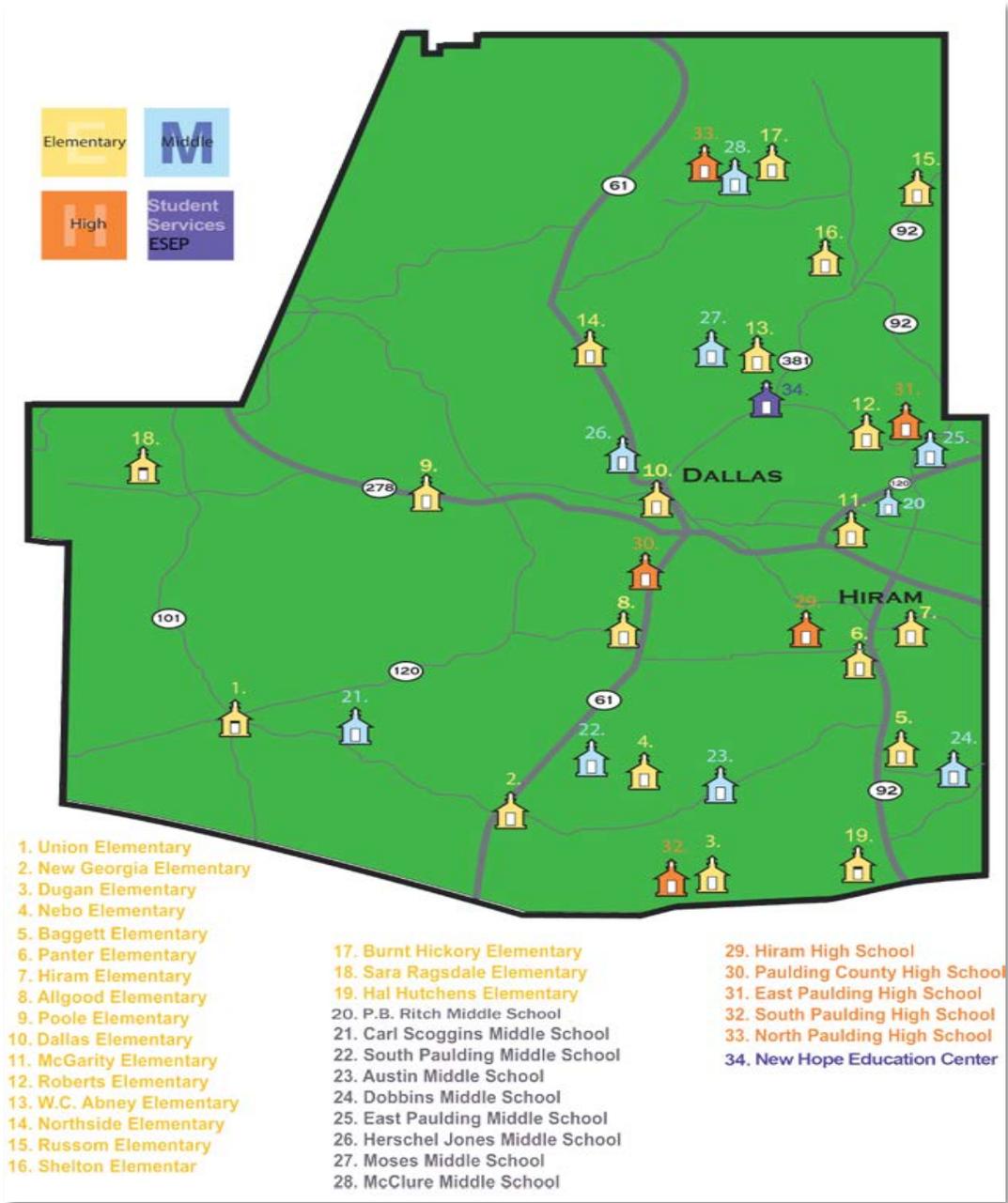
		2020-2021				2021-2022			
		Rank	2021	Var	% Var	2022	Growth	% Var	
34	Abney Elementary	NE	1	1,239	(81)	-6.1%	1,206	(33)	-2.7%
20	Allgood Elementary	SW	5	814	(85)	-9.5%	798	(16)	-2.0%
23	Baggett Elementary	SE	9	603	(13)	-2.1%	608	5	0.8%
31	Burnt Hickory Elementary	NE	3	1,026	(24)	-2.3%	1,071	45	4.4%
2	Dallas Elementary	NW	17	431	(13)	-2.9%	421	(10)	-2.3%
26	Dugan Elementary	SE	8	611	(57)	-8.5%	602	(9)	-1.5%
3	Hiram Elementary	SE	6	737	(71)	-8.8%	732	(5)	-0.7%
33	Hutchens Elementary	SE	7	637	(29)	-4.4%	640	3	0.5%
5	McGarity Elementary	NE	12	579	(38)	-6.2%	576	(3)	-0.5%
18	Nebo Elementary	SE	10	598	(34)	-5.4%	580	(18)	-3.0%
6	New GA Elementary	SW	19	347	15	4.5%	346	(1)	-0.3%
15	Northside Elementary	NW	11	580	8	1.4%	603	23	4.0%
16	Panther Elementary	SE	15	506	(27)	-5.1%	502	(4)	-0.8%
25	Poole Elementary	NW	18	420	(30)	-6.7%	417	(3)	-0.7%
32	Ragsdale Elementary	SW	14	545	(11)	-2.0%	541	(4)	-0.7%
19	Roberts Elementary	NE	13	576	(68)	-10.6%	605	29	5.0%
24	Russom Elementary	NE	4	844	(24)	-2.8%	944	100	11.8%
14	Shelton Elementary	NE	2	1,200	(5)	-0.4%	1,307	107	8.9%
8	Union Elementary	SW	16	455	(43)	-8.6%	467	12	2.6%
All Total Elementary			19	12,748	(630)	-4.7%	12,966	218	1.7%

		2020-2021				2021-2022			
		Rank	2021	Var	% Var	2022	Growth	% Var	
27	Austin Middle	SE	4	802	(54)	-6.3%	781	(21)	-2.6%
17	Dobbins Middle	SE	8	607	(59)	-8.9%	600	(7)	-1.2%
9	East Paulding Middle	NE	2	887	(14)	-1.6%	914	27	3.0%
10	Herschel Jones Middle	NW	3	818	6	0.7%	810	(8)	-1.0%
22	Moses Middle	NE	5	773	(1)	-0.1%	877	104	13.5%
29	McClure Middle	NE	1	1,472	48	3.4%	1,424	(48)	-3.3%
36	Ritch Middle	NE	7	697	57	8.9%	714	17	2.4%
35	Scoggins Middle	SW	6	745	17	2.3%	724	(21)	-2.8%
11	South Paulding Middle	SE	9	472	(9)	-1.9%	452	(20)	-4.2%
All Total Middle School			9	7,273	(9)	-0.1%	7,296	23	0.3%

		2020-2021				2021-2022			
		Rank	2021	Var	% Var	2022	Growth	% Var	
Note: Includes AltEd									
12	East Paulding High	NE	4	1,766	(17)	-1.0%	1,783	17	1.0%
21	Hiram High	SE	5	1,452	(21)	-1.4%	1,427	(25)	-1.7%
30	North Paulding High	NE	1	2,698	128	5.0%	2,825	127	4.7%
13	Paulding County High	SE	2	1,906	8	0.4%	1,924	18	0.9%
28	South Paulding High	SE	3	1,892	50	2.7%	1,914	22	1.2%
All Total High School			5	9,714	148	1.5%	9,873	159	1.6%

		2020-2021				2021-2022		
		Rank	2021	Var	% Var	2022	Growth	% Var
Total			29,735	(491)	-1.6%	30,135	400	1.3%

School Locations



Governance Structure

Paulding County Board of Education

The District is governed by an elected seven-member Board which selects the Superintendent of Schools. The seven-member Board, elected for four-year terms, includes six post positions and an at-large position. Elected annually by the Board, the Chair and Vice Chair facilitate Board business and meetings. The primary duties of the Board include selecting a Superintendent, enacting Board policies and approving the annual budget. The Superintendent and District Staff enforce the District's strategic mission and board policies to ensure that each student has an equal opportunity for a quality education.



Board of Education

From left to right: Steve Barnette (Interim Superintendent), John Dean (District 5), Debbie Collett (District 4), Adam Clayton (District 3), Theresa Lyons (District 1), Dan Nolan (District 6), Nicholas Chester (District 2), Jeff Fuller (At-Large), Tom Cable (Board Attorney)

District Leadership and Organizational Chart

Organizational Structure

The District is organized by six Divisions and eleven Departments.

Superintendent



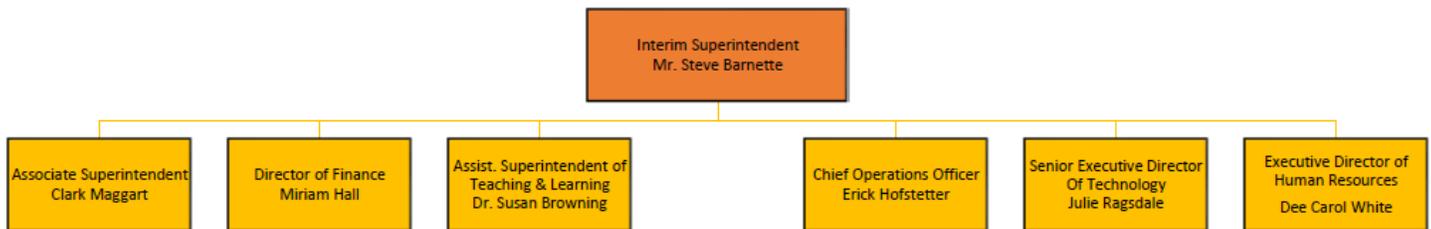
Mr. Steve Barnette is the Interim Superintendent of the District. Mr. Barnette has worked in accounting and finance for 31 years.

Prior to being named Interim Superintendent, Mr. Barnette served as Corporate Controller, Chief Operating Officer, Senior Vice President and Principal and Chief Financial Officer. He has worked in education for 9 years as a Director of Accounting Services and as Chief Financial Officer. He received his undergraduate and master's degree, in Finance and Business Administration, from Kennesaw State University.

Mr. Barnette and his family have made Paulding County their home for the past 20 years. His wife is a career educator and a teacher at Burnt Hickory Elementary School. They are the parents of five children educated in public schools (four of whom came through the Paulding County School District).

The Superintendent has the following Divisional direct reports:

1. Clark Maggart, Associate Superintendent
2. Dr. Susan Browning, Assistant Superintendent
3. Erick Hoffstetter, Chief Operations Officer
4. Miriam Hall, Director of Finance
5. Julie Ragsdale, Executive Director of Technology
6. DeeCarol White, Executive Director of HR



Associate Superintendent



Mr. Clark Maggart has worked in education 35 years, including 14 years with Paulding County School District. He has served as a teacher, assistant Principal, Associate Principal, Principal, Director of Policy and Planning, Executive Director of Middle Schools and Chief Human Resources Officer. Mr. Maggart graduated from Carson Newman College and University of West Georgia with a Bachelor of Arts degree in History and Education, Master of Education in Secondary Education and a Specialist in Education degree in Leadership.

Associate Superintendent of Teaching and Learning



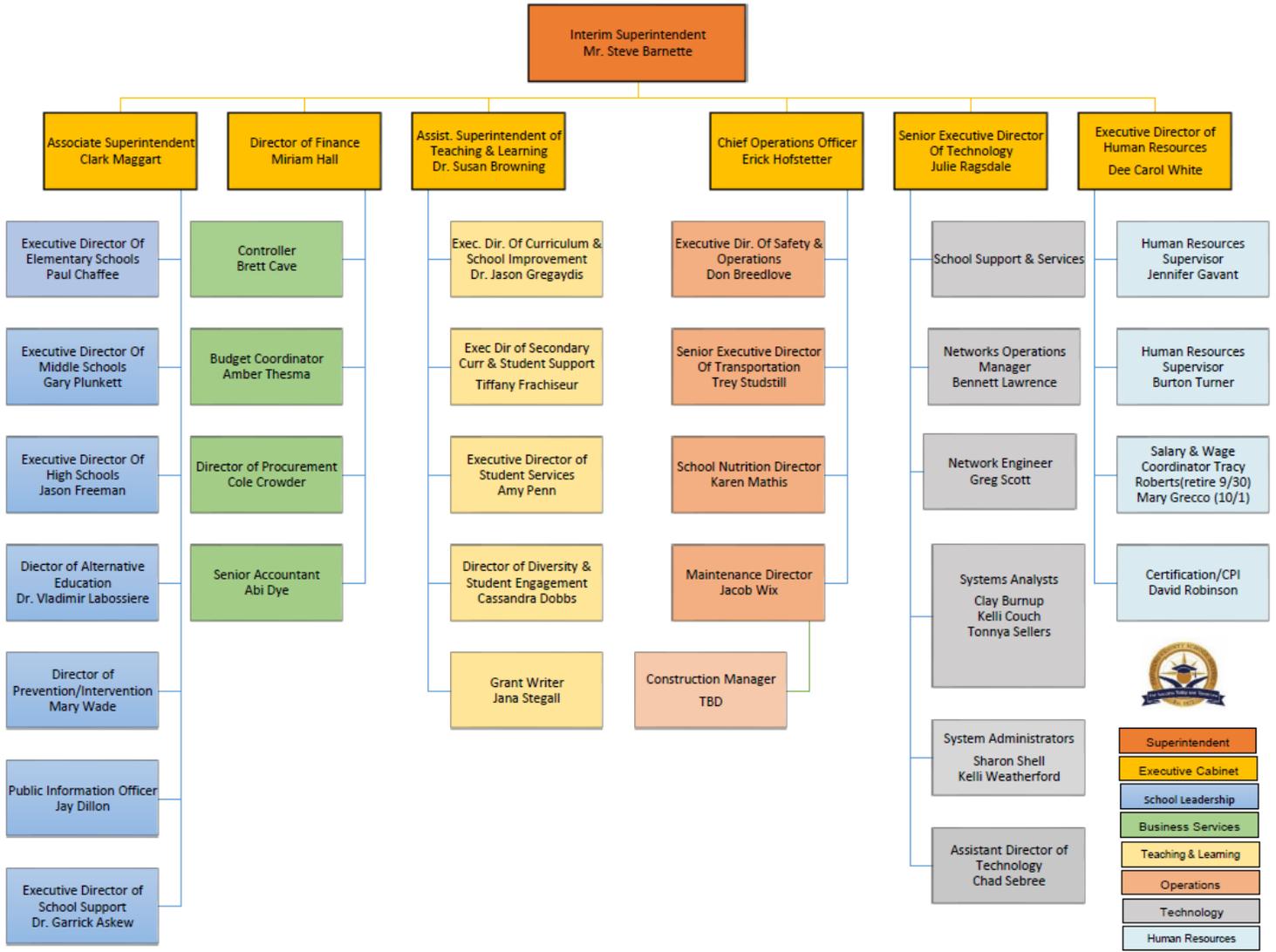
Dr. Susan Browning studied Educational Leadership at Samford University and English at Georgia State University. She began her career as an English teacher at Paulding County's flagship high school. She has served the district for 30 years as a teacher, Assistant Principal, Principal, Executive Director and Assistant Superintendent of both Operations and Teaching and Learning. While the District grew and progressed rapidly, she has been part of opening four new schools, as well as the District's magnet, academy, and virtual programs.

Director of Finance

Ms. Miriam Hall has worked in accounting and Finance for 28 years, serving as Corporate Disbursements Auditor, Corporate Payroll Manager, Operations Controller and Director of Finance. She has worked in education for 17 years as the Operations Controller and as Director of Finance. She received her undergraduate degree in Computer Science from the University of West Georgia.

Paulding County School District Fiscal Year Budget

2022



PCSD Local School Administration can be found in the Informational Section

Performance Foundations - Vision, Mission, and Beliefs

Our Vision

The vision of the Paulding County School District is to prepare ALL students for success today and tomorrow.

Our Mission

Engage. Inspire. Prepare.

Our Beliefs

- We believe preparing students is our first priority.
- We believe in fostering a culture of high expectations in student achievement and personal development.
- We believe all students are inspired to learn when provided rigorous and relevant instruction and positive relationships.
- We believe students thrive best when provided a safe, challenging, and healthy environment.
- We believe in the use of collaborative learning communities where best practices are partnered with data driven decisions.
- We believe in engaging all stakeholders in student success.

Strategic Plan 2017-2022

In June of 2016, the Board voted to utilize a process developed by the Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (“GLISI”) to create an updated strategic plan for the school district. This extensive process engaged the community and all stakeholder groups to create universal ownership and support for district and school improvement. Highlights of the process included:

- A comprehensive community engagement component that allowed stakeholders to have a voice in the strategic planning process
- A diverse planning team that represented stakeholder groups to develop the plan
- An intensive planning process that assisted the planning and action teams in analyzing the strengths, weaknesses, opportunities and threats of the school district and developing/defining the mission, vision, beliefs, goal areas and elements of the strategic plan
- A facilitated process to work with experts within the district and community on developing initiatives and action steps to implement the plan

The desired outcome of the District's Strategic Plan is to align the work of the district from the boardroom to the classroom for the purpose of increasing student achievement and organizational effectiveness of the district. Specifically, the Board wanted a strategic plan that would allow the district to:

1. Achieve its goals and objectives
2. Show progress towards its mission and vision
3. Meet the needs of all stakeholders
4. Measure impact and progress
5. Utilize resources efficiently and to the greatest effect
6. Work within Board policy

In April of 2017, the Board discussed the opportunity that this Strategic Plan afforded the District and approved the 2017-2022 *Paulding County School District Strategic Plan* in its entirety. Implementation of the plan began in earnest at the beginning of the 2017-2018 school year. According to O'Donovan and Flower (2013), strategic planning should utilize an adaptive strategy approach. This fluid approach will allow districts to implement the plan with fidelity and sustain structures for monitoring and accountability while remaining adaptive to changing national, state and county conditions. Following this research, the Paulding County School District has put in place a strong process for refining and updating the strategic plan.

A monitoring and data collection process for the district's plan has been developed with each of the District's Departments. This process encourages ongoing district improvement, provides evidence of impact of their work, and provides an informed basis for decision-making and planning. Each department provides reports on the continuous improvement cycle of the plan. The protocol used for the progress checks includes the following:

Plan: Explain each goal area, performance objectives and initiatives that your department is working on and report current progress.

Do: Outline the next steps for implementation.

Check: Analyze any barriers to reaching performance targets and desired results.

Act: Identify any additional initiatives and actions that need to be made to the strategic plan to ensure future success on the desired results.

At the school level, principals have led their school teams using the strategy and framework of the district's strategic plan to create school improvement plans. The teams have conducted a comprehensive needs assessment aligned to the Paulding County School District Strategic Plan. The school teams analyzed multiple data sources and validated their improvement needs that align to the district's plan. Paulding County School District has created a robust strategic plan evaluation and review process that is ongoing and pervasive throughout the system for the purpose of learning, continual improvement and development.

Strategic Plan Structure and Common Terms

STRATEGIC GOAL AREAS		AND DESIRED RESULTS
1	GOAL AREA Student Success for All	Desired Result 1: All Paulding County School District students will graduate prepared for success today and tomorrow.
2	GOAL AREA Communication and Engagement	Desired Result 2: Paulding County School District will engage and partner with the entire Paulding County community to support the children we serve.
3	GOAL AREA Cultivating and Retaining Quality Professionals	Desired Result 3: Paulding County School District will provide world-class faculty and staff that meet the needs and increase academic achievement for all learners.
4	GOAL AREA Organizational Excellence	Desired Result 4: Paulding County School District will provide financial stability and outstanding processes so schools have the resources to maximize academic achievement for all learners.

Strategic Goal Areas. The framework used to describe the District’s strategy to reach its Mission and Vision.

Desired Results. The anticipated achievements within the time frame of the plan in each Strategic Goal Area.

Performance Objectives. A key measurable value that demonstrates how effectively the District is achieving the desired result.

Initiatives. Specific programs and projects assigned to collaborative teams to attain each Performance Objective.

Measurements. A measurement of outcomes and results which generates reliable data on the effectiveness and efficiency of programs.

For the most current version of the full Strategic Plan visit:

<https://www.paulding.k12.ga.us/domain/237>

Measuring Success – Balanced and Goal Scorecard

For the most current Balanced and Goal Scorecard visit:

<https://simbli.eboardsolutions.com/StrategicPlan/MeasureScorecard.aspx?S=4125&PID=4968>

STRATEGIC GOAL AREA 1:
Student Success for All 

Key Performance Measures:

- Increase K-12 Georgia Milestones in ELA, math, science and social studies
- Increase Georgia Milestones scores in ELA and math for Students with Disabilities, English Learners and Economically Disadvantaged students
- Increase Paulding County School District CCRPI score
- Increase Pathway completers
- Increase the four-year graduation rate
- Decrease students needing remedial college courses
- Increase the Reading Inventory Lexile scores and the Math Inventory Quantile scores

STRATEGIC GOAL AREA 2:
Communication and Engagement 

Key Performance Measures:

- Increase the number of positive responses on the needs assessment/ survey related to staff interactions
- Increase the number of the district and school two-way partnerships
- Increase stakeholder engagement in the student advisement process
- Increase teacher knowledge of and capacity to deliver effective advisement
- Increase percentage of staff completing effective communication training

STRATEGIC GOAL AREA 3:
Cultivating and Retaining Quality Professionals 

Key Performance Measures:

- Decrease the percentage of employees leaving Paulding County Schools District for reasons other than retirement
- Increase the percentage of leadership positions filled by participants of the Paulding County School District leadership programs
- Reduce the gap in the percentage of minority students compared to the percentage of minority staff members
- Increase the percentage of staff with advanced degrees
- Increase percentage of teachers scoring proficient or higher on the summative evaluation
- Increase the percentage of teachers making progress toward or attaining their professional learning goals
- Increase succession planning at all levels

STRATEGIC GOAL AREA 4:
Organizational Excellence 

Key Performance Measures:

- Decrease the percentage of students with 6 days or more of absences
- Decrease the number of students with one or more days of In School Suspension or Out of School Suspension
- Increase the percentage of buildings with the highest efficiency ratings
- Increase the percentage of students participating in the school breakfast and lunch programs
- Increase the percentage of on time bus arrivals
- Successful annual financial audits and efficiency rating
- Maintain at least 65% of budget allocation for instruction
- Enhance and maintain technology infrastructure
- Enhance and maintain technology maintenance and replacement schedule
- Increase rate of work order completion
- Increase number of positive responses on facility maintenance customer service survey

Budget Goals

- Maintain at least 65% of budget allocation for instruction. FY22 instructional costs are projected to be 69% of the General Fund budget.
- Enhance and maintain technology infrastructure with an increase of \$3.5 million to the FY22 budget.
- Maintain year-to-date actuals within 2% of the working budget for General Fund expenditures

Fund Descriptions and Structure

Fund Accounting

Fund accounting is a system of accounting used by governments to track specific activities. The focus of fund accounting is on accountability, rather than profitability. *Funds* are categorized by *Fund Type* and have separate rules about what money goes in and how it is spent.

Fund Financial Statements

Fund financial statements, which are used as the reporting basis for the Budget Book, provide detailed information about the School District's major funds. The District uses many funds to account for a multitude of financial transactions. However, these fund financial statements focus on the District's most significant funds. The District's major governmental funds are the general fund, the capital projects fund, and the debt service fund.

Governmental Funds: Most of the District's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in future periods. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash.

The District reports the following appropriated major governmental funds:

- The **General Fund** is the District's primary operating fund. It accounts for and reports all financial resources not accounted for and reported in another fund. All Departments operate within the General Fund.
 - **Special Revenue Funds** account for resources that are legally restricted for specific purposes. Although reported within the General Fund for audited financial reporting, Special Revenue Funds are presented separately for budget appropriation and internal reporting purposes.
- **Capital Projects Funds** account for and reports financial resources including education Special Purpose Local Option Sales Tax (E-SPLOST), bond proceeds and grants from the Georgia State Financing and Investment Commission that are restricted, committed or assigned for capital outlay expenditures, including the acquisition or construction of capital facilities and other capital assets.

- **Debt Service Funds** account for and reports financial resources that are restricted, committed or assigned including taxes (property and sales) legally restricted for the payment of general long-term principal and interest and paying agent’s fees.

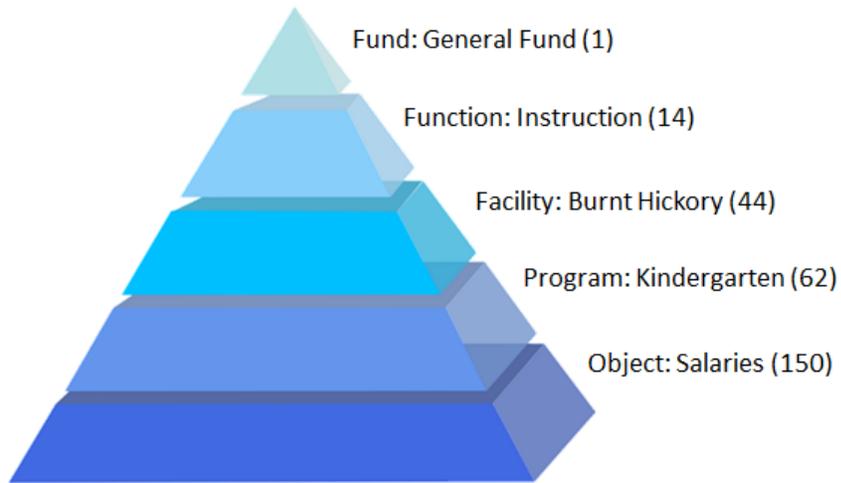
Fiduciary Funds: The District is the trustee, or fiduciary, for assets that belong to others. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. Fiduciary Funds are not appropriated in the budget. The District does not have fiduciary funds for the current year or proposed budget year.

Accounting Structure

Chart of Accounts

The chart of accounts is a listing of all accounts, or nomenclature, used in the general ledger of an organization to aggregate information into an entity’s financial statements. PCSD’s chart of accounts is organized by fund, function, facility, program and object.

To the right is a visual representation of the chart of accounts and an example of each level.



When thinking about the chart of accounts

structure, it is best to consider the who, what, where, when, why and how.

- Who = *Fund*, for example, General Fund
- What we do = *Function*, for example, Instruction, Maintenance, etc.
- Where = *Facility*, for example, Burnt Hickory ES
- When = What accounting period
- Why = *Program*, for example, kindergarten
- How = *Object*, for example, salaries

There is one other component to the cart of accounts. *Reporting Area* is an internal reporting and/or workflow designation.



Budgeting

Budgeting is the allocation of resources (often scarce) among various competing alternatives.

Classifications of Revenue

A complete list of revenue terms and definitions can be found that the Georgia Department of Education:

<https://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/LUA-Chart-of-Accounts.aspx>

- Local Sources (Taxes) and Other Local Sources
 - Typically includes revenues often associated with taxes, sales, tuition, dues and fees and donations.
- State Source
 - Typically includes revenues associated with the State of Georgia, like Quality Basic Education (QBE) and grants.
- Federal
 - Typically includes revenues associated with federal grants.

Classifications of Expenditures

As discussed under Chart of Accounts, expenditures are primarily classified and/or organized by fund, function, facility, program and object. A description of functions and objects appear below. A complete list of expenditure terms and definitions can be found that the Georgia Department of Education:

<https://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/LUA-Chart-of-Accounts.aspx>

Functions

Functions describe the activity for which a service or material is acquired. Functions are classified into five broad areas: Instruction, Support Services, Operation of Non-Instructional Services, Facilities Acquisition and Construction, and Other Outlays. Functions are further broken down into sub-functions and areas of responsibility.

INSTRUCTION (1000)

Instruction includes activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks,

graders, teaching machines, etc.) which assist in the instructional process. Note: Counselors and Technology Specialists funded through QBE are allowable charges to this function for expenditure control purposes.

PUPIL SERVICES (2210)

Activities designed to assess and improve the well-being of students and to supplement the teaching process. Activities include guidance, counseling, testing, attendance, social work, health services, etc. Also include supplemental payments for additional duties such as coaching or supervising extracurricular activities.

IMPROVEMENT OF INSTRUCTIONAL SERVICES (2210)

Technical and logistical support activities designed to aid teachers in developing the curriculum, preparing and using special curriculum materials, and understanding the various techniques that stimulate and motivate students. These services facilitate, sustain, and enhance instruction techniques. Includes costs associated with technology personnel (Technology Specialists), contracted support services, systems planning and analysis, systems application development, network support services, and other technology-related costs that relate to the support of instructional activities. Effective FY 2018 – All Instructional Staff Training (professional development) costs will be reported using Function 2213. Training and professional development for other, non-instructional employees should be reported in their respective functions.

INSTRUCTIONAL STAFF TRAINING (2213)

Activities associated with the professional development and training of instructional personnel. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel. Training that supports the use of technology for instruction should be included in this code. The incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) should be captured in this function code. All costs should be charged to this code regardless of whether training services are provided internally or purchased from external vendors. It should be noted that the salary of a teacher who is attending training would still be reported in function 1000.

EDUCATIONAL MEDIA SERVICES (2220)

Activities concerned with directing, managing and operating educational media centers. Included are school libraries, audio-visual services and educational television.

FEDERAL GRANT ADMINISTRATION (2230)

Activities concerned with the demands of Federal Programs grant management. Federal Indirect Cost Charges should continue to be charged to 2300-880.

GENERAL ADMINISTRATION (2300)

Activities concerned with establishing and administering policy for operating the LUA. These include the activities of the members of the Board of Education. Local activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors. Also recorded here are activities performed by the superintendent, administrative support personnel and deputy, associate, or assistant superintendent having overall administrative responsibility.

SCHOOL ADMINISTRATION (2400)

Activities concerned with overall administrative responsibility for school operations. Included are activities of principals, assistant principals, full time department chairpersons and clerical staff.

SUPPORT SERVICES – BUSINESS (2500)

Activities concerned with the fiscal operation of the LUA, including budgeting, financial and property accounting, payroll, inventory control, internal auditing and managing funds. Also included are purchasing, warehouse and distribution operations, and printing, publishing and duplicating operations.

MAINTENANCE AND OPERATION OF PLANT SERVICES (2600)

Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. This includes the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. Property insurance expenditures are recorded in this function.

STUDENT TRANSPORTATION SERVICE (2700)

Activities concerned with the conveyance of students to and from school and trips to school activities. These activities include supervision of student transportation, vehicle operation, servicing and maintenance, bus monitoring and traffic direction. Transportation insurance expenditures are charged to this function.

SUPPORT SERVICES – CENTRAL (2800)

Central Office activities other than general administration and business services. Included are personnel services, data processing services, strategic planning including research, development and evaluation on a system-wide basis; and public relations activities, such as writing, editing and other preparation necessary to disseminate information to students, staff and the general public.

OTHER SUPPORT SERVICES (2900)

All other support services not properly classified elsewhere in the 2000 series.

SCHOOL NUTRITION PROGRAM (3100)

Activities concerned with providing food to students and staff in a school or LUA. This service area includes the preparation and serving of regular and incidental meals or snacks in connection with school activities and delivery of food. Activities should be recorded in Fund 600 (School Nutrition Program) except when paid by federal funds from fund 100 on behalf of the food service operation due to a shortage of funds or by special arrangement.

ENTERPRISE OPERATIONS (3200)

Activities that are financed and operated in a manner similar to private business enterprises - where the intent is to recover costs through user charges. Examples: LUA operated bookstore, cannery or freezer plant operation, stadium operation, etc.

COMMUNITY SERVICES OPERATIONS (3300)

Activities concerned with providing community services to students, staff or other community participants. Examples of this function would be the operation of a community swimming pool, a recreation program for the elderly, a child care center for working mothers, etc.

FACILITIES ACQUISITION AND CONSTRUCTION SERVICES (4000)

Activities concerned with the acquisition of land and buildings; renovating buildings; the construction of buildings and additions to buildings, initial installation or extension of service systems and other build-in equipment; and improvements to sites.

OTHER OUTLAYS (5000)

Outlays which cannot be properly classified as expenditures but require budgetary or accounting control. Transfers to other funds are recorded as 5000-930.

DEBT SERVICE (5100)

Outlays to retire the long-term debt (obligations in excess of one year) of the LUA. Included are payments of principal, interest and paying agents' fees. Interest on current loans (repayable within one year) is charged to function 2500.

Objects

Objects are used to describe the service or commodity obtained as the result of a specific expenditure. There are nine major object categories which may be further subdivided.

- 100 Personnel Services (Salaries)
- 200 Personnel Services (Employer Benefit Costs)
- 300 Purchased Professional and Technical Services
- 400 Purchased Property Services
- 500 Other Purchased Services
- 600 Supplies
- 700 Property
- 800 Other Objects
- 900 Other Uses

A complete list of Objects may be found at:

<https://www.gadoe.org/Finance-and-Business-Operations/Financial-Review/Pages/LUA-Chart-of-Accounts.aspx>

Fund Balance

Fund balance is a measurement of available financial resources and is the difference between total assets and total liabilities in each fund.

Fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent.

The District's fund balances are classified as follows:

- Non-spendable
- Restricted
- Committed
- Assigned
- Unassigned

The Board authorizes the Chief Financial Officer to assign Fund Balance.

A minimum Fund Balance of 1.5 months of budgeted expenditures should be maintained in the General Fund (unassigned).

Measurement Basis of Accounting and Budgeting

Basis of Budgeting

All Governmental Funds use the modified accrual basis of accounting. The District's Basis of Budgeting and Accounting are the same.

Revenues are recognized when susceptible to accrual (i.e. when they are "measurable and available"). The revenue budget should include all revenues anticipated within the fund in a given fiscal year, and generally they are segregated by source (e.g., property taxes, Quality Basic Education Act revenues). In addition to revenues, the category "other financing sources" also may be used. Generally, this category describes financial resources that are nonrevenue receipts, but are treated as revenue to an individual fund within the LUA. Included in this classification are proceeds from the sale of bonds, sale (or

compensation for the loss) of fixed assets, and interfund operating transfers in. The available fund balance at the beginning of the fiscal year, which may be spent in the subsequent year's budget, is also considered a financial resource for budget purposes.

Revenues are recognized when the revenue source is considered measurable and available. Measurable meaning the amount of revenue can be determined and available meaning that the revenue has been collected or will be collected soon enough after the end of the year (typically within 60 days) to pay liabilities outstanding at year end.

Generally, expenditure

budgets are considerably more detailed than revenue budgets. Governmental expenditures are classified in several ways. An important aspect of expenditure budgets are the legal level of budgetary control. This is the level which may not be over expended without the school board's approval. PCSD Board Policy DB (Planning, Programming, Budgeting System) governs this level of control.

PCSD Board Policy DB: Planning, Programming, Budgeting System

The Board of Education will adopt the non-appropriated budget at the aggregate level as its legal level of control (by fund type – i.e. governmental fund type).

The Board will continue to prepare and present the annual budget by fund type, fund, function and object for management control; however, the level of control will be set at the aggregate level.

Annual budgets are adopted for all funds except trust and agency funds.

The Board of Education must approve the annual budget as required by Georgia law and the Georgia Board of Education. The Superintendent, as Treasurer of the Board of Education, is authorized and directed to spend funds of the Board in accordance with this policy and other approved policies and procedures.

The Superintendent is authorized by the Board to approve adjustments of less than ten (10) percent of the amount budgeted for expenditures in any budget function for any fund. The Superintendent will report to the Board, on a quarterly basis, all expenditures with budget adjustments in excess of \$100,000.

Under no circumstances is the Superintendent or other staff authorized to spend funds that exceed the total budget as approved by the Board of Education.

In addition to expenditures, the category "other financing uses" may be used. This category is reported similarly to "other financing sources" and includes transactions that reduce equity in an individual fund but do not reduce the total equity of the LUA.

Expenditures are recognized when:

- the transaction is measurable (i.e., the LUA can determine the amount of the expenditure, usually once the invoice is received); and
- the liability has been incurred (i.e., the goods or services have been received); or
- the liability has or will be liquidated from current revenues (i.e., the LUA pays the invoice in the current year or shortly thereafter).

Basis of Accounting¹⁰

The basis of accounting determines when transactions are reported on the financial statements. The government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Nonexchange transactions, in which the School District gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, sales taxes, grants and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from sales taxes is recognized in the fiscal year in which the underlying transaction (sale) takes place. Revenue from grants and donations are recognized in the fiscal year in which all eligibility requirements have been satisfied.

The School District uses funds to report on its financial position and the results of its operations. Fund accounting is designed to demonstrate legal compliance and to aid financial management by segregating transactions related to certain governmental functions or activities. A fund is a separate accounting entity with a self-balancing set of accounts.

Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School District considers all revenues reported in the governmental funds to be available if they are collected within sixty days after year-end. The School District considers all intergovernmental revenues to be available if they are collected within 120 days after year-end. Property taxes, sales taxes and interest are considered to be susceptible to accrual. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. Capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term liabilities and acquisitions under capital leases are reported as other financing sources.

¹⁰ Annual Financial Report, Basic Financial Statements Note 2

The School District funds certain programs by a combination of specific cost-reimbursement grants, categorical grants and general revenues. Thus, when program costs are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School District's policy to first apply grant resources to such programs, followed by cost-reimbursement grants and then general revenues.

Financial Policies

Budget Policy

1. The Board of Education (Board) will adopt the non-appropriated budget at the aggregate level of fund type as its legal level of control (for example, governmental fund types of general fund, special revenue, capital projects, etc.).
2. The Chief Financial Officer will prepare and present the annual budget by, fund, function and object for management control; however, the Board's legal level of control will be set at the aggregate level of fund type.
3. Annual budgets are adopted for all funds except trust and agency funds.
4. The Board must approve the annual budget as required by Georgia law and the Georgia Department of Education. The Superintendent, as Treasurer of the Board, is authorized and directed to spend funds of the Board in accordance with this policy and other approved policies and procedures.
5. The Superintendent is authorized by the Board to approve cumulative adjustments of less than ten (10) percent of the amount originally appropriated for expenditures in any fund type. The Superintendent will report to the Board, on a quarterly basis, all expenditures with budget adjustments in excess of \$100,000.
6. Under no circumstances is the Superintendent or other staff authorized to spend funds that exceed the total budget as approved by the Board of Education.

Reference:

Board Policy DB – Planning, Programming, Budgeting System

Debt Management Policies

1. The bonded indebtedness cannot exceed ten (10) percent of the assessed value of all taxable property in the county.
2. The District will limit short-term borrowing to cover cash flow shortages through the issuance of tax anticipation notes.
3. The District will maintain a minimum balance of E-SPLOST proceeds to ensure adequate resources to fund future debt service.

Reference:

Board Policy DFD – Bond Sales

Board Policy DFE – Short Term Notes

Fund Balance Policy

1. Fund balance is a measurement of available financial resources and is the difference between total assets and total liabilities in each fund.
2. Fund balance for governmental funds is reported in classifications that comprise a hierarchy based primarily on the extent to which the government is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. The School District's fund balances are classified as follows:
 - a. Nonspendable consists of resources that cannot be spent either because they are in a nonspendable form or because they are legally or contractually required to be maintained intact.
 - b. Restricted consists of resources that can be used only for specific purposes pursuant constraints either (1) externally imposed by creditors, grantors, contributors, or laws and regulations of other governments or (2) imposed by law through constitutional provisions or enabling legislation.
 - c. Committed consists of resources that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board. The Board is the School District's highest level of decision-making authority, and the formal action that is required to be taken to establish, modify, or rescind a fund balance commitment is a resolution approved by the Board. Committed fund balance also should incorporate contractual obligations to the extent that existing resources in the fund have been specifically committed for use in satisfying those contractual requirements.
 - d. Assigned consists of resources constrained by the School District's intent to be used for specific purposes, but are neither restricted nor committed. The intent should be expressed by (1) the Board or (2) the budget or finance committee, or the Superintendent, or designee, to assign amounts to be used for specific purposes.
 - e. Unassigned consists of resources within the general fund not meeting the definition of any aforementioned category. The general fund should be the only fund that reports a positive unassigned fund balance amount. In other governmental funds, it may be necessary to report a negative unassigned fund balance.
3. The Board authorizes the Chief Financial Officer to assign Fund Balance.
4. A minimum Fund Balance of 1.5 months of budgeted expenditures should be maintained in the General Fund (unassigned).

Reference:

Board Policy DCL – Fund Balance

Investment Policy

1. The primary objective, in priority order, of investment activities shall be safety, liquidity and yield.
2. Suitable investments are U.S. Treasury obligations, certificates of deposit, repurchase agreements whose underlying securities consist of aforementioned instruments, and money market mutual funds regulated by the SEC and whose portfolios consist only of dollar denominated securities.
3. Authority to manage the investment program is granted to the Chief Financial Officer.

Reference:

Board Policy DFL – Investment Earnings

Purchasing Policy

1. All purchases must be made by an authorized purchasing agent.
2. All purchases shall be evaluated based on quality, performance and price.
3. Purchases will be made by one of the following methods, are subject to the following limits and must adhere to Board regulations:
 - a. Purchases greater than or equal to \$50,000
 - i. Formal Bid
 - ii. Competitive Negotiation
 - iii. Request for Proposal (RFP)
 - b. Purchases between \$20,000 and \$50,000
 - i. Request for Quote (RFQ) and make every attempt to solicit at least three (3) competitive quotes
 - ii. Reported to the Board of Education on a quarterly basis as a Point of Information (POI)
 - c. Purchases between \$5,000 and \$20,000
 - i. Made by the local school/department level provided two (2) written quotes are maintained at the school/department level.
 - ii. Reviewed/approved by the Principal/department head and must be available for periodic audit review.
 - d. Purchases less than or equal to \$5,000
 - i. Best Judgement

Reference:

Board Policy DJED – Bids and Quotations

Budget Development Methodology: Budgeting for Outcomes

Paulding County School District (PCSD) utilizes a Budgeting for Outcomes (BFO) model. BFO is a framework or performance budgeting process that is based on the Board of Education (BOE) and district leadership identifying priorities that reflect the results that the community want.

BFO goals include:

- Efficiency
- Transparency
- Innovation

Once the desired results and priorities are identified, specific strategies (initiatives) are developed to accomplish those priorities. These strategies are collaboratively developed by Business Services and district leadership and staff, encouraging new ideas, innovation, cooperation, and improvement within the school district's budget.

At its core, the philosophy of BFO requires each activity to be justified on the basis of cost-benefit analysis – at its essence, a budget constructed from the bottom-up (a modified zero-based budget).

The Price of Government and Major Budget Influencers must also be identified and considered within the framework, especially changes in funding and new or expanding influences on the budget, which may be positive or negative and short-term or long-term.

PCSD uses a BFO model as a systematic basis for resource allocation in order to create sustainable and effective budgets that fund programs and services that align with the communities' desired results, regardless of funding availability or budget constraints. Results are measured by the Financial Efficiency Star Rating system (see Performance Results: Financial Efficiency Start Rating section).

- PCSD budgets its governmental funds based on the modified accrual basis of accounting. Governmental funds include the General Fund, Special Revenue Funds, Capital Project Funds and Debt Service Funds of the District.
- Local school budgets are developed collaboratively with school administration, allowing for flexibility with their resources to best meet the needs of their specific student population.

Budget Development Process

Budget Framework Period

The budget framework is developed 12 to 6 months before the original budget is presented to the Board of Education (BOE) in June. There are two distinct phases to the Budget Framework Period:

- Budget Process Review Phase
- Budget Framework Development Phase

Budget Process Review Phase

The **Budget Process Review Phase** typically starts in July, approximately 12 months before the original budget is presented to the BOE. From July to September, Business Services will review the prior year's processes and develop a timeline for the next fiscal year budget – contingent upon the approved meeting schedule of the BOE. Budget-brainstorming sessions are held with key stakeholders to review the previous year's budget processes (successes and areas of improvement). Enhancements to the budget development process and reports are identified and work begins to make these adjustments well in advance of the Budget Development Timeline period (see below).

Highlights of the *Budget Process Review Phase* includes:

- ✓ Budget Book is compiled and submitted for peer-review
- ✓ Budget feedback from various groups is solicited and review
- ✓ Develop timeline for the next fiscal year budget
- ✓ Key stakeholders review the previous year's budget processes
- ✓ Enhancements to the budget development process and reports are identified and work begins to make these adjustments
- ✓ Review begins on the Strategic Plan, including Performance Objectives, Initiatives and Measures

Budget Framework Phase

The **Budget Framework Phase** typically starts in October, approximately 9 months before the original budget is presented to the BOE. From October to December, Business Services will work with the BOE, community, district leadership and staff to identify desired results and Budget Priorities. In addition, Major Budget Influencers, Budget Initiatives (Strategies) and Price of Government are identified.

Highlights of the *Budget Framework Phase* includes:

- ✓ Budget feedback is solicited from various stakeholder groups
- ✓ Feedback begins on Budget Priorities (Performance Objectives)

- ✓ Feedback begins on Budget Strategies (Initiatives)
- ✓ Initial Major Budget Influencers are identified
- ✓ An early outlook on the next budget is developed
- ✓ Initial enrollment projections and allotment assumptions are developed

Definitions:

Major Budget Influencers. Business Services defines what might materially influence the budget, especially new or expanding influences, which may be positive or negative.

Early Outlook. Business Services produces an early outlook on the next budget, incorporating known major budget influencers.

Budget Priorities. The district identifies a relatively small number of high-level priorities that reflect the desired results of the community. These priorities form the basis for organizing the budgeting process. These are typically grouped by Strategic Plan Goal Areas and serve as validation of the alignment of plan and community.

In addition, priorities related to allotment allocation and funding by functional category are determined.

Initial Enrollment Projections. During this period initial enrollment projections are developed, after the October enrollment count. These early enrollment projections are pending kindergarten registration, school choice and magnet program changes. For information on the enrollment projection process refer to the Enrollment Projection Process section.

Budget Development Timeline Period

During this period Major Budget Influencers and Budget Initiatives are refined. A timeline of milestones and deliverables is published (see below), culminating in approval of a tentative and original budget. There are three distinct phases to the Budget Development Timeline Period:

- Budget Development Phase I
- Budget Development Phase II
- Millage Rate Phase

Budget Development Phase I

The **Budget Development Phase I** typically starts in January, approximately 6 months before the original budget is presented to the BOE. From January to March, Major Budget Influencers and Budget Priorities are refined.

Highlights of the *Budget Development Phase I* include:

- ✓ Budget feedback is solicited from various stakeholder groups

- ✓ Budget Priorities and Strategies are finalized
- ✓ Enrollment projections and allotment assumptions are finalized
- ✓ Major Budget Influencers and assumptions are finalized
- ✓ State budget is approved, including QBE and Equalization Grant
- ✓ Initial local digest is received
- ✓ *Budget Timeline, Primer and Outlook Presentations*

Definitions:

Budget Initiatives (Strategies). Members of the Budget Committee make specific budget proposals. These proposals are evaluated on the basis of how likely they are to help achieve the Budget Priorities. Proposals that are recommended for funding are Budget Initiatives. These are typically grouped by Strategic Plan Goal Areas, serving as validation of the alignment of plan, community and district leadership.

Price of Government. Funding availability is determined and allocated to support Budget Priorities and Initiatives.

Allotments and Major Budget Assumptions. During this period allotment allocation methodology and major budget assumptions are reviewed, including funding by functional category.

General Assembly Session. The General Assembly meets in regular session starting on the second Monday in January and for no longer than 40 legislative (rather than calendar) days each year.

Initial QBE and Equalization Grant Funding. Preliminary state funding estimates are typically received in February.

Initial Local Digest. Preliminary local digest projection information is typically received in February.

State Budget Approval. The Governor typically signs the state budget in late April or early May.

Final Enrollment Projections. Enrollment projections are finalized, including the impacts of kindergarten registration, school choice and magnet program changes. For information on the enrollment projection process refer to the Enrollment Projection Process section.

Budget Timeline Presentation. In January, after the BOE has approved their meeting schedule for the upcoming calendar year, a budget timeline is presented which details budget milestones, key deliverables, required BOE actions, public meetings, public hearings, press releases, advertisements and notices.

Budget Primer Presentation. In March, a budget primer is presented to the BOE and community. This presentation highlights demographic, enrollment and funding trends for PCSD and its comparable districts.

Revenue and Allotment Presentation. In March, initial revenue and allotment projections are presented.

Budget Development Phase II

The *Budget Development Phase II* typically starts in April, approximately 3 months before the original budget is presented to the BOE. From April to June, the tentative and original budgets are finalized and presented to the BOE and community.

Highlights of *Budget Development Phase II* include:

- ✓ Budget feedback is solicited from various stakeholder groups
- ✓ Pre-Consolidated local digest received
- ✓ Position allotments are finalized
- ✓ Numerous advertisements and notices are published
- ✓ Two public meetings regarding the budget are held
- ✓ Tentative budget approval
- ✓ Original budget approval
- ✓ *Revenue & Allotment, Tentative Budget and Original Budget Presentations*

Definitions:

Pre-Consolidation Digest. Received from the Tax Commissioner, the pre-consolidated digest is the final draft of the county tax digest.

Final Allotments. Position allotments are finalized, based on enrollment projections and budget assumptions related to position control.

Current Tax Digest and Five-Year History. Once the pre-consolidated digest is received, the Current Tax Digest and Five-Year History is produced, which provides an overview of digest and tax levy. (see Property Taxes and Values)

Two Public Meetings. In April and May, public meetings are held on the Proposed Budget, which is in accordance with O.C.G.A 20-02-167.1.

Tentative and Original Budgets Approved. In May and June, the tentative and original budgets are presented and approved by the BOE, respectively.

Georgia Code requires a budget to be adopted on or before June 30th.

Millage Rate Phase

If the proposed millage rate exceeds the rollback rate (see Property Taxes and Values section), a press release is issued, and three public hearings are advertised and held.

Definitions:

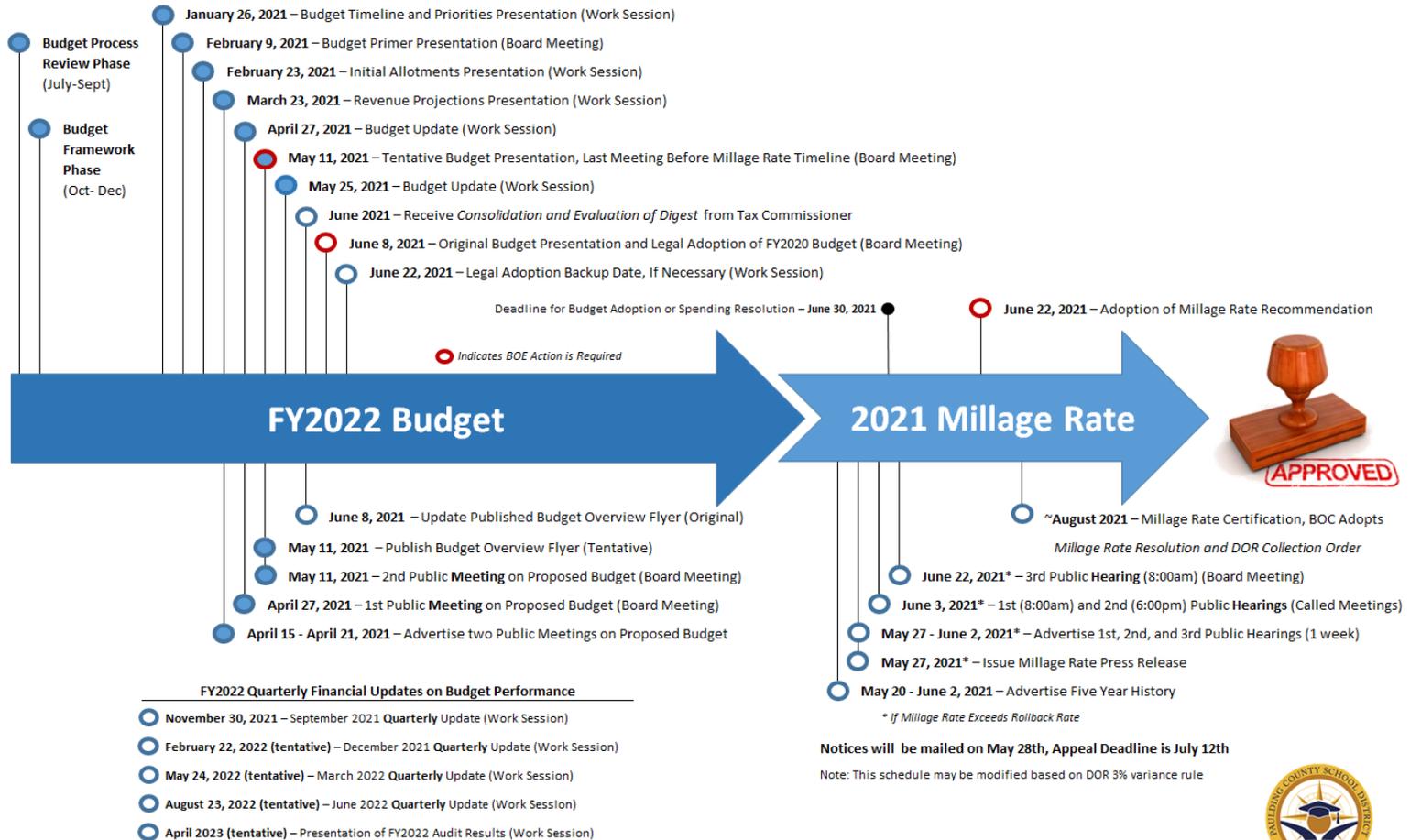
Current Tax Digest and Five-Year History. The current tax digest and five-year history is advertised. (see Property Taxes and Values)

Adoption of the Millage Rate. In July, the BOE adopts a millage rate recommendation. This recommended rate is delivered to the Paulding County Board of Commissioners (BOC), the tax levying authority in Paulding County.

Millage Rate Finalized. By August, the digest is certified and consolidated, the BOC adopts a millage rate resolution and the Georgia Department of Revenue issues collection orders to the Paulding County Tax Commissioner.

Budget Development Timeline

FY2022 Budget Development - Major Milestones



FY2022 Public Meetings and Hearings, Press Releases, Advertisements and Notices



Capital Projects Budgeting

The District utilizes several ongoing capital project planning mechanisms. Examples include Facility Advisory Committees, Enrollment/Districting Committee, Five-year Facility Planning and Five-year Technology Planning.

Throughout the fiscal year, the CFO meets monthly with the Construction Manager and the Superintendent to discuss ongoing projects, many of which are multi-year. These projects generally follow the District's Five-year Facility Plan and Five-year Technology Plan.

A construction update is also presented to the Board of Education (BOE) monthly for ongoing discussions concerning capital projects.

Capital Projects Budgeting follow the same general budget development process.

Budget Framework Period

The budget framework is developed 12 to 6 months before the original budget is presented to the Board of Education (BOE) in June. There are two distinct phases to the Budget Framework Period:

- The **Budget Process Review Phase** typically starts in July, approximately 12 months before the original budget is presented to the BOE. From July to September, Business Services will review the prior year's processes.
- The **Budget Framework Phase** typically starts in October, approximately 9 months before the original budget is presented to the BOE. From October to December, Business Services works with various advisory committees, the operations, technology and construction departments, and Superintendent to ensure consensus on potential projects. While this work occurs year-round, it is important to understand multi-year projects that will be ongoing in the upcoming fiscal year as well as new projected projects before the budget development period.

Budget Development Timeline Period

The **Budget Development Phase** for capital projects typically starts in January, approximately 6 months before the original budget is presented to the BOE.

During this time Business Services works with various advisory committees, the operations, technology and construction departments, and Superintendent to confirm multi-year projects that will be ongoing in the upcoming fiscal year as well as any other projects.

In addition, each project gets assigned a funding source whether it is a project that was approved under the SPLOST referendum to be paid with sales taxes, or if it will be funded through the state-approved construction projects under GSFIC. From April to June, the tentative and original budgets are finalized and presented to the BOE and community.

FY22 Major Projects Timeline

Projects	FY21	FY22	FY23	Cost
Hiram HS	\$3,349,311	\$ 4,036,086	\$ 1,394,603	\$ 8,780,000
Dobbins MS		\$ 3,593,000	\$ 3,687,000	\$ 7,280,000
Allgood ES		\$ 2,394,000	\$ 2,646,000	\$ 5,040,000
Technology and Misc		\$ 2,443,683		\$ 2,443,683
		\$ 12,466,769		

Communication and Engagement Strategy

Best Practice: The budget process should include a plan to inform participants, stakeholders, and the general public about how the budget process works, why each decision was made and how to provide input in the process. Below are *Components* and *Implementation* methods of an effective Communication and Engagement Strategy.

Components

The components of an effective Communication and Engagement Strategy includes defining the general budget process; stakeholder engagement; and explanation of decisions.

Process Overview

Best Practice: Demonstrate the budget process is collaborative, accessible, and transparent, as compromise is required for every budget process. Describe how the budget is developed, including key dates and deadlines, how decisions are made, and the process through which the public can provide input – all guided by established principals and strategic goals for the district.

- 1) Principles and Strategic Goals Guiding the Budget
 - a. Mission: Engage. Inspire. Prepare.
 - b. Vision: Our vision is to prepare ALL students for success today and tomorrow.
 - c. Core Beliefs
 - i. We believe preparing students is our first priority.
 - ii. We believe in fostering a culture of high expectations in student achievement and personal development.
 - iii. We believe all students are inspired to learn when provided rigorous and relevant instruction and positive relationships.
 - iv. We believe students thrive best when provided a safe, challenging, and healthy environment.
 - v. We believe in the use of collaborative learning communities where best practices are partnered with data driven decisions.
 - vi. We believe in engaging all stakeholders in student success.
 - d. Strategic Goal Areas

- i. Student Success for All
 - ii. Communication and Engagement
 - iii. Cultivating and Retaining Quality Professionals
 - iv. Organizational Excellence
- 2) Budget Development
 - a. Development Calendar
 - b. Timeline of Major Milestones
 - c. Methodology
 - i. Major Budget Influencers
 - ii. Cost of Government
 - iii. Priorities and Strategies
 - iv. Validation to Strategic Plan
 - d. Public Education and Input
 - i. Public Presentations – Budget Primer,
 - ii. Budget Documents -
 - iii. Public Meetings on Budget – Allow for
 - iv. Public Hearings on Millage Rate
 - v. Budget Email

Stakeholder Engagement

Best Practice: Develop methods to solicit stakeholder input as part of the budget process. A stakeholder-engagement process should be designed with a clear understanding of the challenge or problem that stakeholder engagement is intended to help address. The design of the stakeholder-engagement process should then follow that purpose.

Explanation of Decisions

Best Practice: Once an adopted budget for the upcoming year has been produced, a district needs to clearly communicate the outcomes and the corresponding rationale and how they differ from the prior years. The message should be led by a description of the context for the budget and the environment in which the decisions were made. The major decisions and their impact should then be presented in a way that is accessible to the non-expert audience member. This presentation should include a clearly articulated rationale for the choices made, a description of the tradeoffs that were considered, and the basic principles that guided the decisions.

Implementation

Implementing an effective Communication and Engagement Strategy requires identifying the messengers; identifying the target audience and messages; selecting specific communication channels; and gathering and responding to feedback.

Identify the Messengers

- 1) Board of Education
- 2) Superintendent
- 3) Director of Finance
- 4) Budget Committee
- 5) Principals - Principals are also in the position to help teachers become effective communicators of the message to parents.

To reduce the potential for confusion, messengers should be provided with a limited number of key points to present and a plan for responding to questions.

Identify the target audience and tailor messages accordingly

Best Practice: Identify target audiences. However, all information should be available to all groups, but consider tailoring message to the different parties. Often, it can be difficult for different stakeholders to appreciate the scope of the entire budget. PCSD attempts to make district-wide budget concepts and rationales more apparent to all stakeholders by:

- 1) Sharing information widely. Examples include:
 - a. Numerous public presentations are made discussing key budget concepts and rationales
 - b. Publish and present Budget Primer
 - c. Internal presentations, such as Admin Pre-planning
 - d. Community presentations, such as Stakeholder Meetings and Chamber of Commerce
- 2) Budget simulation
 - a. Student Groups, such as Student Impact and Business Pathway
- 3) Use funding formulas. Examples include:
 - a. QBE Allocation (PL, Schools, etc.)
 - b. Position Allotment Assumptions
- 4) Maintaining a Budget Committee
- 5) Engaging influential outsiders

Target Audiences:

- 1) Administrators
- 2) Teachers
- 3) Staff
- 4) Parents
- 5) Students
- 6) Community at Large

Define communication channels (out)

Best Practice: Develop a variety of methods for communicating with different audiences. Given the importance of the budget, priority should be placed on the methods that afford the broadest reach possible.

Communication Channels:

- 1) Website – Budget and Millage Rate Presentations and reports are available online
- 2) Publish Press Releases, Advertisements and Meeting Notifications (website, social media, and newspaper)
- 3) Public Meeting – Two public meetings are held specifically for the budget
- 4) Public Hearings – Three public hearings may be held concerning the proposed millage rate
- 5) Public Presentations – Seven public presentations are typically made on the Proposed Budget
- 6) Budget Overview Flyers – Overviews are published for the Tentative and Original Budgets
- 7) School/Division/Departmental Meetings
- 8) Stakeholder Meetings, including:
 - a. Quarterly Stakeholder's Meeting
 - b. Teacher Advisory Group
 - c. Principal Advisory Group (Principal's Meeting)
- 9) Budget Overview Flyer
- 10) Student Engagement
- 11) Budget Messengers

Gather feedback (in) and adjust

Best Practice: It is imperative that stakeholders have an opportunity to provide feedback during and after the decision-making process. A variety of avenues should be available for providing feedback. At the same time, feedback methods must be carefully structured to provide useful input.

Feedback Channels:

- 1) Messenger Feedback
 - a. School/Division/Departmental
 - b. Budget Committee
- 2) Stakeholder Feedback
 - a. Teacher Advisory Feedback – Keep, Explore or Evaluate Exercise (Reported by Division)
 - b. Principal Advisory – Keep, Explore or Evaluate Exercise (Division)
- 3) Online budget feedback links
 - a. Survey:
https://forms.office.com/Pages/ResponsePage.aspx?id=6xNNCmZacEqS8Tktbtujql_cgzBs921FqSZn3fRZ3lhUOTdERVRSOVoyREIwV01BNEoxWDQ1QUc3Ry4u (Division)
 - b. Email: budget@paulding.k12.ga.us (Division)

Paulding County School District
Fiscal Year Budget

2022

Feedback Response

Once feedback has been gathered, a district must respond accordingly, adjusting processes or decisions where appropriate. Failure to respond to feedback can severely harm the credibility of the budgeting process. Further, it is important to adapt the communication plan to new and changing circumstances throughout the budget process so that the message remains relevant and credible.

Benchmarking

The district utilizes several benchmarking techniques, including but not limited to:

Comparable

Comparing current processes and key performance indicators (KPIs) against comparable school districts.

The processes or KPI's observed will often dictate the comparable. For example, revenues are compared against districts with a similar size, economy and /or geographical region. PCSD is the 12th largest school system in Georgia. Districts with a rank of 11, 12, 14 and 15 are often averaged together as one "comp." Variances to these comparable districts are then analyzed. The example below examines revenue from FY2020.

School District	FTE	Rank	FTE %	Local Revenue per		State Revenue per		Federal Revenue		Total Revenue per		FTE Rank	Local Revenue per FTE Rank	State Revenue per FTE Rank	Federal Revenue per FTE Rank	Total Revenue per FTE Rank
				FTE	%	FTE	%	per FTE	%	FTE	Total %					
Paulding County Allocation	30,561	12	1.8%	\$ 3,168	1.2%	\$ 6,628	2.0%	\$ 346	0.9%	\$ 10,142	1.6%	12	115	102	169	158
				31.2%		65.3%		3.4%		100.0%						
Savannah-Chatham County	36,073	10	2.1%	\$ 7,731	3.5%	\$ 4,645	1.6%	\$ 793	2.6%	\$ 13,169	2.4%	10	13	175	87	32
Muscogee County	31,060	11	1.8%	\$ 3,819	1.5%	\$ 5,701	1.7%	\$ 838	2.3%	\$ 10,358	1.7%	11	79	145	76	148
Richmond County	29,586	13	1.7%	\$ 3,383	1.2%	\$ 6,107	1.7%	\$ 1,084	5.2%	\$ 10,574	1.6%	13	106	123	35	137
Houston County	29,515	14	1.7%	\$ 3,094	1.1%	\$ 7,076	2.0%	\$ 519	2.5%	\$ 10,690	1.6%	14	121	80	147	127
Douglas County	26,912	17	1.6%	\$ 3,542	1.2%	\$ 6,296	1.6%	\$ 571	2.5%	\$ 10,409	1.4%	17	95	115	135	146
Bartow County	13,157	27	0.8%	\$ 4,511	0.7%	\$ 5,995	0.8%	\$ 585	1.2%	\$ 11,090	0.7%	27	55	128	132	101
Carroll County	14,559	23	0.9%	\$ 2,947	0.5%	\$ 6,866	1.0%	\$ 609	1.4%	\$ 10,422	0.8%	23	129	93	128	145
Average	25,837	-	1.5%	\$ 4,147	1.4%	\$ 6,098	1.5%	\$ 714	3.0%	\$ 10,959	1.5%					
Variance to PCSD				\$ 979		\$ (530)		\$ 368		\$ 817						
% Variance to PCSD				30.9%		-8.0%		106.2%		8.1%						
State Totals	1,722,040	-	100.0%	\$ 4,650		\$ 6,015		\$ 648		\$ 11,313						
Allocation				41.1%		53.2%		5.7%		100.0%						
Variance to PCSD				\$ 1,482		\$ (612)		\$ 301		\$ 1,171						
% Variance to PCSD				46.8%		-9.2%		86.9%		11.5%						
Others:																
Cobb County	114,185	2	6.7%	\$ 5,260	15.9%	\$ 5,218	12.2%	\$ 497	9.2%	\$ 10,974		2	38	168	148	108
Polk County	7,859	49	0.5%	\$ 2,299	0.5%	\$ 7,029	1.1%	\$ 677	0.9%	\$ 10,005		49	157	86	110	167
Haralson County	3,162	96	0.2%	\$ 3,408	0.3%	\$ 9,799	0.6%	\$ 689	0.4%	\$ 13,896		96	104	6	108	23
Coweta County	22,454	18	1.3%	\$ 4,574	2.7%	\$ 5,357	2.5%	\$ 401	1.5%	\$ 10,332		18	53	165	163	150
Top 35	5,149			\$ 2,689	0.4%	\$ 7,169		\$ 655		\$ 10,513						

Business Process Improvement (BPI)

Seeks to improve specific processes by eliminating waste, redundancy, and other inefficiencies - by mapping out current processes, identifying inefficiencies, redesigning the processes and benchmarking against key performance indicators (KPIs). Third-party sources are specific to the process but include BusinessPLUS ERP system processes.

Salary Study

Used to define a fair and competitive salary structure for employees, in order to recruit and retain the most highly-qualified individuals possible. Third-party sources, in addition to commissioned studies, include the annual Metro RESA Teacher and Non-Teaching Salary Surveys.

Staffing Study

Review staffing structure, workload, performance measures and those of comparable governments to assess appropriate staffing needs. Initial actions may consist of an overall review of organizational structure, positions and respective responsibilities.

Best Practice Benchmarking

Comparing current processes and key performance indicators (KPIs) against the best practices of other organizations in order to improve operational efficiency and effectiveness. The District utilizes various benchmarking methods. For example, Hanover K-12 Research and EAB Strategic Research KPIs for District Operation.

Proposed Budget Priorities and Strategies

Strategic Plan Goal Areas	Performance Objectives	FY22 Budget Priorities <small>(Performance Objectives)</small>
1 Student Success for All	<ol style="list-style-type: none"> 1. Improve student mastery of standards. 2. Improve the performance of students in subgroups. 3. Perform among the top-achieving districts in the state. 4. Improve student preparation for post-secondary. 	<ul style="list-style-type: none"> • Class Size Reduction • Technology • ESEP • COVID-19 Learning Gap Intervention
2 Communication and Engagement	<ol style="list-style-type: none"> 1. Increase effective advisement. 2. Utilize effective communication strategies. 3. Cultivate community partnerships that prepare students for college and careers. 	<ul style="list-style-type: none"> • Innovative Practices, encouraging engagement
3 Cultivating and Retaining Quality Professionals	<ol style="list-style-type: none"> 1. Identify and retain highly qualified personnel. 2. Build staff capacity. 3. Increase succession planning at all levels. 	<ul style="list-style-type: none"> • Compensation • Talent Management
4 Organizational Excellence	<ol style="list-style-type: none"> 1. Enhance safe and effective learning environments. 2. Maximize financial stewardship and operational efficiency. 	<ul style="list-style-type: none"> • Enhanced Reporting • Stewardship

FY2022 Major Budget Influencers and Price of Government

Major Budget Influencers (Business Services):

Major Revenue (Price of Government) Influencers

- Enrollment Growth
- State Budget
- QBE:
 - Enrollment (Weighted, Dual, etc.)
 - Local Fair Share
 - Teacher Pay Scales
 - TRS Employer Contribution
- Equalization Grant:
 - Wealth per Weighted FTE Impact

- Changes in Local Sources
 - Ad Valorem
 - TAVT
- Austerity reductions due to COVID-19

Major Expenditure (Budget) Influencers

- Enrollment Growth
- Exceptional Students Educational Program (ESEP) Growth
- Allotment Assumptions
- State Teacher Scales (Local Impact)
- Step Increases
- TRS Employer Contribution

Price of Government (Business Services):

	General Fund	Special Revenue Funds	Capital Projects Funds	Debt Service Funds	School Nutrition Program	Total Governmental Fund Types
<u>Estimated Revenues:</u>						
Local Taxes	\$ 114,308,000		\$ 19,776,747	\$ 5,000		\$ 134,089,747
Local Sources	1,280,800	\$ 2,925,713			\$ 5,513,976	9,720,489
State Sources	199,195,123		1,796,100		338,955	201,330,178
Federal Sources		25,296,162			8,906,986	34,203,148
Transfers from Other Funds	-			9,523,347	743,043	10,266,390
Total Estimated Revenues	\$ 314,783,923	\$ 28,221,875	\$ 21,572,847	\$ 9,528,347	\$ 15,502,960	\$ 389,609,952

FY2022 Budget Overview Flyer

PCSD produces two Budget Overview Flyers – for the Tentative and Original Budgets. The Original Budget version of the flyer is illustrated below.

PAULDING COUNTY SCHOOL DISTRICT
FY2022 BUDGET OVERVIEW

Engage. Inspire. Prepare.

PCSD's Strategic Plan provides a framework and sets the tone for creating a dynamic culture, where students are engaged, inspired and prepared for their future. Student success for ALL starts with a passion for effective stewardship of taxpayer dollars. The budget is the catalyst for creating safe schools and engaging environments, where students can thrive.

INTEGRITY. Results of the most recent financial audit were outstanding, and the District received Georgia Department of Audits and Accounts' *Excellence in Financial Reporting Award*.

STEWARDSHIP. PCSD recently received a 4-Star *Financial Efficiency Rating*, which measures a district's per-pupil spending in relation to the academic achievements of its students. Only 12 of 180 districts or 7% scored better than PCSD (FY19).

Every year the Paulding County School District (PCSD) develops and adopts a budget for the next fiscal year. This report is designed to inform parents, students, staff and stakeholders about the key metrics involved in developing our budget and highlights for the upcoming year.

FY2022 Budget Highlights

Enrollment Growth. PCSD is projected to educate 30,135 students in FY2022 (school year 2021-2022), an increase of 400 students or 1.3%.

For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. In the prior decade, FY2010-FY2020, enrollment increased 1,910 or 6.7%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. However, growth is expected to resume as the pandemic comes to an end.

The district anticipates educating approximately 7.5% or 2,259 students virtually. Approximately 92.5% or 27,876 are expected to attend face-to-face instruction.

Low Wealth. Despite favorable employment, income and free-and-reduced lunch statistics, PCSD is considered low wealth due to a limited commercial and industrial tax base and the large number of school-aged children per household. Below are rankings against the 35 large districts in Georgia (school districts over 10,000). Rankings against all 180 school districts in Georgia are in parentheses.

- 12th Largest District as of FY2020
- 29th in Local Revenue per Student (115th out of 180)
 - ✓ Collect \$1,482 less than Statewide Average per Student, a total deficit of \$45 million
- 9th in State Revenue per Student (102nd out of 180)
 - ✓ 4th Largest Recipient of Equalization (\$31 million in FY22)
- 30th in Total Revenue, including Federal sources, per Student (158th out of 180)
 - ✓ Collect \$1,171 less than Statewide Average per Student, a total deficit of \$36 million

FY2022 K-12 Enrollment Growth

	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022 (P)
Growth	341	402	503	516	(491)	400
	1.2%	1.4%	1.7%	1.7%	-1.6%	1.3%

180 Rank FY2020

- 12 Students
- 102 State Revenue
- 113 Local Revenue
- 158 Total Revenue

Front

Demographics and Statistics

Paulding County

- 1.8% State Population
- 1.4% Housing Units
- 10.7% More Persons per Household ^(Age 5-18)
- 3% Commercial / Industrial Land Use

PCSD

- 19 Elementary Schools
- 9 Middle Schools
- 5 High Schools
- Alternative Education
- College & Career Academy
- 3,818 Employees
- 2,427 Instructional ^(67%)

PCSD Rank out of 180 School Districts in GA

- 12th in Enrollment
- 115th in Local Revenue \$45 million deficit, compared to the statewide average
- 102nd in State Revenue
- 158th in Total Revenue *Per Pupil, GaDOE FY2020

PCSD Funding Sources

- 31% Local ^(41% Average)
- 65% State ^(53% Average)
- 3% Federal *GaDOE FY2020

\$391.8m FY2022 Budget

All Funds

- General Fund ^(80%)
- Special Revenue ^(7%)
- Capital Projects ^(6%)
- Debt Service ^(2%)
- School Nutrition ^(5%)




The vision of the Paulding County School District is to prepare ALL students for success today and tomorrow.

General Fund Revenue Highlights: Equalization Grant and Austerity Reductions

The General Fund accounts for approximately 82% of all District spending and is the main operating fund for the school district. Projected revenues for FY2022 total \$313.7 million, an increase of \$18.8 million or 6.4%.

As a low wealth school district, the product of a limited commercial / industrial tax base and more students per household than statewide averages, PCSD will receive \$31.2 million of Equalization Grant funding in FY2022 (the fourth highest recipient in the State).

	FY21 Budget	FY22 Budget	Change	%
QBE Funding, net	\$ 162.8	\$ 166.9	\$ 4.1	2.5%
Equalization Grant	28.9	31.2	2.3	7.8%
Local Taxes	101.0	114.3	13.3	13.2%
Other Local Revenue	2.1	1.3	(0.8)	-38.3%
Total GF Revenue	\$ 294.9	\$ 313.7	\$ 18.8	6.4%

**Excludes Grants and Transfers to Other Funds*

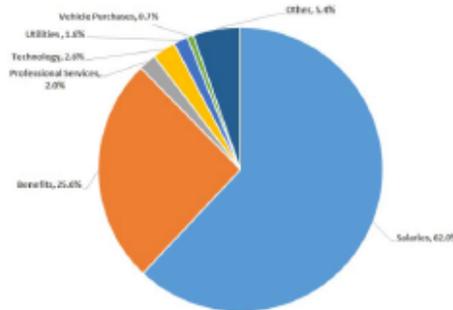
Funding under the state Quality Basic Education (QBE) formula will be increased by 2.5% or \$4.1 million. Local taxes are projected to increase \$13.3 million, with an improving tax digest and a millage rate of 18.750 (2021 rate).

General Fund Expenditure Highlights: Instruction, Human Capital and Student Safety

As the District copes with the operational and financial ramifications of the COVID-19 pandemic, instruction will continue to be our primary focus in FY2022, especially as it relates to learning loss and virtual instruction. PCSD typically allocates more of its resources to instruction than statewide averages, while central office type expenditures are half the size of the average district.

Projected expenditures for FY2022 total \$313.7 million, an increase of \$25.6 million or 8.9%.

88% of the budget is spent on salaries and benefits. The remaining 12% of the General Fund budget covers all other operating expenditures, including critical areas such as technology and textbooks.



Compensation will also be addressed as the FY2022 budget includes a 2.5% across-the-board pay raise, in addition to a fully funded experience step for qualifying employees.

Technology continues to be a major investment, as almost 3% or \$8.2 million of the FY2022 budget will be spent in this area.

Please visit our website for more information and sources for the information presented in this report. Go to www.paulding.k12.ga.us.

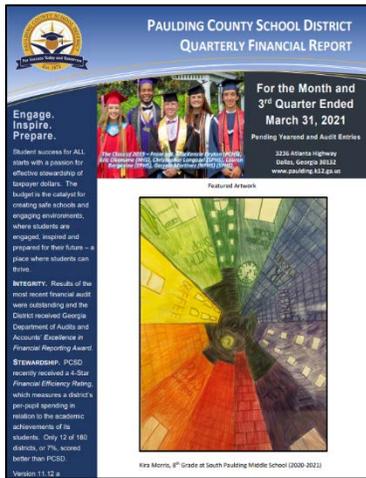
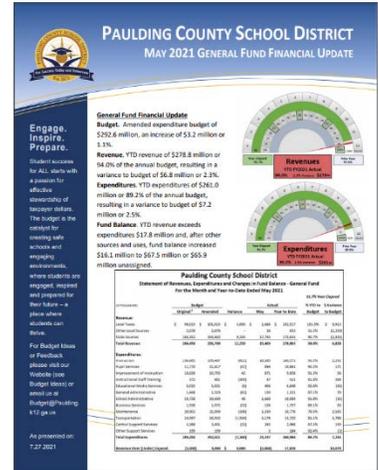
BASED ON THE ORIGINAL BUDGET PRESENTATION ON JUNE 8, 2021

Budget Administration and Management

The budget is administered and managed by the Director of Finance and Budget Coordinator. Reporting occurs monthly and on-demand, including the following routine reporting opportunities.

Monthly General Fund Financial Updates

A one-page Budget Update on the General Fund is provided monthly to the Board of Education and general public.



Quarterly Financial Updates

More detailed Quarterly Financial Updates are provided to the Board of Education and general public on a quarterly basis. These reports address all fund categories.

Actual updates can be viewed on the District's website at: <https://www.paulding.k12.ga.us/Page/38816>.

Other Documents

Other budget-related documents available on the Districts website include:

- Annual Audit Report
- Budget Documents and Presentations
- Georgia Department of Education Report
- SPLOST Activity

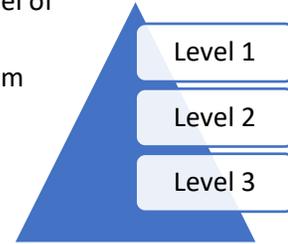
The documents are located at <https://www.paulding.k12.ga.us/domain/196>.

Financial Section



Financial Section Format

The Financial Section uses a pyramid approach in communicating the district financials. The pyramid approach begins at a broad level and drills down into more detail as each level of the pyramid is addressed. Each level provides revenues, expenditures, fund balance, other financing sources/uses, and an explanation of major shifts from current year.



Level One: Summary of Total Budget (All Funds Combined)

Level Two: Summary Data for Operating Funds

Level Three: Summary Data for Individual Funds

In addition to other details, each level presents revenues by source and expenditures by state object code for eight years, including three (3) prior years of actual (comparative) results, the current year estimated actual results (1), Proposed Budget year (1), and three (3) years of forecasted data.

Original Budget Presentation

The government-wide original (proposed) budget was approved by the Board of Education by a vote of 7-0 on June 8, 2021. This presentation format reports transfers with revenues and expenditures.

Government-wide revenues totaled \$389.6 million. Expenditures totaled \$391.8 million.

Original Budget Presentation Paulding County School District						
July 1, 2021 through June 30, 2022						
The budget will be considered for final adoption by the Board of Education at 6:30 PM EST, June 8, 2021 in the Board Room of the Paulding County School District.						
General Fund	Special Revenue Funds	Capital Projects Funds	Debt Service Funds	School Nutrition Program	Total Governmental Fund Types	
<u>Estimated Revenues:</u>						
Local Taxes	\$ 114,308,000	\$ 19,776,747	\$ 5,000		\$ 134,089,747	
Local Sources	1,280,800	\$ 2,925,713		\$ 5,513,976	9,720,489	
State Sources	199,195,123		1,796,100	338,955	201,330,178	
Federal Sources		25,296,162		8,906,986	34,203,148	
Transfers from Other Funds	-		9,523,347	743,043	10,266,390	
Total Estimated Revenues	\$ 314,783,923	\$28,221,875	\$ 21,572,847	\$ 9,528,347	\$ 15,502,960	\$ 389,609,952
<u>Estimated Expenditures:</u>						
Instruction	\$ 217,114,633	\$18,855,078			\$ 235,969,711	
Pupil Services	12,367,198.79	1,869,795			14,236,994	
Improvement of Instructional Services	12,190,819	167,052			12,357,871	
Instructional Staff Training	468,138	4,648,286			5,116,423	
Educational Media Services	5,334,959	-			5,334,959	
Grant/Program Administration		360,153			360,153	
General Administration	1,529,393	215,266			1,744,659	
School Administration	20,781,982	17,311			20,799,293	
Business Services	2,336,505	-			2,336,505	
Maintenance	20,098,079	-			20,098,079	
Transportation	18,667,241	649,424			19,316,665	
Central Support Services	3,708,211	6,930			3,715,141	
School Nutrition Program		-		\$ 16,707,560	16,707,560	
Community Services	-	-			-	
Other Support Services	186,765	48,000			234,765	
Facilities Acquisition / Construction	-	-	\$ 12,821,769		12,821,769	
Other Outlays	-	-	9,518,347	743,043	10,261,390	
Debt Service	-	-		\$ 9,523,347	9,523,347	
Local School Activity and Other		873,499			873,499	
Total Estimated Expenditures	\$ 314,783,923	\$27,710,793	\$ 22,340,116	\$ 9,523,347	\$ 17,450,603	\$ 391,808,782
Estimated Fund Balance (July 1, 2021)	53,587,391	2,808,435	48,209,178	2,125,856	3,238,860	109,969,720
Estimated Fund Balance (June 30, 2022)	\$ 53,587,391	\$ 3,319,517	\$ 47,441,909	\$ 2,130,856	\$ 1,291,217	\$ 107,770,890
* No Proprietary Funds exist						
** Annual budgets are not adopted for Fiduciary Funds						

Level One: Summary of Total Budget (All Funds Combined)

Total Funds

The **General Fund** is the School District's primary operating fund. It accounts for and reports all financial resources not accounted for and reported in another fund. The General Fund is where the recurring operating costs of the school are recorded.

The District reports the following appropriated major governmental funds:

- The **General Fund** is the District's primary operating fund. It accounts for and reports all financial resources not accounted for and reported in another fund.
 - The **Special Revenue Funds** accounts for resources that are legally restricted for specific purposes. Although reported within the General Fund for audited financial reporting, the Special Revenue Fund is presented separately for budget appropriation and internal reporting purposes.
 - The **School Nutrition Fund** accounts for activities associated with the District's School Nutrition Program (SNP). Although a Special Revenue Fund, the School Nutrition Fund is presented separately for budget appropriation and internal reporting purposes.
- The **Capital Projects Fund** accounts for and reports financial resources including Education Special Purpose Local Option Sales Tax (E-SPLOST), bond proceeds and grants that are restricted, committed or assigned for capital outlay expenditures, including the acquisition or construction of capital facilities and other capital assets.
- The **Debt Service Fund** accounts for and reports financial resources that are restricted, committed or assigned including taxes (property and sales) legally restricted for the payment of general long-term principal and interest and paying agent's fees.

Major (Significant) Funding Sources and Uses (Expenditure Categories)

General Fund

The general fund is significantly funded through Quality Basic Education (QBE), the Equalization Grant Revenue, and Property Tax Revenue. Major expenditures include salaries, benefits, and purchased services.

Special Revenue Fund

Federal revenue is the significant contributor to special revenue. Major expenditures for the special revenue fund are salaries, benefits, and purchased services due to funding provided for the grant programs.

School Nutrition Fund

The National Child Nutrition Program (Federal Revenue) accounts for 57.5% of the revenue budget for School Nutrition. Salaries, benefits, and purchased food are the major expenditures for the fund category.

Capital Projects Fund

Major funding for the Capital Projects Fund is E-SPLOST, which is a one-percent sales tax used for capital improvements. Other funding is provided through the State Capital Outlay program (GSFIC) to ensure all public-school students are housed in facilities that have adequate space, are safe, and that are well-maintained.

Capital construction projects and E-SPLOST capital projects are the major expenditures for this fund.

Debt Service Fund

Transfers-In is the primary source of funding for the debt service fund, which comes from E-SPLOST funding. Debt services expenditures make up 100% of the budget.

[Underlying Assumptions and Significant Trends for Major Funding Sources and Uses](#)

State Funding Sources: Quality Basic Education (QBE) and Equalization Grant

- As the digest improves Local Fair Share (LFS) will continue to increase, reducing QBE funding
- As Net Digest per Student (NDPS) improves, in comparison to the statewide average, the Equalization Grant award will decline
- Increasing the State Pay Scale for Teachers will result in additional QBE funding
- QBE will continue to underfund allotment quantity, total compensation and benefits

Local Revenue Sources: Property Taxes

- As a low wealth school district, local funding will continue to lag behind statewide averages
- With an above average number of school-age children per household, increases in enrollment and the associated local revenue, will not adequately support the related expenditure growth

Salaries, Benefits and Purchased Services

- Increases in enrollment place higher demands on staff, resulting in the need for more teaching, administrative and support positions
- The cost of human capital will continue to rise
- Salaries, Benefits and Purchased Services will continue to consume the majority of resources
- When grant awards do not fully support the initiative, local revenue sources (General Fund) may be required to address allotment quantity, total compensation and benefits.

Federal Funding Sources

- For most grants, should the funding of these programs be eliminated or reduced, it is likely that the services provided would be negatively impacted unless another funding source is identified.
- Each grant is adjusted in the current year before funds are spent based on the actual grant award for that year.
- Increases in enrollment, especially enrollment ESEP, should continue to increase grant opportunities, but will also likely place higher demands on local resources.

Transfers-In

- Debt service is primarily funded through E-SPLOST VI (transferred from the Capital Projects Fund). An underlying assumption is the anticipated collection of E-SPLOST proceeds.

Debt Service

- During the current year, the District issued a new bond totaling \$26,275,000 in conjunction with E-SPLOST VI to fund ongoing capital projects.

Significant Trends or Factors Influencing Budget Decisions:

COVID-19 Pandemic. Ongoing impact of the COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Demographic and Economic Factors

Tax Digest. The limited commercial and industrial tax base in Paulding County results in a lower net digest per student (NDPS), which reduces local funding.

Large number of school-age children per household. Tax digest issues are exacerbated by the high number of school-age children per household in Paulding County, as there is not a correlating increase in funding. Local funding is based on property tax values and not the number of school-age children living in the home.

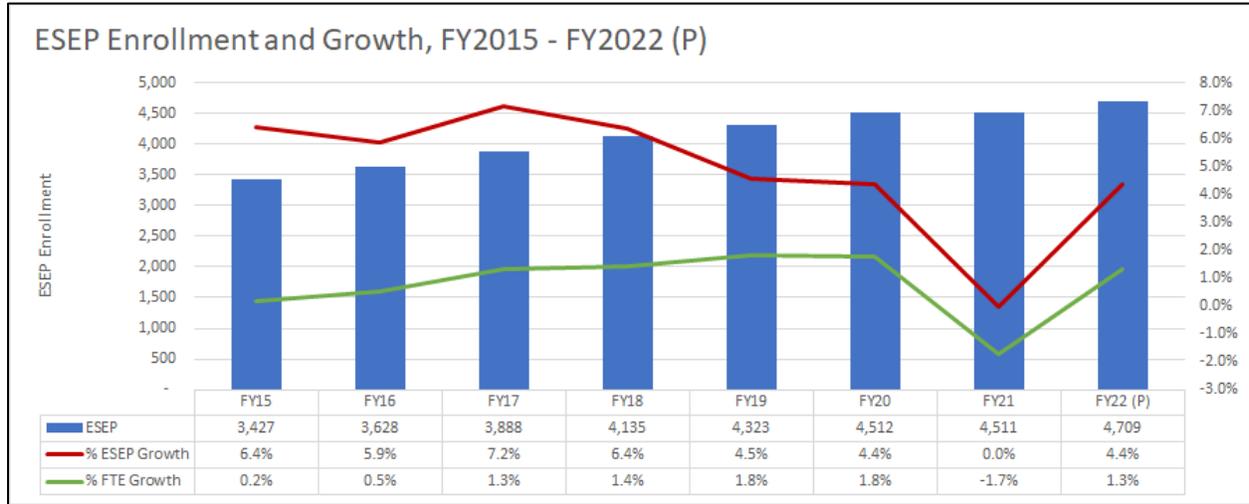
Free and Reduced-Price Meal Benefits Program Eligibility. *Free and Reduced-Price Meal Benefits Program (FRL)* is a part of the National Child Nutrition Program. This program makes free or reduced priced meals available to qualifying households. Qualifications are based on the gross income of all household members and the number of persons living in the house.

FRL participation is a measurement of student wealth and is directly impacted by the demographic and economic conditions of Paulding County.

The FRL participation percentage decreased 2.34% from October 2012 to October 2020, from 42.39% to 40.05%, respectively.

The Statewide participation percentage decreased 3.41%, from 59.59% to 56.18%.

ESEP Enrollment. ESEP enrollment has increased dramatically over the past several years. This is significant because the average additional cost per ESEP student is approximately \$2,348 or 29.1% (including FY2020 local, state and federal sources). From FY2016 to FY2021, ESEP enrollment increased 883 or 24.3%, compared to a large district average increase of 488 or 12.8%. A result of the COVID-19 pandemic, FY2021 ESEP enrollment declined -1 or 0.0% to 4,511. (red line). FY2022 is projected to increase 4.4% from FY2021 as more students have enrolled in face-to-face learning than in prior year.



Approximately 15.1% of PCSD enrollment participated in ESEP, compared to a statewide average of 12.7%, in FY2021.

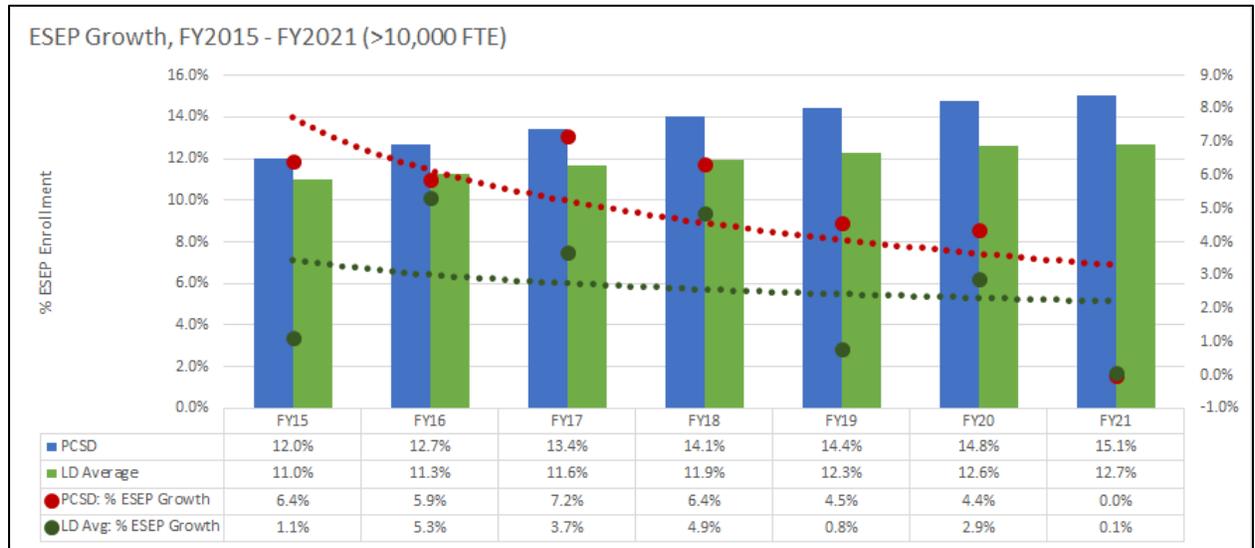
PCSD’s 5-year average growth rate in ESEP participation was 4.5%, much higher than comparable districts. The statewide and large district (districts with > 10,000 FTE) 5-year average growth rate in ESEP participation was 1.9% and 2.4%, respectively.

This compares to a 5-year average growth rate in overall District, statewide, and large district enrollment of 0.9%, -0.4%, and 0.0%, respectively.

ESEP Growth		FY15	FY16	FY17	FY18	FY19	FY20	FY21	5-Year CAGR
710	Paulding County	6.4%	5.9%	7.2%	6.4%	4.5%	4.4%	0.0%	4.5%
721	Richmond County	5.7%	7.5%	9.2%	6.1%	4.5%	2.4%	-2.1%	4.0%
608	Bartow County	3.1%	1.2%	-1.3%	-0.2%	-1.3%	2.8%	3.2%	0.6%
638	Coweta County	-1.9%	3.2%	0.5%	3.1%	3.8%	3.3%	-1.1%	1.9%
628	Cherokee County	5.2%	5.7%	3.9%	4.9%	3.9%	3.7%	-3.4%	2.6%
622	Carroll County	3.6%	1.1%	1.9%	1.5%	1.0%	-4.5%	-3.6%	-0.8%
669	Hall County	6.9%	5.0%	3.7%	6.5%	4.2%	8.1%	-0.8%	4.3%
676	Houston County	2.3%	4.4%	6.3%	4.5%	3.7%	4.3%	1.1%	4.0%
675	Henry County	2.6%	0.9%	3.1%	0.3%	1.5%	3.0%	-5.1%	0.5%
	Statewide	2.7%	3.1%	3.4%	2.4%	2.6%	2.9%	-1.6%	1.9%
	LD Avg	1.1%	5.3%	3.7%	4.9%	0.8%	2.9%	0.1%	2.4%

Enrollment Growth		FY15	FY16	FY17	FY18	FY19	FY20	FY21	5-Year CAGR
710	Paulding County	0.2%	0.5%	1.3%	1.4%	1.8%	1.8%	-1.7%	0.9%
721	Richmond County	-0.5%	-1.1%	-1.0%	-1.0%	0.3%	-0.9%	-5.1%	-1.6%
608	Bartow County	-1.1%	-1.8%	-0.2%	-1.7%	-0.8%	-0.1%	-0.6%	-0.7%
638	Coweta County	-0.8%	0.3%	0.6%	1.1%	-0.1%	0.3%	-2.7%	-0.2%
628	Cherokee County	2.3%	1.5%	1.5%	0.9%	0.2%	0.8%	-3.3%	0.0%
622	Carroll County	0.5%	0.8%	0.4%	-0.2%	1.4%	-0.5%	-0.1%	0.2%
669	Hall County	0.9%	0.2%	0.1%	0.7%	-1.4%	0.3%	-0.8%	-0.2%
676	Houston County	0.7%	1.4%	1.7%	1.7%	0.9%	1.5%	-1.8%	0.8%
675	Henry County	1.4%	1.3%	0.3%	0.2%	1.5%	0.9%	-1.4%	0.3%
	Statewide	1.1%	0.5%	0.3%	0.1%	0.1%	0.0%	-2.6%	-0.4%
	LD Avg	-0.5%	2.6%	0.6%	2.1%	-1.7%	0.1%	-0.8%	0.0%

While enrollment in ESEP continues to exceed the large district average, there are indications the growth is slowing at a faster rate than the large district average (LD Avg).



Local Economy. E-SPLOST collections are directly impacted by the economy of Paulding County. Which is expected to perform at historical levels during the projected budget period.

Enrollment Factors

Enrollment Growth. Increases in enrollment may result in additional grant awards, but funding may not cover all the additional costs associated with required services. For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. In the prior decade, from FY2010 to FY2020, enrollment increased 1,910 or 6.7%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. However, growth is expected to resume as the pandemic comes to an end. 2022 is projected to grow 400 to 30,135 or 1.3%.

Funding Factors

Low Wealth. Despite favorable employment, income and free-and-reduced lunch statistics, PCSD is considered a low wealth school system due to a limited commercial and industrial tax base and the large number of school-age children per household. With approximately 65% of general fund revenue coming from State sources (compared to a statewide average of 53%) the District is highly susceptible to changes in State funding, including austerity reductions, State Pay Scale Adjustments, Equalization Grant funding and changes in the Quality Basic Education (QBE) methodology.

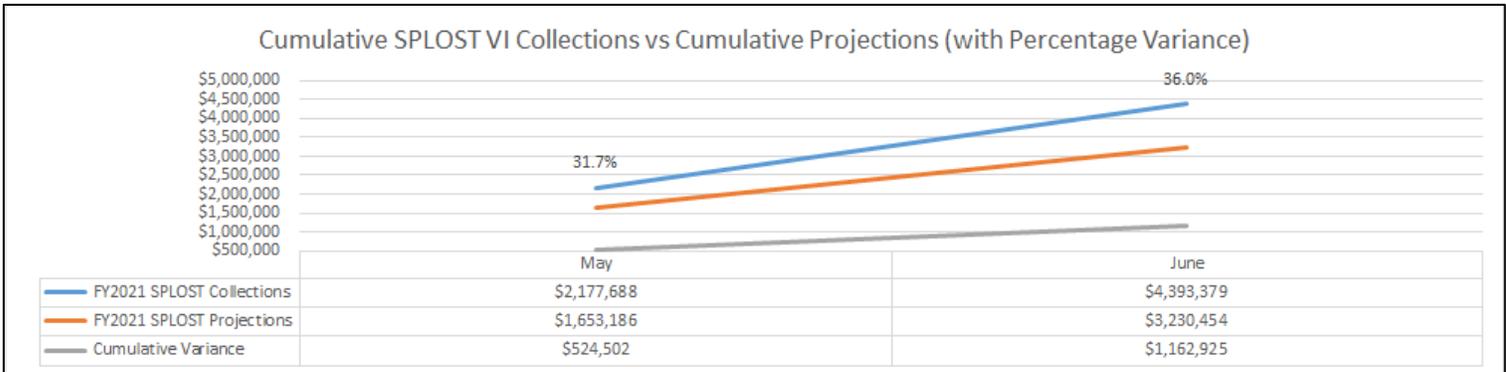
Millage Rate Changes. Changes to the millage rate impact both local revenue and the Equalization Grant formula. Generally, reductions in the millage rate will result in the reduction of the grant award.

Federal Budget. Changes in the appropriations for grants and/or the allocation methodology.

Grant Requirements. Specific requirements, including restrictions on expenditures may impact decisions regarding grant application, especially when local funds are required to fully support the initiative.

Meal Purchases. The limited commercial and industrial tax base in Paulding County results in a lower net digest per student (NDPS), which reduces local funding.

SPLOST Receipts. Capital Projects and Debt Service funds are primarily funded through E-SPLOST collections. Georgia State University’s Andrew Young School of Policy Studies (Fiscal Research Center) provided the collection projections for E-SPLOST VI. Although volatile, collections have historically exceeded projections. As of June 30, 2021, the cumulative variance to projections was 36.0%.



Operating Factors

Rising Cost of Human Capital. With much of the budget focused on salaries, benefits, and purchased services for the General Fund, Special Revenue Fund, and School Nutrition Fund, the rising cost of human capital is a major factor bearing on the District’s future. These increases include, but are not limited to, the Teachers Retirement System (TRS) and State Health Benefit Plan, which have seen unprecedented increases over the past few years. As the demand for highly qualified teachers increases, the District must remain competitive in compensation and benefits.

Construction Costs. Operating factors could include the cost of construction.

New Debt Issuances. Operating factors could include the issuance of new debt or the advance-refunding of existing bond issues. In FY2021, an E-SPLOST bond was issued in the amount of \$26,275,000 million in conjunction with E-SPLOST VI. There are no plans to issue any further debt in the Proposed Budget Year.

Material Changes (Shifts) from Current Year Budget

General Fund

General Fund salaries and benefit expenditures are anticipated to increase \$17.2 million from current year. This is due to a 2.5% salary raise in the proposed budget as well as enrollment growth of 400 students and an additional 151 in personnel. General Fund revenue is also expected to increase due to reduction in austerity for QBE funding and changes in assessed property values for 2021.

Special Revenue Fund

Special Revenue Fund is expected to see an increase due to being awarded additional funding through the CRRSA (ESSER II) Act and the L4GA grant, which in turn increases expenditures. Most federal grants are funded through a reimbursable basis.

School Nutrition Fund

School Nutrition Fund expenditures are anticipated to be \$3.0 million greater than the current year. This increase is due to a 2.5% raise in salaries for FY2022 and an increase in food purchase. Food purchases are anticipated to increase due to the continuation of free lunches for all students in FY2022 per federal guidelines.

Capital Projects Fund

Capital Projects Fund revenue is expected the decrease \$35.1 million primarily due to the bond issuance in FY2021.

Debt Service Fund

Debt Service Fund reflects a 16.1% increase to expenditures from the current budget due to interest payments for the issuance of a new bond in FY2021.

Significant Changes in Fund Balance

School Nutrition Fund is expected to have a decline of \$3.1 million as a result of a spending plan to bring fund balance more in line with industry standards.

Capital Projects Fund reflects a decrease of \$35.3 million from current year due to the bond issuance in current year.

The General Fund, Special Revenue Fund and the Debt Service Fund do not anticipate a significant change in fund balance. The budget does not reflect a negative trend in fund balance during the three-year forecast period.

Paulding County School District
Fiscal Year Budget

2022

Financial Data

Total Budget All Funds								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Revenue:								
Local Taxes	\$ 93,479,593	\$ 104,659,901	\$ 113,587,632	\$ 130,990,965	\$ 134,089,747	\$ 147,639,445	\$ 158,400,577	\$ 169,161,709
Other Local Sources	12,019,136	13,083,124	11,055,144	7,620,492	10,112,309	10,505,789	10,240,129	10,274,469
State Source	184,701,890	196,596,624	206,904,454	196,666,806	201,378,178	201,933,804	204,855,160	207,836,346
Federal	17,942,918	21,578,614	18,926,125	36,164,570	33,763,328	45,476,800	31,754,401	25,041,178
Bond Issuance	-	-	-	30,424,434	-	-	-	-
Total Revenue	\$ 308,143,536	\$ 335,918,263	\$ 350,473,356	\$ 401,867,268	\$ 379,343,562	\$ 405,555,839	\$ 405,250,268	\$ 412,313,702
Expenditures:								
1000 Instruction	\$ 185,893,342	\$ 198,761,300	\$ 210,923,833	\$ 215,347,732	\$ 233,540,446	\$ 253,742,811	\$ 251,198,402	\$ 255,726,077
2100 Pupil Services	10,720,155	11,486,357	12,166,380	13,285,452	14,501,369	15,701,361	15,463,688	16,272,774
2210 Improvement of Instruction	9,784,687	10,230,815	11,199,179	11,120,492	12,618,864	12,749,423	13,279,027	13,868,632
2213 Instructional Staff Training	2,556,277	3,249,216	2,838,852	3,873,505	5,136,091	5,250,229	4,845,272	2,737,712
2220 Media Services	4,633,766	4,842,217	5,064,751	5,126,395	5,338,886	5,470,794	5,632,368	5,793,943
2230 Federal Grant Administration	261,031	308,344	334,208	327,908	511,510	383,591	320,893	327,112
2300 General Administration	1,291,875	1,526,264	1,539,480	1,732,388	2,944,728	1,900,441	1,911,610	1,992,779
2400 School Administration	17,155,641	18,385,533	19,734,998	19,939,949	21,120,978	21,855,679	22,605,685	23,465,060
2500 Business Services	1,349,124	1,420,792	1,719,768	2,343,690	2,338,465	2,487,708	2,734,613	2,981,518
2600 Maintenance	18,265,396	20,256,407	19,204,812	19,205,813	20,219,991	20,133,808	20,383,943	20,634,079
2610 Local Facility Construction	0	-	-	-	-	-	-	-
2700 Transportation	16,624,169	16,716,272	16,709,904	17,232,056	19,347,176	19,045,073	19,336,653	19,869,486
2800 Central Support Services	2,272,006	2,620,207	3,281,142	3,326,391	3,721,812	3,510,000	3,510,000	3,510,000
2900 Other Support Services	258,503	247,522	233,296	233,861	234,765	223,247	217,431	211,614
3100 SNP	14,291,890	14,267,335	14,091,773	13,825,412	16,753,694	14,823,349	14,849,766	15,176,183
3200 Enterprise Operations	1,168,358	1,150,896	916,134	829,102	873,499	950,000	900,000	900,000
3300 Community Services Operations	299	113	200	-	-	-	-	-
4000 Acquisition & Construction	8,853,787	13,044,044	7,448,184	13,124,267	12,821,769	13,182,450	13,964,267	14,746,083
5100 Debt Service	8,324,789	8,399,953	8,324,472	8,215,712	9,523,347	14,140,875	14,091,650	14,095,650
Total Expenditures	\$ 303,705,096	\$ 326,913,587	\$ 335,731,366	\$ 349,090,125	\$ 381,547,392	\$ 405,550,839	\$ 405,245,268	\$ 412,308,702
Revenue Over/(Under) Expenditures	\$ 4,438,440	\$ 9,004,676	\$ 14,741,990	\$ 52,777,142	\$ (2,203,830)	\$ 5,000	\$ 5,000	\$ 5,000
Other Sources (Uses):								
Transfers In	14,298,901	12,436,806	213,000,242	41,238,877	10,266,390	14,900,240	14,854,102	14,861,190
Transfers Out	(14,298,901)	(12,436,806)	(213,000,242)	(41,238,877)	(10,261,390)	(14,900,240)	(14,854,102)	(14,861,190)
Total Other Sources (Uses)	-	-	-	-	5,000	-	-	-
Change in Fund Balance	\$ 4,438,440	\$ 9,004,676	\$ 14,741,990	\$ 52,777,142	\$ (2,198,830)	\$ 5,000	\$ 5,000	\$ 5,000
Beginning Fund Balance	50,820,934	55,259,375	64,264,050	79,540,772	132,317,914	130,119,084	130,124,084	130,129,084
Ending Fund Balance	\$ 55,259,375	\$ 64,264,050	\$ 79,006,040	\$ 132,317,914	\$ 130,119,084	\$ 130,124,084	\$ 130,129,084	\$ 130,134,084

Paulding County School District
Fiscal Year Budget

2022

Total Budget All Funds								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Summary by State Object:								
100 Salaries	\$ 166,932,237	\$ 173,365,450	\$ 190,481,742	\$ 196,561,565	\$ 213,219,868	\$ 232,550,191	\$ 231,939,780	\$ 236,907,991
200 Benefits	70,390,966	75,999,452	83,571,597	81,709,209	88,929,505	95,618,258	96,087,449	97,752,194
Total Salaries & Benefits	\$ 237,323,203	\$ 249,364,902	\$ 274,053,340	\$ 278,270,774	\$ 302,149,374	\$ 328,168,449	\$ 328,027,229	\$ 334,660,185
Other Expenditures:								
300 Purchased Profess & Tech Services	\$ 10,638,021	\$ 11,621,290	\$ 8,915,939	\$ 9,094,797	\$ 7,946,560	\$ 7,272,547	\$ 6,482,175	\$ 5,491,804
321 Contracted Service - Teachers	225,030	77,445	84,355	67,475	107,500	106,314	107,472	108,629
332 Drug Testing and Fingerprinting	15,279	23,403	20,817	16,684	31,890	29,565	32,215	34,866
334 Bus Driver Physicals	24,634	22,520	23,227	20,850	26,000	23,765	23,871	23,977
340 Professional Legal Services	151,240	158,111	117,595	171,419	165,000	158,322	161,085	163,847
361 Per Diem and Fees	-	-	3,750	4,000	4,200	4,433	4,658	4,883
410 Water, Sewer and Cleaning Services	1,100,684	1,212,230	1,250,488	1,281,906	1,442,071	1,483,211	1,558,456	1,633,701
430 R&M Services	1,442,443	1,804,814	1,734,293	2,410,523	2,105,802	2,416,626	2,433,117	2,456,212
432 R&M Services - Technology Related	-	-	-	-	-	-	-	-
441 Rental of Land or Buildings	-	423	-	-	-	-	-	-
442 Rental of Equipment and Vehicles	1,780	9,343	3,336	3,835	5,012	4,948	5,044	5,139
444 Other Rentals	-	-	2,610	4,770	-	-	-	-
490 Other Purchased Property Services	33,405	33,715	32,330	34,381	35,500	35,323	35,809	36,294
519 Student Trans Purch from Other Source	-	657	-	-	-	-	-	-
520 Insurance (non-Employee Benefits)	569,415	619,506	707,942	837,719	836,242	939,725	1,014,912	1,090,098
530 Communication	969,344	977,337	971,644	883,765	734,246	738,136	681,759	625,382
532 Commun - Web-Based Subt and Licen	508,742	3,006,079	1,084,831	2,169,834	2,150,587	1,660,249	1,656,741	1,653,233
563 Tuition to Private Sources	31,000	48,044	30,732	291,451	31,000	159,436	183,777	208,118
569 Other Tuition	-	31,275	-	-	-	-	-	-
580 Travel - Employees	340,165	376,523	310,074	90,926	341,823	236,409	222,501	208,593
591 SFS Commodity Hauling	62,435	67,319	55,486	58,297	56,981	54,125	52,132	50,139
595 Other Purchased Services	491,495	679,224	633,730	510,156	892,008	830,572	894,565	958,558
610 Supplies	7,334,054	7,646,356	6,270,817	6,254,522	7,293,045	7,954,558	7,810,117	7,965,676
611 Supplies - Technology Related	46,863	96,206	69,422	328,928	138,820	255,523	293,882	332,240
612 Computer Software	1,136,801	873,257	794,627	897,976	1,337,389	1,177,575	1,239,534	1,301,492
615 Expendable Equipment	1,139,684	2,120,144	1,961,709	1,315,264	2,792,479	2,599,879	2,859,048	3,118,217
616 Expendable Computer Equipment	5,401,122	6,227,024	4,682,451	6,256,219	6,171,088	4,577,365	4,452,964	4,328,563
620 Energy	5,604,785	6,024,274	5,280,899	5,601,738	5,932,562	5,758,757	5,782,059	5,805,361
630 Purchased Food	4,341,682	4,618,701	4,248,097	3,821,695	5,483,666	4,000,000	4,000,000	4,000,000
635 Food Acquisitions	977,131	951,224	857,187	1,170,822	1,011,922	1,080,411	1,109,329	1,138,247
640 Digital/Electronic Textbooks	-	-	-	156,486	275,000	-	-	-
641 Textbooks - Printed	1,478,021	2,275,821	2,311,593	1,062,864	2,350,555	1,841,210	1,819,478	1,797,746
642 Books (Non-Textbooks) & Periodicals	779,248	746,322	516,014	1,479,017	960,507	1,134,857	692,534	650,211
715 Land Improvements	9,684	-	121,725	31,207	-	-	-	-
720 Building Acq, Construction, and Impr	8,295,443	12,002,237	6,018,971	10,186,679	10,087,867	9,568,211	9,725,338	9,882,465
730 Purch of Equip - (Not Buses or Comp)	912,682	409,921	723,720	1,500,895	1,318,666	1,309,059	1,499,353	1,689,648
732 Purchase or Lease- Buses	2,620,335	2,716,488	1,811,337	2,584,769	3,614,970	3,003,945	3,185,384	3,366,822
734 Purchase or Lease-Tech Equipment	-	-	-	-	-	-	-	-
810 Dues and Fees	448,757	575,543	570,228	377,898	477,761	444,164	430,730	417,296
811 Regional or County Library Dues	11,670	20,051	20,531	19,469	25,000	27,167	29,775	32,383
812 RESA Fees	159,599	161,838	164,791	167,728	164,813	168,649	170,281	171,913
830 Interest	4,179,072	4,056,797	3,865,166	3,546,406	4,633,347	4,150,875	3,721,650	3,225,650
831 Redemption of Principal	4,140,000	4,335,000	4,455,000	5,079,619	4,885,000	9,990,000	10,370,000	10,870,000
880 Federal Indirect Cost Charges	661,252	809,333	857,242	928,086	2,123,414	972,219	982,385	1,027,550
890 Other Expenditures	98,895	112,890	93,320	98,278	1,407,726	1,214,258	1,493,911	1,773,564
Total State Objects	\$ 303,705,096	\$ 326,913,587	\$ 335,731,366	\$ 349,090,125	\$ 381,547,392	\$ 405,550,839	\$ 405,245,268	\$ 412,308,702

Level Two: Summary Data for Operating Fund

General Fund

The **General Fund** is the School District's primary operating fund. It accounts for and reports all financial resources not accounted for and reported in another fund. The General Fund is where the recurring operating costs of the school district are recorded.

The General Fund accounts for all transactions related to the District's operations except those required to be accounted for in other funds. These transactions include all costs relating to the day-to-day operations of the District excluding those expenditures for programs funded by Federal funds, State and Local sources for designated purpose, payment of bonded debt, capital facility acquisition and construction.

For clarity, some numbers are presented excluding grants and transfers to other funds.

The General Fund accounts for more than 80% of all District spending and is the main operating fund for the school district.

Major (Significant) Funding Sources and Uses (Expenditure Categories)

State Source: Quality Basic Education (QBE) and Equalization Grant Revenue

The Quality Basic Education Act was passed by vote of the Georgia General Assembly in 1985 and became effective July 1, 1986. This Act describes the programs which the State of Georgia authorizes and supports in an effort to provide a quality basic education to all Georgia children.

For more information on the QBE formula see the Informational Section.

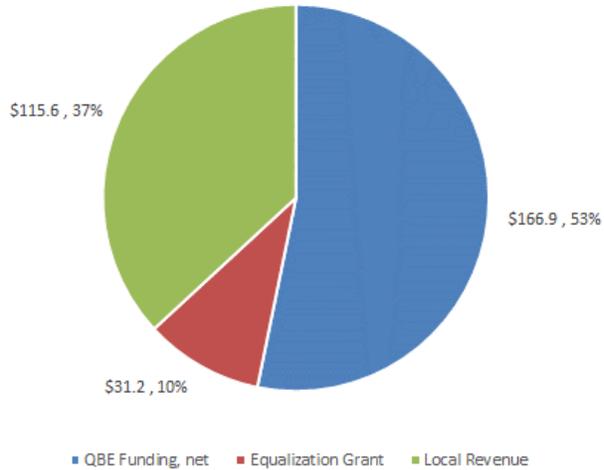
QBE accounts for 53% of the FY2022 General Fund Revenue Budget.

(\$ in millions)	FY21 Budget	FY22 Budget	Change
QBE Funding, net	\$ 162.8	\$ 166.9	\$ 4.1
Equalization Grant	28.9	31.2	2.3
Local Taxes	101.0	114.3	13.3
Other Local Revenue	2.1	1.3	(0.8)
Total GF Revenue	\$ 294.9	\$ 313.7	\$ 18.8

**Excludes Grants and Transfers to Other Funds*

The State Equalization Grant helps school districts offer comparatively similar educational opportunities regardless of local property wealth.

The amount districts can raise through property taxes varies significantly depending on the value of local properties. Equalization Grants are designed to address these funding deficiencies.



The Equalization Grant accounts for 10% of the FY2022 General Fund Revenue Budget.

How Equalization Works:

- 1** Rank school districts by property wealth per number of students
- 2** Find the average property wealth per student. Do not include top and bottom 5 percent of districts in calculation
- 3** For all districts that have less property wealth per student than the average, calculate the difference
- 4** Multiply that amount by the number of students and the property tax rate
- 5** Give the ending amount to the school district

Source: Georgia Budget Policy Institute, <https://gbpi.org/georgia-k-12-equalization-grants-explained/>

Local Taxes: Property Tax Revenue

The ad valorem tax, more commonly called property tax, is a primary source of revenue for local governments in Georgia. Ad

valorem means "according to the value." The Paulding Board of Tax Assessors, which is appointed by the County Board of Commissioners, evaluates

	FY21 Budget	FY22 Budget	Change	%
Ad Valorem	\$ 88.3	\$ 99.2	\$ 10.8	12.3%
Title Ad Valorem	\$ 8.5	\$ 9.8	\$ 1.3	15.0%
Other Sales Taxes	\$ 4.2	\$ 5.3	\$ 1.2	28.1%
Other Taxes	\$ -	\$ -	\$ -	0.0%
Total	\$ 101.0	\$ 114.3	\$ 13.3	13.2%

and assesses all property for tax purposes. Assessments are based on 40% of the (appraised) market value by law as of the 1st day of January each year.

The millage rate is the determining factor in the calculation of taxes. The Board of Education recommends a millage rate for school property taxes to the Commissioners and they formally set the millage rate. The Tax Commissioner is responsible for collecting taxes based on the set millage rate. The School District pays a 2.5% fee for the collection of the school property taxes. Property taxes (ad valorem) is recorded net of the collection fee.

Local Revenue accounts for 37% of the FY2022 General Fund Revenue Budget. Property Taxes (Ad Valorem) accounts for 87% of all Local Revenue.

Salaries, Benefits and Purchased Services Expenditures

Salaries, Benefits and Purchased Services (including Purchased Professional & Technical Services and Contracted Services for Teachers) account for 88% of the proposed expenditure budget.

The Proposed Budget includes:

- \$194.5 million in Salaries or 62%
- \$80.4 million in Benefit costs or 26%
- \$6.2 million in Purchased Services or 2%

Underlying Assumptions and Significant Trends for Major Funding Sources and Uses

Underlying Assumptions:

State Funding Sources: Quality Basic Education (QBE) and Equalization Grant

- As the digest improves Local Fair Share (LFS) will continue to increase, reducing QBE funding
- As Net Digest per Student (NDPS) improves, in comparison to the statewide average, the Equalization Grant award will decline
- Increasing the State Pay Scale for Teachers will result in additional QBE funding
- QBE will continue to underfund allotment quantity, total compensation and benefits

Local Revenue Sources: Property Taxes

- As a low wealth school district, local funding will continue to lag behind statewide averages
- With an above average number of school-age children per household, increases in enrollment and the associated local revenue, will not adequately support the related expenditure growth

Salaries, Benefits and Purchased Services

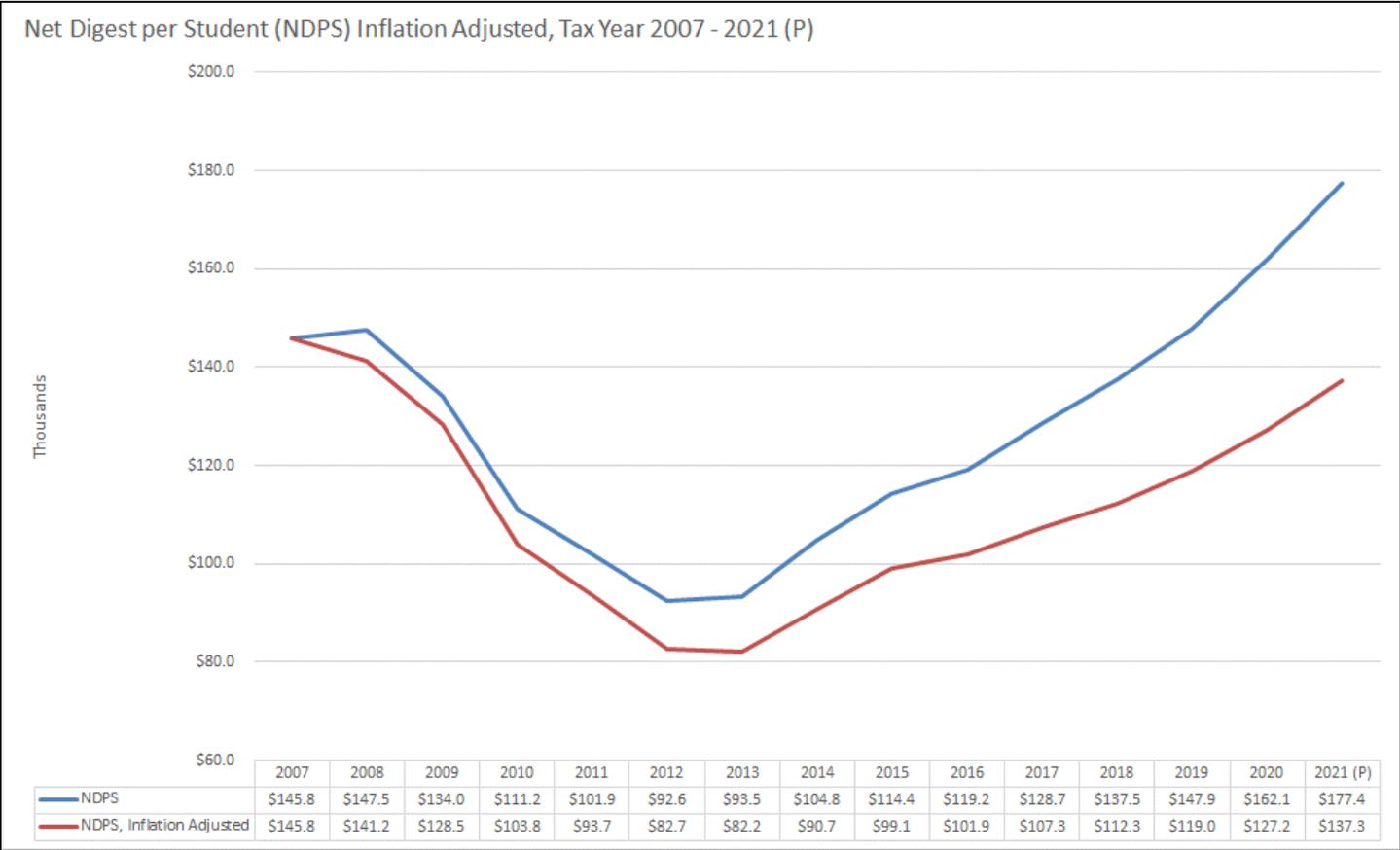
- Increases in enrollment place higher demands on staff, resulting in the need for more teaching, administrative and support positions
- The cost of human capital will continue to rise
- Salaries, Benefits and Purchased Services will continue to consume the majority of resources

Significant Trends or Factors Influencing Budget Decisions:

COVID-19 Pandemic. The impact of the ongoing COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Demographic and Economic Factors

Tax Digest. The limited commercial and industrial tax base in Paulding County results in a lower net digest per student (NDPS), which reduces local funding. In tax year 2019, Paulding County's NDPS was \$162.0 thousand, which was \$66,000 or 29% lower than the average for districts with over 10,000 students (large districts). With a projected enrollment of 30,135 K-12 students and compared to other large districts, this results in a tax digest deficit of \$2.7 billion or \$37.3 million in tax levy (with an 18.750 millage rate).



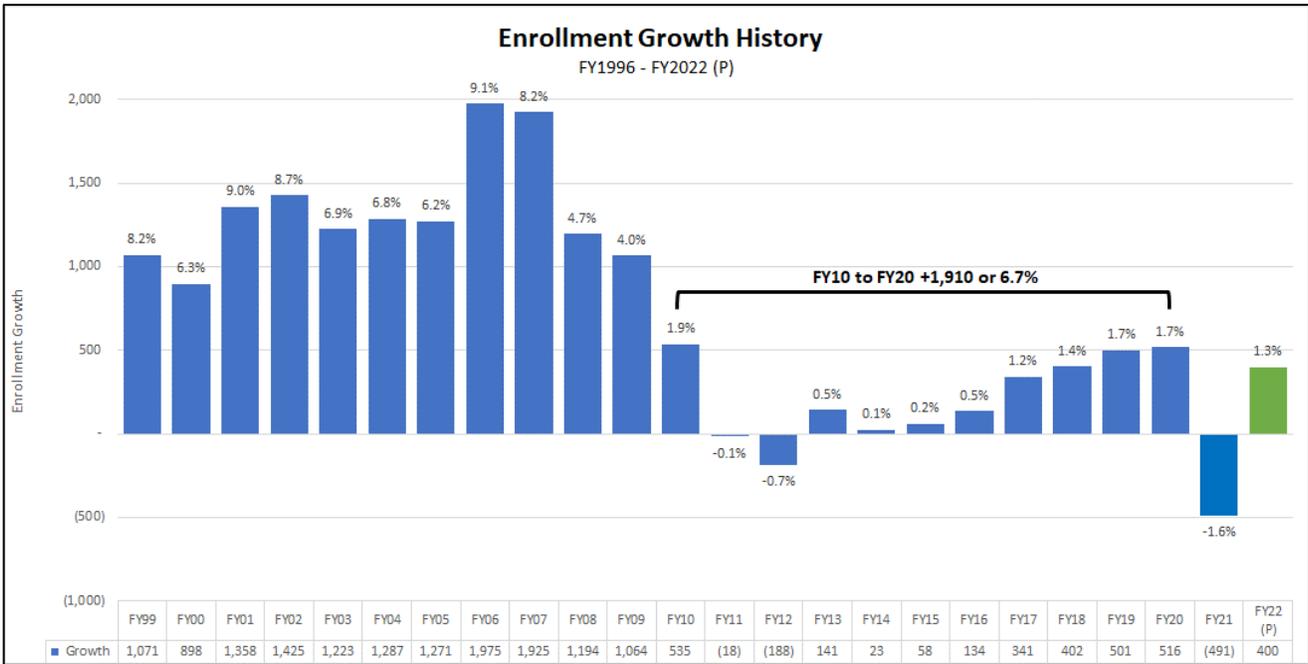
Great Recession. While Paulding County’s economy is recovering from the recession, the residual effect on the tax digest remains material. This is significant to note because approximately one-third of the District’s revenues comes from local sources.

For FY2022 (tax year 2022), the inflation adjusted NDPS is projected to be \$137.3 thousand, which is \$8.5 thousand less or -6% than the pre-recession high of \$145.8 thousand.

Large number of school-age children per household. Tax digest issues are exacerbated by the high number of school-age children per household in Paulding County, as there is not a correlating increase in funding. Local funding is based on property tax values and not the number of school-age children living in the home.

Enrollment Factors

Enrollment Growth. For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. FY2010 to FY2020 enrollment increased 1,910 or 6.7%. 2020 enrollment grew 1.7%, the largest growth rate in a decade and much more than the largest district average of 0.2%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. 2022 is projected to grow 400 or 1.3% with both digital learning and face-to-face instruction.



Funding Factors

Low Wealth. Despite favorable employment, income and free-and-reduced lunch statistics, PCSD is considered a low wealth school system due to a limited commercial and industrial tax base and the large number of school-age children per household. With approximately 65% of revenue coming from State sources (compared to a statewide average of 53%) the District is highly susceptible to changes in State funding, including austerity reductions, State Pay Scale Adjustments, Equalization Grant funding and changes in the Quality Basic Education (QBE) methodology.

In FY2022, funding under the state Quality Basic Education (QBE) formula will be reduced by 4.2% or \$7.2 million in austerity reductions due to decreases in state revenue related to COVID-19.

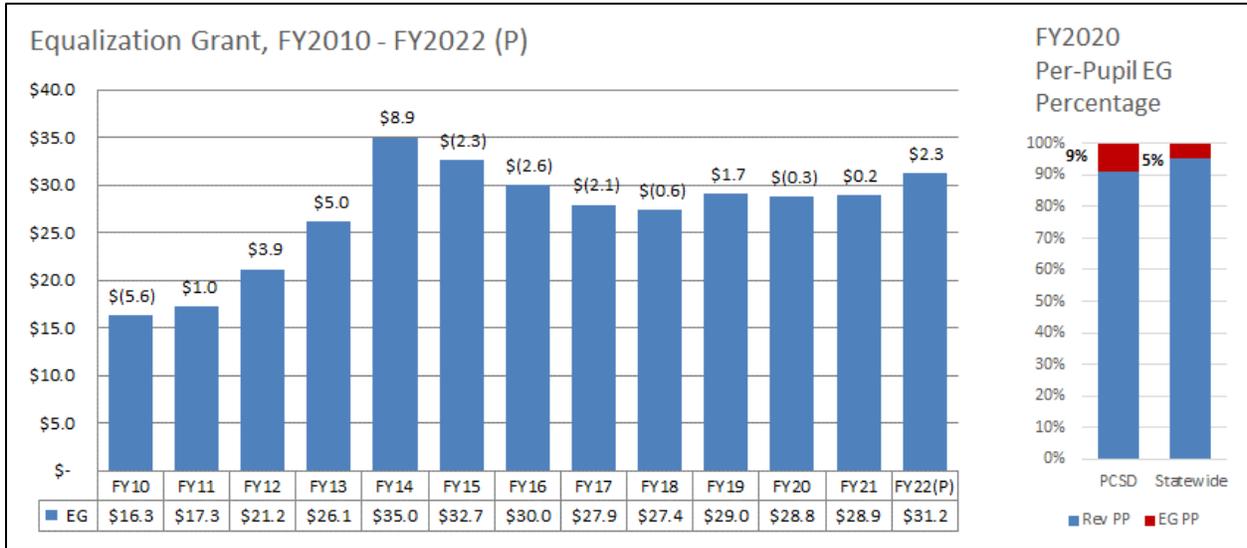
	FY2021	FY2022	Change	%
FTE	29,735	30,135	400	1.3%
QBE Earnings	\$ 169,869,604	\$ 175,652,606	5,783,002	3.4%
Health Insurance	\$ 20,094,480	\$ 20,071,800	(22,680)	-0.1%
Principal/Staff Development	\$ 11,016	\$ 11,016	-	0.0%
Total QBE Earnings	\$ 189,975,100	\$ 195,735,422	5,760,322	3.0%
Less: LFS	\$ (22,167,606)	\$ (23,751,476)	(1,583,870)	7.1%
State Funds	\$ 167,807,494	\$ 171,983,946	4,176,452	2.5%
Less: Austerity	\$ (7,041,248)	\$ (7,164,415)	(123,167)	0.0%
Austerity Percentage	-4.2%	-4.2%		
Plus:				
Equalization	\$ 28,925,825	\$ 31,190,943	2,265,118	7.8%
Nursing	\$ 626,962	\$ 615,158	(11,804)	-1.9%
Transportation	\$ 1,456,057	\$ 1,474,568	18,511	1.3%
Total	\$ 191,775,090	\$ 198,100,200	6,325,110	3.3%

Note: From Prior Year's Mid-year QBE Summary and Projected Budget QBE Summary. Includes Prior Mid-Term Adjustment

PCSD will receive \$31.2 million in Equalization Grant funding in FY2022 (the fourth highest award statewide). Based on FY2019 comparative data, the most recent information available, PCSD continues to be heavily dependent on the Equalization Grant, which accounted for 9% of per-pupil revenue, compared to a statewide percentage of only 5%.

Paulding County School District
Fiscal Year Budget

2022



Millage Rate Changes. Changes to the millage rate impact both local revenue and the Equalization Grant formula. Generally, reductions in the millage rate will result in the reduction of the grant award. Property Taxes (Ad Valorem) are expected to increase \$10.2 million or 11.3% in FY2022. This compares to FY2020 and FY2021 increases of 8.7% and 7.8%, respectively.

Paulding County Board of Education
CURRENT 2021 TAX DIGEST AND FIVE YEAR HISTORY OF LEVY

The Paulding County Board of Education does hereby announce that the millage rate will be established at a meeting to be held at the Paulding County Board of Education Board Room on June 22, 2021 at 8:30 AM EST and pursuant to the requirements of O. C. G. A 48.5.32, do hereby publish the following presentation of the current year's tax digest and levy, along with the history of the tax digest and levy for the past five years.

County School	2016	2017	2018	2019	2020	2021
Real & Personal Ad Valorem	\$ 3,843,751,629	\$ 4,267,812,331	\$ 4,695,351,018	\$ 5,197,039,026	\$ 5,676,816,294	\$ 6,308,413,844
Motor Vehicle Ad Valorem	147,754,190	109,114,430	84,458,480	69,422,580	31,621,130	50,251,310
Mobile Home Ad Valorem	1,862,849	1,781,714	1,646,786	1,644,067	1,632,921	1,534,173
Timber Ad Valorem (100%)	324,868	1,068,015	501,435	208,158	5,360	225,181
Heavy Duty Equipment	153,533	942,267	133,553	49,891	163,857	86,134
Gross Digest	3,993,847,069	4,380,718,757	4,782,091,272	5,268,363,722	5,710,239,562	6,360,510,642
Less M&O Exemptions	(563,602,175)	(626,135,711)	(698,086,901)	(797,100,194)	(891,271,119)	(995,663,606)
Net Digest	3,430,244,894	3,754,583,046	4,084,004,371	4,471,263,528	4,818,968,443	5,364,847,036
Gross M&O Millage Rate	18.879%	18.879%	18.879%	18.750%	18.750%	18.750%
Less Millage Rate Rollbacks						
Net M&O Millage Rate	18.879%	18.879%	18.879%	18.750%	18.750%	18.750%
Net Taxes Levied	\$ 64,759,593	\$ 70,882,773	\$ 77,101,919	\$ 83,836,191	\$ 90,355,658	\$ 100,590,882
Net Taxes \$ Increase	\$ 3,318,330	\$ 6,123,180	\$ 6,219,145	\$ 6,734,273	\$ 6,519,467	\$ 10,235,224
Net Taxes % Increase	5.4%	9.5%	8.8%	8.7%	7.8%	11.3%

Note: M&O is Maintenance and Operations. 2021 Net Taxes Levied reflects 18.750, pending Paulding County Board of Education adoption of 2021 Millage Rate.

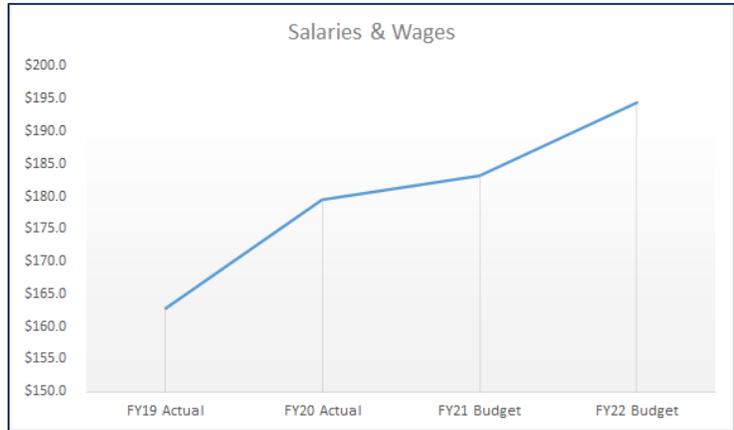
Operating Factors

Rising Cost of Human Capital. With around 88% of the budget focused on salaries, benefits and outsourced custodial services, the rising cost of human capital is a major factor bearing on the District’s future. These increases include, but are not limited to, the Teachers Retirement System (TRS) and State Health Benefit Plan, which have seen unprecedented increases over the past few years. As the demand for highly qualified teachers increases, the District must remain competitive in compensation and benefits.

Salaries Highlights:

- \$194.5m, 6.2% Increase¹
- Includes -
- Step Increases
- 2.5% Salary Increase
- Certification Changes
- Allotment Changes

¹ Excludes non-QBE grants

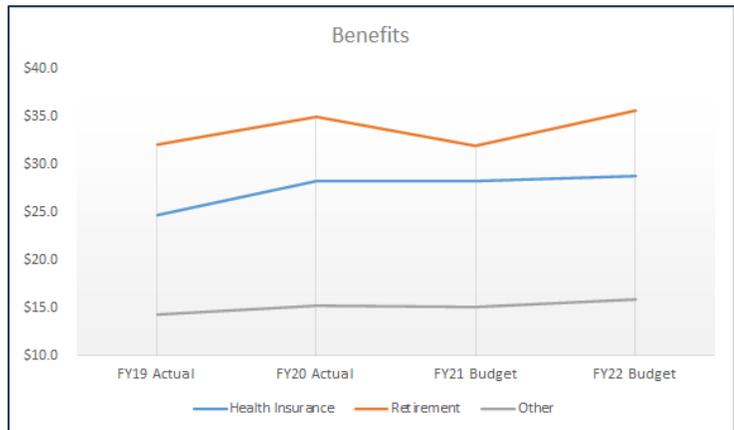


Benefits Highlights:

- \$80.4m, 6.9% Increase¹
- Includes -
- \$35.7m TRS, 11.7% Increase¹
- \$28.9m Healthcare, 2.2% Increase¹
- \$15.9m Other², 5.5% Increase¹

¹ Excludes non-QBE grants

² Workers Comp, Unemployment, Life Insurance, MID, TSA Match, Social Security and Medicare



Material Changes (Shifts) from Current Year Budget

Changes in Revenue

The FY2022 budget includes a \$313.7 million General Fund budget, excluding grants and transfers to other funds. This represents an increase of \$12.4 million or 4.1% from the FY2021 Budget.

Material changes in revenue include the following:

- QBE increase due to reduction in Austerity
- Changes in assessed property values (reassessment) will increase 2021 property taxes by an average 9.7%

Changes in Expenditures

The FY2022 budget includes a \$313.7 million General Fund budget, excluding grants and transfers to other funds. This represents an increase of \$28.4 million or 10.0% from the FY2021 Budget.

Material changes in expenditures include the following:

- Salaries and Benefits changes related to enrollment growth and participation in Exceptional Students Educational Programs (ESEP)
- Salaries and Benefits changes related to Step Increases and 2.5% overall increase in salaries
- Other expenditures (non-salaries and benefits related) increased \$9.1 million or 30.8%.

Material or significant changes are defined as a minimum of 0.05% of proposed expenditures and a 10% change (absolute value) from the current to Proposed Budget.

Significant Changes in Fund Balance

No material changes in fund balance are anticipated in the Proposed Budget.

The budget does not reflect a negative trend in fund balance during the three-year forecast period.

Paulding County School District
Fiscal Year Budget

2022

Financial Data

General Fund								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Revenue:								
Local Taxes	\$ 78,101,894	\$ 84,755,267	\$ 93,618,161	\$ 105,199,045	\$ 114,308,000	\$ 123,053,271	\$ 132,338,870	\$ 141,624,469
Other Local Sources	2,291,092	2,442,687	2,361,729	1,508,912	1,280,800	1,090,736	795,300	499,865
State Source	182,347,280	190,939,379	202,453,260	195,840,658	199,195,123	198,868,357	202,536,014	206,210,274
Total Revenue	\$ 262,740,266	\$ 278,137,332	\$ 298,433,150	\$ 302,548,616	\$ 314,783,923	\$ 323,012,364	\$ 335,670,184	\$ 348,334,608
Less: Grants (see below)	1,398,161	1,623,651	2,927,122	1,273,700	1,094,923	1,583,763	1,597,884	1,612,006
	\$ 261,342,105	\$ 276,513,681	\$ 295,506,028	\$ 301,274,916	\$ 313,689,000	\$ 321,428,602	\$ 334,072,300	\$ 346,722,602
Expenditures:								
1000 Instruction	\$ 176,722,349	\$ 187,466,273	\$ 202,338,217	\$ 197,728,690	\$ 217,114,633	\$ 223,588,128	\$ 232,692,826	\$ 241,797,525
2100 Pupil Services	9,402,731	9,876,483	10,795,557	11,687,885	12,367,199	13,148,072	13,922,106	14,696,139
2210 Improvement of Instruction	9,625,808	10,050,715	11,018,785	10,815,529	12,190,819	12,508,782	13,098,266	13,687,749
2213 Instructional Staff Training	422,169	847,986	718,395	484,163	468,138	506,604	500,000	500,000
2220 Media Services	4,633,766	4,842,217	5,063,840	5,055,573	5,334,959	5,470,794	5,632,368	5,793,943
2300 General Administration	1,157,784	1,339,925	1,379,372	1,428,602	1,529,393	1,616,584	1,699,773	1,782,962
2400 School Administration	17,155,641	18,360,584	19,716,074	19,701,650	20,781,982	21,721,310	22,580,685	23,440,060
2500 Business Services	1,347,376	1,420,399	1,719,497	1,911,191	2,336,505	2,487,708	2,734,613	2,981,518
2600 Maintenance	18,265,396	20,256,407	19,204,736	19,092,394	20,098,079	20,133,808	20,383,943	20,634,079
2610 Local Facility Construction	0	-	-	-	-	-	-	-
2700 Transportation	15,701,462	15,467,518	15,758,309	15,544,418	18,667,242	18,030,327	18,631,173	19,232,019
2800 Central Support Services	2,264,243	2,611,129	3,267,336	3,292,141	3,708,211	3,500,000	3,500,000	3,500,000
2900 Other Support Services	210,003	197,549	183,303	185,861	186,765	175,247	169,431	163,614
3100 SNP	159,785	128,980	133,792	122,153	-	125,000	125,000	125,000
3200 Enterprise Operations	0	-	-	-	-	(0)	(0)	(0)
3300 Community Services Operations	299.43	113.36	200.29	-	-	-	-	-
Total Expenditures	\$ 257,068,813	\$ 272,866,280	\$ 291,297,412	\$ 287,050,249	\$ 314,783,923	\$ 323,012,364	\$ 335,670,184	\$ 348,334,608
Less: Grants (see below)	1,251,459	1,709,917	2,978,661	1,760,143	1,094,923	1,583,763	1,597,884	1,612,006
	\$ 255,817,355	\$ 271,156,363	\$ 288,318,751	\$ 285,290,106	\$ 313,689,000	\$ 321,428,602	\$ 334,072,300	\$ 346,722,602
Revenue Over/(Under) Expenditures	\$ 5,671,453	\$ 5,271,052	\$ 7,135,738	\$ 15,498,367	\$ (0)	\$ (0)	\$ 0	\$ -
Other Sources (Uses):								
Transfers In	3,593	467,280	192,010,000	25,000,000	-	-	-	-
Transfers Out	(5,347,424)	(2,971,271)	(195,561,350)	(26,682,800)	-	-	-	-
Total Other Sources (Uses)	(5,343,831)	(2,503,991)	(3,551,350)	(1,682,800)	-	-	-	-
Change in Fund Balance	\$ 327,622	\$ 2,767,061	\$ 3,584,387	\$ 13,815,567	\$ (0)	\$ (0)	\$ 0	\$ -
Beginning Fund Balance	44,638,794	44,966,416	47,733,477	51,317,864	65,133,431	65,133,431	65,133,431	65,133,431
Ending Fund Balance	\$ 44,966,416	\$ 47,733,477	\$ 51,317,864	\$ 65,133,431				

Paulding County School District
Fiscal Year Budget

2022

General Fund								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Summary by State Object:								
100 Salaries	\$ 157,317,269	\$ 163,647,499	\$ 180,389,788	\$ 182,302,233	\$ 195,337,001	\$ 204,207,018	\$ 213,676,438	\$ 223,145,857
200 Benefits	65,863,273	71,420,391	78,833,680	76,527,406	80,722,059	85,120,738	88,603,196	92,085,655
Total Salaries & Benefits	\$ 223,180,542	\$ 235,067,890	\$ 259,223,468	\$ 258,829,639	\$ 276,059,060	\$ 289,327,755	\$ 302,279,634	\$ 315,231,512
Other Expenditures:								
300 Purchased Profess & Tech Services	\$ 9,063,932	\$ 9,276,178	\$ 6,816,551	\$ 6,420,559	\$ 5,981,290	\$ 4,805,431	\$ 3,903,341	\$ 3,001,251
321 Contracted Service - Teachers	1,372	1,698	2,627	1,015	7,500	6,314	7,472	8,629
332 Drug Testing and Fingerprinting	15,279	23,403	20,817	16,684	31,890	29,565	32,215	34,866
334 Bus Driver Physicals	24,634	22,520	23,227	20,850	26,000	23,765	23,871	23,977
340 Professional Legal Services	151,240	158,111	117,595	158,219	165,000	158,322	161,085	163,847
361 Per Diem and Fees	-	-	3,750	4,000	4,200	4,433	4,658	4,883
410 Water, Sewer and Cleaning Services	941,032	1,004,351	1,042,649	1,054,016	1,191,540	1,211,922	1,266,990	1,322,058
430 R&M Services	1,335,132	1,732,964	1,654,881	2,352,439	2,015,132	2,346,407	2,366,651	2,393,499
432 R&M Services - Technology Related	-	-	-	-	-	-	-	-
442 Rental of Equipment and Vehicles	1,780	9,343	3,336	3,835	5,012	4,948	5,044	5,139
444 Other Rentals	-	-	2,610	4,770	-	-	-	-
490 Other Purchased Property Services	33,405	33,715	32,330	34,381	35,500	35,323	35,809	36,294
520 Insurance (non-Employee Benefits)	554,326	602,256	682,807	808,271	808,271	905,358	976,748	1,048,139
530 Communication	936,045	947,034	941,066	853,254	695,793	702,353	644,925	587,497
532 Commun - Web-Based Subt and Licen	355,561	725,284	774,299	1,003,200	760,411	750,000	750,000	750,000
563 Tuition to Private Sources	31,000	48,044	30,578	291,451	31,000	159,436	183,777	208,118
569 Other Tuition	-	31,275	-	-	-	-	-	-
580 Travel - Employees	206,124	227,129	182,800	48,135	230,082	139,531	126,423	113,315
595 Other Purchased Services	489,333	666,215	615,472	506,477	882,008	819,584	882,145	944,706
610 Supplies	2,464,331	2,535,252	2,257,697	2,199,849	3,890,391	3,424,520	3,676,192	3,927,864
611 Supplies - Technology Related	24,764	59,973	43,444	217,256	114,850	193,294	227,039	260,784
612 Computer Software	1,006,610	756,387	753,745	851,536	1,293,433	1,132,980	1,199,859	1,266,739
615 Expendable Equipment	878,579	1,634,766	1,809,337	766,268	1,505,445	1,434,449	1,472,973	1,511,496
616 Expendable Computer Equipment	4,605,740	5,662,634	3,803,465	991,844	5,249,930	3,047,999	2,709,758	2,371,517
620 Energy	5,393,154	5,778,268	4,986,037	5,309,529	5,659,622	5,444,581	5,451,000	5,457,420
640	-	-	-	156,486	-	-	-	-
641 Textbooks - Printed	1,474,272	2,232,752	2,311,593	1,062,864	1,950,555	1,741,210	1,719,478	1,697,746
642 Books (Non-Textbooks) & Periodicals	451,526	428,184	326,491	297,839	305,085	234,857	192,534	150,211
715 Land Improvements	-	-	121,725	31,207	-	-	-	-
720 Building Acq, Construction, and Impr	-	-	-	-	-	-	-	-
730 Purch of Equip - (Not Buses or Comp)	454,343	195,866	386,981	303,635	363,000	318,290	310,799	303,307
732 Purchase or Lease- Buses	2,503,349	2,421,178	1,746,337	2,012,319	3,614,970	3,003,945	3,185,384	3,366,822
734 Purchase or Lease-Tech Equipment	-	-	-	-	-	-	-	-
810 Dues and Fees	319,771	383,530	394,155	251,227	309,414	285,714	270,412	255,111
811 Regional or County Library Dues	11,670	20,051	20,531	19,469	25,000	27,167	29,775	32,383
812 RESA Fees	159,599	161,838	164,791	167,728	164,813	168,649	170,281	171,913
890 Other Expenditures	368	18,191	220	(0)	1,407,726	1,124,258	1,403,911	1,683,564
Total State Objects	\$ 257,068,813	\$ 272,866,280	\$ 291,297,412	\$ 287,050,249	\$ 314,783,923	\$ 323,012,364	\$ 335,670,184	\$ 348,334,608

Paulding County School District
Fiscal Year Budget

2022

General Fund								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Summary by State Grant Programs:								
Revenue								
1435 CS4GA Computer Science Capacity Grant	\$ -	\$ -	\$ 24,886	\$ -	\$ -	\$ -	\$ -	\$ -
1565 Hygiene Products in Georgia Schools	-	-	8,007	5,807	-	-	-	-
1695 School Security Grant - 2019-2020	-	-	990,000	-	-	-	-	-
2411 Pupil Transportation - State Bonds	77,320	490,100	428,880	308,880	-	430,000	430,000	430,000
2620 Preschool Handicapped State Grant	577,641	613,851	735,574	465,008	717,720	811,348	854,479	897,609
3019 Vocational Supervisors	33,006	28,598	28,280	23,842	25,738	23,833	22,250	20,666
3529 Extended Year Ag.	10,254	19,034	15,622	13,109	14,515	16,686	17,226	17,765
3530 CTAE Voc Construct Bond \$5mil	119,903	-	-	-	-	-	-	-
3532 Voc Construct Equip - State Bond	-	-	272,398	48,000	-	-	-	-
3540 Apprenticeship - Spec Approp	36,066	38,173	36,639	30,324	32,637	32,501	31,460	30,418
3550 Vocational Industry Cert State	-	42,774	32,891	-	-	-	-	-
3553 Extended Day-Agriculture	11,811	21,472	18,551	15,566	17,077	19,951	20,747	21,543
3554 Extended Day-Technology/Career	126,802	134,956	116,218	80,417	109,555	104,768	99,443	94,117
7050 Math And Science Supplement	257,784	234,272	219,007	170,540	177,681	144,675	122,281	99,887
7052 TOTY	507	-	-	-	-	-	-	-
8532	-	-	-	112,206	-	-	-	-
9191 GF Instruction NHEC PCCA	146,667	-	-	-	-	-	-	-
9210 EdCamp Foundation	400	421	(1)	-	-	-	-	-
9211 Tech Competition	-	-	170	-	-	-	-	-
Total Grant Program Revenue	\$ 1,398,161	\$ 1,623,651	\$ 2,927,122	\$ 1,273,700	\$ 1,094,923	\$ 1,583,763	\$ 1,597,884	\$ 1,612,006
Expenditures								
1435 CS4GA Computer Science Capacity Grant	\$ -	\$ -	\$ 24,886.45	\$ -	\$ -	\$ -	\$ -	\$ -
1565 Hygiene Products in Georgia Schools	-	-	8,007	5,807	-	-	-	-
1695 School Security Grant - 2019-2020	-	-	990,000	-	-	-	-	-
2411 Pupil Transportation - State Bonds	77,320	490,100	428,880	436,880	-	430,000	430,000	430,000
2620 Preschool Handicapped State Grant	577,641	613,851	735,574	764,998	717,720	811,348	854,479	897,609
3019 Vocational Supervisors	33,006	28,598	28,280	27,298	25,738	23,833	22,250	20,666
3529 Extended Year Ag.	10,254	19,034	15,622	15,909	14,515	16,686	17,226	17,765
3530 CTAE Voc Construct Bond \$5mil	119,903	-	-	-	-	-	-	-
3532 Voc Construct Equip - State Bond	-	-	272,398	48,000	-	-	-	-
3540 Apprenticeship - Spec Approp	36,066	38,173	36,639	34,615	32,637	32,501	31,460	30,418
3550 Vocational Industry Cert State	-	42,774	32,891	-	-	-	-	-
3553 Extended Day-Agriculture	11,811	21,472	18,551	18,901	17,077	19,951	20,747	21,543
3554 Extended Day-Technology/Career	126,802	134,956	116,218	116,194	109,555	104,768	99,443	94,117
7050 Math And Science Supplement	257,784	234,272	219,007	170,540	177,681	144,675	122,281	99,887
7052 TOTY	507	-	-	-	-	-	-	-
8532	-	-	-	112,206	-	-	-	-
9191 GF Instruction NHEC PCCA	-	86,270	51,537	8,795	-	-	-	-
9210 EdCamp Foundation	365	417	-	-	-	-	-	-
9211 Tech Competition	-	-	170	-	-	-	-	-
Total Grant Program Expenditures	\$ 1,251,459	\$ 1,709,917	\$ 2,978,661	\$ 1,760,143	\$ 1,094,923	\$ 1,583,763	\$ 1,597,884	\$ 1,612,006

Level Three: Summary Data for Individual Funds

Special Revenue Funds

The **Special Revenue Funds** account for resources that are legally restricted for specific purposes. Although reported within the General Fund for audited financial reporting, the Special Revenue Fund is presented separately for budget appropriation and internal reporting purposes. Most of the federal, state, local and private grants that the district receives are accounted for in the special revenue fund and must be spent and accounted for according to the specific grant requirements.

- The **School Nutrition Fund** accounts for activities associated with the District's School Nutrition Program (SNP). Although a Special Revenue Fund, the School Nutrition Fund is presented separately for budget appropriation and internal reporting purposes.

Most federal grants are allocated through the Georgia Department of Education to the local school district. For Paulding County, ESSER II, Special Education VIB Flow-through, L4GA 2.0, and Title I will be the largest grants awarded for FY2022 at \$10.6 million, \$5.0 million, \$3.9 million, and \$3.4 million respectively. All four grants exceed 10% of the total budgeted expenditures for Special Revenue Funds. Below are brief descriptions of these grants and their anticipated FY2022 award.

CRRSA Act (ESSER II) (Program 4180 \$10,626,928)

The CRRSA Act (ESSER II) provides education funding to state education agencies and local education agencies to support schools as they are dealing with the effects of the COVID-19 Pandemic. The Elementary and Secondary School Emergency Relief Fund distributes funds to LEAs based on their Title I allocations. These funds are intended to be used for learning loss, preparing schools for reopening, testing, repairing, and additional activities that address how to prevent, prepare, and respond to the COVID-19 pandemic.

Comprehensive Literacy State Development Grant (Program 1736-1739, \$3,914,268)

The second round of funding for Georgia was awarded a total of \$179,174,766 over five years to continue the L4GA initiative. The award takes into account the poverty level of a community, the percentage of students reading below grade level, the recent rate of growth in the number of students reading above grade level, and whether a school is identified for support from the Department of Education's School Improvement team. Paulding County School District was awarded \$19.5 million for the five year grant period.

Title I-A Improving the Academic Achievement of the Disadvantaged (Program 1750, \$3,430,621)

Title I provides funding for educationally disadvantaged children in identified economically deficient schools. It helps ensure that all children are meeting the State academic content and student academic achievement standards. In FY2022, Title I will be able to serve 13 (of the 19) elementary schools in the Paulding County School District.

Special Education VI-B Flow-through (Program 2824, \$4,967,633)

The Special Education VIB Flow-through helps the district with excess cost related to special education and the services prescribed by the Individuals with Disabilities Education Act (IDEA) as authorized by Congress. The grant provides support services to children with disabilities including but not limited to physical therapy, speech therapy, occupational therapy, special transportation and audiology.

Major (Significant) Funding Sources and Uses (Expenditure Categories)

Federal Revenue

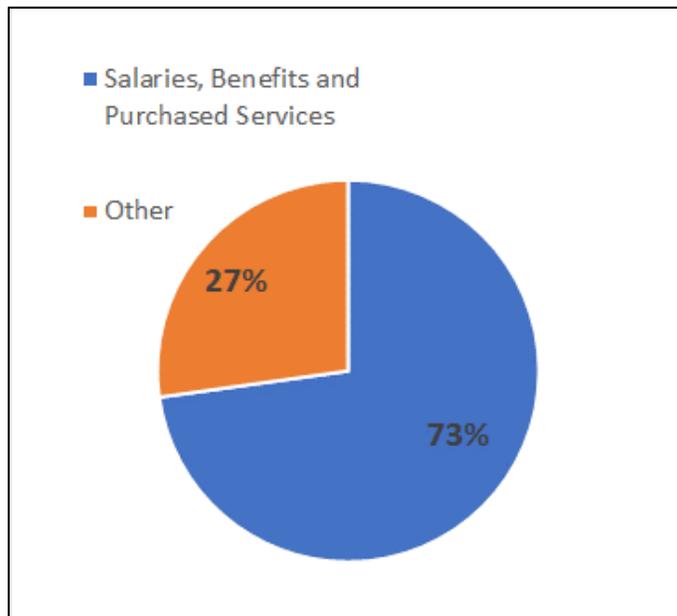
Federal revenue (U.S. Department of Education) accounts for 88.1% of all FY2022 Special Revenue Fund Proposed Budget.

Salaries, Benefits and Purchased Service Expenditures

Salaries, Benefits and Purchased Service Expenditures (including Purchased Professional & Technical Services and Contracted Services for Teachers) account for 73% of the FY2022 Special Revenue Expenditure Budget.

The proposed FY2022 budget includes:

- \$13.2 million in Salaries or 47.8%
- \$5.4 million in Benefit costs or 19.6%
- \$1.5 million in Purchased Services or 5.4%



Underlying Assumptions and Significant Trends for Major Funding Sources and Uses

Underlying Assumptions:

Federal Funding Sources

- For most grants, should the funding of these programs be eliminated or reduced, it is likely that the services provided would be negatively impacted unless another funding source is identified.
- Each grant is adjusted in the current year before funds are spent based on the actual grant award for that year.
- Increases in enrollment, especially enrollment in Exceptional Students Educational Programs (ESEP), should continue to increase grant opportunities, but will also likely place higher demands on local resources.

Salaries, Benefits and Purchased Services

- When grant awards do not fully support the initiative, local revenue sources (General Fund) may be required to address allotment quantity, total compensation and benefits.
- Cost of labor will continue to grow at a higher rate than awards, resulting in a decline in resources available for non-labor related expenditures. For example, 27% of the Proposed Budget is for non-labor related expenditures, compared to the prior three-year average of 41%.
- Increases to local pay scales do not always result in additional grant resources.

Significant Trends or Factors Influencing Budget Decisions:

COVID-19 Pandemic. The impact of the ongoing COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Demographic and Economic Factors

Free and Reduced-Price Meal Benefits Program Eligibility. *Free and Reduced-Price Meal Benefits Program (FRL)* is a part of the National Child Nutrition Program. This program makes free or reduced priced meals available to qualifying households.

Qualifications are based on the gross income of all household members and the number of persons living in the house.

FRL participation is a measurement of student wealth and is directly impacted by the demographic and economic conditions of Paulding County.

FRL is a key element in the allocation of several grants, including Title I and Special Education VIB Flow-through.

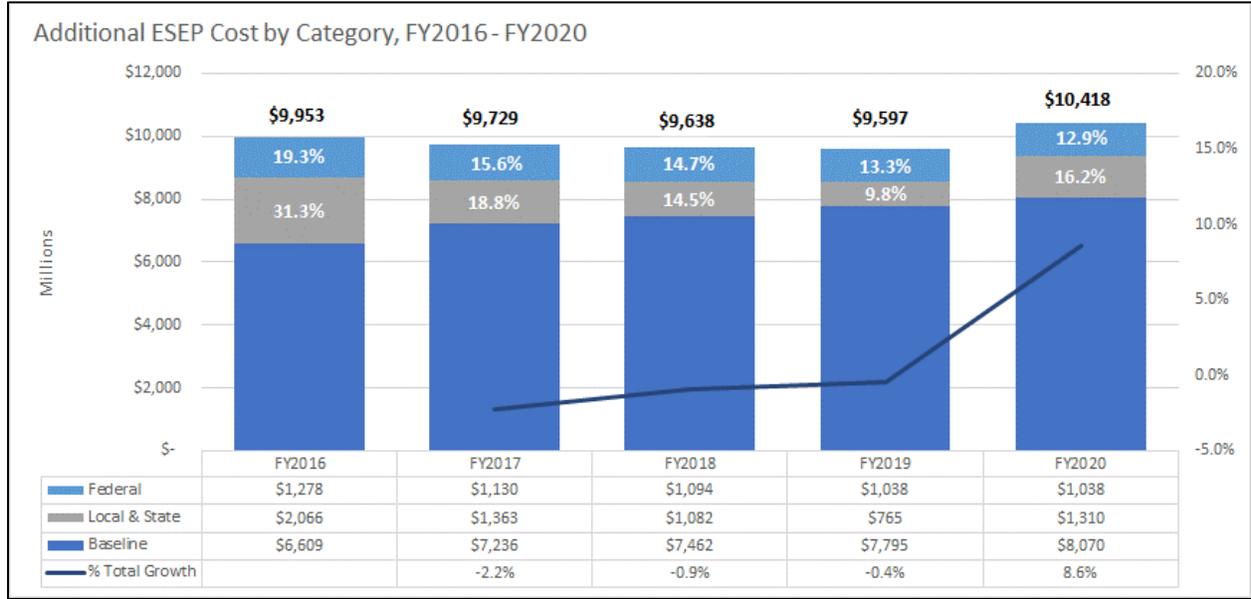
The FRL participation percentage decreased 2.34% from October 2012 to October 2020, from 42.39% to 40.05%, respectively.

The Statewide participation percentage decreased 3.41%, from 59.59% to 56.18%.

Free and Reduced Price Meal Eligibility (FRL)

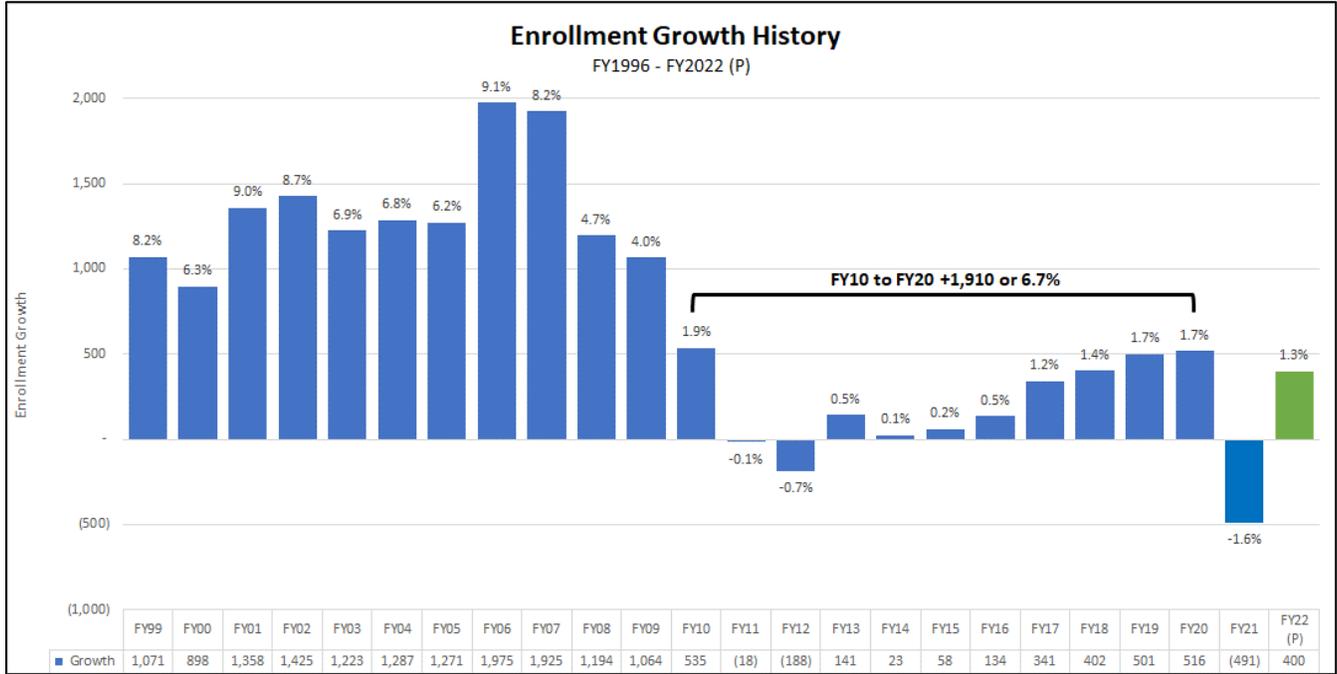
School	Oct-12 % FRL	Oct-20 %FRL	Change
0299 - Allgood Elementary School	64.67	58.97	(5.70)
0103 - Bessie L. Baggett Elementary	54.37	59.70	5.33
0110 - Burnt Hickory Elementary School	21.26	18.42	(2.84)
0199 - C. A. Roberts Elementary School	41.82	38.72	(3.10)
0410 - Carl Scoggins Sr. Middle school	52.86	46.85	(6.01)
0304 - Connie Dugan Elementary School	43.90	49.59	5.69
1050 - Dallas Elementary School	75.67	69.61	(6.06)
0292 - East Paulding High School	36.60	35.73	(0.87)
0394 - East Paulding Middle School	36.92	36.53	(0.39)
0194 - Floyd L. Shelton Elementary School at Crossroad	15.12	21.17	6.05
0310 - Hal Hutchens Elementary	44.68	55.10	10.42
2352 - Herschel Jones Middle School	63.46	56.48	(6.98)
5050 - Hiram Elementary School	64.59	59.70	(4.89)
0101 - Hiram High School	44.80	49.79	4.99
0404 - Irma C. Austin Middle School	41.98	45.01	3.03
0297 - J. A. Dobbins Middle School	52.21	56.34	4.13
0201 - Lena Mae Moses Middle School	36.40	41.14	4.74
0104 - Lillian C. Poole Elementary School	57.37	49.29	(8.08)
0188 - McGarity Elementary School	45.10	46.29	1.19
0198 - Nebo Elementary School	41.21	47.83	6.62
2052 - New Georgia Elementary School	43.06	46.69	3.63
0109 - North Paulding High School	21.12	18.61	(2.51)
0294 - Northside Elementary School	50.78	50.86	0.08
0213 - P. B. Ritch Middle School	54.21	58.82	4.61
2552 - Paulding County High School	52.74	45.75	(6.99)
0204 - Roland W. Russom Elementary	30.74	26.07	(4.67)
0197 - Sam D. Panter Elementary School	54.26	55.34	1.08
0108 - Sammy McClure Sr. Middle School	17.96	18.00	0.04
0210 - Sara M. Ragsdale Elementary	57.63	53.21	(4.42)
0106 - South Paulding High School	37.49	32.61	(4.88)
0192 - South Paulding Middle School	46.80	47.03	0.23
4052 - Union Elementary School	51.82	45.71	(6.11)
0113 - WC Abney Elementary	38.00	31.80	(6.20)
Paulding County School District	42.39	40.05	(2.34)
Statewide Average	59.59	56.18	(3.41)

ESEP Enrollment. ESEP enrollment has increased dramatically over the past several years. In FY2020, per-pupil ESEP cost an additional 12.9% and 16.2% in Federal and State/Local funds, respectively, over the \$8,070 baseline cost of a student. That is a total additional cost of 19.1%, representing an 8.6% increase from FY2019 and a 4.7% increase from FY2016.



Enrollment Factors

Enrollment Growth. Increases in enrollment may result in additional grant awards, but funding may not cover all the additional costs associated with required services. For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. In the prior decade, from FY2010 to FY2020, enrollment increased 1,910 or 6.7%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. However, growth is expected to resume as the pandemic comes to an end. 2022 is projected to grow 400 to 30,135 or 1.3%.



Funding Factors

Federal Budget. Changes in the appropriations for grants and/or the allocation methodology.

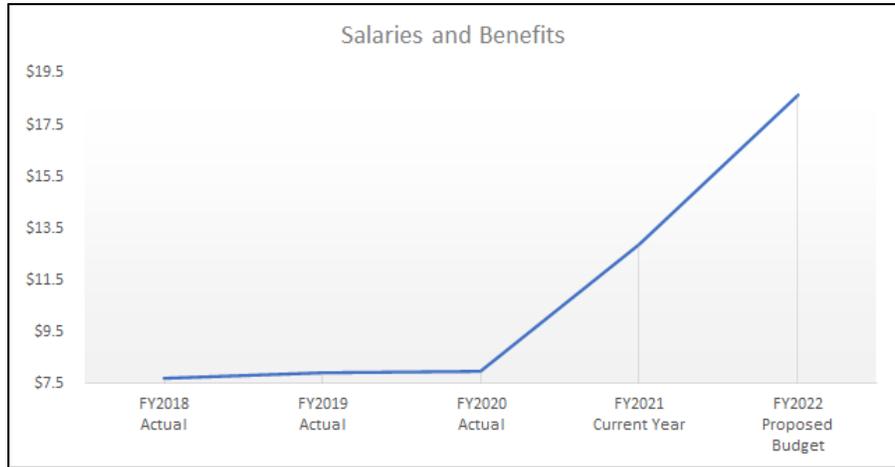
Grant Requirements. Specific requirements, including restrictions on expenditures may impact decisions regarding grant application, especially when local funds are required to fully support the initiative.

Operating Factors

Rising Cost of Human Capital. With around 73% of the budget focused on salaries, benefits and purchased services, the rising cost of human capital is a major factor bearing on the District’s future. These increases include, but are not limited to, the Teachers Retirement System (TRS) and State Health Benefit Plan, which have seen unprecedented increases over the past few years. As the demand for highly qualified teachers increases, the District must remain competitive in compensation and benefits.

Salaries and Benefits:

- \$13.2m Salaries, 30.6% Increase
- \$5.4m Benefits, 97.3% Increase
- \$ 18.7m Salaries and Benefits, 44.8% Increase



Material Changes (Shifts) from Current Year Budget

Changes in Revenue

The proposed revenue budget is 1.6% greater than the current year. This is primarily due to being awarded \$10.6 million from the CRRSA (ESSER II) grant and being awarded the largest L4GA grant in the state. The awarded amount of \$20 million for the L4GA grant will be over a five-year period and projected to receive \$3.9 million in FY2022.

Changes in Expenditures

The proposed expenditure budget is also \$1.5 million or 5.6% greater than the current year, primarily due to the L4GA grant and the CRRSA Act, which is represented across several objects.

A result of the rising cost of human capital, Salaries, Benefits and Purchased Services (including Purchased Professional & Technical Services and Contracted Services for Teachers) account for 57% of the current year budget as opposed to 73% of the Proposed Budget. Conversely, non-labor related expenditures account for 43% of the current year budget as opposed to 27% of the Proposed Budget.

Material or significant changes are defined as a minimum of 0.05% of proposed expenditures and a 10% change (absolute value) from the current to Proposed Budget.

Significant Changes in Fund Balance

No material changes in fund balance are anticipated in the Proposed Budget.

The budget does not reflect a negative trend in fund balance during the three-year forecast period.

Anticipated FY2022 Grants

Below is a brief description of other common grants awarded to the district and a table of anticipated awards for FY2022.

Comprehensive Literacy State Development Grant (L4GA) (Programs 1736,1737,1738,1739)

Federal grant to improve literacy outcomes for students from birth through grade 12.

Title IV-A Student Support and Academic Enrichment (Program 1779)

Title IV-A funding supports providing all students access to well-rounded education, improved school conditions for student learning, and improves the use of technology in order to advance the academic achievement and digital literacy of all students.

Title II Improving Teacher Quality (Program 1784)

The purpose of the Title II grant is to improve the quality and effectiveness of teachers, principals and other school leaders. It will also aim to increase student achievement consistent with the challenging State academic standards, increase the number of teachers, principals and other school leaders, as well as, provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Advanced Placement Grant (Program 1791)

The Advanced Placement grant is committed to supporting local school districts efforts to improving the academic achievement of students. The grant achieves this by providing financial support for teachers to receive training during the summer to be able to offer AP courses to their students in the upcoming school year.

McKinney Vento Grant (Program 1800)

The McKinney Vento grants seeks to ensure that each homeless student has equal access to the same free, appropriate public education, including a public preschool education as provided to other District students.

Title III Language Instruction for English Learners and Immigrant Students (Program 1816)

Title III funds are used to provide language instructional programs to English Learners or Limited English Proficient (LEP) students. The purpose of the grant is to have English language learners or Limited English Proficient (LEP) students develop English proficiency and meet the same academic achievement standards that all other students are expected to meet.

Title III Part A: Language Instruction for English Learners and Immigrant Students (Program 1828)

Title III helps ensure that English Learners including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.

High Cost Fund (Program 1831)

These funds assist the local school district in covering the direct special education instructional costs of children with disabilities who meet the criteria of a High Needs Child. The intensity, frequency and diversity of the special education and related services needs of the child exceed the typical needs of a child with a disability.

JROTC (Program 1862)

The JROTC program offers the opportunity for high school students to enroll in a leadership/citizenship program coordinated under the umbrella of the Career, Technical and Agricultural Education Division of the Georgia Department of Education. The funding from this grant provides partial reimbursement to the local school district for instructor salaries.

Family Connections (Program 2720)

Georgia Family Connection is the only statewide network in the country dedicated to the health and well-being of families and communities. The program connects partners to the resources they need, helps coordinate and manage efforts and empowers our communities to craft local solutions based on local decisions.

Pre-School Regular Project, Special Education (Program 2820)

The funding from this grant assists in providing special education and related services to children with disabilities ages three through five.

VI-B Flowthrough Special Education (Program 2824)

The funding from this grant assists in providing special education and related services to children with disabilities.

Parent Mentor (Program 2831)

The funding of this grant assists in providing support for the special education Parent Mentor. The Parent Mentor helps to enhance communication and collaboration among families, educators, and communities to lead to greater success for students with disabilities and increase family engagement.

Perkins IV Program Improvement Grant (Program 3324)

These funds are used to strengthen the academic, lifetime career and technical skills of students participating in the career and technical education programs. The grant also helps provide professional development to teachers and administrators who are involved in career and technical education programs.

Perkins IV-Perkins Plus Reserve Grant and Perkins Plus Carryover (Program 3325 and Program 3327)

The Reserve grant is designed to supplement the resources of local school systems in rural areas, areas with high percentages of career education students; or areas with high numbers of career and technology education students and were adversely affected by the change in the Perkins IV funding formula.

CRRSA Act (ESSER II) (Program 4180)

The CRRSA Act (ESSER II) provides education funding to state education agencies and local education agencies to support schools as they are dealing with the effects of the COVID-19 Pandemic. The Elementary and Secondary School Emergency Relief Fund distributes funds to LEAs based on their Title I allocations. These funds are intended to be used for learning loss, preparing schools for reopening, testing, repairing, and additional activities that address how to prevent, prepare, and respond to the COVID-19 pandemic.

Paulding County School District
Fiscal Year Budget

2022

Anticipated FY2022 Grants

Program Names	FY2018 Actual	FY2019 Actual	FY2020 Actual	FY2021 Current Year	FY2022 Proposed Budget
Striving Readers Birth-5	\$ 2,775	\$ 88,763	\$ 51,338	\$ 46,352	
Striving Readers Elementary	5,564	1,893,909	176,858	218,317	-
Striving Readers Middle	1,235	868,441	132,007	116,696	-
Striving Readers High	584	109,181	339,329	409,461	-
L4GA - Birth through Age 5				425,759	\$ 585,034
L4GA - Kindergarten through Grade 5				1,950,533	1,655,639
L4GA Middle School				818,323	782,200
L4GA High School				852,599	892,392
Title I	3,578,211	3,821,260	3,664,079	3,954,478	3,430,621
Migrant Education, Title I - Regular				-	
Title IIIIA Student Support and Academic Enrichment	113,616	228,339	159,089	110,307	251,257
Drug Free-Regular, Drug Free	-				
Title II-A, Improving Teacher Quality	449,605	500,428	466,280	481,383	626,075
Title II-A, Advance Placement	1,085	2,250	3,475	2,000	3,700
Education of Homeless Children	14,550	0			40,000
Limited English Proficient	57,629	80,685	88,911	93,659	87,197
Title II, Part B: Mathematics And Science Partnerships	382,328	-			
Title III-A Immigrant		2,500	1,273	4,960	4,960
Idea High Cost Fund Pool	36,461	182,132	26,885	289,233	75,000
Special Education -State Program Improvement Grant (Cfda # 84.323A)				8,964	-
Jr. ROTC	428,821	450,288	459,263	631,546	484,857
Family Connection - Dhr Grants	48,500	49,973	49,993	48,000	48,000
Pre-School-Regular Project, Special Education	81,847	83,800	81,295	90,532	100,614
VI-B Flowthrough Special Education Fund 404	4,371,912	4,228,403	4,564,250	4,313,867	4,967,633
IDEA Supplemental Relief Allocations				3,560	
IDEA Georgia Parent Mentor Partnership Participation Grant			14,400	14,458	14,400
Title VI B , Capacity Bldg	55,284	-			
Vocational 85% Grant-Program Improvement.	155,406	177,000	184,228	-	-
Perkins Iv - Perkins Plus Reserve Grant	25,000	24,910	24,286	-	-
Perkins Plus CarryOver	8,637	10,270	10,003	21,235	-
Perkins V - Program Improvement Grant				192,730	192,834
Perkins V - PerkinsPlus Grant				23,094	25,000
Perkins V - CarryOver Grant				-	10,000
ARP Act - ESSER III Funds - Employee Retention Bonus				3,465,785	
CARES Act - ESSER Funds				3,012,724	-
CARES Act - ESSER I Funds - CTAE Extended Day				5,766	
CARES Act - ESSER I Funds - CTAE Supervision				2,859	
CARES Act - ESSER I Funds - CTAE Youth Apprenticeship				3,625	
CARES Act - ESSER I Funds - Agriculture Extended Day				899	
CARES Act - ESSER I Fund - Agriculture Extended Year				764	
CARES Act - ESSER Funds - Special Education Supplemental Relief Allocations				11,773	
CARES Act - ESSER Funds - SEA Reserve Grant Set-Aside				6,000	
CRRSA Act - ESSER II Funds				1,234,485	10,626,928
Title I Summer	\$ 19,716	9,227	29,530	4,417	-
Title IV SSAE Summer		417	15,625	135,368	-
Title II-A Summer		59,427	68,912		
Summer Account, Title II-A Advance Placement	1,700	4,515		825	-
Ed Homeless Summer	16,193	19,573			
Title 3A Limited English Summer		2,244	4,042		
Federal PreSchool Summer	64	6,903	21,720		
Math/Sci Partn Summer	22,802	42,179			
Title VI B Flow Thru	7,348				
Title 3A Lang Immig Summer			360		
Title 6B,Capacity BldgSummer	6	14,685			
Sunshine Fund	1,017	252		713	
SNP Gr Action for Healthy Kids	3,239	12,183	1,613	450	
SPED Medicaid FeeForSrv	451,581	201,709	142,770	65,986	75,000
SPED Medicaid ACE	97,709	608,579	374,395	85,008	270,600
PrtnEd TchRetirement	1,879	2,730			
PrtnEdRev Undesignated	2,351	7,057	1,824		
PartnerinEdRev Designated	10,849	248	485		
DonationRev Designated	1,915			1,495	
MscGr GOSA InnovationFund		8,370	42,870		
MscGr GOSA Connections For Cla	634,412				
MscGr GOSA SharkTank					
OwensBrockway Bus Grant	51,986	230,310			
GOSA Tiny Grant		6,992			
Transportation Misc Grant	65,000	65,000	65,000		
McDonalds Misc Grant		1,062	8,936	19,990	
Misc	4,116,781	4,358,763	3,427,993	3,047,953	2,460,851
	\$15,325,600	\$18,464,955	\$ 14,703,316	\$26,228,928	\$27,710,793

Paulding County School District
Fiscal Year Budget

2022

Financial Data

Special Revenue Funds								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Revenue:								
Other Local Sources	\$ 5,128,842	\$ 4,949,927	\$ 4,391,994	\$ 4,260,871	\$ 3,317,533	\$ 4,000,000	\$ 4,000,000	\$ 4,000,000
State Source	735,061	295,646	92,777	29,725	48,000	40,000	40,000	40,000
Federal	9,838,382	12,911,727	10,587,437	23,495,367	24,856,342	36,476,800	22,754,401	16,041,178
Total Revenue	\$15,702,285	\$18,157,300	\$15,072,208	\$ 27,785,963	\$ 28,221,875	\$40,516,800	\$26,794,401	\$20,081,178
Expenditures:								
1000 Instruction	\$ 9,170,993	\$11,295,027	\$ 8,585,615	\$ 17,619,043	\$ 16,425,813	\$30,154,684	\$18,505,575	\$13,928,552
2100 Pupil Services	1,317,423	1,609,874	1,370,823	1,597,567	2,134,171	2,553,289	1,541,582	1,576,635
2210 Improvement of Instruction	158,879	180,100	180,393	304,964	428,045	240,641	180,762	180,883
2213 Instructional Staff Training	2,134,108	2,401,229	2,120,457	3,389,342	4,667,954	4,743,625	4,345,272	2,237,712
2220 Media Services	-	-	911	70,821	3,927	-	-	-
2230 Federal Grant Administration	261,031	308,344	334,208	327,908	511,510	383,591	320,893	327,112
2300 General Administration	134,091	186,338	160,108	303,787	1,415,336	283,857	211,837	209,817
2400 School Administration	-	24,949	18,924	238,300	338,996	134,369	25,000	25,000
2500 Business Services	1,748	393	272	17,879	1,960	-	-	-
2600 Maintenance	-	-	76	113,418	121,913	-	-	-
2700 Transportation	922,707	1,248,754	951,595	1,115,187	679,935	1,014,745	705,480	637,467
2800 Central Support Services	7,763	9,078	13,806	34,250	13,601	10,000	10,000	10,000
2900 Other Support Services	48,500	49,973	49,993	48,000	48,000	48,000	48,000	48,000
3100 SNP	-	-	-	219,360	46,134	-	-	-
3200 Enterprise Operations	1,168,358	1,150,896	916,134	829,102	873,499	950,000	900,000	900,000
Total Expenditures	\$15,325,600	\$18,464,955	\$14,703,316	\$ 26,228,928	\$ 27,710,793	\$40,516,800	\$26,794,401	\$20,081,178
Revenue Over/(Under) Expenditures	\$ 376,684	\$ (307,656)	\$ 368,892	\$ 1,557,035	\$ 511,082	\$ 0	\$ 0	\$ (0)
Other Sources (Uses):								
Transfers In	20,000	6,300	7,337	-	-	-	-	-
Transfers Out	(20,000)	(6,381)	(7,337)	-	-	-	-	-
Total Other Sources (Uses)	-	(81)	-	-	-	-	-	-
Change in Fund Balance	\$ 376,684	\$ (307,737)	\$ 368,892	\$ 1,557,035	\$ 511,082	\$ 0	\$ 0	\$ (0)
Beginning Fund Balance*	1,829,127	2,205,812	1,898,075	2,801,698	4,358,734	4,869,816	4,869,816	4,869,816
Ending Fund Balance	\$ 2,205,812	\$ 1,898,075	\$ 2,266,967	\$ 4,358,734	\$ 4,869,816	\$ 4,869,816	\$ 4,869,816	\$ 4,869,816

*Includes Beginning Fund Balance Adjustments

Paulding County School District
Fiscal Year Budget

2022

Special Revenue Funds								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Summary by State Object:								
100 Salaries	\$ 5,639,232	\$ 5,768,576	\$ 5,759,587	\$ 10,141,590	\$ 13,240,089	\$ 23,688,839	\$ 13,708,763	\$ 9,057,308
200 Benefits	2,056,153	2,139,510	2,227,994	2,755,117	5,436,160	7,797,734	4,725,803	2,849,427
Total Salaries & Benefits	\$ 7,695,385	\$ 7,908,086	\$ 7,987,580	\$ 12,896,707	\$ 18,676,249	\$ 31,486,573	\$ 18,434,566	\$ 11,906,736
Other Expenditures:								
300 Purchased Profess & Tech Services	\$ 1,030,884	\$ 1,639,041	\$ 1,394,226	\$ 1,960,404	\$ 1,400,321	\$ 1,803,046	\$ 1,909,069	\$ 1,815,093
321 Contracted Service - Teachers	223,658	75,747	81,728	66,460	100,000	100,000	100,000	100,000
340 Professional Legal Services	-	-	-	13,200	-	-	-	-
430 R&M Services	5,921	4,683	4,342	3,001	2,000	4,000	4,000	4,000
441 Rental of Land or Buildings	-	423	-	-	-	-	-	-
519 Student Trans Purch from Other Source	-	657	-	-	-	-	-	-
530 Communication	7,589	5,376	5,368	4,930	10,349	8,244	8,752	9,259
532 Commun - Web-Based Subt and Licen	153,181	2,280,794	310,532	1,166,634	1,390,176	910,249	906,741	903,233
563 Tuition To Private Sources	-	-	154	-	-	-	-	-
580 Travel - Employees	87,162	110,186	92,628	16,448	62,429	60,000	60,000	60,000
595 Other Purchased Services	2,162	5,036	12,586	3,679	10,000	10,988	12,420	13,852
610 Supplies	4,325,538	4,574,919	3,554,094	3,613,139	2,791,705	4,000,000	3,600,000	3,500,000
611 Supplies - Technology Related	22,099	36,233	25,743	79,799	23,970	51,761	56,492	61,223
612 Computer Software	96,528	5,332	-	4,695	-	5,000	5,000	5,000
615 Expendable Equipment	98,138	154,169	59,727	136,843	109,379	47,718	31,863	16,009
616 Expendable Computer Equipment	793,064	542,455	421,840	4,513,685	214,018	500,000	500,000	500,000
620 Energy	3,179	22,838	89,448	74,582	38,052	82,067	94,216	106,365
640 Digital/Electronic Textbooks	-	-	-	-	275,000	-	-	-
641 Textbooks - Printed	3,749	43,069	-	-	400,000	100,000	100,000	100,000
642 Books (Non-Textbooks) & Periodicals	327,722	318,139	189,523	1,181,178	655,422	900,000	500,000	500,000
730 Purch of Equip - (Not Buses or Comp)	-	-	-	-	-	-	-	-
732 Purchase or Lease- Buses	116,986	295,310	65,000	-	-	-	-	-
810 Dues and Fees	117,814	179,572	168,031	118,686	159,173	155,205	157,388	159,571
880 Federal Indirect Cost Charges	116,314	168,191	147,666	276,581	1,392,550	201,950	223,894	230,838
890 Other Expenditures	98,527	94,699	93,100	98,278	-	90,000	90,000	90,000
Total State Objects	\$ 15,325,600	\$ 18,464,955	\$ 14,703,316	\$ 26,228,928	\$ 27,710,793	\$ 40,516,800	\$ 26,794,401	\$ 20,081,178

School Nutrition Fund

The **School Nutrition Fund** accounts for activities associated with the District’s School Nutrition Program (SNP). Although a Special Revenue Fund, the School Nutrition Fund is presented separately for budget appropriation and internal reporting purposes.

Major (Significant) Funding Sources and Uses (Expenditure Categories)

Federal Funding Sources (National Child Nutrition Program) account for 60.3% of the proposed revenue budget.

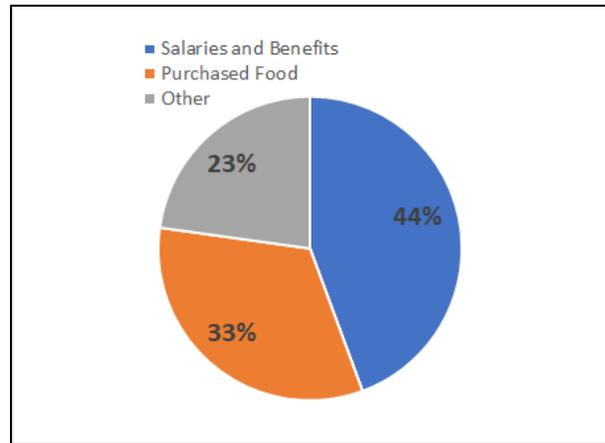
Other Local Sources Revenue

Other Local Sources (Meal Purchases) account for 37.4% of the proposed revenue budget.

Salaries and Benefits Expenditures

Salaries and Benefits account for 44.4% of the Proposed Budget, including:

- \$4.6 million in Salaries or 27.8%
- \$2.8 million in Benefit costs or 16.6%



Purchased Food Expenditures account for \$5.5 million or 32.8% of the Proposed Budget.

Underlying Assumptions and Significant Trends for Major Funding Sources and Uses

Underlying Assumptions:

Federal Funding Sources

- As is the case for most grants, should the funding of these programs be eliminated or reduced, the services provided would likely be negatively impacted.

Local Funding Sources

- Meal purchases are volatile and sensitive to governmental regulations.

Salaries and Benefits

- Cost of labor will continue to grow.

Purchased Food

- As a commodity, purchased food cost is volatile, and has historically increase.

Significant Trends or Factors Influencing Budget Decisions:

COVID-19 Pandemic. The impact of the ongoing COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Demographic and Economic Factors

Free and Reduced-Price Meal Benefits Program Eligibility. *Free and Reduced-Price Meal Benefits*

Program (FRL) is a part of the National Child Nutrition Program. This program makes free or reduced priced meals available to qualifying households. Qualifications are based on the gross income of all household members and the number of persons living in the house.

FRL participation is a measurement of student wealth and is directly impacted by the demographic and economic conditions of Paulding County.

The FRL participation percentage decreased 2.34% from October 2012 to October 2020, from 42.39% to 40.05%, respectively.

The Statewide participation percentage decreased 3.41%, from 59.59% to 56.18%.

Free and Reduced Price Meal Eligibility (FRL)

School	Oct-12 % FRL	Oct-20 %FRL	Change
0299 - Allgood Elementary School	64.67	58.97	(5.70)
0103 - Bessie L. Baggett Elementary	54.37	59.70	5.33
0110 - Burnt Hickory Elementary School	21.26	18.42	(2.84)
0199 - C. A. Roberts Elementary School	41.82	38.72	(3.10)
0410 - Carl Scoggins Sr. Middle school	52.86	46.85	(6.01)
0304 - Connie Dugan Elementary School	43.90	49.59	5.69
1050 - Dallas Elementary School	75.67	69.61	(6.06)
0292 - East Paulding High School	36.60	35.73	(0.87)
0394 - East Paulding Middle School	36.92	36.53	(0.39)
0194 - Floyd L. Shelton Elementary School at Crossroad	15.12	21.17	6.05
0310 - Hal Hutchens Elementary	44.68	55.10	10.42
2352 - Herschel Jones Middle School	63.46	56.48	(6.98)
5050 - Hiram Elementary School	64.59	59.70	(4.89)
0101 - Hiram High School	44.80	49.79	4.99
0404 - Irma C. Austin Middle School	41.98	45.01	3.03
0297 - J. A. Dobbins Middle School	52.21	56.34	4.13
0201 - Lena Mae Moses Middle School	36.40	41.14	4.74
0104 - Lillian C. Poole Elementary School	57.37	49.29	(8.08)
0188 - McGarity Elementary School	45.10	46.29	1.19
0198 - Nebo Elementary School	41.21	47.83	6.62
2052 - New Georgia Elementary School	43.06	46.69	3.63
0109 - North Paulding High School	21.12	18.61	(2.51)
0294 - Northside Elementary School	50.78	50.86	0.08
0213 - P. B. Ritch Middle School	54.21	58.82	4.61
2552 - Paulding County High School	52.74	45.75	(6.99)
0204 - Roland W. Russom Elementary	30.74	26.07	(4.67)
0197 - Sam D. Panter Elementary School	54.26	55.34	1.08
0108 - Sammy McClure Sr. Middle School	17.96	18.00	0.04
0210 - Sara M. Ragsdale Elementary	57.63	53.21	(4.42)
0106 - South Paulding High School	37.49	32.61	(4.88)
0192 - South Paulding Middle School	46.80	47.03	0.23
4052 - Union Elementary School	51.82	45.71	(6.11)
0113 - WC Abney Elementary	38.00	31.80	(6.20)
Paulding County School District	42.39	40.05	(2.34)
Statewide Average	59.59	56.18	(3.41)

Enrollment Factors

Enrollment Growth. Increases in enrollment may result in additional grant awards, but funding may not cover all the additional costs associated with required services. For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. In the prior decade, from FY2010 to FY2020, enrollment increased 1,910 or 6.7%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. However, growth is expected to resume as the pandemic comes to an end. 2022 is projected to grow 400 to 30,135 or 1.3%.

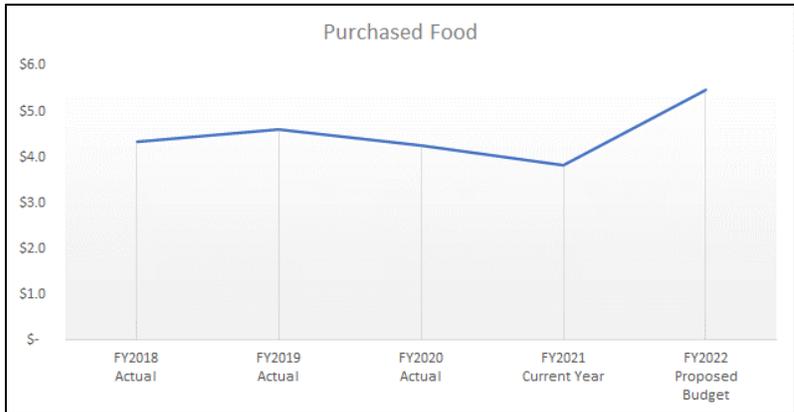
Funding Factors

Federal Budget. Changes in the appropriations for grants and/or the allocation methodology.

Meal Purchases. Meal purchases are volatile and sensitive to governmental regulations.

Operating Factors

Food Cost. Purchase Food accounts for \$5.5 million or 32.8% of the Proposed Budget. As a commodity, purchased food cost is volatile, and has historically increase.



Rising Cost of Human Capital. With 44.4% of the proposed focused on salaries and benefits, the rising cost of human capital is a major factor bearing on SNP.



Material Changes (Shifts) from Current Year Budget

Changes in Revenue

No material changes are anticipated, beyond current trends.

Changes in Expenditures

The proposed expenditure budget is \$3.0 million or 22.1% greater than the current year. This anticipated increase is due to increase of 2.5% raise in salaries for FY2022 and increase in food purchase. Food purchases are anticipated to increase due to the continuation of free lunches for all students in FY2022 per federal guidelines.

Material or significant changes are defined as a minimum of 0.05% of proposed expenditures and a 10% change (absolute value) from the current to Proposed Budget.

Significant Changes in Fund Balance

The Proposed Budget reflects a decline of \$3.1 million in fund balance. This decline is the result of a spending plan, designed to bring fund balance more in line with industry standards. In addition, the Federal Government has approved a continuation of free meals for all students during FY2022. Even though School Nutrition is reimbursed by Federal programs, this will increase food purchase expenditures. There was also a Board approved 2.5% raise in salaries for FY2022, which will increase salaries and benefit expenditures. Fund balance will be used to help cover the additional cost.

The budget does not reflect a negative trend in fund balance during the three-year forecast period.

Paulding County School District
Fiscal Year Budget

2022

Financial Data

School Nutrition Program								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Revenue:								
Other Local Sources	\$ 4,577,520	\$ 5,656,288	\$ 4,229,969	\$ 1,819,103	\$ 5,513,976	\$ 5,351,880	\$ 5,374,950	\$ 5,698,020
State Source	330,088	330,846	335,664	346,584	338,955	346,469	349,816	353,163
Federal	8,104,536	8,666,887	8,338,688	12,669,202	8,906,986	9,000,000	9,000,000	9,000,000
Total Revenue	\$ 13,012,144	\$ 14,654,020	\$ 12,904,321	\$ 14,834,890	\$ 14,759,917	\$ 14,698,349	\$ 14,724,766	\$ 15,051,183
Expenditures:								
3100 SNP	\$ 14,132,105	\$ 14,138,355	\$ 13,957,981	\$ 13,483,899	\$ 16,707,560	\$ 14,698,349	\$ 14,724,766	\$ 15,051,183
4000 Acquisition & Construction	-	-	909,025.99	198,021.54	-	-	-	-
Total Expenditures	\$ 14,132,105	\$ 14,138,355	\$ 14,867,007	\$ 13,681,921	\$ 16,707,560	\$ 14,698,349	\$ 14,724,766	\$ 15,051,183
Revenue Over/(Under) Expenditures	\$ (1,119,961)	\$ 515,666	\$ (1,962,686)	\$ 1,152,969	\$ (1,947,643)	\$ 0	\$ 0	\$ (0)
Other Sources (Uses):								
Transfers In	735,085	769,255	718,905	784,217	743,043	759,365	762,452	765,540
Transfers Out	(735,085)	(769,255)	(718,905)	(784,217)	(743,043)	(759,365)	(762,452)	(765,540)
Total Other Sources (Uses)	-	-	-	-	-	-	-	-
Change in Fund Balance	\$ (1,119,961)	\$ 515,666	\$ (1,962,686)	\$ 1,152,969	\$ (1,947,643)	\$ 0	\$ 0	\$ (0)
Beginning Fund Balance*	5,936,828	4,816,867	5,332,532	3,369,846	4,522,815	2,575,172	2,575,172	2,575,172
Ending Fund Balance	\$ 4,816,867	\$ 5,332,532	\$ 3,369,846	\$ 4,522,815	\$ 2,575,172	\$ 2,575,172	\$ 2,575,172	\$ 2,575,172
Summary by State Object:								
								*Includes Beginning Fund Balance Adjustments
100 Salaries	\$ 3,975,736	\$ 3,949,375	\$ 4,332,367	\$ 4,117,742	\$ 4,642,778	\$ 4,654,335	\$ 4,554,580	\$ 4,704,825
200 Benefits	2,471,540	2,439,551	2,509,923	2,426,687	2,771,287	2,699,786	2,758,449	2,817,112
Total Salaries & Benefits	\$ 6,447,276	\$ 6,388,926	\$ 6,842,291	\$ 6,544,428	\$ 7,414,065	\$ 7,354,121	\$ 7,313,029	\$ 7,521,937
Other Expenditures:								
300 Purchased Profess & Tech Services	\$ 16,302	\$ 16,448	\$ (24,988)	\$ 12,823	\$ 22,998	\$ 11,647	\$ 12,624	\$ 13,600
410 Water, Sewer and Cleaning Services	159,652	207,879	207,839	227,890	250,531	271,289	291,466	311,642
430 R&M Services	101,391	67,167	75,071	55,083	88,670	66,218	62,466	58,713
520 Insurance (non-Employee Benefits)	15,089	17,250	25,135	29,448	27,971	34,367	38,163	41,960
530 Communication	25,710	24,927	25,210	25,580	28,104	27,539	28,083	28,627
580 Travel - Employees	46,879	39,208	34,645	26,344	49,312	36,878	36,078	35,278
591 SFS Commodity Hauling	62,435	67,319	55,486	58,297	56,981	54,125	52,132	50,139
610 Supplies	544,186	536,185	459,026	441,533	610,948	530,038	533,925	537,812
612 Computer Software	33,662	111,538	40,882	41,745	43,956	39,595	34,674	29,754
615 Expendable Equipment	159,597	36,595	77,957	21,735	39,688	40,000	40,000	40,000
616 Expendable Computer Equipment	2,318	1,170	-	3,743	28,156	23,352	28,777	34,202
620 Energy	208,451	223,168	205,414	217,627	234,888	232,109	236,842	241,576
630 Purchased Food	4,341,682	4,618,701	4,248,097	3,821,695	5,483,666	4,000,000	4,000,000	4,000,000
635 Food Acquisitions	977,131	951,224	857,187	1,170,822	1,011,922	1,080,411	1,109,329	1,138,247
720 Building Acq, Construction, and Impr	-	-	909,026	198,022	-	-	-	-
730 Purch of Equip - (Not Buses or Comp)	440,075	185,221	115,417	130,164	580,666	123,146	145,758	168,371
810 Dues and Fees	5,329	4,285	3,736	3,438	4,174	3,245	2,930	2,614
880 Federal Indirect Cost Charges	544,938	641,142	709,577	651,505	730,864	770,270	758,491	796,712
890 Other Expenditures	-	-	-	-	-	-	-	-
Total State Objects	\$ 14,132,105	\$ 14,138,355	\$ 14,867,007	\$ 13,681,921	\$ 16,707,560	\$ 14,698,349	\$ 14,724,766	\$ 15,051,183

Capital Projects Fund

Capital Projects Fund accounts for and reports financial resources including Education Special Purpose Local Option Sales Tax (E-SPLOST), bond proceeds and grants from the Georgia State Financing and Investment Commission (including the State Capital Outlay Program) that are restricted, committed or assigned for capital outlay expenditures, including the acquisition or construction of capital facilities and other capital assets.

Major (Significant) Funding Sources and Uses (Expenditure Categories)

Local Taxes: E-SPLOST

Major fund sources include a Special Purpose Local Option Sales Tax for education (E-SPLOST), a one-cent sales tax to help fund capital improvements and debt repayment. For the Proposed Budget, E-SPLOST collections are projected to total \$19.8 million.

Jul-21	\$ 1,640,853
Aug-21	1,639,914
Sep-21	1,694,982
Oct-21	1,606,326
Nov-21	1,529,250
Dec-21	1,640,354
Jan-22	1,652,409
Feb-22	2,006,644
Mar-22	1,528,797
Apr-22	1,490,535
May-22	1,712,666
Jun-22	<u>1,634,017</u>
Total	\$ 19,776,747

State Sources: State Capital Outlay Program

The purpose of the State’s reimbursable capital outlay program is to assure that every public-school student is housed in a facility that is structurally sound, well maintained and has adequate space and equipment to meet each student’s instructional needs. State capital outlay funds may be used for new construction projects needed due to enrollment growth; to renovate, modernize or replace facilities that have become obsolete or unsafe; to provide new additions to existing facilities or relocation of existing facilities; and to consolidate facilities.

For the Proposed Budget, State Capital Outlay Program reimbursements will total approximately \$1.8 million for the following projects:

- Dobbins Middle School
 - \$2,184,000 Renovation/Modification Reimbursement
 - 49% Reimbursed in FY2022 (\$1,077,900)
 - 51% Reimbursed in FY2023 (\$1,106,100)
- Allgood Elementary School
 - \$1,512,000 Renovation/Modification Reimbursement
 - 47% Reimbursed in FY2022 (\$718,200)
 - 53% Reimbursed in FY2023 (\$793,800)

E-SPLOST Capital Projects (Various Expenditures)

The following capital projects will be funded through E-SPLOST:

- Moses Middle School - Renovation/Modification
- Russom Elementary School - Renovation/Modification
- Hiram HS School - Renovation/Modification
- South Paulding High School – Tennis Courts Repairs
- Various Technology, Miscellaneous, and Maintenance Projects

Some major projects span multiple fiscal years. Below are major, multiyear E-SPLOST projects:

Projects	FY21	FY22	FY23	Cost
Hiram HS	\$ 3,349,311	\$ 4,036,086	\$ 1,394,603	\$ 8,780,000
Dobbins MS		\$ 3,593,000	\$ 3,687,000	\$ 7,280,000
Allgood ES		\$ 2,394,000	\$ 2,646,000	\$ 5,040,000
Technology and Misc		\$ 2,443,683		\$ 2,443,683
		\$ 12,466,769		

Construction Fund Capital Projects (Various Expenditures)

The following capital projects will be funded through the Construction Fund:

- Paving of school parking lots
- Other miscellaneous maintenance projects

Underlying Assumptions and Significant Trends for Major Funding Sources and Uses

Underlying Assumptions:

Transfers Out

Debt service is primarily funded through E-SPLOST VI (transferred from the Capital Projects Fund). An underlying assumption is the anticipated collection of E-SPLOST proceeds.

Jul-21	\$ 1,640,853
Aug-21	1,639,914
Sep-21	1,694,982
Oct-21	1,606,326
Nov-21	1,529,250
Dec-21	1,640,354
Jan-22	1,652,409
Feb-22	2,006,644
Mar-22	1,528,797
Apr-22	1,490,535
May-22	1,712,666
Jun-22	1,634,017
Total	\$ 19,776,747

Debt Service

- In December 2020, the District issued general obligation bonds in the amount of \$26,275,000. The proceed from these bonds will be used for capital outlay projects.

Significant Trends or Factors Influencing Budget Decisions:

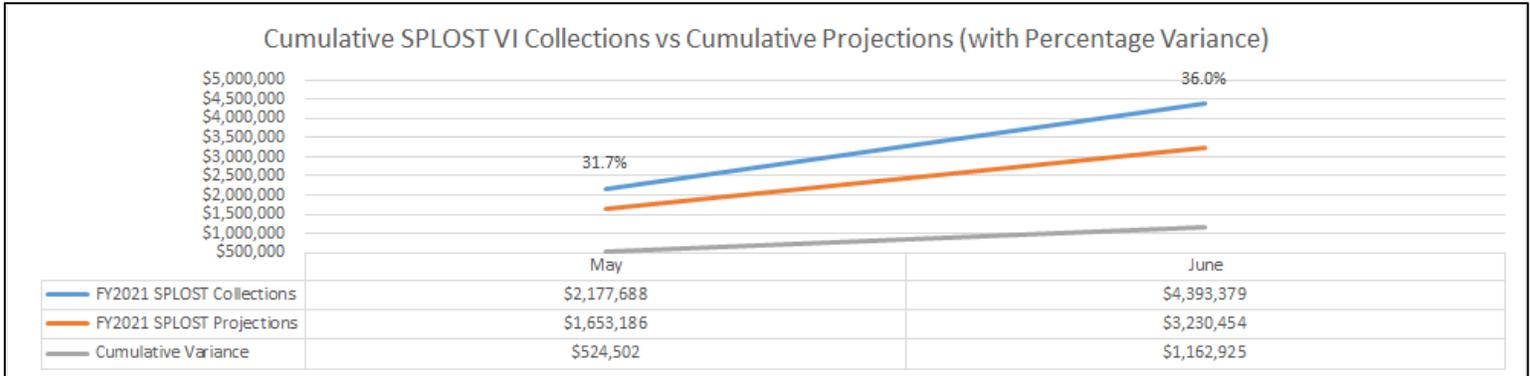
COVID-19 Pandemic. The impact of the ongoing COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Demographic and Economic Factors

Local Economy. E-SPLOST collections are directly impacted by the economy of Paulding County. Which is expected to perform at historical levels during the projected budget period.

Funding Factors

SPLOST Receipts. Capital projects are primarily funded through E-SPLOST collections. Georgia State University’s Andrew Young School of Policy Studies (Fiscal Research Center) provided the collection projections for E-SPLOST VI. Although volatile, collections have historically exceeded projections. As of June 30, 2021, the cumulative variance to projections was 36.0%.



State Capital Outlay Program. Continued funding of the State’s Capital Outlay Program.

Operating Factors

Construction Costs. Operating factors could include the cost of construction.

Material Changes (Shifts) from Current Year Budget

Changes in Revenue

The proposed revenue budget is \$35.1 million or 61.9% lower than the current year. This is primarily related to the bond issuance in December 2020 in the amount of \$30.4 million. Other anticipated changes in revenue are related to different capital projects between fiscal years, and their reimbursement-eligible expenditures.

Changes in Expenditures

No material changes in expenditures are anticipated in the Proposed Budget.

Material or significant changes are defined as a minimum of 0.05% of proposed expenditures and a 10% change (absolute value) from the current to Proposed Budget.

Significant Changes in Fund Balance

The Proposed Budget reflects a decrease of \$35.3 million or 102.2% in fund balance. This anticipated decrease is the result of the bond issuance in FY2021 and different capital projects between fiscal years, and their reimbursement-eligible expenditures.

The budget does not reflect a negative trend in fund balance during the three-year forecast period.

Paulding County School District
Fiscal Year Budget

2022

Operating Statement

Capital Project Fund Operating Statement as presented to the Board of Education on June 8, 2021.

Paulding County School District

July 1, 2021 through June 30, 2022

Capital Project Fund(s)

	SPLOST V	SPLOST VI	2020 Bonds	Fund 300	2022 Budget
Revenue:					
SPLOST Collections					
Collections		\$ 12,880,596	\$ 6,896,151		\$ 19,776,747
Capital Outlay Program			1,796,100		1,796,100
Other Revenue					-
Total Revenue	\$ -	\$ 12,880,596	\$ 8,692,251	\$ -	\$ 21,572,847
Expenditures:					
Audit Fees		\$ 5,000			\$ 5,000
SPLOST Projects					
Hiram HS			\$ 4,036,086		4,036,086
Dobbins MS			3,593,000		3,593,000
Allgood ES			2,394,000		2,394,000
SPHS Engineering Academy			300,000		300,000
Other Projects**			1,643,683		1,643,683
Technology			500,000		500,000
Miscellaneous				\$ 350,000	350,000
Total Expenditures	\$ -	\$ 5,000	\$ 12,466,769	\$ 350,000	\$ 12,821,769
Revenue Over (Under) Expenditures	\$ -	\$ 12,875,596	\$ (3,774,518)	\$ (350,000)	\$ 8,751,078
Transfers From/(To) Other Funds	1,000,000	(1,000,000)	-	-	-
Transfer for Debt Service	(4,150,825)	(4,035,825)	(1,331,697)	-	(9,518,347)
Estimated Fund Balance (July 1, 2021)**	16,154,184	10,000	25,778,619	6,266,375	48,209,178
Estimated Fund Balance (June 30, 2022)	\$ 13,003,359	\$ 7,849,771	\$ 20,672,404	\$ 5,916,375	\$ 47,441,909

* Other projects includes fine arts, athletic facility improvements, and other miscellaneous projects

** Based on FY2021 Cash Flow

Paulding County School District
Fiscal Year Budget

2022

Financial Data

Capital Projects Fund								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Revenue:								
Local Taxes	\$ 15,350,318	\$ 19,887,112	\$ 19,969,118	\$ 25,789,583	\$ 19,776,747	\$ 24,581,174	\$ 26,056,707	\$ 27,532,240
Other Local Sources	21,643	34,175	71,400	31,589	-	63,173	69,879	76,585
State Source	1,289,461	5,030,754	4,022,753	449,839	1,796,100	2,678,978	1,929,330	1,232,908
Bond Issuance	-	-	-	30,424,434	-	-	-	-
Total Revenue	\$ 16,661,421	\$ 24,952,041	\$ 24,063,271	\$ 56,695,445	\$ 21,572,847	\$ 27,323,325	\$ 28,055,917	\$ 28,841,733
Expenditures:								
2500 Business Services	\$ -	\$ -	\$ -	\$ 414,619	\$ -	\$ -	\$ -	\$ -
2700 Transportation	-	-	-	572,450	-	-	-	-
4000 Acquisition & Construction	8,853,787	13,044,044	6,539,158	12,926,246	12,821,769	13,182,450	13,964,267	14,746,083
5100 Debt Service	126,272	169,097	107,516	11,506	-	-	-	-
Total Expenditures	\$ 8,980,059	\$ 13,213,141	\$ 6,646,674	\$ 13,924,821	\$ 12,821,769	\$ 13,182,450	\$ 13,964,267	\$ 14,746,083
Revenue Over/(Under) Expenditures	\$ 7,681,362	\$ 11,738,900	\$ 17,416,596	\$ 42,770,624	\$ 8,751,078	\$ 14,140,875	\$ 14,091,650	\$ 14,095,650
Other Sources (Uses):								
Transfers In	5,343,006	2,963,115	10,535,219	5,562,144	-	-	-	-
Transfers Out	(8,196,393)	(8,689,899)	(16,712,650)	(13,762,044)	(9,518,347)	(14,140,875)	(14,091,650)	(14,095,650)
Total Other Sources (Uses)	(2,853,387)	(5,726,784)	(6,177,431)	(8,199,900)	(9,518,347)	(14,140,875)	(14,091,650)	(14,095,650)
Change in Fund Balance	\$ 4,827,975	\$ 6,012,116	\$ 11,239,165	\$ 34,570,724	\$ (767,269)	\$ -	\$ 0	\$ 0
Beginning Fund Balance	(1,672,645)	3,155,330	9,167,446	20,406,612	54,977,335	54,210,066	54,210,066	54,210,066
Ending Fund Balance	\$ 3,155,330	\$ 9,167,446	\$ 20,406,612	\$ 54,977,335	\$ 54,210,066	\$ 54,210,066	\$ 54,210,066	\$ 54,210,066
Summary by State Object:								
300 Purchased Profess & Tech Services	\$ 526,903	\$ 689,623	\$ 730,150	\$ 701,011	\$ 541,951	\$ 652,423	\$ 657,142	\$ 661,860
410 Water, Sewer and Cleaning Services	-	-	-	-	-	-	-	-
490 Other Purchased Property Services	-	-	-	-	-	-	-	-
595 Other Purchased Services	-	7,973	5,672	-	-	-	-	-
610 Supplies	-	-	-	-	-	-	-	-
611 Supplies - Technology Related	-	-	235	31,874	-	10,468	10,351	10,233
615 Expendable Equipment	3,369	294,614	14,688	390,419	1,137,967	1,077,711	1,314,211	1,550,711
616 Expendable Computer Equipment	-	20,764	457,146	746,947	678,984	1,006,014	1,214,429	1,422,844
715 Land Improvements	9,684	-	-	-	-	-	-	-
720 Building Acq, Construction, and Impr	8,295,443	12,002,237	5,109,945	9,988,658	10,087,867	9,568,211	9,725,338	9,882,465
730 Purch of Equip - (Not Buses or Comp)	18,264	28,834	221,322	1,067,096	375,000	867,623	1,042,797	1,217,970
732 Purchase or Lease-Purchase of Buses	-	-	-	572,450	-	-	-	-
734 Purchase or Lease-Tech Equipment	-	-	-	-	-	-	-	-
810 Dues and Fees	125	-	-	241	-	-	-	-
830 Interest	126,272	169,097	107,516	11,506	-	-	-	-
833 Bond Issuance	-	-	-	414,619	-	-	-	-
Total State Objects	\$ 8,980,059	\$ 13,213,141	\$ 6,646,674	\$ 13,924,821	\$ 12,821,769	\$ 13,182,450	\$ 13,964,267	\$ 14,746,083

Debt Service Funds

Debt Service Funds account for and reports financial resources that are restricted, committed or assigned including taxes (property and sales) legally restricted for the payment of general long-term principal and interest and paying agent’s fees.

The School District’s bonded debt consists of general obligation bonds, callable with interest payable semiannually. Bond proceeds primarily pay for acquiring or constructing capital facilities. Bonds have also been issued to advance-refund previously issued bonds. The School District repays general obligation bonds from voter-approved property and/or E-SPLOST tax collections. General obligation bonds are direct obligations and pledge the full faith and credit of the School District.¹¹

On November 10, 2020, the Board approved the School District to issue general obligation bonds in the amount of \$26,275,000. The proceeds from these bonds will be used for capital outlay projects. The School District issued these bonds in December 2020. Interest payments will begin in FY2022 with the first Principal payment not until August 2022 (FY2023).

As of June 30, 2021, the District has \$103.3 million in outstanding bonds. This amount of debt, applicable to debt limits, is well below the legal debt margin. Included in the amortization tables below, debt service for FY2022 includes:

Principal	\$4,885,000
Interest	\$4,633,347
Annual Fees*	\$5,000
Total Debt Service	\$9,523,347

* \$5,000 has been budgeted for the annual agent fees and dissemination services.

Legal Debt Limit and Margin¹²

The Constitution of the State of Georgia provides that the District may not incur long-term obligations payable out of general property taxes without the approval of a majority of the qualified voters of the District voting at an election called to approve the obligations. In addition, under the Constitution of the State of Georgia, the District may not incur long-term obligations payable out of general property taxes in excess of ten percent (10%) of the assessed value of all taxable property within the District.

Short-term obligations (those payable within the same calendar year in which they are incurred), lease and installment purchase obligations subject to annual appropriation and intergovernmental obligations are not subject to the legal limitations described above. In addition, refunded obligations cease to count against the District's debt limitations.

¹¹ Annual Financial Report, Basic Financial Statements Note 7

¹² Annual Report on Bond Indebtedness

As computed in the table below, based upon the 2020 gross tax digest, the District could incur (upon necessary voter approval) approximately \$373.7 million of long-term obligations payable out of general property taxes (or general obligation bonds) before reaching the its Debt Limit (10% of Assessed Value) of \$477.0 million.

2020 Gross Tax Digest	\$5,710,239,562
<i>Less: District Bond Exemptions</i>	<i>-\$940,082,814</i>
2020 Net Tax Digest for Bond Purposes	\$4,770,156,748
Debt Limit (10% of Assessed Value)	\$477,015,675
<i>Less: Amount of Debt as of June 30, 2021</i>	<i>-\$103,310,000</i>
Legal Debt Margin	<u>\$373,705,675</u>

Major (Significant) Funding Sources and Uses (Expenditure Categories)

Transfers In

The Capital Projects Fund is the primary source for the Debt Service Fund. Debt service is primarily funded through a Special Purpose Local Option Sales Tax for education (E-SPLOST), a one-cent sales tax to help fund capital improvements and debt repayment (transferred from the E-SPLOST Capital Projects Fund).

Prior to 2011, a bond millage rate was imposed to fund debt service through property taxes. Collected delinquent property taxes are also used to fund debt service

Debt Service

Debt service expenditures account for \$9.5 million or 100.0% of the of the Proposed Budget.

Underlying Assumptions and Significant Trends for Major Funding Sources and Uses

Underlying Assumptions:

Transfers In

Debt service is primarily funded through E-SPLOST VI (transferred from the E-SPLOST Capital Projects Fund). An underlying assumption is the collection of projected FY2022 E-SPLOST proceeds. For more information, see Capital Projects Funds.

Jul-21	\$ 1,640,853
Aug-21	1,639,914
Sep-21	1,694,982
Oct-21	1,606,326
Nov-21	1,529,250
Dec-21	1,640,354
Jan-22	1,652,409
Feb-22	2,006,644
Mar-22	1,528,797
Apr-22	1,490,535
May-22	1,712,666
Jun-22	1,634,017
Total	\$ 19,776,747

Debt Service Amortization Schedules

2014 Bond Issue - Regions

Date	Refunding Principal	Maturity	Coupon	Interest	Total Interest	Total Debt Service
8/1 2021	\$ 77,035,000.00			\$ 122,125.00	\$ 1,650,825.00	\$ 1,650,825.00
2/1 2022	\$ 77,035,000.00	\$ 4,885,000.00	5.00%	\$ 122,125.00	\$ 1,650,825.00	\$ 6,535,825.00
8/1 2022	\$ 72,150,000.00			\$ 128,125.00	\$ 1,528,700.00	\$ 1,528,700.00
2/1 2023	\$ 72,150,000.00	\$ 5,125,000.00	5.00%	\$ 128,125.00	\$ 1,528,700.00	\$ 6,653,700.00
8/1 2023	\$ 67,025,000.00			\$ 133,000.00	\$ 1,400,575.00	\$ 1,400,575.00
2/1 2024	\$ 67,025,000.00	\$ 5,370,000.00	4.95%	\$ 133,000.00	\$ 1,400,575.00	\$ 6,770,575.00
8/1 2024	\$ 61,655,000.00			\$ 141,750.00	\$ 1,267,575.00	\$ 1,267,575.00
2/1 2025	\$ 61,655,000.00	\$ 5,670,000.00	5.00%	\$ 141,750.00	\$ 1,267,575.00	\$ 6,937,575.00
8/1 2025	\$ 55,985,000.00			\$ 149,625.00	\$ 1,125,825.00	\$ 1,125,825.00
2/1 2026	\$ 55,985,000.00	\$ 5,985,000.00	5.00%	\$ 149,625.00	\$ 1,125,825.00	\$ 7,110,825.00
8/1 2026	\$ 50,000,000.00			\$ 157,375.00	\$ 976,200.00	\$ 976,200.00
2/1 2027	\$ 50,000,000.00	\$ 6,295,000.00	5.00%	\$ 157,375.00	\$ 976,200.00	\$ 7,271,200.00
8/1 2027	\$ 43,705,000.00			\$ 124,125.00	\$ 818,825.00	\$ 818,825.00
2/1 2028	\$ 43,705,000.00	\$ 6,620,000.00	3.75%	\$ 124,125.00	\$ 818,825.00	\$ 7,438,825.00
8/1 2028	\$ 37,085,000.00			\$ 127,800.00	\$ 694,700.00	\$ 694,700.00
2/1 2029	\$ 37,085,000.00	\$ 6,880,000.00	3.72%	\$ 127,800.00	\$ 694,700.00	\$ 7,574,700.00
8/1 2029	\$ 30,205,000.00			\$ 133,968.75	\$ 566,900.00	\$ 566,900.00
2/1 2030	\$ 30,205,000.00	\$ 7,145,000.00	3.75%	\$ 133,968.75	\$ 566,900.00	\$ 7,711,900.00
8/1 2030	\$ 23,060,000.00			\$ 139,156.25	\$ 432,931.25	\$ 432,931.25
2/1 2031	\$ 23,060,000.00	\$ 7,410,000.00	3.76%	\$ 139,156.25	\$ 432,931.25	\$ 7,842,931.25
8/1 2031	\$ 15,650,000.00			\$ 144,093.75	\$ 293,775.00	\$ 293,775.00
2/1 2032	\$ 15,650,000.00	\$ 7,685,000.00	3.75%	\$ 144,093.75	\$ 293,775.00	\$ 7,978,775.00
8/1 2032	\$ 7,965,000.00			\$ 149,681.25	\$ 149,681.25	\$ 149,681.25
2/1 2033	\$ 7,965,000.00	\$ 7,965,000.00	3.76%	\$ 149,681.25	\$ 149,681.25	\$ 8,114,681.25
		\$ 81,700,000.00			\$ 25,347,925.00	\$ 107,047,925.00

FY2022 Activity

SPLOST VI - Series 2020

Date	Principal	Maturity	Coupon	Interest	Total Interest	Total Debt Service
2/1 2021	\$ 26,275,000					
8/1 2021	26,275,000			\$ 165,247	\$ 748,472	\$ 748,472
2/1 2022	26,275,000			72,975	\$ 583,225	583,225
8/1 2022	26,275,000	\$ 4,865,000	3.00%	72,975	583,225	5,448,225
2/1 2023	21,410,000			100,000	510,250	510,250
8/1 2023	21,410,000	5,000,000	4.00%	100,000	510,250	5,510,250
2/1 2024	16,410,000			130,000	410,250	410,250
8/1 2024	16,410,000	5,200,000	5.00%	130,000	410,250	5,610,250
2/1 2025	11,210,000			136,750	280,250	280,250
8/1 2025	11,210,000	5,470,000	5.00%	136,750	280,250	5,750,250
2/1 2026	5,740,000			143,500	143,500	143,500
8/1 2026	\$ 5,740,000	5,740,000	5.00%	143,500	143,500	5,883,500
		\$ 26,275,000			\$ 4,603,422	\$ 30,878,422

FY2022 Activity

Significant Trends or Factors Influencing Budget Decisions:

COVID-19 Pandemic. The impact of the ongoing COVID-19 pandemic is reflected throughout the FY2022 Proposed Budget, including the economic, funding, enrollment, and operational ramifications. However, given the full impact of the pandemic cannot be known at this point, much consideration was given to the adaptability of the proposed budget to address the unforeseen challenges of FY2022.

Demographic and Economic Factors

Local Economy. E-SPLOST collections are directly impacted by the economy of Paulding County. Which is expected to perform at historical levels during the projected budget period.

Funding Factors

SPLOST Receipts. Debt service is primarily funded through E-SPLOST collections. Georgia State University’s Andrew Young School of Policy Studies (Fiscal Research Center) provided the collection projections for E-SPLOST VI. Although volatile, collections have historically exceeded projections. As of June 30, 2021, the cumulative variance to projections was 36.0%.

Operating Factors

New Debt Issuances. Operating factors could include the advance-refunding of existing bond issues. There are no plans to issue any further debt in the Proposed Budget Year.

Material Changes (Shifts) from Current Year Budget

Changes in Revenue

No material changes in revenue are anticipated in the Proposed Budget.

Changes in Expenditures

The Proposed Budget reflects a 16.1% increase in expenditures due to the issuance of general obligation bonds in FY2020.

Material or significant changes are defined as a minimum of 0.05% of proposed expenditures and a 10% change (absolute value) from the current to Proposed Budget.

Significant Changes in Fund Balance

No material changes in fund balance are anticipated in the Proposed Budget.

The budget does not reflect a negative trend in fund balance during the three-year forecast period.

Paulding County School District
Fiscal Year Budget

2022

Financial Data

Debt Service Fund								
	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
	Actual	Actual	Actual	Current Year	Proposed Budget	Forecast	Forecast	Forecast
Revenue:								
Local Taxes	\$ 27,381	\$ 17,522	\$ 353	\$ 2,337	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Other Local Sources	38	48	53	17	-	-	-	-
Total Revenue	\$ 27,420	\$ 17,570	\$ 407	\$ 2,354	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Expenditures:								
5100 Debt Service	8,198,518	8,230,856	8,216,956	8,204,206	9,523,347	14,140,875	14,091,650	14,095,650
Total Expenditures	\$ 8,198,518	\$ 8,230,856	\$ 8,216,956	\$ 8,204,206	\$ 9,523,347	\$ 14,140,875	\$ 14,091,650	\$ 14,095,650
Revenue Over/(Under) Expenditures	\$ (8,171,098)	\$ (8,213,286)	\$ (8,216,550)	\$ (8,201,852)	\$ (9,518,347)	\$ (14,135,875)	\$ (14,086,650)	\$ (14,090,650)
Other Sources (Uses):								
Transfers In	8,197,218	8,230,856	9,728,781	9,892,515	9,523,347	14,140,875	14,091,650	14,095,650
Transfers Out	-	-	-	(9,815)	-	-	-	-
Total Other Sources (Uses)	8,197,218	8,230,856	9,728,781	9,882,700	9,523,347	14,140,875	14,091,650	14,095,650
Change in Fund Balance	\$ 26,120	\$ 17,570	\$ 1,512,231	\$ 1,680,848	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Beginning Fund Balance	88,830	114,950	132,520	1,644,751	3,325,599	3,330,599	3,335,599	3,340,599
Ending Fund Balance	\$ 114,950	\$ 132,520	\$ 1,644,751	\$ 3,325,599	\$ 3,330,599	\$ 3,335,599	\$ 3,340,599	\$ 3,345,599
Summary by State Object:								
810 Dues And Fees	\$ 5,718	\$ 8,156	\$ 4,306	\$ 4,306	\$ 5,000	\$ -	\$ -	\$ -
830 Interest	4,052,800	3,887,700	3,757,650	3,534,900	4,633,347	4,150,875	3,721,650	3,225,650
831 Redemption of Principal	4,140,000	4,335,000	4,455,000	4,665,000	4,885,000	9,990,000	10,370,000	10,870,000
Total State Objects	\$ 8,198,518	\$ 8,230,856	\$ 8,216,956	\$ 8,204,206	\$ 9,523,347	\$ 14,140,875	\$ 14,091,650	\$ 14,095,650

Other Post-Employment Benefits (OPEB)

The District reported the following accrued obligation for OPEB (other post-employment benefits) in its FY2020 Annual Financial Report. FY2021 data was pending during the budget process.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2020, the School District reported a liability of \$180,016,788.00 for its proportionate share of the net OPEB liability. The net OPEB liability was measured as of June 30, 2019. The total OPEB liability used to calculate the net OPEB liability was based on an actuarial valuation as of June 30, 2018. An expected total OPEB liability as of June 30, 2019 was determined using standard roll-forward techniques. The School District's proportion of the net OPEB liability was actuarially determined based on employer contributions during the fiscal year ended June 30, 2019. At June 30, 2019, the School District's proportion was 1.466873%, which was an increase of 0.017569% from its proportion measured as of June 30, 2018.

For the year ended June 30, 2020, the School District recognized OPEB expense of \$4,502,598.00. At June 30, 2020, the School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	OPEB	
	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ -	\$ 19,583,952.00
Changes of assumptions	6,251,631.00	25,376,683.00
Net difference between projected and actual earnings on OPEB plan investments	392,021.00	-
Changes in proportion and differences between School District contributions and proportionate share of contributions	2,699,676.00	835,638.00
School District contributions subsequent to the measurement date	5,119,426.00	-
Total	\$ 14,462,754.00	\$ 45,796,273.00

Informational Section



Property Taxes & Values

What are property taxes?

Property tax is an ad valorem tax - which means according to value - based upon wealth. Wealth is determined by the property a person owns. All real property and all personal property are taxable unless the property has been exempted by law.

- Real property is land and generally anything that is erected, growing or affixed to the land; and
- personal property is everything that can be owned that is not real estate.

In Georgia, property is required to be assessed at 40% of the fair market value unless otherwise specified by law.

Property Taxable Values

Property is assessed at the county level by the Paulding County Board of Tax Assessors (BOA). The State Revenue Commissioner is responsible for examining the digests of counties in Georgia in order to determine that property has been assessed uniformly and equally between and within the counties.

Property owners that do not agree with the assessed value on their proposed assessment may file an appeal with the BOA.

Each year, the BOA is required to review the assessed value for property tax purposes of taxable property in the county. When the trend of prices on properties that have recently sold in the county indicate there has been an increase in the fair market value of any specific property, the BOA is required by Georgia law to re-determine the value of such property and increase the assessment. This is called a reassessment.

Net Digest

The net digest refers to the assessed value (40%) of all properties in a jurisdiction (or tax district), less appropriate exemptions. For 2020, the net digest for the maintenance and operations of PCSD was \$5.4 billion.

Who Does What?
Board of Tax Assessors: Determines Property Value
Board of Education: Recommends a Millage Rate
Board of Commissioners: Levies the Tax
Tax Commissioner: Collects the Tax
Georgia Department of Revenue: Oversees the Process

Millage Rate

The tax rate, or millage, is set by the Paulding County Board of Commissioners (the tax levying authority) at the recommendation of the Board of Education. A tax rate of one mill represents a tax liability of one dollar per \$1,000 of assessed value.

A millage rate can be for the maintenance and operations of the school district (M&O) or for bond debt service, including principal and interest (Bond).

The FY2022 budget reflects an 18.750 M&O millage rate, to be used for the maintenance and operations of the school district. The budget does not anticipate a bond millage rate, as E-SPLOST funds will be used to pay bond debt service.

Rollback Rate

When the total digest of taxable property is prepared, Georgia Law requires that a rollback millage rate must be computed that will produce the same total revenue on the current year's new digest that last year's millage rate would have produced had no reassessments occurred.

Property Taxpayer's Bill of Rights¹³

Senate Bill 177, Act 431 was signed April 30, 1999 and became effective January 1, 2000 (O.C.G.A. 48-5-32.1). The bill has two main thrusts:

- Prevention of indirect tax increases resulting from increases to existing property values due to inflation,
- Enhancement of an individual property owner's rights when objecting to and appealing an increase made by a county board of tax assessors to the value of the owner's property.

Rollback of Millage Rate When Digest Value Increased by Reassessments¹⁴

The Revenue Commissioner developed rules and regulations to implement the terms and provisions of O.C.G.A. 48-5-32.1.

Prevention of Indirect Tax Increases: Each year there are two types of value increases made to a county tax digest;

- increases due to inflation, and
- increases due to new or improved properties.

There are no additional requirements if the levying (or recommending) authority rolls back the millage rate each year to offset any inflationary increases in the digest.

Rollback of Millage Rate to Offset Inflationary Increases: When the total digest of taxable property is prepared, Georgia Law requires that a rollback millage rate must be computed that will produce the

¹³ Georgia Department of Revenue: Local Government Services Division

¹⁴ Georgia Department of Revenue: Local Government Services Division

same total revenue on the current year's new digest that last year's millage rate would have produced had no reassessments occurred.

If the county (school district) elects to set their millage rate higher than the rollback rate, they will be required:

1. Notification of Tax Increase with Three Public Hearings: The levying (or recommending) authority must hold three public hearings allowing the public input into the proposed increase in taxes.
2. Publish Notice in Paper One Week Before Each Hearing: The levying (or recommending) authority must publish a notice in the paper one week in advance of each of these three public hearings.
3. Press Release to Explain Tax Increase: The levying (or recommending) authority must issue a release to the press explaining its intent to increase the taxes.

More Information?

For more information, visit the Georgia Department of Revenue's website at <https://dor.georgia.gov/local-government-services>.

Example of Millage Rate Calculation

In the example provided, the Tax Amount is calculated by doing the following:

1. Multiply the Fair Market Value by 40% (\$228,900 x 40% = \$89,560)
2. Deduct the relevant Exemption, in this case \$2,000 Homestead (\$89,560 - \$2,000 = \$87,560)
3. Divide by 1,000 for the mills (\$87,560 / 1,000 = 89.56)
4. Multiply the mills by the Millage Rate (89.56 x 18.750 = \$1,679.25)

Bond millage rate is 0.000 because debt service is funded through E-SPLOST.

J.W. (Bill) Watson, III
Paulding County Tax Commissioner
240 Constitution Blvd. Room# 3006
Dallas, GA 30132-4614
(770) 443-7581

Scan this code with your mobile phone to view or pay this bill

Certain persons are eligible for certain homestead exemptions from ad valorem taxation. In addition to the regular homestead exemption authorized for all homeowners, certain elderly persons are entitled to additional exemptions. The full law relating to each exemption must be referred to in order to determine eligibility for the exemption. If you are eligible for one of these exemptions and are not now receiving the benefit of the exemption, you must apply for the exemption not later than April 1, 2019 in order to receive the exemption in future years. For more information on eligibility for exemptions or on the proper method of applying for an exemption, you may contact:

Paulding County Board of Tax Assessors
240 Constitution Blvd. Room #3082
Dallas, GA 30132
(770) 443-7606

If you believe that the fair market value placed upon your property by the Board of Tax Assessors is higher than it should be and if you can provide supporting evidence (mortgage appraisal, sales of comparable properties, etc.), then it may be in your best interest to file a property tax return with the Board of Tax Assessors requesting a review of your property appraisal. This must be done not later than April 1, 2019. Information on how to file a property tax return can be obtained from the address above.

INTERNET TAX BILL

State, County & School Ad Valorem Tax Notice

Bill No.	Account Number	Fair Market Value	Assessed Value	Tax District	Acres	Homestead Code
Sample	Sample	228900	91560	01	0.25	S1

Map Number / Property Description / Street Address	Tax Entity	Exemptions	Net Taxable	Tax Rate	Tax Amount
Sample Bill	SCHOOL M&O			18.750	1,553
	SCHOOL BND			1.682	139
	COUNTY M&O				
Local Option Sales Tax Information		COUNTY M&O			
Mills required to produce county budget					
Mills reduction due to sales tax rollback					
Actual mill rate set by county officials					
Tax savings due to sales tax rollback					
This gradual reduction and elimination of the state property tax and the reduction in your tax bill this year is the result of property tax relief passed by the Governor and the House of Representatives and the Georgia State Senate.					TOTAL DUE
To pay online go to pauldingcountytax.com. If you have any questions concerning this bill, please call our office at (770) 443-7581. Check Verification and Returned Check processing provided by: Envision Payment Solutions.					DATE DUE

2021 (Proposed Budget) Millage Rate

The budget assumes an 18.750 millage rate for the maintenance and operation (M&O) of the District, which is slightly below average among comparable school districts. Coupled with above average school-aged persons per household, this results in an extremely low levy and local revenue per student. The chart to the right shows comparative data for 2020, the most current data available.

M&O Millage Rate History

The last material change to the M&O Millage Rate occurred in 2007, an increase of 2.500 mills.

Lowered Four Times in Last 20 Years:

- 2019 -0.129
- 2013 -0.030
- 2003 -0.881
- 2002 -1.610

Raised Twice in Last 20 Years:

- 2007 +2.500
- 2001 +2.500

Millage Rate Reduction Considerations:

- ✓ Perpetual Loss of Revenue
- ✓ Loss will Compound as Digest Grows
- ✓ Impact on Equalization Grant
- ✓ Low Wealth School District
- ✓ Net Digest per Pupil Not Back to Pre-Recession Levels (Inflation Adjusted)

Rank	Millage Rate		Levy	Revenue
	2020 M&O Millage Rate	% Variance to PCSD	FY2020 Levy per Student	FY2020 Local Revenue per Student
1	Muscogee 23.321	Muscogee 4.571	Cobb \$5,275	Bartow \$11,090
2	Douglas 19.600	Douglas 0.850	Coweta \$4,553	Cobb \$10,974
3	Avg Comp 19.080	Avg Comp 0.330	Bartow \$4,454	Avg >10k \$10,885
4	Avg >10k 18.940	Avg >10k 0.190	Avg Comp \$4,423	Richmond \$10,574
5	Cobb 18.900	Cobb 0.150	Cherokee \$4,422	Avg Comp \$10,538
6	Paulding 18.750	Paulding 0.000	Avg >10k \$4,319	Carroll \$10,422
7	Bartow 18.650	Bartow -0.100	Muscogee \$3,781	Douglas \$10,409
8	Cherokee 18.450	Cherokee -0.300	Douglas \$3,533	Muscogee \$10,358
9	Richmond 18.419	Richmond -0.331	Richmond \$3,234	Coweta \$10,332
10	Carroll 17.998	Carroll -0.752	Paulding \$3,039	Cherokee \$10,149
11	Coweta 17.300	Coweta -1.450	Carroll \$2,745	Paulding \$10,142

Bond Millage

In FY2012, the District eliminated the Bond millage rate of 2.963, with debt service now funded through E-SPLOST.

2021 Millage Rate Highlights:

- An M&O millage rate of 18.750 was utilized in the FY2022 Budget.
- Bond millage rate of 0.000 will be maintained in the FY2022 Budget, with bond principal and interest paid through E-SPLOST. A bond millage of approximately 1.757 would be required to meet FY2022 debt service.
- Net M&O Digest is projected to increase \$546m or 7.811.3% to \$5.4 billion.
- Changes in assessed property values (reassessment) will increase 2021 property taxes by an average 9.7% (18.750).
- Other changes to the digest will increase 2021 property taxes by 1.6%.
- Net Taxes or levy will increase 11.3% (18.750).

2021 Current Tax Digest and Eight-Year History of Assessed Value and Taxes Levied

Below is an eight-year history, tax years 2017-2024 (FY2018 – FY2025), of assessed value of taxable property, tax rates, and taxes levied. The three-year forecast of assessed value, utilizes a two-year average growth rate (2020 and 2021). The taxes levied forecast assumes no change in the M&O Millage Rate. In addition, the information below provides an analysis of the millage rate's effect on the average taxpayer for the same period.

Fiscal Year	FY2018	FY2019	FY2020	Current - FY2021	Proposed - FY2022	FY2023	FY2024	FY2025
Tax Year	2017	2018	2019	2020	2021	2022	2023	2024
Real & Personal Ad Valorem	\$ 4,267,812,331	\$ 4,695,351,018	\$ 5,197,039,026	\$ 5,676,816,294	\$ 6,308,413,844	\$ 6,950,536,376	\$ 7,658,019,450	\$ 8,437,516,003
Motor Vehicle Ad Valorem	109,114,430	84,458,480	69,422,580	31,621,130	50,251,310	51,373,331	52,520,404	53,693,090
Mobile Home Ad Valorem	1,781,714	1,646,786	1,644,067	1,632,921	1,534,173	1,482,584	1,432,730	1,384,553
Timber Ad Valorem (100%)	1,068,015	501,435	208,158	5,360	225,181	4,732,982	99,480,480	2,090,936,954
Heavy Duty Equipment	942,267	133,553	49,891	163,857	86,134	164,084	312,577	595,453
Gross Digest	4,380,718,757	4,782,091,272	5,268,363,722	5,710,239,562	6,360,510,642	7,008,289,357	7,811,765,642	10,584,126,053
Less M&O Exemptions	(626,135,711)	(698,086,901)	(797,100,194)	(891,271,119)	(995,663,606)	(1,112,788,264)	(1,243,690,853)	(1,389,992,139)
Net Digest	3,754,583,046	4,084,004,371	4,471,263,528	4,818,968,443	5,364,847,036	5,895,501,093	6,568,074,789	9,194,133,914
Gross M&O Millage Rate	18.879%	18.879%	18.750%	18.750%	18.750%	18.750%	18.750%	18.750%
Less Millage Rate Rollbacks								
Net M&O Millage Rate	18.879%	18.879%	18.750%	18.750%	18.750%	18.750%	18.750%	18.750%
Net Taxes Levied	\$ 70,882,773	\$ 77,101,919	\$ 83,836,191	\$ 90,355,658	\$ 100,590,882	\$ 110,540,645	\$ 123,151,402	\$ 172,390,011
Net Taxes \$ Increase	\$ 6,123,180	\$ 6,219,145	\$ 6,734,273	\$ 6,519,467	\$ 10,235,224	\$ 9,949,764	\$ 12,610,757	\$ 49,238,609
Net Taxes % Increase	9.5%	8.8%	8.7%	7.8%	11.3%	9.9%	11.4%	40.0%
Impact on Taxpayer								
Homestead Exemption	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)	\$ (2,000)
Market Value	\$ 157,616	\$ 171,445	\$ 186,419	\$ 200,916	\$ 223,675	\$ 245,799	\$ 273,841	\$ 383,328
40% Market Value, less Exemption	\$ 61,046	\$ 66,578	\$ 72,568	\$ 78,366	\$ 87,470	\$ 96,320	\$ 107,536	\$ 151,331
M&O Millage Rate	18.879%	18.879%	18.750%	18.750%	18.750%	18.750%	18.750%	18.750%
Ad Valorem Taxes	\$ 1,152	\$ 1,257	\$ 1,361	\$ 1,469	\$ 1,640	\$ 1,806	\$ 2,016	\$ 2,837
Increase	\$ 103	\$ 104	\$ 104	\$ 109	\$ 171	\$ 166	\$ 210	\$ 821
% Increase	9.8%	9.1%	8.3%	8.0%	11.6%	10.1%	11.6%	40.7%
Property Tax Rates and Collections								
M&O Millage Rate	18.879%	18.879%	18.750%	18.750%	18.750%	18.750%	18.750%	18.750%
Taxes Levied	\$ 70,882,773	\$ 77,101,919	\$ 83,836,191	\$ 90,355,658	\$ 100,590,882	\$ 110,540,645	\$ 123,151,402	\$ 172,390,011
Collections	\$ 59,978,589	\$ 64,551,710	\$ 70,766,355	\$ 77,067,557	\$ 84,028,718	\$ 91,420,883	\$ 99,463,352	\$ 108,213,331
% Collections vs Levy	84.6%	83.7%	84.4%	85.3%	83.5%	82.7%	80.8%	62.8%
Collections Less 2.5% Fee*	\$ 58,479,124	\$ 62,937,917	\$ 68,997,196	\$ 75,140,868	\$ 81,928,000	\$ 89,135,361	\$ 96,976,768	\$ 105,507,998

* Reflects the Collection Fee charged by the Tax Commissioner of Paulding County.

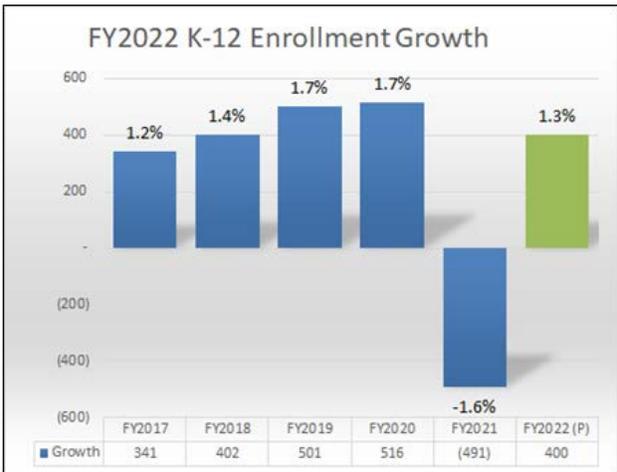
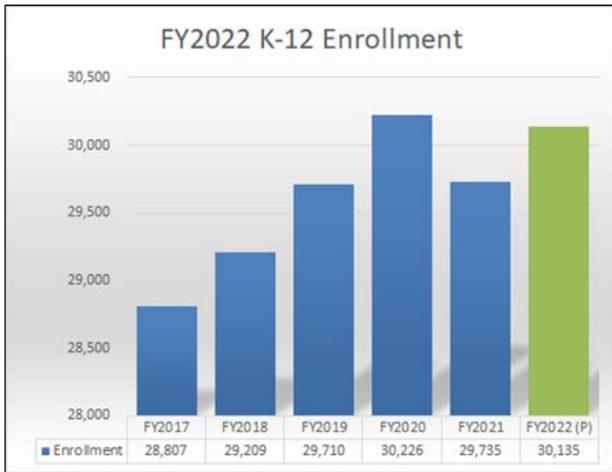
Alternative Tax Collections

Fiscal Year	FY2018	FY2019	FY2020	Current FY2021	Proposed FY2022
Tax Year	2017	2018	2019	2020	2021
Alternative Tax Collections:					
Title Ad Valorem Tax (411910)	\$ 5,602,900	\$ 6,411,014	\$ 7,123,774	\$ 9,348,000	\$ 7,048,000
Other Sales Taxes (411210)*	2,126,314	2,693,684	2,430,637	2,535,000	2,657,000
Other Taxes (411900)**	23,508	-	59,988	-	-
Total	\$ 7,752,723	\$ 9,104,697	\$ 9,614,399	\$ 11,883,000	\$ 9,705,000
<p>* <i>Other Sales Tax: Every holder of a long-term note secured by real estate must record the security instrument in the county in which the real estate is located. A recording tax, or intangible tax, is charged based on the value of the property. A transfer tax is also imposed on the transfer of real estate.</i></p> <p>** <i>Other Taxes: Primarily used for Railroad taxes.</i></p>					

Student Enrollment

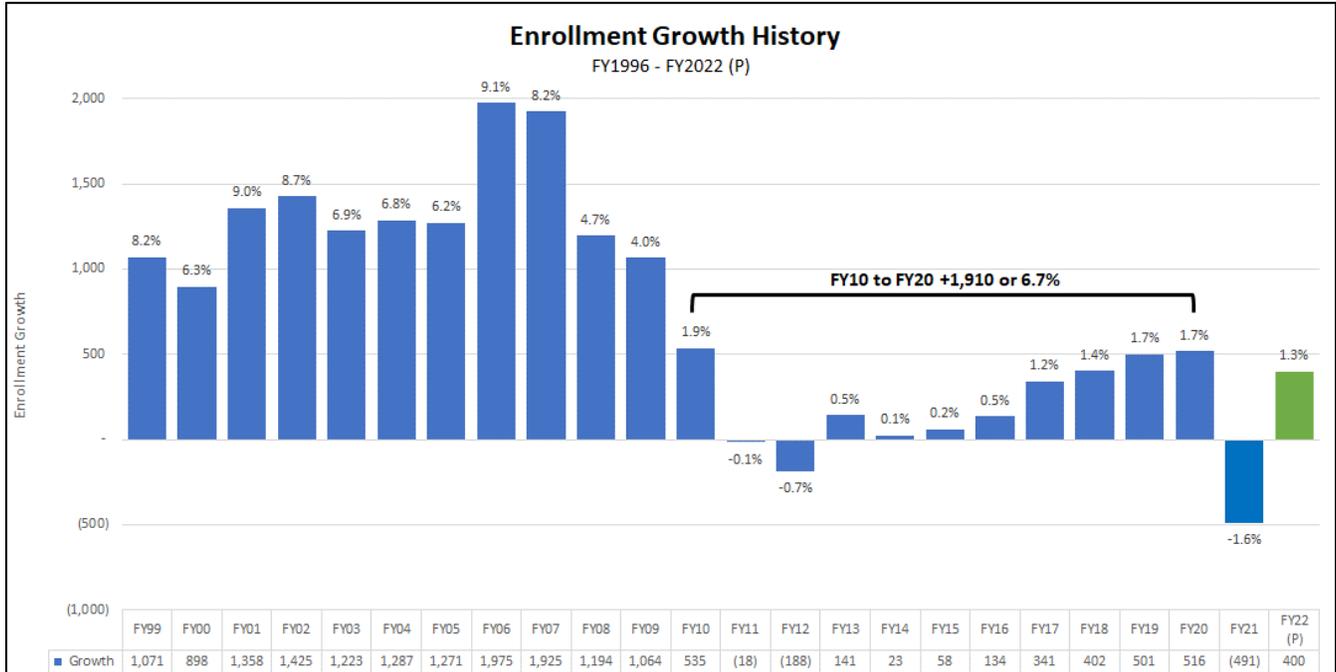
PCSD is projected to educate 30,135 students in FY2022 (school year 2021-2022), an increase of 400 students or 1.3%. Due to changes in educational environments from COVID-19, the District Plans to educate 2,259 students in a digital learning environment and 27,876 face-to-face.

- Elementary School Growth: 12,966 Students an Increase of 218 or 1.7%
- Middle School Growth: 7,296 Students an Increase of 23 or 0.3%
- High School Growth: 9,873 Students an Increase of 159 or 1.6%



Historical Enrollment Growth

For the 10 years ending FY2020, the district had an annual growth rate of 0.7%. From FY2010 to FY2020 enrollment increased 1,910 or 6.7%. 2020 enrollment grew 1.7%, the largest growth rate in a decade and much more than the largest district average of 0.2%. A result of the COVID-19 pandemic, FY2021 enrollment declined -491 or -1.6% to 29,735. 2022 is projected to grow 400 or 1.3% with both digital learning and face-to-face instruction.



Student Enrollment for Eight Years

See the following *FY2022 Projection Summary Report*, which includes the following:

- Three years of enrollment history
- Current year enrollment
- Proposed Budget year enrollment projection
- Three years of enrollment forecasts



Paulding County School District Fiscal Year Budget

2022

FY2022 Projection Summary Report

Elementary Schools

	2017	2018	2019	2020
34 Abney Elementary	998	1054	1251	1320
20 Allgood Elementary	840	888	879	899
23 Baggett Elementary	628	632	632	616
31 Burnt Hickory Elementary	923	952	1001	1050
2 Dallas Elementary*	412	425	446	444
26 Dugan Elementary	704	715	674	668
3 Hiram Elementary	726	782	809	808
33 Hutchens Elementary	738	707	670	666
5 McGarity Elementary	566	573	567	617
18 Nebo Elementary	702	673	633	632
6 New GA Elementary*	311	306	305	332
15 Northside Elementary	418	468	497	572
16 Panter Elementary	554	526	528	533
25 Poole Elementary	403	419	436	450
32 Ragsdale Elementary	650	603	558	556
19 Roberts Elementary	665	711	659	644
24 Russom Elementary	840	887	876	868
14 Shelton Elementary	1221	1215	1202	1205
8 Union Elementary*	448	464	492	498
All Total Elementary	12,747	13,000	13,115	13,378

Current Year				FY2022 Projection			Three-Year Forecast		
2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
1	1,239	(81)	-6.1%	1,206	(33)	-2.7%	1,174	1,143	1,112
5	814	(85)	-9.5%	798	(16)	-2.0%	782	767	752
9	603	(13)	-2.1%	608	5	0.8%	613	618	623
3	1,026	(24)	-2.3%	1,071	45	4.4%	1,118	1,167	1,218
17	431	(13)	-2.9%	421	(10)	-2.3%	411	402	392
8	611	(57)	-8.5%	602	(9)	-1.5%	593	584	576
6	737	(71)	-8.8%	732	(5)	-0.7%	727	722	717
7	637	(29)	-4.4%	640	3	0.5%	643	646	649
12	579	(38)	-6.2%	576	(3)	-0.5%	573	570	567
10	598	(34)	-5.4%	580	(18)	-3.0%	563	546	529
19	347	15	4.5%	346	(1)	-0.3%	345	344	343
11	580	8	1.4%	603	23	4.0%	627	652	678
15	506	(27)	-5.1%	502	(4)	-0.8%	498	494	490
18	420	(30)	-6.7%	417	(3)	-0.7%	414	411	408
14	545	(11)	-2.0%	541	(4)	-0.7%	537	533	529
13	576	(68)	-10.6%	605	29	5.0%	635	667	701
4	844	(24)	-2.8%	944	100	11.8%	1,055	1,180	1,319
2	1,200	(5)	-0.4%	1,307	107	8.9%	1,424	1,550	1,689
16	455	(43)	-8.6%	467	12	2.6%	479	492	505
19	12,748	(630)	-4.7%	12,966	218	1.7%	13,212	13,488	13,798

Middle Schools

	2017	2018	2019	2020
27 Austin Middle	979	927	894	856
17 Dobbins Middle	707	673	643	666
9 East Paulding Middle	909	919	964	901
10 Herschel Jones Middle	726	714	778	812
22 Moses Middle	587	640	725	774
29 McClure Middle	1232	1317	1368	1424
36 Ritch Middle	637	599	624	640
35 Scoggins Middle	703	714	741	728
11 South Paulding Middle	481	462	463	481
All Total Middle School	6,961	6,965	7,200	7,282

2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
4	802	(54)	-6.3%	781	(21)	-2.6%	761	741	721
8	607	(59)	-8.9%	600	(7)	-1.2%	593	586	579
2	887	(14)	-1.6%	914	27	3.0%	942	970	1,000
3	818	6	0.7%	810	(8)	-1.0%	802	794	786
5	773	(1)	-0.1%	877	104	13.5%	995	1,129	1,281
1	1,472	48	3.4%	1,424	(48)	-3.3%	1,378	1,333	1,289
7	697	57	8.9%	714	17	2.4%	731	749	768
6	745	17	2.3%	724	(21)	-2.8%	704	684	664
9	472	(9)	-1.9%	452	(20)	-4.2%	433	415	397
9	7,273	(9)	-0.1%	7,296	23	0.3%	7,338	7,401	7,486

High Schools

Note: Includes AITEd

	2017	2018	2019	2020
12 East Paulding High	1646	1685	1743	1783
21 Hiram High	1676	1601	1517	1473
30 North Paulding High	2201	2295	2434	2570
13 Paulding County High	1738	1799	1827	1898
28 South Paulding High	1838	1864	1874	1842
All Total High School	9,099	9,244	9,395	9,566

2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
4	1,766	(17)	-1.0%	1,783	17	1.0%	1,800	1,817	1,835
5	1,452	(21)	-1.4%	1,427	(25)	-1.7%	1,402	1,378	1,355
1	2,698	128	5.0%	2,825	127	4.7%	2,958	3,097	3,243
2	1,906	8	0.4%	1,924	18	0.9%	1,942	1,961	1,979
3	1,892	50	2.7%	1,914	22	1.2%	1,936	1,959	1,982
5	9,714	148	1.5%	9,873	159	1.6%	10,039	10,212	10,393

Total Enrollment

	2017	2018	2019	2020
Total	28,807	29,209	29,710	30,226

2020-2021				2021-2022					
Rank	2021	Var	% Var	2022	Growth	% Var	2023	2024	2025
Total	29,735	(491)	-1.6%	30,135	400	1.3%	30,589	31,101	31,678

Closed for School Choice - FY22 *Austin Middle Reopened*

Closed for School Choice - FY21 *Austin Middle Reopened in FY22*

Closed for School Choice - FY20 *No Additional Closures*

Closed for School Choice - FY19

Closed for School Choice - FY18 and FY19

Closed for School Choice - FY18

* Mobiles in Use for Instruction (Union ES 7, Dallas ES 3 and New GA ES 2)

FY22 Title 1 Schools

Forecasting Methodology and Techniques

When projecting enrollment, PCSD considers a variety of census, state and local data, including:

- Survival Rate
- Population Growth
- Birth Rate
- New Home Construction
- School Choice
- School Programs
- Historical Growth

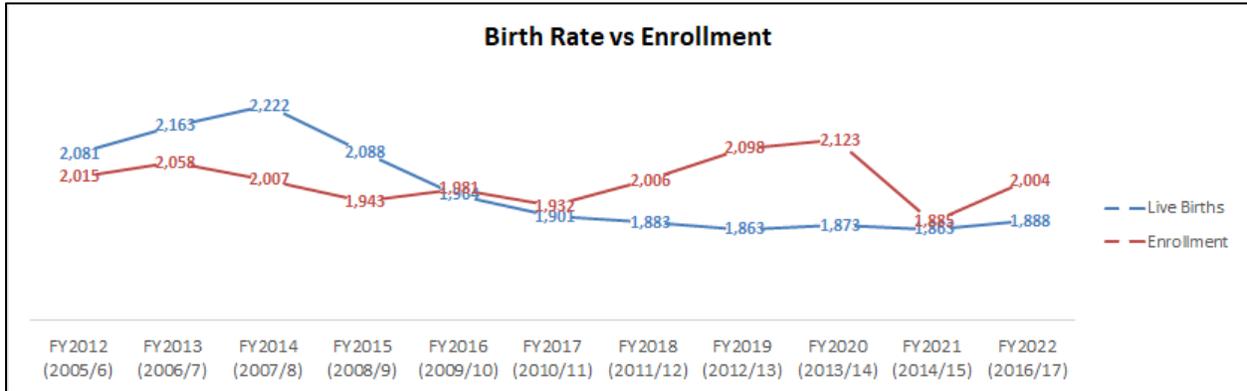
Projections are primarily based on the survival rate of a grade level. Meaning, the current growth of a particular grade level applied to the advancing grade level in the subsequent or projected school year. For example:

$$\text{FY21 2}^{\text{nd}} \text{ Grade (216) divided by FY20 1}^{\text{st}} \text{ Grade (203) = Survival Rate (1.064)}$$

$$\text{FY21 1}^{\text{st}} \text{ Grade (242) multiplied by the Survival Rate (1.064) = 257}$$

These projections may be adjusted based on other factors, such as construction, school choice, etc.

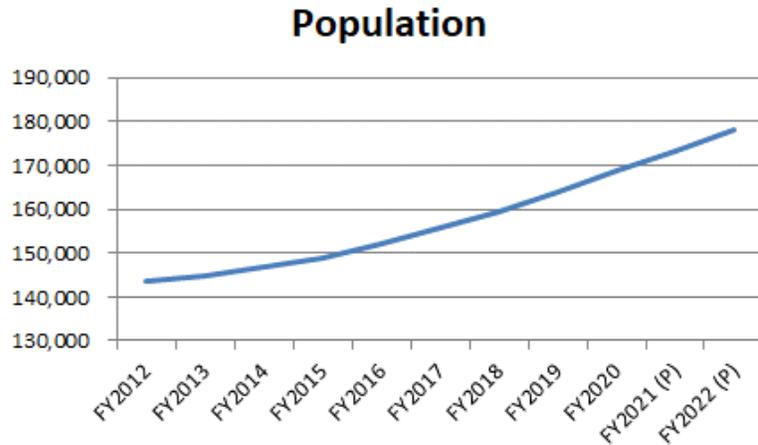
Kindergarten is primarily projected using the birthrate but may be adjusted for other economic conditions. During the Great Recession, PCSD saw a decline in kindergarten enrollment versus the live births of that cohort. Meaning, the county was declining (net) in population for this group. However, in FY2016 this trend reversed – a clear indication that growth has returned.



Forecasts are typically calculated using the most recent growth rate. Other factors that may influence projections and forecasts include population and new home construction.

Population

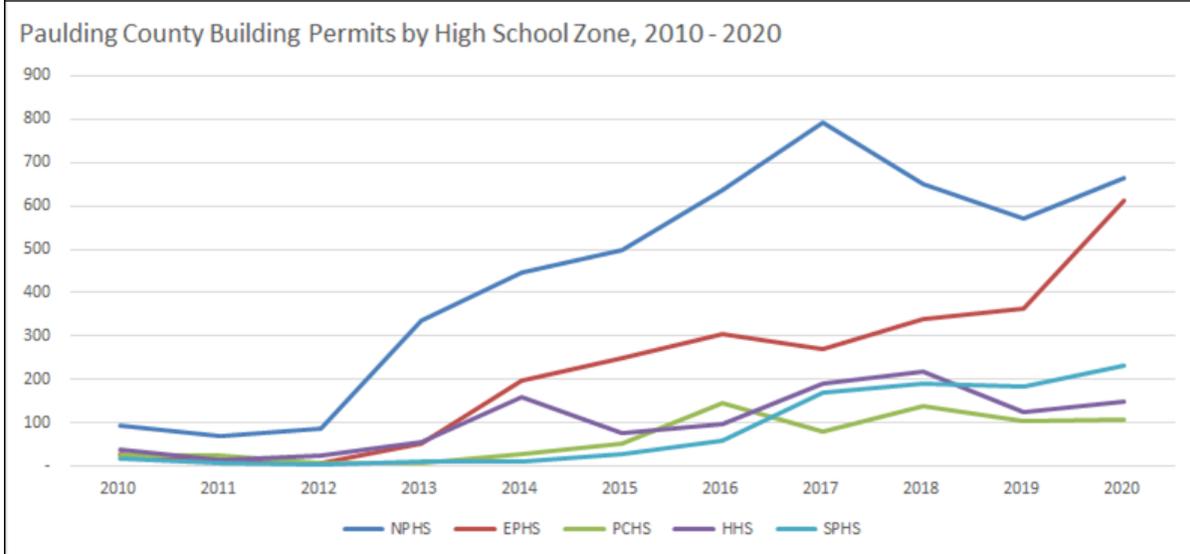
Paulding County continues to see strong population growth. In fact, the Atlanta Regional Commission (ARC) predicts Paulding County will reach a population of almost 260,000 by 2040, the third fastest growing county in the 20-county metro Atlanta area.



New Home Construction

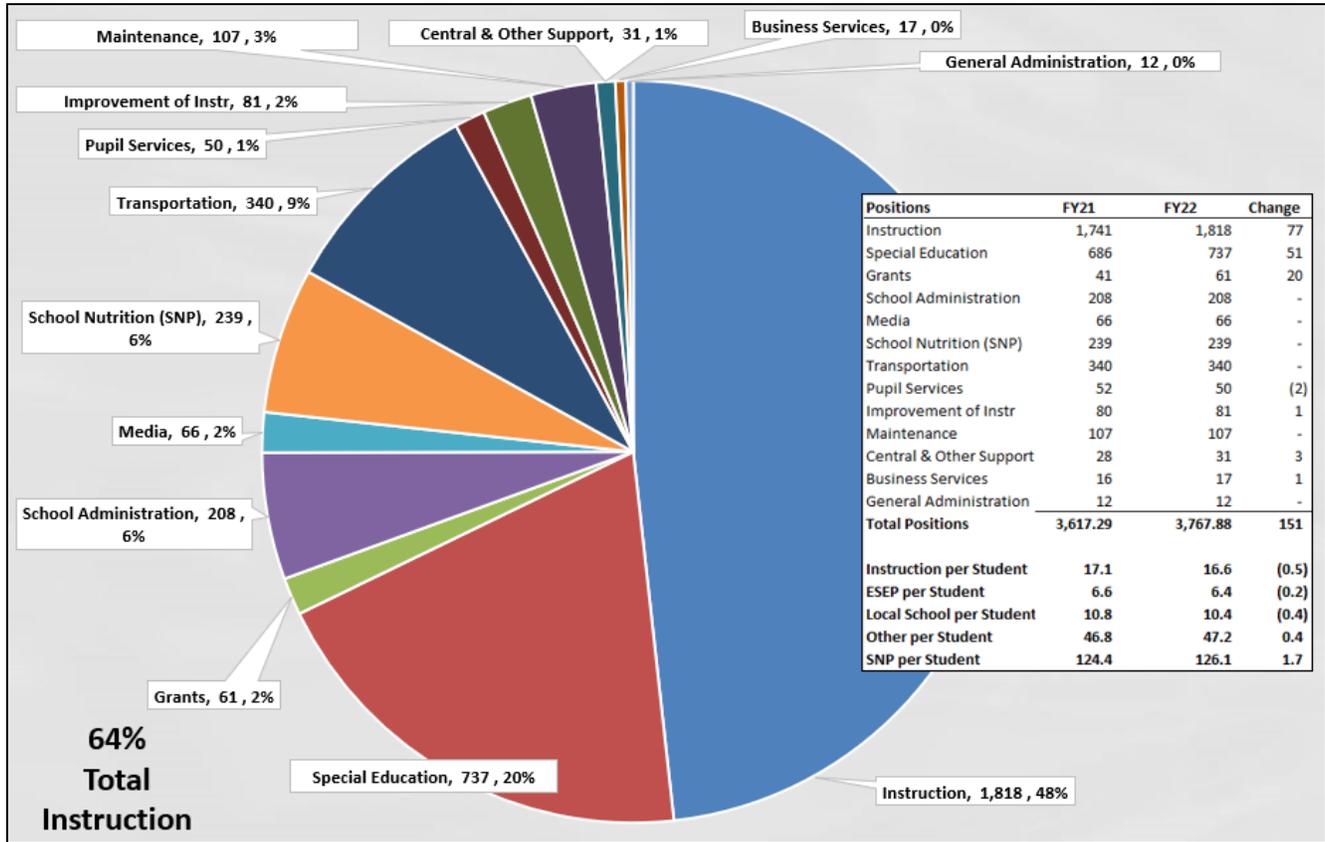
In calendar year 2010, Paulding County issued only 200 building permits. By 2017, over 1,500 were issued, with most of the growth clustering around North and East Paulding High Schools. The overall growth trend continued into 2018. Beginning in 2019, building permits started to retract. By 2020, however, over 1,700 permits were issued, with most of the growth clustering around North and East Paulding High Schools.

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
NPHS	94	71	86	336	446	497	636	792	649	570	665
EPHS	27	10	7	53	199	251	304	269	340	365	612
PCHS	25	26	6	7	28	53	146	81	137	105	108
HHS	38	15	23	56	160	75	96	189	218	124	149
SPHS	16	6	3	10	11	29	60	170	190	184	231
Total	200	128	125	462	844	905	1,242	1,501	1,534	1,348	1,765



Personnel Resource Allocation

The proposed budget anticipates 3,767 allotments, broken down by the following functions and programs. The tables on the subsequent pages detail proposed allotment changes and a summary of all employees grouped by Certified and Classified Personnel Information (CPI) for five years (including three prior years actual, current year and Proposed Budget).



Proposed Budget Personnel Changes

The Proposed Budget contemplates the addition of 151 positions to support student-to-teacher ratios, school-based allotment assumptions, in addition to administrative, clerical and operational demands. Below is a list of allotment changes contained in the Proposed Budget.

	Form	Allotment Changes	Description
FY21 Ending Allotments		3,617.29	
General Fund			
Class-size and Assumption Maintenance			
Teaching Allotment Changes	1	(8.00)	Various enrollment-driven teaching allotment changes designed to maintain class size ratios.
Teaching Allotment Changes - Contingency	n/a		Contingency allotments to address potential mid-year growth.
Military Science ROTC 12 MO	38	(1.00)	Not enough students for JROTC class
School-based Assumption Changes	2	17.01	Various enrollment-driven teaching and administration changes designed to align programs to enrollment. Examples include changes to ES specials, gifted teachers, counselors, ESOL, etc.
Student Services Department			
ESEP Local School Moves & Changes	3	40.60	Typically includes various ESEP need-driven moves and changes.
PVA	15,43	20.00	Generally Funded Teachers for Paulding Virtual Academy due to increase in digital instruction from COVID-19
School Leadership Division			
Teaching & Learning Division (excludes ESEP)			
Math Coordinator	10	1.00	Additional Math Coordinator needed to oversee new Math Intervention Teachers
Exec Dir of Curr & Stud Supt (6-12)	12	1.00	Additional Executive Director of Curriculum and Student Support needed to split responsibilities between K-5 and 6-12
Operations Division			
Technology Division			
Various Changes	9	1.00	Add Assistant Director of Technology and change IT Engineers to Network Engineers (net to 0)
ERP Coordinator	54	1.00	To assist Business Services Department with accounting software
Human Resources Division			
Wage and Salary Secretary II	19	1.00	Add Wage and Salary Secretary II
Business Services Division			
Special Revenue Accountant - ESSER II Grant	33	1.00	Special Revenue Accountant to support ESSER Grants
Grant Secretary - ESSER II Grant	34	1.00	Grant Secretary to support ESSER Grants and other grants
Director of Finance	46	1.00	Due to changes in organizational chart
Grants			
ESEP (pre award)	4	(1.00)	Includes various program and enrollment-driven changes.
ESEP (post award)	45	2.00	Includes various program and enrollment-driven changes.
Title (pre award)	5	(2.02)	Includes various program and enrollment-driven changes.
L4GA	6	11.00	ES and MS Literacy Coaches
Title IV	7	(1.00)	Behavior Technician Para
ESSER II Grant	25,26,28,29,39	41.00	Teachers for Paulding Virtual Academy due to increase in digital instruction from COVID-19, including ESEP teachers and SEL TOA
ESSER II Grant	27,30	2.00	Attendance Officer for PVA
ESSER II Grant	31	6.00	RTI TOA
ESSER II Grant	32	14.00	Math Intervention Teachers at all MS/HS
ESSER II Grant	41	2.00	PVA HS PE and Foreign Language
All Funds Total		150.59	
FY22 Beginning Allotments		3,767.88	

Paulding County School District
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Five Years of Allotments by CPI

CPI	Title	FY2018 Actual	FY2019 Actual	FY2020 Actual	FY2021 Current Year	FY2022 Proposed Budget
85	Kindergarten Regular Education Teacher	99	106	104	102	101
100	Grades K-5 Combination Teacher	17	17	26	23	50
101	Grade 1 Teacher	99	99	107	105	95
102	Grade 2 Teacher	103	105	104	105	101
103	Grade 3 Teacher	103	107	106	106	103
104	Grade 4 Teacher	88	86	88	86	87
105	Grade 5 Teacher	89	91	88	89	84
106	Grade 6 Teacher	82	89	89	85	85
107	Grade 7 Teacher	86	88	88	86	86
108	Grade 8 Teacher	85	87	89	89	88
113	Grades 6-8 Combination Teacher	10	10	10	10	31
114	Grades 9-12 Combination Teacher	337	337	342	330	357
115	Military Science Teacher	13	13	13	13	12
120	Middle School Connections (6-8) Teacher	9	9	9	9	12
122	In-School Suspension (ISS) Teacher	5	5	5	5	5
123	Middle School Career, Technical and Agricultural Teacher	18	18	18	18	18
124	Work Based Learning (WBL) Teacher (School Level	1	1	1	1	1
130	Instructional Specialist (P-8)	134	134	134	136	134
131	Early Intervention Teacher (Kindergarten)	5	5	5	5	12
132	Early Intervention Primary Teacher	19	19	19	19	20
133	EIP 4th and 5th Grade Teacher	19	19	19	19	25
141	Preschool Special Education Teacher	18	18	19	19	21
142	Career Technical Instruction Teacher	5	5	5	5	5
144	ESOL Teacher	21	21	24	24	24
145	Hospital/Homebound Instructor	3	3	3	3	3
146	Gifted Elementary Teacher (P-5)	19	21	22	22	24
149	Adapted Physical Education Teacher	2	2	2	2	2
150	Career, Technical and Agricultural Education (9-12) Teacher	62	63	69	67	68
156	Other Instructional Provider	3	3	3	3	3
157	Other Instructional Provider	5	7	10	11	11
158	Teacher of Emotional/Behavioral Disorder Students	10	9	10	10	11
160	Teacher of Mild Intellectual Disability Students	32	32	35	38	42
161	Teacher of Moderate Intellectual Disability Students	11	11	12	12	11
162	Teacher of Severe Intellectual Disability Students	6	6	5	5	6
163	Teacher of Profound Intellectual Disability Students	3	3	4	4	3
164	Teacher of Hearing Impaired Students	2	2	3	2	2
165	Teacher of Visually Impaired Students	-	-	2	2	2
167	Teacher of Autistic Students	8	7	12	14	15
169	Teacher of Orthopedic Impaired Students	1	-	1	1	1
171	Special Education Interrelated Teacher	207	204	213	217	245
304	Special Education Bus Aide	52	52	52	54	54
395	Facilitator	7	7	7	7	2
397	Instructional Specialist	1	1	1	1	14
398	Graduation Coach/Specialist	2	2	2	2	2
399	Superintendent Secretary	1	1	1	1	1
400	Elementary Counselor	23	23	24	24	24
401	Middle School Counselor	15	15	15	17	16
402	High School Counselor	26	25	25	25	26
405	School Psychologist	14	14	14	14	18
407	School Social Worker	1	1	1	1	1
408	Family Services Coordinator	2	3	2	2	2
409	School Nurse	36	36	36	38	38
410	School Food Service Worker	194	194	194	194	194
411	Attendance Worker	-	-	-	2	4
413	Parent Coordinator	1	1	1	1	1
415	Information Services Personnel	1	1	1	1	1
420	Secretary	64	65	69	69	69
424	Information Services Personnel - Central Support Services	8	8	8	9	9
425	Bookkeeper	33	33	33	33	33

Paulding County School District
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- Continued -

CPI	Title	FY2018 Actual	FY2019 Actual	FY2020 Actual	FY2021 Current Year	FY2022 Proposed Budget
427	Information Services Personnel - School Food Service	3	3	3	3	3
429	Data Clerk	6	6	6	6	6
431	Business Services Secretary/Clerk	14	14	14	14	14
435	Paraprofessional/Teacher Aide Personnel	116	123	120	116	118
436	Special Education Para-professional/ Teacher Aid- Ages 6-21	193	190	228	231	242
437	Interpreter	-	-	1	1	1
438	Rehabilitation Counselor	1	1	1	1	1
440	Librarian/Media Specialist	33	33	33	33	33
441	Teacher Support Specialist	1	1	1	1	1
442	Library/Media Support Paraprofessional Personnel	33	33	33	33	33
445	Technology Specialist	25	25	25	23	23
451	Support Services Secretary/Clerk	9	10	10	10	10
453	Special Education Paraprofessional - Ages 3 to 5	18	19	14	17	14
454	School Nutrition Maintenance Personnel	1	1	1	1	1
455	Plant Operations Director or Manager	3	3	3	3	3
456	Maintenance Personnel	39	41	41	38	38
457	Custodial Personnel	-	-	55	55	55
458	Plant Operations and Maintenance Secretary/Clerk	2	2	2	2	2
459	Miscellaneous Activities	0	0	0	0	0.49
460	Transportation Director/Manager	2	2	2	3	3
461	Bus Driver	266	270	276	283	283
462	Transportation Mechanic	11	11	11	11	11
463	Transportation Secretary/Clerk	10	10	10	10	10
464	Other Transportation Personnel	1	1	1	-	-
465	Finance & Business Service Manager	1	1	1	1	2
466	Finance & Business Service Personnel	8	8	10	11	13
473	Human Resources Personnel	3	3	3	3	5
474	Central Support Clerk	6	6	8	9	9
475	Special Education Specialist	-	-	-	-	-
477	School Food Service Secretary/ Clerk/Bookkeeper	3	3	3	3	3
478	School Food Service Manager	37	37	37	37	37
479	Diagnostician	1	1	1	1	1
480	Speech-Language Pathologist	20	20	24	31	35
482	Physical Therapist (PT)	3	3	2	2	2
483	Occupational Therapist (OT)	9	10	11	12	11
487	General Administration Secretary/Clerk	1	1	1	1	1
488	Public Relations Personnel	1	1	1	1	1
489	Construction Manager/Director	1	1	1	1	1
490	Security Personnel / Security Officer	5	6	7	7	7
600	Superintendent	1	1	1	1	1
601	Deputy/Associate/Assistant/ Area Superintendent	3	3	4	4	4
602	Personnel/Human Resources Director	1	1	1	1	1
610	Principal	33	33	33	33	33
614	Alternative School Director	1	1	1	1	1
615	Assistant Principal	62	64	65	66	66
620	Director of Curriculum/Instruction	4	4	5	5	6
621	Instructional Supervisor	66	67	70	76	88
622	Director of School Safety	-	-	1	1	1
630	Food Service Administrator	1	1	1	1	1
640	Special Education Director	2	2	2	2	2
641	Director of Student Services	1	1	1	1	1
643	Technology Director	2	2	2	2	3
648	Title I Director	1	1	1	1	1
670	Career, Technical and Agricultural Education Director (LUA)	1	1	1	1	1
673	Youth Apprenticeship Coordinator	1	1	1	1	1
680	Athletics Director	1	1	-	-	-
691	District Board Member	7	7	7	7	7
	Total	3,395	3,437	3,604	3,617	3,767

School-Based Allotments

Each fiscal year Paulding County School District (PCSD) reviews all allotment assumptions and guidelines to ensure school-based programs throughout PCSD are adequately and equitably funded.

School allotment assumptions (or formulas) and guidelines are the responsibility of the Superintendent and senior leadership. This group develops the assumptions and guidelines based on the District's mission, the Board's vision, the District's strategic priorities and all existing mandates and requirements (federal, state, AdvancED, etc).

Once the allotment assumptions and guidelines are established, Business Services calculates the allotments using the following steps:

1. Enrollment Projections. Enrollment is projected for each facility. Projections are determined by variables such as historical survival rate, allocation of rising grade levels and area growth rates. (See Schools and Enrollment Projections)
2. Teacher Allotments. Once projections have been made at each school by grade level, allotment counts are determined based on the established assumptions and guidelines. Generally, allotments are determined by dividing the total projected enrollment (by grade level or category) by the target ratio.

FY2022 elementary, middle and high school allotment assumptions are on the following pages.

Exception Students Education Program (ESEP)

ESEP allotment assumptions (or formulas) and guidelines are the responsibility of the Superintendent, Executive Director of Student Services and senior leadership. Allotment decisions are based on the specific needs of each student.

Grant Funded Allotments

Grant funded allotments are the responsibility of the Superintendent, Grant Administrator and senior leadership. Allotment decisions are based on the needs of the students and within the parameters of the grant requirements.

The District may establish additional school, central office and support personnel allotments based on enrollment, current initiatives, historical trends and funding levels.

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FY2022 Elementary Allotment Assumptions (19)

As of July 1, 2021

General Education Student : Teacher Ratio and Allotments

Kindergarten	21.6 : 1
1st - 3rd Grade	22.6 : 1
4th- 5th Grade	28.6 : 1

FY2022 Elementary School - School-Based Certified Allotments												
Principal			Assistant Principal				Evaluation and Assessment Coordinator					
Principal (240 x 8)	1	per School	Assistant Principal (210 x 8)	per FTE	Count	EAC (200 x 8)	1	per School				
				1	1-799							
				2	>= 800							
Counselor			Media Specialist				Specialist Teacher					
Counselors (190 x 8)	per FTE	Count	Media Specialist (190 x 8)	1	per School	PE, Music, Art or STEM (190 x 8)	per FTE	Count	2.5			
									1	1-799	1-450	
									1.5	800-999	3	451-525
									2	>=1000	3.5	526-600
											4	601-675
		4.5	676-750									
		5	751-825									
		5.5	826-900									
		6	901-975									
		6.5	976-1200									
		7	1201-1300									
		7.5	>=1301									
Early Intervention Program			Gifted Teacher				ESOL					
EIP Teacher (190 x 8)	per FTE	Count	Gifted Teacher (190 x 8)	1	per School	ESOL Teacher (190 x 8)	Based on Case Load					
								2	1-899	1.5 - 2.5	HN	
								3	>=900			
								3	HN			
<i>HN: Adjustments for high need areas</i>			<i>HN: Adjustments for high need areas</i>				<i>Allotments are at Facility Code 99</i>					

FY2022 Elementary School - School-Based Classified Allotments									
School Nurse			Secretary				Clerk		
Nurse (184 x 7.5)	1	per School	Secretary (205 x 8)	1	per School	Clerk (190 x 7.5)	1	600-1,199	2
									>=1,200
Media Clerk			Bookkeeper				Kindergarten Paraprofessional		
Media Clerk (190 x 7.5)	1	per School	Bookkeeper (205 x 8)	1	per School	Kindergarten Para (184 x 7.5)	1	per Class	
School Nutrition Manager			School Nutrition Assistant						
SNP Manager (189 x 8)	1	per School	SNP Assistant (184 x 4)	Based on Demand					

Paulding County School District
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FY2022 Middle School Allotment Assumptions (9)

As of July 1, 2021

General Education Student : Teacher Ratio and Allotments

6th - 8th Grade

28.6 : 1

FY2022 Middle School - School-Based Certified Allotments													
Principal			Assistant Principal				Evaluation and Assessment Coordinator						
Principal (240 x 8)	1	per School	Assistant Principal (210 x 8)		per FTE	Count	EAC (200 x 8)	1	per School				
				1						1-599			
				2						>=600			
				3						>=1,100			
Counselor			Media Specialist			Specialist Teacher							
Counselors (190 x 8)	per FTE	Count	Media Specialist (190 x 8)		1	per School	PE	per FTE	Count				
										0.5	500-799	2	1-600
										1	800-1,199	3	601-1,000
2	>=1,200	4	1,001-1,200										
			5	>=1,201									
Counselors (210 x 8)	1	per School					Music	2	per School				
						Art	1	per School					
						Foreign Language	1	per School					
							2	>=1,000					
Connections			Remedial			ESOL							
Family & Cons (190 x 8)	1	per School	Math Study Skills and/or Reading Recovery (190 x 8)		1	per School	ESOL Teacher (190 x 8)		Based on Case Load				
Business Ed (190 x 8)	1	per School									<i>Allotments are at Facility Code 99</i>		
FY2022 Middle School - School-Based Classified Allotments													
School Nurse			Secretary			Clerk							
Nurse (184 x 7.5)	1	per School	Secretary (205 x 8)		1	per School	Clerk (190 x 7.5)	per FTE	Count				
										1	1-1,999		
								2	>=1,200				
Media Clerk			Bookkeeper			ISS Paraprofessional							
Media Clerk (190 x 7.5)	1	per School	Bookkeeper (205 x 8)		1	per School	ISS Para (184 x 7.5)	1	per School				
School Nutrition Manager			School Nutrition Assistant										
SNP Manager (189 x 8)	1	per School	SNP Assistant (184 x 4)		Based on Demand								

Paulding County School District
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FY2022 High School Allotment Assumptions (5)

As of July 1, 2021

General Education Student : Teacher Ratio and Allotments

9th - 12th Grade* 22.5 : 1

* Ratio Includes positions noted below. May also be modified based on program enrollment (i.e. Dual Enrollment, PCA, etc.)

FY2022 High School - School-Based Certified Allotments									
Principal		Assistant Principal			Evaluation and Assessment Coordinator				
Principal (240 x 8)	1	per School	Assistant Principal (210 x 8)	2	per School	EAC (200 x 8)	1	per School	
				1	per Magnet				
				1	2,000-2,499				
				1	>= 2,500				
			Assistant Principal (240 x 8)	2	per School				
Counselor		Media Specialist			Specialist Teacher				
Counselors (210 x 8)		per FTE	Count	Media Specialist (190 x 8)	1	per School	Band Director (210 x 8)	1	per School
		4	0-1999				Music/Band (190 x 8)	2	per School
		5	>2000				<i>PE, Art and Foreign Language are designated from the General Education allotments (above) by the Principal</i>		
District Grad Coach (190 x 8)	0.2	per School					<i>JROTC and CTAE are designated from the General Education allotments (above) by the Principal</i>		
<i>Principals may also elect to convert one General Education allotment to a 190-Day Counselor</i>									
ISS Instructor			ESOL						
ISS (190 x 8)	1	per School	ESOL Teacher (190 x 8)	Based on Case Load					
			<i>Allotments are at Facility Code 99</i>						
FY2022 High School - School-Based Classified Allotments									
School Nurse			Secretary			Clerk			
Nurse (184 x 7.5)	1	per School	Secretary (205 x 8)	1	per School	Clerk (195 x 7.5)	2	per School	
			Secretary (260 x 8)	1	per School				
Guidance Clerk			Media Clerk			Bookkeeper			
Guidance Clerk (200 x 7.5)	1	per School	Media Clerk (190 x 7.5)	1	per School	Bookkeeper (260 x 8)	1	per School	
ISS Paraprofessional			Parking Lot Guard			School Nutrition Manager			
ISS Para (184 x 7.5)	1	per School	Parking Guard (180 x 8)	1	per School	SNP Manager (189 x 8)	1	per School	
School Nutrition Assistant									
SNP Assistant (184 x 4)	Based on Demand								

Outstanding Bond Issues

Series 2014, Refunding Bond

Outstanding bonds include the 2014 Series (refunding debt), which includes 77,035 \$1,000 par value bonds or \$77,035,000. These bonds carry coupon rates of approximately 3.7% to 5%. In 2014 the District refunded its 2007 and 2008 Series.

The 2007 referendum approved the 2007 and 2008 Series for the purpose of providing funds to:

- 1) finance the cost of the acquisition, construction and equipping of new schools, including the purchase of land to be used as sites for future educational facilities;
- 2) the acquisition, construction and equipping of classroom additions, physical education facilities; and
- 3) the renovations and modification to existing educational facilities.

Projects include, but are not limited to, the construction, addition, modification and/or renovation of the following facilities:

Dugan ES (26)	Ragsdale ES (32)	PC HS (13)
Austin MS (27)	Hutchens ES (33)	Allgood ES (20)
South HS (28)	Abney ES (34)	Hiram HS (21)
McClure MS (29)	Scoggins MS (35)	Nebo ES (18)
North HS (30)	Jones MS (10)	
Burnt Hickory ES (31)	East HS (12)	

Ratings

Standard and Poor (S&P) AA+ or High Grade as of the 2014 Bond Issue (9/11/2014 rating date, AA- Underlying)

Moody's Aa2 or Very High Grade as of the 2014 Bond Issue (9/15/2014 rating date, Aa1 Underlying)

Series 2020, Sales Tax Bond

Other outstanding bonds include the 2020 Series (Sales Tax Bond), which includes, which includes 26,275 \$1,000 par value bonds or \$26,275,000. These bonds carry coupon rates of approximately 3% to 5%.

The 2019 referendum approved the 2020 Series for the purpose of providing funds to:

1. continue to retire bond debt from Series 2014;
2. finance new school facility construction, strategic additions and/or improvements to existing schools;
3. technology enhancements;
4. fine arts initiatives;
5. safety and security upgrades; and
6. athletic facility improvements.

Projects include, but are not limited to, the construction, addition, modification and/or renovation of the following facilities:

PROPOSED FACILITY IMPROVEMENTS	PROPOSED RENOVATION PROJECTS	PROPOSED SAFETY & SECURITY
<p>Technology Enhancements \$2.5 million</p> <p>Fine Arts Initiatives \$1.6 million</p> <ul style="list-style-type: none"> • K-5 Music & Visual Arts equipment • 6-8 Band, Choral and Visual Arts Equipment • 9-12 Band, Choral, Visual Arts Equip. & Performing Arts Center Upgrades <p>Physical Education \$1.4 million</p> <ul style="list-style-type: none"> • Tennis courts resurfacing • Track resurfacing • Gym floor refinishing (elementary/middle) <p>Athletic Facilities \$1.9 million</p> <ul style="list-style-type: none"> • Equal distribution for all five high schools 	<p>Tentative Projects: \$15.8 million*</p> <ul style="list-style-type: none"> • Allgood Elementary School • Baggett Elementary School • Dugan Elementary School • Poole Elementary School • Austin Middle School <p><small>*Includes capital outlay estimated reimbursement</small></p> <hr/> <p>Future Facility Needs/Improvements \$13.8 million</p> <ul style="list-style-type: none"> • Continue to monitor growth needs • Monitor aging facilities 	<p>Upgrades \$6.0 million</p>  <ul style="list-style-type: none"> • Enclosed connecting corridors (elementary/middle) • Fire alarms & intercoms

Ratings

Moody's Aa1 or Very High Grade as of the 2020 Bond Issue (11/04/2020 rating date, Aa1 Underlying and Aa1 Enhanced)

Sortable Table Key	Moody's
Highest grade credit	Aaa
Very high grade credit	Aa1, Aa2, Aa3
High grade credit	A1, A2, A3
Good credit grade	Baa1, Baa2, Baa3, Baa4
Speculative grade credit	Ba1, Ba2, Ba3
Very speculative credit	B1, B2, B3
Substantial risks - In default	Caa1, Caa2, Caa3, Ca

MOODY'S		STANDARD & POOR'S		FitchRatings		Rating description
Long-term	Short-term	Long-term	Short-term	Long-term	Short-term	
Aaa	P-1	AAA	A-1+	AAA	F1+	Prime
Aa1		AA+		AA+		High grade
Aa2		AA		AA		High grade
Aa3		AA-		AA-		
A1	P-2	A+	A-1	A+	F1	Upper medium grade
A2		A		A		
A3		A-	A-2	A-	F2	Lower medium grade
Baa1	BBB+	BBB+				
Baa2	BBB	BBB		F3		
Baa3	BBB-	A-3	BBB-			
Ba1	Not Prime	BB+	B	BB+	B	Non-investment grade speculative
Ba2		BB		BB		
Ba3		BB-		BB-		
B1		B+		B+		Highly speculative
B2		B		B		
B3		B-		B-		
Caa1		Not Prime		CCC+		C
Caa2	CCC		CCC			
Caa3	CCC-		CCC-			
Ca	Not Prime	CC	C	CC	C	Extremely speculative
		C		C		Default imminent
C		RD		DDD		In default
/	SD	DD	D			
/	D	D				

Amortization Schedules

2014 Bond Issue - Regions

Date	Refunding Principal	Maturity	Coupon	Interest	Total Interest	Total Debt Service
8/1 2021	\$ 77,035,000.00			\$ 122,125.00	\$ 1,650,825.00	\$ 1,650,825.00
2/1 2022	\$ 77,035,000.00	\$ 4,885,000.00	5.00%	\$ 122,125.00	\$ 1,650,825.00	\$ 6,535,825.00
8/1 2022	\$ 72,150,000.00			\$ 128,125.00	\$ 1,528,700.00	\$ 1,528,700.00
2/1 2023	\$ 72,150,000.00	\$ 5,125,000.00	5.00%	\$ 128,125.00	\$ 1,528,700.00	\$ 6,653,700.00
8/1 2023	\$ 67,025,000.00			\$ 133,000.00	\$ 1,400,575.00	\$ 1,400,575.00
2/1 2024	\$ 67,025,000.00	\$ 5,370,000.00	4.95%	\$ 133,000.00	\$ 1,400,575.00	\$ 6,770,575.00
8/1 2024	\$ 61,655,000.00			\$ 141,750.00	\$ 1,267,575.00	\$ 1,267,575.00
2/1 2025	\$ 61,655,000.00	\$ 5,670,000.00	5.00%	\$ 141,750.00	\$ 1,267,575.00	\$ 6,937,575.00
8/1 2025	\$ 55,985,000.00			\$ 149,625.00	\$ 1,125,825.00	\$ 1,125,825.00
2/1 2026	\$ 55,985,000.00	\$ 5,985,000.00	5.00%	\$ 149,625.00	\$ 1,125,825.00	\$ 7,110,825.00
8/1 2026	\$ 50,000,000.00			\$ 157,375.00	\$ 976,200.00	\$ 976,200.00
2/1 2027	\$ 50,000,000.00	\$ 6,295,000.00	5.00%	\$ 157,375.00	\$ 976,200.00	\$ 7,271,200.00
8/1 2027	\$ 43,705,000.00			\$ 124,125.00	\$ 818,825.00	\$ 818,825.00
2/1 2028	\$ 43,705,000.00	\$ 6,620,000.00	3.75%	\$ 124,125.00	\$ 818,825.00	\$ 7,438,825.00
8/1 2028	\$ 37,085,000.00			\$ 127,800.00	\$ 694,700.00	\$ 694,700.00
2/1 2029	\$ 37,085,000.00	\$ 6,880,000.00	3.72%	\$ 127,800.00	\$ 694,700.00	\$ 7,574,700.00
8/1 2029	\$ 30,205,000.00			\$ 133,968.75	\$ 566,900.00	\$ 566,900.00
2/1 2030	\$ 30,205,000.00	\$ 7,145,000.00	3.75%	\$ 133,968.75	\$ 566,900.00	\$ 7,711,900.00
8/1 2030	\$ 23,060,000.00			\$ 139,156.25	\$ 432,931.25	\$ 432,931.25
2/1 2031	\$ 23,060,000.00	\$ 7,410,000.00	3.76%	\$ 139,156.25	\$ 432,931.25	\$ 7,842,931.25
8/1 2031	\$ 15,650,000.00			\$ 144,093.75	\$ 293,775.00	\$ 293,775.00
2/1 2032	\$ 15,650,000.00	\$ 7,685,000.00	3.75%	\$ 144,093.75	\$ 293,775.00	\$ 7,978,775.00
8/1 2032	\$ 7,965,000.00			\$ 149,681.25	\$ 149,681.25	\$ 149,681.25
2/1 2033	\$ 7,965,000.00	\$ 7,965,000.00	3.76%	\$ 149,681.25	\$ 149,681.25	\$ 8,114,681.25
		\$ 81,700,000.00			\$ 25,347,925.00	\$ 107,047,925.00

FY2022 Activity

SPLOST VI - Series 2020

Date		Principal	Maturity	Coupon	Interest	Total Interest	Total Debt Service
2/1	2021	\$ 26,275,000					
8/1	2021	26,275,000			\$ 165,247	\$ 748,472	\$ 748,472
2/1	2022	26,275,000			72,975	\$ 583,225	583,225
8/1	2022	26,275,000	\$ 4,865,000	3.00%	72,975	583,225	5,448,225
2/1	2023	21,410,000			100,000	510,250	510,250
8/1	2023	21,410,000	5,000,000	4.00%	100,000	510,250	5,510,250
2/1	2024	16,410,000			130,000	410,250	410,250
8/1	2024	16,410,000	5,200,000	5.00%	130,000	410,250	5,610,250
2/1	2025	11,210,000			136,750	280,250	280,250
8/1	2025	11,210,000	5,470,000	5.00%	136,750	280,250	5,750,250
2/1	2026	5,740,000			143,500	143,500	143,500
8/1	2026	\$ 5,740,000	5,740,000	5.00%	143,500	143,500	5,883,500
			\$ 26,275,000			\$ 4,603,422	\$ 30,878,422

FY2022 Activity

Performance Measures

2020-2021 Georgia Milestones Assessment: Low Participation, Strong PCSD Performance

Recently released results from the 2020-2021 Georgia Milestones Assessment show the percentage of Paulding County students scoring at levels 2, 3, and 4 topped the percentage of students scoring at the same levels statewide in all 24 subject areas. At the highest two levels (3 & 4) PCSD students topped the state in 23 of 24 subject areas.

These results, however, come with an important disclaimer: due to the pandemic, participation rates for the assessment were down significantly across the state in 2021. Out of concern for the safety of virtual students having to take the tests at schools this spring, the state Department of Education asked for a cancellation of the 2021 Milestones (as had happened in 2020), but a federal waiver was denied. Therefore, the state DOE lowered the End of Course weighting for the tests to an almost insignificant .01 percent of a student's final grade. So, while the tests were administered, participation was down substantially and there was little performance incentive for high school students as the tests had almost no impact on their final grade.

For these reasons, comparing 2021 Georgia Milestones results to prior years is not valid. Additionally, comparing the Paulding County School District's 2021 results to Georgia's 2021 results may raise validity questions as well because of the participation decline. In a normal year, approximately 99 percent of students in Paulding County and in Georgia take the tests, whereas this year the participation percentages were far lower. What the results do show is that *for the percentage of students who took the tests*, Paulding County students excelled in comparison to their peers statewide.

"While these GMA results reflect well on our students at every grade level and in every subject area, the low participation rate makes valid comparisons a challenge," said Interim Superintendent Steve Barnette. "We will be careful with how we use this data and with what can glean from it, but, as the pandemic continues, the GMA will serve as one data point in a wide range of assessments we are making to determine our academic focus."

Since the start of the 2021-2022 school year, schools have conducted more than 20,000 Reading Inventory assessments to gauge where students currently stand. Literacy remains a primary emphasis at all PCSD schools through the district-wide Literacy by Design initiative.

Attached to this release is a testing brief that summarizes the 2018-2019 Georgia Milestones Assessment results.

Georgia Milestones End-of-Grade/End-of-Course Assessments

Testing Brief for 2020-2021

The Georgia Milestones Assessment System is a comprehensive assessment program spanning grades 3 through high school. It is designed to provide information about how well students are mastering the state-adopted content standards in the core content areas of language arts, mathematics, science, and social studies. Elementary students and Middle School students take End-of-Grade (EOG) assessments and high school students take End-of-Course (EOC) assessments.

The Georgia Milestone Assessments were not administered in 2019-2020 due to the COVID19 pandemic. Administration of the Georgia Milestone Assessments resumed in 2020-2021, but the participation rate for both the Paulding County School District and the State of Georgia was greatly impacted by the pandemic. In a typical year the participation rate for the Georgia Milestone Assessments is 99%+ for both the state and the school district.

This impact necessitates caution and context when interpreting individual or summary scores: many students received virtual instruction following interruptions and closures; opportunity to learn has been variably reduced due to health and safety measures in the past year; the contribution of EOC scores to final course grades has been reduced in weight; and fewer students participated in this administration as compared to prior years.

High School EOC Milestone assessments typically serve as the final exam for the course and count as 20 percent of a student's final grade. For the 2020-2021 school year, the grade weight was reduced to 0.01 percent due to the COVID19 pandemic. The State Board of Education has designated American Literature and Composition, Algebra I, Biology, and United States History as EOC courses. Middle school students who are enrolled in one or more of these courses also take the End-of-Course assessment. Grade 8 students (only) enrolled in Physical Science took the EOC in lieu of the Grade 8 EOG.

2020-2021 Georgia Milestones Assessment data for both the Paulding County School District and the state of Georgia can be found on the next page.

HIGH SCHOOL FY21 GMA End of Course Data %								
	PCSD				STATE			
	Participation	Levels 2,3,4	Levels 3&4	Reading at/above Grade Level	Participation	Levels 2,3,4	Levels 3&4	Reading at/above Grade Level
Am. Lit.	76	70.8	31.6	62.8	58	64.9	29.8	57.6
Algebra I	74	67.8	28.1		60	61.4	30.2	
Biology	76	70.1	40.8		59	66.8	40.7	
US History	66	81	43.2		55	65.2	29.8	
Phy Sci	70	73.1	95.8		62	74.9	52.8	
GRADES 3-8 FY21 GMA End of Grade Data %								
	PCSD				STATE			
ELA								
Grade	Participation	Levels 2,3,4	Levels 3&4	Reading at/above Grade Level	Participation	Levels 2,3,4	Levels 3&4	Reading at/above Grade Level
3	86	71.5	41.8	68.7	79	62.2	36.1	61.6
4	86	76.1	40	64.7	78	68.5	36.7	58.7
5	84	79.2	39.4	73.6	77	73.2	39.4	68.1
6	80	79.7	49.6	68.8	69	68.7	41.9	58.3
7	75	78.9	43.8	74.7	65	69.9	39.3	66.6
8	63	82.7	48.6	77.3	61	74.9	41.4	67.8
MATH								
Grade	Participation	Levels 2,3,4	Levels 3&4		Participation	Levels 2,3,4	Levels 3&4	
3	86	83.7	45.4		79	75.8	38.4	
4	86	82.3	53.1		78	74.9	43.0	
5	83	75.7	38.5		76	67.5	34.7	
6	79	80	34.9		69	69.3	30.4	
7	75	82.5	42.5		65	74.3	36.3	
8	59	74	35.6		59	66.9	31.8	
SCIENCE								
Grade	Participation	Levels 2,3,4	Levels 3&4		Participation	Levels 2,3,4	Levels 3&4	
3								
4								
5	83	69.1	35.5		76	65.2	38.5	
6								
7								
8	61	63.7	29.9		60	54.2	27.2	
SOCIAL STUDIES								
Grade	Participation	Levels 2,3,4	Levels 3&4		Participation	Levels 2,3,4	Levels 3&4	
8	59	84.7	50.1		60	73.6	34.7	

3-Year Financial Efficiency Start Rating

Please note, the below data has not been updated for FY2020 by The Governor’s Office of Student Achievement due to the pandemic.

What is the Financial Efficiency Star Rating?

OCGA § 20-14-33 requires that the Governor’s Office of Student Achievement, in coordination with the Georgia Department of Education, create a financial efficiency rating. The Financial Efficiency Star Rating (FESR) measures an individual school district’s per-pupil spending in relation to the academic achievements of its students.

How is the rating calculated?

The FESR utilizes a three-year average of per-pupil expenditures (PPE) and College and Career Ready Performance Index (CCRPI) scores to determine a district’s rating.

The matrix below shows the method for determining the FESR using both the PPE percentile and the CCRPI scores. Districts can earn between a one-half star and five stars, with a one-half star rating for districts with the highest PPEs and low CCRPI scores, and a five-star rating for districts with the lowest PPEs and high CCRPI scores. The 2019 district FESR is based on a three-year average (FY2017, FY2018, and FY2019) of PPE and CCRPI scores, the most current data available.

★★★★★	CCRPI Average					
	Less than 50	51-59.9	60-69.9	70-79.9	80-89.9	90 and Above
80-100 (High Spending)	0.5	1	1.5	2	2.5	3
60-79	1	1.5	2	2.5	3	3.5
40-59	1.5	2	2.5	3	3.5	4
20-39	2	2.5	3	3.5	4	4.5
0-19 (Low Spending)	2.5	3	3.5	4	4.5	5

The PPE is calculated by dividing a district's expenditures by the its fall enrollment count. The PPE calculation only includes certain expenditures. In general, expenditures that do not directly affect the K-12 population, those associated with food and facility construction, and expenditures that cannot be associated with a specific year are omitted from the PPE calculation. Additionally, expenditures for students that are outside of a district’s enrollment zone are excluded from the calculation. The calculation guide provides a complete list of excluded expenditures.

FESR Results

In FY2019, the most current rating period available, PCSD received a district wide **four-star rating**. Here is how PCSD compared to large districts (school districts with over 10,000 students) and all 180 school districts in Georgia:

>10,000 School Districts

	4 Stars FY2015		4 Stars FY2016		4 Stars FY2017		4 Stars FY2018		4 Stars FY2019	
Higher	4	12%	4	12%	5	15%	5	15%	5	15%
Lower	22	67%	22	67%	26	76%	26	76%	24	71%
Same	7	21%	7	21%	3	9%	3	9%	5	15%
% Same or Lower	88%		88%		85%		85%		85%	

All School Districts (Compliant)

	4 Stars FY2015		4 Stars FY2016		4 Stars FY2017		4 Stars FY2018		4 Stars FY2019	
Higher	9	5%	10	6%	12	7%	12	7%	14	8%
Lower	150	84%	147	82%	150	84%	150	84%	148	83%
Same	20	11%	22	12%	17	9%	16	9%	17	9%
% Same or Lower	95%		94%		93%		93%		92%	

Four Year FESR Results Summary

2015 Rating			
Average CCRPI	Average PPE	Percentile PPE	Star Rating PPE
74.4	\$ 7,184	8	4.0

2016 Rating			
Average CCRPI	Average PPE	Percentile PPE	Star Rating PPE
74.2	\$ 7,566	11	4.0

2017 Rating			
Average CCRPI	Average PPE	Percentile PPE	Star Rating PPE
76.0	\$ 7,957	13	4.0

2018 Rating			
Average CCRPI	Average PPE	Percentile PPE	Star Rating PPE
76.3	\$ 8,319	16	4.0

2019 Rating			
Average CCRPI	Average PPE	Percentile PPE	Star Rating PPE
77.6	\$ 8,649	16	4.0

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FY2018 FESR Results by School

ID	School	Size	FTE	CCRPI	FSER	FSER	FTE	Lower	%	Same	%	Higher	%
7102052	New Georgia Elementary	<=500	305	73	2.00	2.00	362	137	28%	124	26%	224	46%
710104	Poole Elementary	<=500	436	81	2.00	2.00	362	137	28%	124	26%	224	46%
7101050	Dallas Elementary	<=500	446	72	2.00	2.00	362	137	28%	124	26%	224	46%
710294	Northside Elementary	<=500	497	79	2.50	2.00	362	262	54%	95	20%	128	26%
7104052	Union Elementary	<=500	492	80	3.50	2.00	362	420	86%	21	4%	44	9%
710197	Panter Elementary	>500 to <=750	528	79	3.00	3.00	610	206	53%	88	22%	97	25%
710188	McGarity Elementary	>500 to <=750	567	80	3.00	3.00	610	206	53%	88	22%	97	25%
710103	Baggett Elementary	>500 to <=750	632	80	3.00	3.00	610	206	53%	88	22%	97	25%
710210	Ragsdale Elementary	>500 to <=750	558	57	2.50	3.00	610	114	29%	91	23%	186	47%
710199	Roberts Elementary	>500 to <=750	659	77	3.00	3.00	610	206	53%	88	22%	97	25%
710198	Nebo Elementary	>500 to <=750	633	63	3.00	3.00	610	206	53%	88	22%	97	25%
710304	Dugan Elementary	>500 to <=750	674	63	3.00	3.00	610	206	53%	88	22%	97	25%
7105050	Hiram Elementary	>500 to <=750	809	72	2.50	3.00	610	114	29%	91	23%	186	47%
710310	Hutchens Elementary	>500 to <=750	670	72	3.00	3.00	610	206	53%	88	22%	97	25%
710204	Russom Elementary	>500 to <=750	876	84	4.00	3.00	610	139	91%	10	7%	3	2%
710299	Allgood Elementary	>500 to <=750	879	71	3.50	3.00	610	105	69%	33	22%	14	9%
710110	Burnt Hickory Elementary	>500 to <=750	1,001	88	4.50	3.00	610	150	98%	-	0%	2	1%
710113	Abney Elementary	>500 to <=750	1,251	83	4.00	3.00	610	139	91%	10	7%	3	2%
710194	Shelton Elementary	>1000	1,202	93	4.50	3.00	1,367	100	97%	-	0%	2	2%
			19		3.00	2.00	606	669	59%	208	18%	256	23%
					Average	Average							
ID	School	Size	FTE	CCRPI	FSER	FSER	FTE	Lower	%	Same	%	Higher	%
710192	South Paulding Middle	<=500	463	75	2.50	3.00	395	15	15%	27	27%	56	57%
710201	Moses Middle	>500 to <=750	725	83	4.50	3.00	635	156	93%	7	4%	3	2%
710213	Ritch Middle	>500 to <=750	624	75	3.00	3.00	635	51	31%	37	22%	78	47%
710410	Scoggins Middle	>500 to <=750	741	69	3.00	3.00	635	51	31%	37	22%	78	47%
710297	Dobbins Middle	>500 to <=750	643	78	3.00	3.00	635	51	31%	37	22%	78	47%
7102352	Hershal Jones Middle	>500 to <=750	778	68	3.50	3.00	635	89	53%	43	26%	34	20%
710394	East Paulding Middle	>750 to <=1000	964	83	4.50	3.00	862	87	95%	1	1%	3	3%
710404	Austin Middle	>750 to <=1000	894	79	4.50	3.00	862	87	95%	1	1%	3	3%
710108	McClure Middle	>1000	1,368	90	4.50	3.00	1,582	93	98%	1	1%	-	0%
			9		4.00	3.00	827	342	75%	83	18%	27	6%
					Average	Average							
ID	School	Size	FTE	CCRPI	FSER	FSER	FTE	Lower	%	Same	%	Higher	%
		<1500											
710292	East Paulding High	>1500 to <=2000	1,743	78	3.50	4.00	1,740	5	13%	2	5%	30	79%
710101	Hiram High	>1500 to <=2000	1,517	76	4.00	4.00	1,740	8	21%	11	29%	18	47%
7102552	Paulding County High	>1500 to <=2000	1,827	80	4.00	4.00	1,740	8	21%	11	29%	18	47%
710106	South Paulding High	>1500 to <=2000	1,874	78	4.00	4.00	1,740	8	21%	11	29%	18	47%
710109	North Paulding High	>2000	2,434	81	4.00	4.00	2,637	3	9%	6	18%	24	71%
			5		4.00	4.00	1,067	164	43%	97	26%	118	31%

Below State Average (by level and size)

Where can the information be accessed?

FESR information is located on the Governor's Office of Student Achievement website:

<https://gosa.georgia.gov/financial-efficiency-star-rating-0>

Paulding County School District
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5-Year Free and Reduced-Price Meal Eligibility

Free and Reduced Price Meal Eligibility (FRL)

School	Oct-12 % FRL	Oct-16 %FRL	Oct-17 %FRL	Oct-18 %FRL	Oct-19 %FRL	Oct-20 %FRL	Change
0299 - Allgood Elementary School	64.67	62.50	59.35	65.07	62.51	58.97	(5.70)
0103 - Bessie L. Baggett Elementary	54.37	58.12	55.38	58.54	56.82	59.70	5.33
0110 - Burnt Hickory Elementary School	21.26	20.37	18.38	17.68	18.38	18.42	(2.84)
0199 - C. A. Roberts Elementary School	41.82	48.27	45.43	44.76	43.79	38.72	(3.10)
0410 - Carl Scoggins Sr. Middle school	52.86	53.49	49.30	47.64	45.05	46.85	(6.01)
0304 - Connie Dugan Elementary School	43.90	47.16	47.13	53.41	49.70	49.59	5.69
1050 - Dallas Elementary School	75.67	84.47	78.59	79.82	77.25	69.61	(6.06)
0292 - East Paulding High School	36.60	33.05	34.84	34.88	36.46	35.73	(0.87)
0394 - East Paulding Middle School	36.92	36.30	36.02	36.31	36.85	36.53	(0.39)
0194 - Floyd L. Shelton Elementary School at Crossroad	15.12	18.26	16.79	17.30	18.84	21.17	6.05
0310 - Hal Hutchens Elementary	44.68	51.49	50.64	51.34	55.86	55.10	10.42
2352 - Herschel Jones Middle School	63.46	62.67	61.90	58.48	60.47	56.48	(6.98)
5050 - Hiram Elementary School	64.59	60.47	60.61	63.29	61.01	59.70	(4.89)
0101 - Hiram High School	44.80	48.87	50.41	51.09	51.73	49.79	4.99
0404 - Irma C. Austin Middle School	41.98	40.14	43.26	45.19	44.98	45.01	3.03
0297 - J. A. Dobbins Middle School	52.21	56.01	54.38	57.70	56.76	56.34	4.13
0201 - Lena Mae Moses Middle School	36.40	35.60	37.81	36.97	37.21	41.14	4.74
0104 - Lillian C. Poole Elementary School	57.37	48.14	48.69	52.75	46.89	49.29	(8.08)
0188 - McGarity Elementary School	45.10	45.58	47.99	46.21	52.35	46.29	1.19
0198 - Nebo Elementary School	41.21	47.72	47.55	50.71	49.68	47.83	6.62
2052 - New Georgia Elementary School	43.06	48.23	54.58	50.82	50.00	46.69	3.63
0109 - North Paulding High School	21.12	19.26	18.00	18.24	19.34	18.61	(2.51)
0294 - Northside Elementary School	50.78	49.04	50.43	52.52	51.22	50.86	0.08
0213 - P. B. Ritch Middle School	54.21	59.81	57.93	57.69	54.06	58.82	4.61
2552 - Paulding County High School	52.74	47.35	45.91	46.80	48.16	45.75	(6.99)
0204 - Roland W. Russom Elementary	30.74	28.45	26.72	29.57	25.92	26.07	(4.67)
0197 - Sam D. Panter Elementary School	54.26	54.15	57.03	55.49	56.47	55.34	1.08
0108 - Sammy McClure Sr. Middle School	17.96	16.23	15.64	15.79	15.94	18.00	0.04
0210 - Sara M. Ragsdale Elementary	57.63	56.15	53.07	53.23	51.44	53.21	(4.42)
0106 - South Paulding High School	37.49	37.05	34.17	33.35	32.36	32.61	(4.88)
0192 - South Paulding Middle School	46.80	43.04	43.94	46.87	50.31	47.03	0.23
4052 - Union Elementary School	51.82	45.98	41.59	42.28	43.17	45.71	(6.11)
0113 - WC Abney Elementary	38.00	30.86	33.02	31.49	30.23	31.80	(6.20)
Paulding County School District	42.39	41.38	40.54	40.98	40.77	40.05	(2.34)
Statewide Average	59.59	61.71	60.58	60.09	59.45	56.18	(3.41)

QBE Made Simple

A look at how the Georgia's Quality Basic Education formula provides funding for Paulding County schools. The information on this page explains how QBE funding is calculated by the State of Georgia. The next page shows where the calculation is shown on the QBE sheet. This page along with the following page is intended to be viewed at the same time to simplify the QBE formula into 7 steps.

STEP 1 Count the Students

Count the full time equivalent of students at each school for each education program

STEP 2 Consider State of Georgia QBE Educational Programs Weights & Training and Experience (T&E) Factor

Since different programs vary in their cost of operation, the State assigns an appropriate weight to reflect these differences. The T&E factor takes into consideration Paulding County teachers' years of experience and level of education to increase the program weights. The revenue amounts per student and Paulding County's T&E factor can be found on the Georgia DOE website.

STEP 3 Multiply the number of students counted in each QBE program x the Per Student Revenue Amount x Paulding County's Training & Experience Factor

STEP 4 The State adds additional funding for Indirect Cost

Indirect school district costs (Maintenance, School/Central Administration, Media and Professional Development)

STEP 5 The State deducts the Local 5 Mill Share Amount

The State of Georgia requires that Paulding County levy 5 mills (Local 5 Mill Share) locally to support education and this 5 mills is deducted from QBE Formula Earnings.

STEP 6 The State deducts Austerity Cuts from the district's earnings

As a result of the difficult economic environment, the State of Georgia has identified budget reductions to K-12 Education in Georgia called Austerity Cuts. These State reductions have been assessed since 2002 and are deducted from QBE Formula Earnings

STEP 7 The State adds funding for State of Georgia Categorical Grants

Paulding County currently has State Categorical Grant funding for Transportation and Nursing

Paulding County School District Fiscal Year Budget

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Step 1: Student FTE Count

Step 2: Review Program Weights

Program	Weight
Kindergarten	1.6532
Kindergarten EIP	2.0382
Grades 1-3	1.2859
Grades 1-3 EIP	1.7955
Grades 4-5	1.0358
Grades 4-5 EIP	1.7892
Grades 6-8	1.0281
Middle School	1.1317
Grades 9-12	1.0000
Vocational Lab	1.1907
Remedial	1.3099
Alternative	1.4727
Special Ed Cat I	2.3828
Special Ed Cat II	2.7933
Special Ed Cat III	3.5559
Special Ed Cat IV	5.7624
Special Ed Cat V	2.4532
Gifted	1.6609
ESOL Program	2.5096

Step 3: Step 1 x Step 2 x (1+CCPS T&E Factor) = QBE Direct Instruction

Step 4: State Adds Addt'l Funding

Step 5: Deduct Local 5 Mill Share

Step 6: Deduct Austerity Adjustment

Total QBE Formula Earnings

Step 7: Add Categorical Grants

Total QBE Funding

OFFICIAL Georgia State Depar
Earnings Shee

School System: 710 - Paulding County FY 18 INITIAL A

Earnings (\$)

DIRECT INSTRUCTIONAL COST	FTE	SALARY	OPERATING	QBE EARNINGS	LESS LOCAL 5 MILLS	STATE FUNDS
Kindergarten Pgm	1,671	9,246,802	130,587	9,377,389	997,574	8,379,815
Kindergarten Early Intr Pgm	172	1,237,800	13,442	1,251,242	133,108	1,118,134
Primary Grade(1-3) Pgm	5,198	23,109,658	446,333	23,556,991	2,505,905	21,050,086
Primary Grd Early Intr(1-3) Pgm	564	3,749,682	48,447	3,798,129	404,048	3,394,081
Upper Elementary Grd(4-5) Pgm	3,334	11,317,328	234,747	11,552,075	1,228,919	10,323,156
UppElem Grd Early Intr(4-5)	447	2,971,822	31,478	3,003,300	319,493	2,683,807
Middle Grade(6-8) Pgm	0	0	0	0	0	0
Middle School(6-8) Pgm	5,742	22,062,841	404,349	22,467,190	2,390,078	20,077,112
High School Gen Educ(9-12)	6,248	19,969,897	709,773	20,679,670	2,199,920	18,479,750
CTAE(9-12) PGM	1,590	5,793,228	521,838	6,315,066	671,802	5,643,264
Students with Disab Cat I	178	1,537,214	44,315	1,581,529	168,244	1,413,285
Students with Disab Cat II	182	1,931,893	23,906	1,955,799	208,056	1,747,713
Students with Disab Cat III	1,125	15,505,225	229,758	15,734,983	1,673,900	14,061,083
Students with Disab Cat IV	214	4,902,321	90,329	4,992,650	531,122	4,461,528
Students with Disab Cat V	530	4,581,416	224,095	4,805,511	511,214	4,294,297
Gifted Student Category VI	1,367	7,898,626	137,931	8,036,557	854,935	7,181,622
Remedial Education Pgm	186	794,598	9,535	804,133	85,544	718,589
Alternate Education Pgm	339	1,622,703	23,873	1,646,576	175,164	1,471,412
Eng Spkrs of Other Lang.(ESOL)	69	660,879	3,063	664,842	73,918	620,924
Spec Ed. Itinerant				7,393	786	6,607
Spec Ed. Supplemental Speech					0	0
TOTAL DIRECT INSTRU.	29,134	138,923,903	3,326,999	142,259,995	15,133,730	127,126,265
INDIRECT COST						
Central Admin and One Time QBE		3,453,261	443,128	3,896,389	414,501	3,481,888
School Admin		6,881,532	202,777	7,084,309	753,635	6,330,674
Facility M & O			8,681,923	8,681,923	923,590	7,758,333
Sub Total (INDIRECT COST)		10,334,793	9,327,828	16,662,621	2,091,726	17,570,895
MEDIA CENTER PGM		3,366,375	405,562	3,771,937	401,262	3,370,675
20 DAYS ADDITIONAL INSTRUCTION		1,155,492		1,155,492	122,922	1,032,570
STAFF & PROFESSIONAL DEV				655,513	69,734	585,779
PRINCIPAL STAFF & PROF. DEV				10,131	1,078	9,053
MIDTERM HOLD HARMLESS						
Amended Formula Adjustment						(2,974,867)
Charter System Adjustment				0		0
QBE FORMULA EARNINGS		153,780,563	13,062,089	167,515,66	17,820,452	148,720,370
CATEGORICAL GRANTS						
Pupil Transportation Pgm (Includes 90 Drivers and bus replacement funds of 0)				1,384,284		1,384,284
Sparsity - Regular				0		0
Nursing Services				582,010		582,010
TOTAL EARNINGS FOR QUALITY BASIC EDUCATION				169,481,983		149,686,664
Education Equalization Funding Grant				27,398,078		27,398,078
TOTAL STATE FUNDING ON THIS ALLOTMENT SHEET				196,880,061		178,054,742
Charter Commission Admin - State						0
Military Counselors						0
DCH Direct Payment						0
State Commission Charter Supplement				0		0
TOTAL FUNDING ON THIS ALLOTMENT SHEET				196,880,061		178,054,742

PCSD FY2022 QBE Earnings Sheet

OFFICIAL

Georgia State Department Of Education

7/14/2021

Earnings Sheet for FY 2022

School System: 710 - Paulding County							FY22 Initial(Amend #2)				THE BASIC UNIT COST IS DEFINED TO BE THE AMOUNT OF \$2,789.66										
Earnings (\$)							Earned Positions				Grades K-12										
DIRECT INSTRUCTIONAL COST	FTE	SALARY	OPERATING	QBE EARNINGS	LESS LOCAL \$ MILLS	STATE FUNDS	Teacher	Subj. Spec	Couns.	Tech. Spec											
Kindergarten Pgm	1,624	9,868,792	126,917	9,995,709	1,228,620	8,767,089	108.27		3.61	1.48											
Kindergarten Early Intr Pgm	171	1,350,467	13,363	1,363,830	167,635	1,196,195	15.55			0.38	0.16										
Primary Grade(1-3) Pgm	4,427	21,558,580	380,272	21,938,852	2,696,607	19,242,245	260.41	12.83	9.84	4.02											
Primary Grd Early Intrv(1-3) Pgm	1,143	8,320,426	98,184	8,418,610	1,034,771	7,383,839	103.91	3.31	2.54	1.04											
Upper Elementary Grd(4-5) Pgm	2,899	10,776,619	204,150	10,980,769	1,349,698	9,631,071	126.04	8.40	6.44	2.64											
UppElem Grd Early Intrv(4-5)	696	5,066,506	49,012	5,115,518	628,772	4,486,746	63.27	2.02	1.55	0.63											
Middle Grade(6-8) Pgm	0	0	0	0	0	0	0.00	0.00	0.00	0.00											
Middle School(6-8) Pgm	5,649	23,766,168	397,805	24,163,973	2,970,107	21,193,866	282.45	16.37	12.55	5.14											
High School Gen Educ(9-12)	6,292	22,019,888	714,775	22,734,663	2,794,424	19,940,239	273.57		13.98	5.72											
CTAE(9-12) PGM	1,815	7,240,857	595,683	7,836,540	963,226	6,873,314	90.75		4.03	1.65											
Students with Disab Cat I	155	1,465,635	38,589	1,504,224	184,891	1,319,333	19.38			0.14											
Students with Disab Cat II	207	2,405,773	27,190	2,432,963	299,047	2,133,916	31.85			0.19											
Students with Disab Cat III	1,204	18,166,319	245,857	18,412,176	2,263,127	16,149,049	240.80			1.09											
Students with Disab Cat IV	292	7,329,731	123,345	7,453,076	916,093	6,536,983	97.33			0.27											
Students with Disab Cat V	570	5,389,755	240,778	5,630,533	692,075	4,938,458	71.25			0.52											
Gifted Student Category VI	1,927	12,191,157	194,431	12,385,588	1,522,371	10,863,217	160.58			1.75											
Remedial Education Pgm	483	2,531,472	27,744	2,559,216	314,565	2,244,651	32.20		1.07	0.44											
Alternate Education Pgm	345	1,808,194	24,295	1,832,489	225,240	1,607,249	23.00		0.77	0.31											
Eng Spkrs of Other Lang.(ESOL)	118	1,293,650	6,778	1,300,428	159,842	1,140,586	16.86		0.26	0.11											
Spec Ed. Itinerant				13,573	1,668	11,905															
Spec Ed. Supplemental Speech				22,562	2,773	19,789															
TOTAL DIRECT INSTRUC.	30,017	162,549,989	3,509,168	166,095,292	20,415,552	145,679,740	2,017.47	42.93	57.02	27.30											
INDIRECT COST																					
Cent. Admin		4,117,139	0	4,117,139	506,057	3,611,082					1.00	6.00			1.00	1.00	12.13	12.13	21.78		
School Admin		7,647,959	207,576	7,855,535	965,561	6,889,974								33.00	49.34	58.62					
Facility M & O			8,945,066	8,945,066	1,099,480	7,845,586															
Sub Total (INDIRECT COST)		11,765,098	9,152,642	20,917,740	2,571,098	18,346,642					1.00	6.00	33.00	49.34	59.62	1.00	12.13	12.13	21.78		
MEDIA CENTER PGM.		3,762,157	416,114	4,178,271	513,571	3,664,700															50.26
20 DAYS ADDITIONAL INSTRUCTION		1,268,983		1,268,983	155,977	1,113,006															
STAFF & PROFESSIONAL DEV				764,140	93,924	670,216															
PRINCIPAL STAFF & PROF. DEV				11,016	1,354	9,662															
MIDTERM HOLD HARMLESS																					
Amended Formula Adjustment						(7,164,415)															
Charter System Adjustment				0		0															
QBE FORMULA EARNINGS		179,346,227	13,077,924	193,235,442	23,751,476	162,319,551	2,017.47	42.93	57.02	27.30	1.00	6.00	33.00	49.34	59.62	1.00	12.13	12.13	21.78	50.26	
CATEGORICAL GRANTS							NOTES														
Pupil Transportation Pgm (Includes 90 Drivers and bus replacement funds of 0)				1,474,568		1,474,568	1. Expenditure controls as set forth in O.C.G.A. Section 20-2-167 are reinstated, subject to each district's approved flexibility contract.														
Sparsity - Regular				0		0	2. Health Insurance for Certificated Personnel is funded on a per member per month amount(PM/PM) of \$945.00, for an annual funding amount of \$11,340 in QBE under appropriation in FY 2022 (HB 81).														
Nursing Services				615,158		615,158	3. Teacher Retirement is funded at 19.81% in QBE in FY 2022 (HB 81).														
TOTAL EARNINGS FOR QUALITY BASIC EDUCATION				195,325,168		164,409,277	Total T&E	70,567,241	includes T&E	50,495,441	and HI	20,071,800									
Education Equalization Funding Grant				31,190,943		31,190,943															
TOTAL STATE FUNDING ON THIS ALLOTMENT SHEET				226,516,111		195,600,220															
Charter Commission Admin - State						0															
Military Counselors						0															
SHBP One-Month Employer Contrib. Holiday						0															
State Commission Charter Supplement				0		0															
TOTAL FUNDING ON THIS ALLOTMENT SHEET				226,516,111		195,600,220															

Local School Administration 2021-2022 School Year

ELEMENTARY SCHOOL

ABNEY ELEMENTARY SCHOOL

 Scott Brock Principal	 Camille Alderman AP	 Kim Hembree AP	 Jodie Henson EAC
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ALLGOOD ELEMENTARY SCHOOL

 Shetal Slusher Principal	 Dana Packer AP	 Scott Ragsdale AP	 Jenette Allen EAC
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BAGGETT ELEMENTARY SCHOOL

 Jamesa Hodge Principal	 Lyn Crowe AP	 Melissa Maycumber EAC
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BURNT HICKORY ELEMENTARY SCHOOL

 Joy Viness Principal	 Ben Brooks AP	 Andrea Davis AP	 Tricia Langford EAC
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ELEMENTARY SCHOOL

DALLAS ELEMENTARY SCHOOL



Tameka Walker
Principal



Kelly Davis
AP



Lindy Beyea
EAC

DUGAN ELEMENTARY SCHOOL



DeAnna Byers
Principal



Gina Zuganelis
AP



Rhonda Magill
EAC

HIRAM ELEMENTARY SCHOOL



Kimberly Walton
Principal



Thomas Beames
AP



Emily Black
AP



Lisa Brocious
EAC

HUTCHENS ELEMENTARY SCHOOL



Priscilla Smith
Principal



Brandon Chason
AP



Jennifer Conkle
EAC

ELEMENTARY SCHOOL

McGARITY ELEMENTARY SCHOOL



Karla Dodgen
Principal



Jacob Griffith
AP



Beth Becraft
EAC

NEBO ELEMENTARY SCHOOL



Rodney Wilkerson
Principal



Tasha Adams
AP



Heather Powers
EAC

NEW GEORGIA ELEMENTARY SCHOOL



Sonja Nelson
Principal



Tracy Gaynor
AP



Elizabeth McCrary
EAC

NORTHSIDE ELEMENTARY SCHOOL



Susan Woodham
Principal



Gigi Neal
AP



Jayson Willis
EAC

ELEMENTARY SCHOOL

PANTER ELEMENTARY SCHOOL



Heather White
Principal



Amy Delany
AP



Anna Carter
EAC

POOLE ELEMENTARY SCHOOL



Kristi Davis
Principal



Jacquelyn Gandy
AP



Wendy Howd
EAC

RAGSDALE ELEMENTARY SCHOOL



Ann Arnold
Principal



Carol Ammons
AP



Jodi Benson
EAC

ROBERTS ELEMENTARY SCHOOL



Paul Wilder
Principal



Esther Jones
AP



Jennifer Wilson
EAC

ELEMENTARY SCHOOL

RUSSOM ELEMENTARY SCHOOL



Libby Bell
Principal



Betty Nell Gassett
AP



Dustin Schularick
AP



Gwyneth Posey
EAC

SHELTON ELEMENTARY SCHOOL



Myers Moreland
Principal



Andy Davis
AP



Lori Morgan
AP



Katie Meeks
EAC

UNION ELEMENTARY SCHOOL



Blake Keown
Principal



Kimberly Merrell
AP



Endea Hudgins
EAC

MIDDLE SCHOOL

AUSTIN MIDDLE SCHOOL



Greg Musgrove
Principal



Dannison Curtis
AP



Larry Sailors
AP



Sandra Wood
EAC

DOBBINS MIDDLE SCHOOL



Donna Broyles
Principal



Ronnetta Simpson
AP



Jonathan Thomas
AP



Wendy Mace
EAC

EAST PAULDING MIDDLE SCHOOL



Thomas Alverson
Principal



Kimberly Burford
AP



Inester Jones
AP



Meghan Rush
EAC

HERSCHEL JONES MIDDLE SCHOOL



Tammy Skelton
Principal



Dedreial Marbury
AP



Chris McAllister
AP



Rhonda Braswell
EAC

MIDDLE SCHOOL

McCLURE MIDDLE SCHOOL



Jaynath Hayes
Principal



Tammy Ponder
AP



Sean Schinella
AP



Kim Silas
AP



Teresa Bowles
EAC

MOSES MIDDLE SCHOOL



Scott Viness
Principal



Greg Cherry
AP



Dianah Johnson
AP



Karen Kirby
EAC

P.B. RITCH MIDDLE SCHOOL



Christi Carson
Principal



Chris Munoz
AP



Pamela Swiney
AP



Michelle Pritchett
EAC

SCOGGINS MIDDLE SCHOOL



Sandra (Rene) Webb
Principal



Barbara Crutchfield
AP



Benjamin Moore
AP



Lameisha Williams
EAC

MIDDLE SCHOOL

SOUTH PAULDING MIDDLE SCHOOL

 James (J.R.) Neal Principal	 Chad Tittle AP	 Trina Wheeler EAC
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HIGH SCHOOL

EAST PAULDING High SCHOOL

 Brad Thomason Principal	 Andy Dorsey AP
 Leslie Ellis AP	 Angela Johnson AP
 Carole Pearson AP	 Irina Keith EAC

HIRAM High SCHOOL

 Misty Cooksey Principal	 April Byrne AP
 Kristi Gammon AP	 Darius Hodge AP
 Jeff Wallace AP/AD	 Borato Broughton EAC

HIGH SCHOOL

NORTH PAULDING HIGH SCHOOL



Gabe Carmona
Principal



Chris Davies
AP



Ryan Dyer
AP



Lorilyn Harrell
AP



Tracy Sellars
AP



Bryce Sellers
AP



Julie Speeney
AP



Shannon Lawson
EAC

PAULDING COUNTY HIGH SCHOOL



Craig Wilcox
Principal



Heather DeJohn-Mathis
AP



Dustin Skelton
AP/AD



Chris Stafford
AP



Karmel Tanner
AP



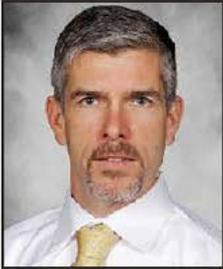
Kevin Thomas
AP



Michelle Taissee
EAC

HIGH SCHOOL

SOUTH PAULDING HIGH SCHOOL



Keith Rowland
Principal



Lamarr Glenn
AP



Dianna Moyer
AP



Edward Thomas
AP



Robbin Washington
AP



Cristin Thomason
EAC

NEW HOPE EDUCATION CENTER



Vladimir Labossiere
Director
Paulding Virtual Academy



Marores Perry
Director
Paulding College and
Career Academy



Charles Harrison
Assistant Director
PVA Elementary



James Long
Assistant Director
PVA Secondary



Shelly Bachemin
EAC

E-SPLOST VI Information



On Nov. 5, 2019 the voters of Paulding County will be asked to continue the penny sales tax that goes toward constructing new schools, adding classrooms to existing schools, renovating existing facilities, and providing classroom resources and technology for Paulding County students.

WHAT IS E-SPLOST?

- Special Purpose Local Option Sales Tax (Education)
- **NOT A NEW TAX** - An E-SPLOST funding school construction, renovation and improvements has been in place in Paulding since 1997. Voters must approve every five years.
- One-cent sales tax to help fund capital improvements, including debt repayment for prior bond issues.
- Cannot be used for operating expenses, such as salaries or utilities.
- Everyone who makes a purchase in Paulding County contributes to our schools - even those who don't live in Paulding but spend money here.
- E-SPLOST is a consumption tax, not a property tax.

PROPOSED FACILITY IMPROVEMENTS

- | | |
|---|----------------------|
| Technology Enhancements | \$2.5 million |
| Fine Arts Initiatives | \$1.6 million |
| • K-5 Music & Visual Arts equipment | |
| • 6-8 Band, Choral and Visual Arts Equipment | |
| • 9-12 Band, Choral, Visual Arts Equip. & Performing Arts Center Upgrades | |
| Physical Education | \$1.4 million |
| • Tennis courts resurfacing | |
| • Track resurfacing | |
| • Gym floor refinishing (elementary/middle) | |
| Athletic Facilities | \$1.9 million |
| • Equal distribution for all five high schools | |



PROJECTED RECEIPTS

\$113,250,182* (60 Months)
*Collection ceiling, listed on referendum, is \$120 million.

PROPOSED NEW CONSTRUCTION



PROPOSED RENOVATION PROJECTS

- Tentative Projects: \$15.8 million***
- Allgood Elementary School
 - Baggett Elementary School
 - Dugan Elementary School
 - Poole Elementary School
 - Austin Middle School
- *Includes capital outlay estimated reimbursement
- Future Facility Needs/Improvements \$13.8 million**
- Continue to monitor growth needs
 - Monitor aging facilities

E-SPLOST FACTS

- Because of E-SPLOST, currently no Bond Millage on Paulding property owners' tax bills.
 - Without E-SPLOST, current Bond Millage (2019) would be approximately 1.815.
- Over 22 years, E-SPLOST has:**
- Paid off bond debt, which keeps property taxes lower;
 - Purchased land;
 - Helped construct 21 new schools;
 - Added, renovated, and equipped hundreds of classrooms;
 - Funded Technology, Fine Arts, and Athletics
 - Helped maintain and renovate existing facilities.

PROPOSED SAFETY & SECURITY

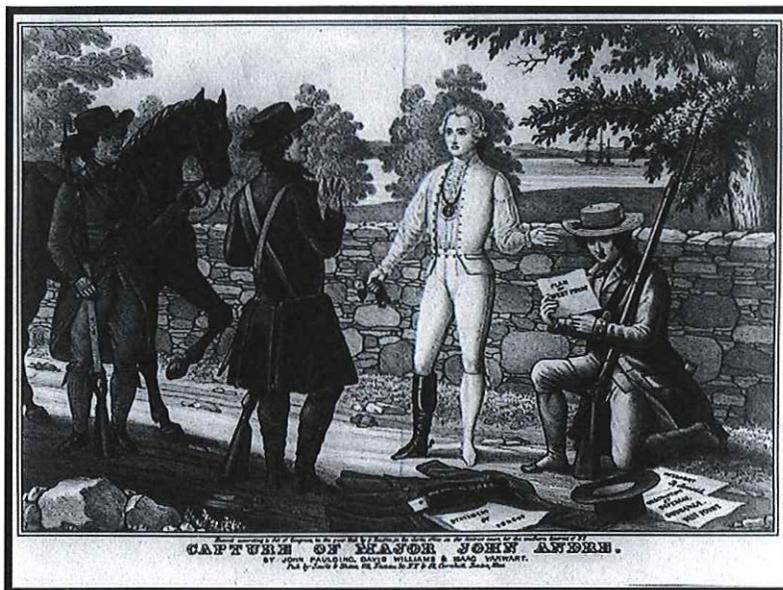
- Upgrades \$6.0 million**
-
- Enclosed connecting corridors (elementary/middle)
 - Fire alarms & intercoms

History of Paulding County

The Beginning:

Paulding County was founded on December 3, 1832 as Georgia's 89th county. Paulding County is named after John K. Paulding, a Revolutionary War hero, who captured the British spy Major John Andre. Major Andre was an accomplice to Benedict Arnold in the attempted surrender of the fort in West Point, New York to the British Army.

Paulding County was one of ten counties that formed Cherokee County. On December 3, 1832 an act of the Georgia General Assembly separated Cherokee County into Union, Murray, Lumpkin, Gilmer, Forsyth, Floyd, Cobb, Cherokee, Cass (now known as Bartow), and Paulding. Van Wert became the county seat. Van Wert was named after Isaac Van Wert, another Revolutionary War soldier who participated in the capture Major John Andre.



In the Gold Lottery of 1832, Paulding County was separated into forty-acre "gold lots." People came from other parts of Georgia and other states to seek gold; however, many were not successful. Some of the immigrants remained in the county for agricultural purposes thus farming became the main occupation for Paulding County. Primary crops grown in Paulding County were cotton, corn, wheat and tobacco. Although the Removal Act was passed in 1830, most Cherokee Indian tribes that had inhabited much of Georgia did not leave Paulding County until 1838 on the Trail of Tears.

Between 1832 and 1874, parts of Paulding were annexed into Carroll, Cobb, Polk, and Douglas counties. On December 20, 1851, a section of Paulding was used to form Polk County and the county seat of Van Wert was included in Polk County. Dallas became Paulding County's new seat in 1851. Dallas is named after George Mifflin Dallas, Vice President of the United States under James Polk. On May 14, 1852, Dallas was founded on land deeded from Garrett H. Spinks and became incorporated in 1854. Paulding County has two other incorporated cities, Hiram and Braswell.

Our Courthouse:

The first two courthouses of Paulding were built in the county seat of Van Wert. In 1854, Paulding County purchased land to build another courthouse in the county seat of Dallas. In 1892, the new courthouse was constructed. The building has been renovated several times throughout the years. The George T. Bagby Annex building was constructed in 1990. In 2008, the new Watson Government Complex opened and was dedicated to the Watson family. The new site is located at Constitution Boulevard in Dallas. The complex is the location of the courthouse and the administration offices for Paulding County.



The Civil War & Other Happenings:

Paulding County is well known for its role in the Civil War. In 1864, Union General William T. Sherman planned to take over Dallas to control the traffic on the county roads that led to larger cities such as Atlanta and Kennesaw. Confederate General Joseph Johnson

commanded his troops to stop the Union from the attempted take-over. Because of the Union's attempt to control part of Paulding County, three battles took place at New Hope Church, Dallas and Pickett's Mill. The battles delayed Sherman's attack on Atlanta. Paulding County's historic Henderson House served as the Union headquarters. Today, Pickett's Mill is one of the best preserved Civil War sites in the nation.

After the reconstruction period, Paulding County began to flourish. Construction of the Southern and Seaboard Railroads began in 1882. Paulding County was also introduced to the textile industry at this time. Both industries played a great role in the growth of the county. Along with the introduction of the railroad and the textile industry, Paulding County's first newspaper was introduced, The Dallas New Era.

On October 18, 1903, "Ole 88" Engine 345, jumped the tracks and tore down part of the Pumpkinvine Creek Trestle. Pumpkinvine Creek Trestle, which was originally built in 1901, was rebuilt after the accident. The trestle is over 750 feet long and towers 126 feet above Pumpkinvine Creek. The trestle was restored in 1999 and now serves as part of the Silver Comet Trail.

On April 4, 1977, Southern Airways Flight 242 departed from Huntsville, Alabama traveling to Atlanta. The flight crew was advised of the presence of thunderstorms and possible tornadoes along their route prior to their departure. The flight crew had flown that same route from Atlanta earlier in the day and only encountered mild turbulence and light rain. During the flight, the weather intensified. The aircraft entered a thunderstorm cell and encountered excessive amounts of water and hail. The windshield was damaged by hail. Due to the massive amounts of water ingested, both engines failed.

The pilots executed an emergency landing on State Route 92, also known as Highway 381 or Dallas-Acworth Highway, located in the New Hope Community. When landing, the aircraft collided with a gas station/convenience store and several other structures. The flight crew and sixty-two passengers aboard the aircraft died including eight people on the ground. Twenty-one passengers including both flight attendants survived.



The famous Silver Comet Trail, which runs through parts of the county, was originally a railroad. The trail is named after the Silver Comet Locomotive. The locomotive was a passenger train with dining and sleeping amenities. In 1992, The Georgia Department of Transportation purchased the abandoned railway from CSX. The land was purchased with the intentions of it becoming a transit extension but currently the land is being used as a trail for Paulding, Cobb, and Polk Counties. Construction on the trail began in Smyrna in 1998 and was completed in 2008 in Anniston, Alabama. The Silver Comet Trail is perfect for walking, biking, rollerblading, dog walking and horse riding.

Glossary and Exhibits

Glossary

This glossary contains definitions of terms necessary for a common understanding of the *PCSD Budget Book*. Some of these definitions are not primarily financial accounting terms, but have been included due to their significance to the accounting and budgeting process. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

AD VALOREM TAXES

Taxes levied on the assessed valuation (less exemptions) of real and personal property, including automobiles.

AMERICAN RESCUE PLAN (ARP) ACT

The American Rescue Plan (ARP) Act was signed into law by President Joe Biden on March 11, 2021, to speed up the United States recovery from the economic and health effects of the COVID-19 pandemic and the ongoing recession. ARP ESSER funds will allow SEAs to take additional steps to safely reopen schools for in-person instruction and keep them open, and to address the disruptions to teaching and learning resulting from the pandemic. At the state level, ARP funds will be used to address lost learning opportunities, remove barriers to learning, and personalize supports for students, schools, and educators.

APPROPRIATION

An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amount and as to the time when it may be expended.

APPROPRIATION CONTROL

The control or management of a school district's business affairs in accordance with an approved budget and with a responsibility to keep expenditures within authorized amounts.

See also BUDGETARY CONTROL.

AUSTERITY

Measures taken by government to reduce expenditures in an attempt to shrink a growing budget deficit.

BALANCE SHEET

A summarized statement, as of a given date, of the financial position of a local education agency per fund and/or all funds combined showing assets, liabilities, reserves and fund balance.

The Paulding County Board of Commissioners (BOC)

The tax levying authority in Paulding County.

BOARD OF EDUCATION (DISTRICT)

The elected or appointed body which has been created according to State law and vested with responsibilities for educational activities in a given geographical area. These bodies are sometimes called school boards, governing boards, boards of directors, school committees, school trustees, etc. This definition relates to the general term and covers State boards, intermediate administrative unit boards, and local basic administrative unit boards.

BOND

A written promise, generally under seal to pay a specified sum of money, called the face value, at a fixed time in the future, called the maturity date, and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer period of time and requires greater legal formality.

BONDED DEBT

The part of the school district debt which is covered by outstanding bonds of the district. This type of debt is sometimes called "Funded Debt."

BONDS ISSUED

Bonds sold to a holder, to whom the issuer is indebted.

BUDGET

A budget is a plan of financing operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them. The budget usually consists of three parts. The first part contains a message from the budget-making authority together with a summary of the proposed expenditures and the means of financing them. The second part is composed of drafts of the appropriation, revenue, and borrowing measures necessary to put the budget into effect. The third part consists of schedules supporting the summary. These schedules show in detail the proposed expenditures and means of financing them together with information as to past years' actual revenues and expenditures and other data used in making the estimates.

BUDGET ADJUSTMENT (AMMENDMENT)

An administrative procedure used to revise a budgeted amount after the Annual Budget has been adopted by the Board of Education and approved by the State Board of Education.

BUDGETARY CONTROL

Budgetary Control refers to the management of the business affairs of the school district in accordance with an approved budget. Budget managers have a responsibility to keep expenditures within the authorized amounts.

See also APPROPRIATION and POSITION CONTROL.

CAPIAL ASSET

Capital Assets are items owned by the Paulding County School District such as land, buildings, equipment and other that are used over a period of time to provide service to the organization and the organization community. Capital assets may be used to produce goods or to repair, maintain or construct other assets.

CAPITAL BUDGET

The capital budget is a plan of proposed capital outlays and the means of financing them for the current fiscal period. It is usually a part of the current budget. If a Capital Program is in operation, it will be the first year thereof. A Capital Program is sometimes referred to as a Capital Budget.

See also CAPITAL PROGRAM.

CAPITALIZATION

A process of defining the value or threshold used to determine whether an item will need to be recorded as expenditure or kept as a fixed asset.

CAPITAL OUTLAYS

Expenditures which result in the acquisition of or addition to fixed assets.

CAPITAL PROGRAM

A plan for capital expenditures to be incurred each year over a fixed period of years to meet capital needs arising from the long-term work program or otherwise. It sets forth each project or other contemplated expenditure in which the local education agency is to have a part and specifies the full resources estimated to be available to finance the projected expenditures.

CAPITAL PROJECTS

Capital Projects are those that result in the acquisition or construction of land, buildings and related improvements.

CAREER & TECHNICAL EDUCATION (CTAE)

Career & Technical Education programs provide students opportunities to apply mathematics, science and communication competencies in laboratory and occupational settings that develop specific technical skills applicable in broad concentration areas.

CHART OF ACCOUNTS

A list of accounts systematically arranged, applicable to a specific concern, listing account names and numbers, if any. A chart of accounts, accompanied by descriptions of their use and of the general operation of the books of accounts, becomes a classification or manual of accounts: a leading feature of a system of accounts.

CONTINGENCY

Amount of money set aside for emergency school needs during the year.

CONTRACTED SERVICES

Contracted Services are a type of expenditure that includes labor, material and other costs for services rendered by personnel who are not on the payroll of the local education agency.

CORONAVIRUS, AID, RELIEF AND ECONOMIC SECURITY (CARES) ACT

Passed by Congress and signed into law by President Trump on March 27, 2020. The funding provides flexibility for states to respond to the COVID-19 emergency in K-12 schools. Funds to local school districts may be used for coronavirus response activities, such as planning for and coordinating during long-term school closures, purchasing educational technology to support online learning for all student, and additional activities authorized by federal elementary and secondary education laws.

CORONAVIRUS RESPONSE AND RELIEF SUPPLEMENTAL APPROPRIATIONS (CRRSA) ACT

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act signed into law by President Donald Trump on December 27, 2020, provides an additional \$54.3 billion for an ESSER II fund. Following the same distribution as the CARES Act, which is based on the share of ESEA Title I, Part A funds follows the same use for coronavirus-response activities. Planning for and coordinating activities that address learning loss, preparing schools for reopening, testing, repairing, upgrading projects to improve air quality in school buildings, and additional activities authorized by federal elementary and secondary education laws are continually permitted.

COST PER PUPIL

By dividing a monetary amount by an enrollment number, can be normalized across schools and districts in order to determine relative efficiencies. Possible measures can include budget or expenditure data for a given period of time, or a pupil unit of measure such as daily membership or daily enrollment.

COUPON RATE

A coupon rate is the yield paid by a fixed-income security; a fixed-income security's coupon rate is simply the annual coupon payments paid by the issuer relative to the bond's face or par value. The coupon rate is the yield the bond paid on its issue date.

CTAE

Career Technical Agricultural Education; 17 Georgia Career Clusters with over 130 career pathway course offerings to prepare students for future career opportunities, apprenticeships, or military.

DEBT

A debt is an obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants and notes, etc.

DEBT LIMIT

The debt limit is the maximum amount of gross or net debt that is legally permitted.

DEBT SERVICE

Interest and principal payments associated with the issuance of bonds.

DELINQUENT TAXES

Delinquent taxes are those that remain unpaid on or after the date on which a penalty for non-payment is attached.

Digital Learning

Instruction provided in a blended or alternative platform to engage students.

DIVISION (DEPARTMENT)

A division is a major administrative component of the school system that indicates overall management responsibility for an operation or a group of related operations within a functional area.

ELEMENTARY SCHOOL

A school classified as elementary by state and local statutes or practices and composed of kindergarten through grade five.

EMPLOYEE BENEFITS (FRINGE)

Amount paid by the school system on behalf of employees; these amounts are not included in the gross salary, but are over and above. Such payments are, in a sense, overhead payments. They are fringe benefit payments, and while not paid directly to employees, are part of the cost of salaries and benefits. Examples include: (a) group health or life insurance, (b) contribution to employee retirement, (c) Social Security and (d) Worker's Compensation.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

A program that provides English instruction for students whose first language is one other than English.

ESEP

Exceptional Students Education Program

EXPENDITURES

This includes total charges incurred, whether paid or unpaid, for current expense, capital outlay and debt service.

FISCAL PERIOD

Any period at the end of which a local education agency determines its financial position and the results of its operations. The period may be a month, a quarter, or a year, depending upon the scope of operations and requirements for managerial control and reporting purposes.

FISCAL YEAR (FY)

A twelve-month period of time to which the annual budget applies and at the end of which a local education agency determines its financial position and their results of its operations. For Paulding County School District this period is July 1 through June 30.

FRINGE BENEFITS

Total employers share of F.I.C.A. Taxes, hospitalization, dental, disability, worker's compensation, unemployment and retirement contributions made on behalf of employees.

See also EMPLOYEE BENEFITS.

FULL-TIME EQUIVALENT – EMPLOYEE (FTE)

The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position, with 1.0 representing one full-time position. It is derived by dividing the amount of employed time in the part-time position by the amount of employed time required in a corresponding fulltime position.

FULL-TIME EQUIVALENT – STATE FUNDING (FTE)

Local school systems in Georgia must report enrollment at least twice during the school year for funding purposes. This reporting reflects the school day being divided into six parts (periods). The student is counted six times, according to which programs he or she participates in during the day.

Each student is counted for each one-sixth of the school day for the eligible program in which he or she is enrolled. The resulting total, when divided by six, is known as the full-time equivalent (FTE) program count. An average of three reported counts are used in the funding formula.

See also QUALITY BASIC EDUCATION.

FUNCTION¹⁵

Function is an accounting term relating to both the budget and the financial report. A "function" is a grouping of activities being performed for which salaries and other types of direct costs are expended and accounted. Functions and sub functions consist of activities which have somewhat the same general operational objectives. Furthermore, categories of activities comprising each of these divisions and subdivisions are grouped according to the principle that the activities should be combinable,

¹⁵ Georgia DOE Chart of Accounts, 6/14/21

comparable, relatable and mutually exclusive. Both the budget and the financial reports group activities within “functions.”

INSTRUCTION (1000)

Instruction includes activities dealing directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of aides or classroom assistants of any type (clerks, graders, teaching machines, etc.) which assist in the instructional process. Note: Counselors and Technology Specialists funded through QBE are allowable charges to this function for expenditure control purposes.

PUPIL SERVICES (2100)

Activities designed to assess and improve the well-being of students and to supplement the teaching process. Activities include guidance, counseling, testing, attendance, social work, health services, etc. Also include supplemental payments for additional duties such as coaching or supervising extracurricular activities.

IMPROVEMENT OF INSTRUCTIONAL SERVICES (2210)

Technical and logistical support activities designed to aid teachers in developing the curriculum, preparing and using special curriculum materials, and understanding the various techniques that stimulate and motivate students. These services facilitate, sustain, and enhance instruction techniques. Includes costs associated with technology personnel (Technology Specialists), contracted support services, systems planning and analysis, systems application development, network support services, and other technology-related costs that relate to the support of instructional activities. Effective FY 2018 – All Instructional Staff Training (professional development) costs will be reported using Function 2213. Training and professional development for other, non-instructional employees should be reported in their respective functions.

INSTRUCTIONAL STAFF TRAINING (2213)

Activities associated with the professional development and training of instructional personnel. These include such activities as in-service training (including mentor teachers), workshops, conferences, demonstrations, courses for college credit (tuition reimbursement), and other activities related to the ongoing growth and development of instructional personnel. Training that supports the use of technology for instruction should be included in this code. The incremental costs associated with providing substitute teachers in the classroom (while regular teachers attend training) should be captured in this function code. All costs should be charged to this code regardless of whether training services are provided internally or purchased from external vendors. It should be noted that the salary of a teacher who is attending training would still be reported in function 1000.

EDUCATIONAL MEDIA SERVICES (2220)

Activities concerned with directing, managing and operating educational media centers. Included are school libraries, audio-visual services and educational television.

FEDERAL GRANT ADMINISTRATION (2230)

Activities concerned with the demands of Federal Programs grant management. Federal Indirect Cost Charges should continue to be charged to 2300-880.

GENERAL ADMINISTRATION (2300)

Activities concerned with establishing and administering policy for operating the LUA. These include the activities of the members of the Board of Education. Local activities in interpretation of the laws and statutes and general liability situations are charged here, as are the activities of external auditors. Also recorded here are activities performed by the superintendent, administrative support personnel and deputy, associate, or assistant superintendent having overall administrative responsibility.

SCHOOL ADMINISTRATION (2400)

Activities concerned with overall administrative responsibility for school operations. Included are activities of principals, assistant principals, full time department chairpersons and clerical staff.

SUPPORT SERVICES – BUSINESS (2500)

Activities concerned with the fiscal operation of the LUA, including budgeting, financial and property accounting, payroll, inventory control, internal auditing and managing funds. Also included are purchasing, warehouse and distribution operations, and printing, publishing and duplicating operations.

MAINTENANCE AND OPERATION OF PLANT SERVICES (2600)

Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. This includes the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. Property insurance expenditures are recorded in this function.

STUDENT TRANSPORTATION SERVICE (2700)

Activities concerned with the conveyance of students to and from school and trips to school activities. These activities include supervision of student transportation, vehicle operation, servicing and maintenance, bus monitoring and traffic direction. Transportation insurance expenditures are charged to this function.

SUPPORT SERVICES – CENTRAL (2800)

Central Office activities other than general administration and business services. Included are personnel services, data processing services, strategic planning including research, development and evaluation on a system-wide basis; and public relations activities, such as writing, editing and other preparation necessary to disseminate information to students, staff and the general public.

OTHER SUPPORT SERVICES (2900)

All other support services not properly classified elsewhere in the 2000 series.

SCHOOL NUTRITION PROGRAM (3100)

Activities concerned with providing food to students and staff in a school or LUA. This service area includes the preparation and serving of regular and incidental meals or snacks in connection with school activities and delivery of food. Activities should be recorded in Fund 600 (School Nutrition Program) except when paid by federal funds from fund 100 on behalf of the food service operation due to a shortage of funds or by special arrangement.

ENTERPRISE OPERATIONS (3200)

Activities that are financed and operated in a manner similar to private business enterprises - where the intent is to recover costs through user charges. Examples: LUA operated bookstore, cannery or freezer plant operation, stadium operation, etc.

COMMUNITY SERVICES OPERATIONS (3300)

Activities concerned with providing community services to students, staff or other community participants. Examples of this function would be the operation of a community swimming pool, a recreation program for the elderly, a child care center for working mothers, etc.

FACILITIES ACQUISITION AND CONSTRUCTION SERVICES (4000)

Activities concerned with the acquisition of land and buildings; renovating buildings; the construction of buildings and additions to buildings, initial installation or extension of service systems and other build-in equipment; and improvements to sites.

OTHER OUTLAYS (5000)

Outlays which cannot be properly classified as expenditures, but require budgetary or accounting control. Transfers to other funds are recorded as 5000-930.

DEBT SERVICE (5100)

Outlays to retire the long-term debt (obligations in excess of one year) of the LUA. Included are payments of principal, interest and paying agents' fees. Interest on current loans (repayable within one year) is charged to function 2500.

FUND

A fiscal and accounting entity which is comprised of a self-balancing set of accounts that reflect all assets, liabilities, equity, revenue and expenditures (or expenses) necessary to disclose financial position and the results of operations. Funds are established as individual entities in order to segregate financial records for purposes of legal compliance, different natures of the activities performed, measurement of different objectives and to facilitate management control.

FUND BALANCE

Fund Balance refers to the excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund's assets and estimated revenues for the period over the liabilities, reserves and appropriations for the period.

FUND BALANCE – UNASSIGNED

That portion of the excess funds which has no legal commitments or formal designations by the Board for future funding needs.

FUND, CAPITAL PROJECTS

The Capital Projects Fund is used to account for all resources used for acquiring capital sites, buildings, and equipment as specified by the related bond issue. Capital project funds are designated to account for acquisition or construction of capital outlay assets which are not acquired directly by the general fund, special revenue funds or enterprise funds. Capital project funds have been developed to account for the proceeds of a specific bond issue and revenue from other possible sources which are designated for capital outlay, i.e., for land, buildings and equipment.

FUND, DEBT SERVICE

The fund used to finance and account for payment of principal and interest on all long-term general obligation debts. Debt service funds are used to accumulate resources over the outstanding life of the bond issue in an amount equal to the maturity value. Cash of the debt service may be invested in income producing securities which are converted back into cash at the maturity date for use in retiring bonds.

FUND, GENERAL

The fund used to finance the ordinary operations of the education agency. It is available for a legally authorized purpose and consists of money not specifically designated for some other particular purpose.

FUND, SPECIAL REVENUE

A fund used to account for the proceeds of specific revenue sources (other than special assessments, expendable trusts, or for major capital projects) that are legally restricted to expenditures for specific purposes.

FUND, FIDUCIARY

The fund used to account for money and property held in trust by a school system for individuals, government entities, or non-public organizations. A Trust Fund is usually in existence over a longer period of time than an Agency Fund. Primarily, Agency Funds function as a clearing mechanism for cash resources collected by the district held for a short period and then disbursed to authorized recipients.

GENERAL OBLIGATION BONDS

Bonds issued to finance major projects with resources from tax collection to repay debt. The full faith, credit and taxing power of the government back this type of bond.

GENERALLY ACCEPTED ACCOUNTING PRINCIPALS (GAAP)

A system of uniform minimum standards for financial accounting and recording, encompassing the conventions, rules and procedures that define accepted accounting principles.

GRANT

Contribution of either money or material goods given by a contributing unit (public or private) to another receiving unit and for which the contributing unit expects no repayment. Grants may be for a specific or general purpose.

HIGH SCHOOL (SECONDARY EDUCATION)

A school classified as high school by state and local statutes or practices and composed of grades nine through twelve.

INTER-FUND TRANSFERS

Amounts transferred from one fund to another fund.

IDEA

Individual with Disabilities Act – education law that offers supplemental funding for services to students with very specific educational disabilities.

KINDERGARTEN

A group or class that is organized to provide educational experience for children for the year immediately preceding the first grade and conducted during the regular school year.

KPI (Key Performance Indicator)

A quantifiable measure of performance over time for a specific objective.

L4GA

Literacy for Learning, Living and Leading. Collaborative grant for PK-12 reading development.

LAPSE

A lapse is the difference between budgeted revenue and expenses and actual revenue and expenses.

LOCAL EDUCATION AGENCY (LEA)

As defined by the Elementary and Secondary Education Act, a Local Education Agency is a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary schools or secondary schools in a city, county, township, school district, or other political subdivision of a State, or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.

LEVY

(Verb) To impose taxes or special assessments or (noun) the total of taxes or special assessments imposed by a governmental unit.

MAINTENANCE & OPERATIONS (M&O)

Refers to the cost associated with the maintenance and operations of the school district.

MIDDLE SCHOOL (PRIMARY EDUCATION)

A school classified as middle by state and local statutes or practices and composed of grades six through eight.

MILLAGE RATE

The ad valorem tax rate expressed in terms of the levy per thousand dollars of taxable assessed value established by the governing authority each fiscal year.

A millage rate may be levied for the maintenance and operation of the school district (M&O millage) or to fund debt service (Bond millage).

A mill is equal to \$1 for each \$1000 of taxable property value.

MODIFIED ACCRUAL BASIS

The accrual basis of accounting adapted to the governmental fund-type measurement focus. Under this basis, revenues and other financial resources are recognized when they accrue, that is when they become both “measurable” and “available” to finance expenditures of the current period. Expenditures are recognized when the fund liability is incurred.

Net Digest

The Paulding County Tax Assessor’s summary of the projected taxable value of all commercial, industrial and residential property in the school district less exemptions and rollbacks.

Net Digest Per Student (NDPS)

The Paulding County Tax Assessor's summary of the projected taxable value of all commercial, industrial and residential property in the school district divided by the number of students enrolled in Paulding County School District.

OBJECT

An accounting term used to describe the service or commodity obtained as a result of a specific expenditure or to describe a specific revenue source.

ORIGINAL BUDGET

Original budget adopted by the governing body before any budget adjustments.

Other Sources (Uses)

Transfers In and Transfers Out in financial reporting. See definitions below.

PAYROLL COSTS

All costs covered under the following objects of expenditures: Certified Salaries, Classified Salaries and Employee Benefits.

PERSONNEL COSTS – FULLY LOADED

Personnel Costs are expenditures for salaries, fringe benefits, etc.

PER PUPIL (ALLOTMENT)

The per pupil allotment is an allotment to each school for materials and supplies based on the quantity and characteristics of those pupils.

PER PUPIL (EXPENDITURE)

This refers to expenditures for a given period of time divided by a pupil unit of measure.

POSITION CONTROL

The control or management of a school district's personnel allotments in accordance with an approved budget and with a responsibility to keep expenditures within authorized amounts.

PROGRAM

In budgeting, a program refers an effort to accomplish a specific objective or objectives consistent with funds or resources available. Budgets and actual revenue and expenditure records may be maintained per program.

PROGRAM WEIGHTS

Since different programs vary in their cost to operate, each of the nineteen (19) QBE programs is assigned a different program weight. These weights reflect the cost of teachers, paraprofessionals and other instructional personnel; instructional materials; facility maintenance and operation (M&O) costs; media center personnel and material costs; school and central office administration costs and staff development.

See also QBE.

QUALITY BASIC EDUCATION ALLOTMENTS (QBE)

Funds are allotted by the State on the basis of “Weighted” FTE (Full-time Equivalent students) to the local school system. The following are nineteen (19) programs of allotment under QBE:

1. Kindergarten (EIP)
2. Grades 1 - 3 (EIP)
3. Grades 4 - 5 (EIP)
4. Kindergarten
5. Grades 1 – 3
6. Grades 4 – 5
7. Grades 6 – 8
8. Grades 9 – 12
9. HS Vocational Lab
1. 19. English for Speakers of Other Languages (ESOL)
10. Middle School Program
11. Persons with disabilities: Category I
12. Persons with disabilities: Category II
13. Persons with disabilities: Category III
14. Persons with disabilities: Category IV
15. Persons with disabilities: Category V
16. Intellectually Gifted Students: Cat VI
17. Remedial Education
18. Alternative Education
19. ESOL

QBE – MID-TERM ADJUSTMENT

Because the QBE formula is based on FTE counts which are taken primarily in the previous school year, there will be a need to adjust the total allotment as more recent counts become available. If the more recent counts result in an increase in funds needed, the State Board will request the additional funds from the General Assembly.

REIMBURSEMENT

Cash or other assets received as a repayment of the cost of work or services performed or of other expenditures made for or on behalf of another governmental unit or department, or for an individual, firm or corporation.

RESERVE FOR GROWTH (CONTINGENCY)

An amount reserved by the Board to accommodate student growth beyond projections and state compliance situations.

REVENUE

Additions to the assets of a fund that are made available to finance the fund's expenditures during a fiscal period.

ROLLBACK

A rollback is a reduction in the millage tax rate to offset any increased revenue resulting from property re-evaluation.

RTI

Response to Intervention: multi-tier approach to early identification and support of students with learning and behavior needs.

SALARIES

This includes expenditures for hourly, daily and monthly salaries including overtime pay and sick pay.

SOURCE OF FUNDS

This dimension identifies the expenditure with the source of revenue, i.e., local, state, federal and others.

SPECIAL EDUCATION

Consists of direct instructional activities designed to deal mainly with the following pupil exceptionalities: the physically handicapped, the emotionally and/or socially handicapped, the culturally handicapped (including compensatory education), the mentally retarded, and the mentally talented and gifted.

SPECIAL PURPOSE LOCAL OPTION SALES TAX FOR EDUCATION (E-SPLOST)

Authorized by the State of Georgia and then "opted-in" by local governments, an E-SPLOST is a 1% sales tax voted on and approved by citizenry to be used by that government.

STATE HEALTH BENEFIT PLAN

The cost of employee health insurance is determined on an annual basis by the State Personnel Board.

Strategic Waver School System (SWSS)

Contract between state and county for student achievement accountability. Provides flexibility from state board rules.

STEP INCREASE

A scheduled annual increase to an eligible employee's salary based on pay grade and performance reviews. A step increase may be withheld from employees based on poor evaluations. A step increase is distinct from a salary raise which is determined for all or groups of employees by the Board.

STUDENT-ACTIVITY FUNDS

Services for public school pupils, such as entertainment, publications, clubs, band, and orchestra, that are managed or operated by the student body under the guidance and direction of an adult and are not part of the regular instructional program.

TAX DIGEST

The Paulding County Tax Assessor's summary of the projected taxable value of all commercial, industrial and residential property in the school district.

TEACHER ALLOTMENT

The teachers are allotted to each school on the basis of active enrollment. The formula used for allocations meet the provisions of the State Board of Education and accrediting standards.

TEACHER RETIREMENT SYSTEM (TRS)

The Georgia Teacher Retirement System is a cost-sharing multiple-employer public employee retirement system. The participation of all teachers and certain other designated employees is mandated by statute. The TRS is funded through a combination of employee, employer, and State contributions.

TITLE AD VALOREM TAX

Vehicles purchased on or after March 1, 2013 and titled in Georgia are exempt from sales and use tax and the annual ad valorem tax. Instead, these vehicles are subject to a one-time title ad valorem tax that is based on the value of the vehicle.

Title I

Elementary schools receive federal funding to be applied to additional services, support, and resources in support of enabling disadvantaged students.

Title II

Supporting effective instruction grant for development of teachers.

Title IV

Student Support and Academic Enrichment grant to improve school environment conditions to support learning.

TRAINING AND EXPERIENCE (T&E)

This is a measure representing the combination levels of training and experience held by an employee. This measure is used to augment the base state funding levels.

Transfers-In

Amounts transferred to another fund.

Transfers-In

Amounts transferred from another fund.

VOCATIONAL PROGRAM

A program offered for the primary purpose of offering education and training in one or more semi-skilled, skilled, or technical occupations.

WEIGHTED FULL-TIME EQUIVALENT (WFTE)

The result of FTE counts times the State-assigned program weight for each of the nineteen (19) QBE programs.

WORKING BUDGET

An increase or decrease to the Original Budget amount as adopted by the Board.