



160 Glenn Rogers Sr. Street  
Memphis, TN 38112



FY 2025-2026

# PROPOSED BUDGET

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## Format and Organization of the District's Budget

As the Table of Contents illustrates, this book divides the budget information into four major sections: Executive Summary, Organizational, Financial, and Informational.

The **Executive Summary Section** includes a list of District officials, a financial summary and general information about Memphis-Shelby County Schools.

The second section, the **Organizational Section**, presents information on the financial structure of the District, District-wide organizational charts, and financial policies and laws affecting this budget.

The **Financial Section** includes major revenue sources, trends, and expenditure categories. Financial statements are presented both combined (all funds) and by individual funds. The fund types included are the General Fund, the Capital Improvement Plan or CIP Fund, Special Revenue Funds, and Internal Service Funds.

The *General Fund* includes a presentation of each department supported by General Fund dollars including details on how departments present their specific missions and goals, issues and trends, prior year performance highlights and significant budgetary issues in the current year. The General Fund 01 section is organized by major operational unit such as the Board of Education, Superintendent, General Counsel, Communications or Academics. The Academics organizational unit, for example, is further broken down into many departments while the Board of Education is represented by a single department.

The District illustrates this information by departmental budgets which include a description of the departments and information on program changes. Most budgets provide information on the function's goals, objectives, and measures. Staffing levels indicate the full-time equivalent (FTE) number of permanent full-time positions for that program. Part-time and temporary position information is not necessarily included. Some departmental budgets may appear to have a budget that is inconsistent with the staffing level. This is attributable to the department having budgeted dollars associated with part-time personnel, stipends, supplements, or overtime costs.

The Financial Section also includes departmental overviews and budgets, which organized by executives who are responsible for the respective budgets.

The *Capital Projects* or CIP section includes descriptions and other relevant information on major capital projects. The Capital Projects Fund 07 accounts for the financial resources obtained and used for the acquisition, construction or improvement of capital facilities or infrastructure.

The *Special Revenue* section lists grants and positions which account for District funding from various agencies that are to be spent for specific sources. The District's Special Revenue funds include: Non-Federal Programs Fund 08 (local or state funding), Federal Programs Fund 12 (Federal Government funding) and the Food Services Fund 10 (United States Department of Agriculture funding). The Food Services Fund also includes a Departmental Overview.

The *Internal Service Funds* includes information on our business-like activities that the District provides. These funds are considered self-supporting in that the services rendered by them are generally financed through user charges or on a cost reimbursement basis. The District manages three Internal Service Funds.

The **Information Section** presents supplemental information about Memphis-Shelby County Schools and the County of Shelby, Tennessee. The District does not levy taxes; however, data on assessed values, tax rates, collections, and the impact of taxes on taxpayers have been included for informational purposes. We have provided detailed information at the school level, departmental position control and relevant demographic and statistical information. A glossary of terms and acronyms is included which will assist the reader in understanding the document.

# Memphis-Shelby County Schools

## Fiscal Year 2025-26

### FAST FACTS

#### District Facts

**216**

Schools



Schools	139
Elementary Schools	77
Middle Schools	35
High Schools	27
Specialty Schools	3
Contract Schools	1
Alternative Programs	8
Career & Technology Centers	4
Charter Schools	57
Special Education	2
Memphis Virtual	2

**National Board  
Certified Teachers**

**83**



#### Educators



Classroom Teachers	5,719
Principals	157
Assistant Principals	215

#### Student Facts



**115,162**

Student Enrollment  
(projected for 25-26)  
MSCS (86,181) Charter/ASD (24,181)  
Pre-K (5,100)



#### Students' Ethnic Distribution 2024-2025 School Year

African-American	86,534
Caucasian	5,769
Hispanic	20,768
Asian-Pacific Islander/Multiracial	2,307

**FY 2026 ALL Funds Budget \$1.86 Billion**

**\$16,875** per pupil expenditures



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[www.scsk12.org](http://www.scsk12.org)

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Citizens and Board Members  
Memphis-Shelby County Schools  
Shelby County, TN

The Memphis-Shelby County Board of Education (“Memphis-Shelby County Schools”, “MSCS” or the “District”) is pleased to present the fiscal year 2025-26 proposed budget that upholds our commitment to improving learning and academic achievement for students. In fiscal year 2025-26, the District plans to improve the lives of Memphians by investing resources in our schools, educators, students, and communities.

During the budgeting process, the District has conducted the following initiatives:

- Increased transparency around resource allocation at the school level
- Engaged parents, students, educators, and community stakeholders to identify potential investments to enhance high quality learning; and
- Focused on the best learning for all students

The District remains committed to supporting our schools now and in the future. This includes presenting a balanced general fund budget which is aligned with our mission to prepare all students for success in learning, leadership, and life with focuses on significant investments in safety and security, early (k-2) and continuing literacy, ESL supports, recruitment and retention, and creating equitable choices to prepare our scholars for the global workforce. To allow for the instruction and student support investments, we’ve made efficiencies including eliminating non-mission-critical spending, reducing the number of contracted services, eliminating vacant positions, and leveraging grant opportunities.

In our budget planning process, the District strives to identify operational efficiencies and spend smarter with a focus on the highest academic return on investment. In fiscal year 2025-26, the MSCS combined all funds budget is \$1.86 billion dedicated to the education of our students, which reflects an approximately \$150.5 million (or -7.5%) decrease in our total operations relative to the previous year’s budget. This decrease is primarily driven by our Federal Funds budget which includes a \$29.2 million decrease in Plant Services. The General Fund budget totals \$1.35 billion and is decreasing by \$58.9 million (or -4.2%) less than the prior year’s amended budget. The fiscal year 2025-26 Capital Funds budget is \$71.3 million. This is \$31.1 million (or -30.4%) less than the fiscal year 2024-25 amended budget.

We appreciate your support of public education and Memphis-Shelby County Schools.

The preparation of this document was accomplished through the commitment and dedication of the Department of Finance. We would also like to thank all parents, students, Board members, community partners, teachers, principals, and employees who informed in the budget process and assisted with this effort.





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ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
INTERNATIONAL

This Meritorious Budget Award is presented to:

# MEMPHIS-SHELBY COUNTY SCHOOLS

for excellence in the preparation and issuance of its budget  
for the Fiscal Year 2024–2025.

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



*Ryan S. Stechschulte*

Ryan S. Stechschulte  
President

A handwritten signature in black ink, likely of James M. Rowan.

James M. Rowan, CAE, SFO  
CEO/Executive Director



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished  
Budget Presentation  
Award*

PRESENTED TO

**Shelby County Board of Education  
Tennessee**

For the Fiscal Year Beginning

**July 01, 2024**

*Christopher P. Morrell*

Executive Director



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# EXECUTIVE SUMMARY



FY 2026 District Proposed Budget



This section includes the following information:

- I. Memphis-Shelby County Board Members
- II. Administration
- III. Profile of Memphis-Shelby County Schools - The School District
- IV. Profile of Shelby County, Tennessee
- V. Executive Highlights
  - i. MSCS Strategies, Priorities, and Goals
  - ii. Budgetary Highlights: Our All-Funds Budget
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    - E. Special Revenue Fund
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  - viii. Budget Forecast







**I. MEMPHIS-SHELBY COUNTY BOARD MEMBERS**

The Shelby County Board of Education (SCBE) governs the business operations of Memphis-Shelby County Schools (MSCS or District) which is comprised of nine elected Board Members representing Shelby County, excluding six municipalities that have created independent school districts. The legal basis for education in Tennessee is expressed in the State Constitution and State statutes, as interpreted by the courts. Boards are instruments of the State, and members of the Board are State officers representing local citizens and the State in the management of the public schools. SCBE serves residents within the boundaries of the District and non-residents under conditions specified by State law and the Board.



Regular Business Meetings of the Shelby County Board of Education are held at the Francis E. Coe Administration Building, 160 Glenn Rogers Sr. St., at 5:30 p.m. on the final Tuesday of each month. The Board Members hold Work Sessions on Tuesdays one week prior to all regular business meetings. All Shelby County Board of Education Work Sessions and Business Meetings are open to the public, and both sessions are televised on the District’s cable channel 19 and radio station 88.5 FM.



### II. ADMINISTRATION

The District's leadership team is comprised of individuals committed to fostering an environment of educational excellence and student success. Led by our Superintendent, they promote inclusion, and ensure the well-being of both students and staff.

Interim Superintendent	Roderick F. Richmond, Ed.D.
Assistant Superintendent of Business Operations	Tito Langston
Assistant Superintendent of Schools	Janice Tankson, Ed.D.
Deputy Superintendent of Education Services	Angela Whitelaw, Ph.D.
Facility Services Officer	Michelle Stuart
General Counsel and Chief Legal Officer	Justin Bailey, Esq.
Business Financial Officer	Vacant
Strategy and Innovation Officer	William White
Strategic Communication Officer	Jermaine Johnson
Transformation Officer	Vacant





### III. PROFILE OF MEMPHIS-SHELBY COUNTY SCHOOLS – THE SCHOOL DISTRICT

Memphis-Shelby County Schools is the largest school district in Tennessee and one of the top 25 largest districts in the nation, predicting to serve 115,162 students in school year 2025-26. The District encompasses a portfolio of school options for students and parents. As we redefine the future of education, the District is unwavering in its commitment to academic equity, delivering top-tier instruction, and providing comprehensive social-emotional support to equip every student for college and career success. With over 200 schools, MSCS offers a diverse array of academic programs tailored to the varied interests and needs of our student body. Our offerings include International Baccalaureate (IB), STEM, Creative & Performing Arts, Charter Schools, Optional Schools and Programs, College, Career, and Technology Education (CCTE) Centers, Special Education (SPED) Centers, and Alternative Schools and Health Science, alongside traditional K-12 neighborhood schools featuring extensive courses and extracurricular opportunities. In the fiscal school year 2024-25, MSCS had 259 pre-kindergarten classrooms; 40 of which were within community partner locations.



The history of Memphis-Shelby County Schools is unique in terms of the significant structural changes that occurred to shape the District into its current form. In 2010, the United States Court of Appeals ruled that the City of Memphis must fund Memphis City Schools. In December 2010, Memphis City Schools Board of Education voted to surrender its school charter. In March 2011, voters across the City of Memphis approved the surrender of the school district's charter. In July 2011, Memphis City Schools Board of Education voted to delay the school year due to the continued dispute with the City of Memphis. In August 2011, the United States Court ruled that Memphis City Schools would cease to exist at the end of school year 2012-13. Consequently, Memphis City Schools became a part of Memphis-Shelby County Schools and operated under Shelby

County Schools' charter. In April 2013, Governor Bill Haslam approved House Bill 1288, which paved the way for a segment of a larger school district to break away and form its own school district.

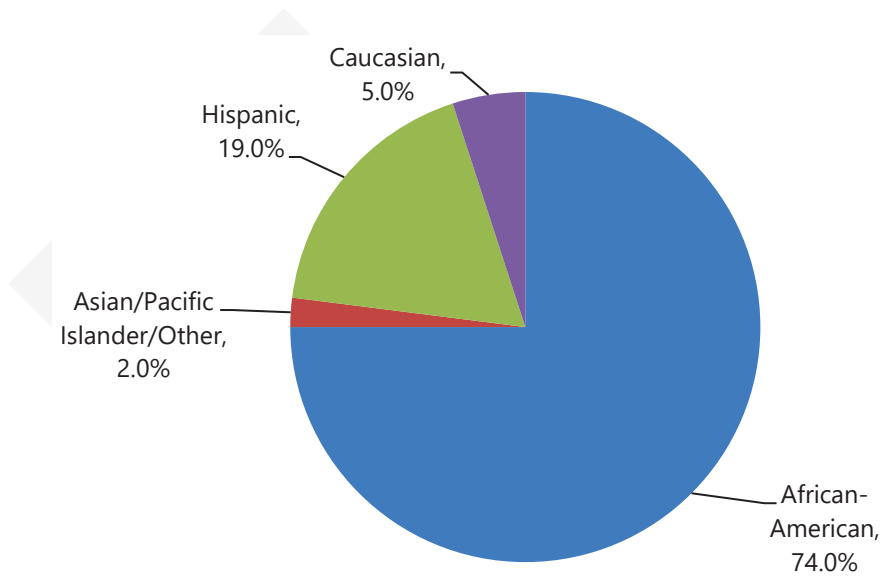
In July 2013, six suburban cities in Shelby County approved the creation of their own municipal school districts independent of Shelby County Schools. The consequence of the merger between Memphis City Schools and Shelby County Schools and the demerger among Shelby County Schools and six municipal school districts created the current Memphis-Shelby County Schools. The educational ecosystem within and surrounding Memphis-Shelby County Schools is competitive with multiple public-school operators. In 2013, Tennessee Department of Education launched the Achievement School District (ASD) to turn around schools ranked in the bottom 5% of academic achievement and growth. For the school year 2025-26, based on historical trends, ASD schools are projected to serve approximately 1,384 students in Shelby County. There were 55 charter schools authorized by Memphis-Shelby County Schools in the school year 2024-25; that number is projected to increase to 57 for school year 2025-26. In January 2022, Shelby County Board of Education voted to rebrand the District as Memphis Shelby County Schools (MSCS). The purpose of the rebrand is to better align Memphis-Shelby County Schools with the geographic locations and the students primarily served.

With the robust public-school competition from Charter Schools and suburban municipal schools, the District is continuously transforming to provide an array of quality school options to students and parents. For fiscal year 2025-2026, the District's budget enrollment for Traditional, Charter, and ASD schools is 110,062 for students in kindergarten through grade 12: including Pre-K 5,100 to total 115,162.





Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2023-24 were 74% African American, 5% Caucasian, 19% Hispanic, 2% other races and nationalities. The chart below represents the District’s student demographics for school year 2023-24 per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card data FY2023-24





## Executive Summary

The chart below offers a three-year comparison with other large urban school districts across Tennessee.

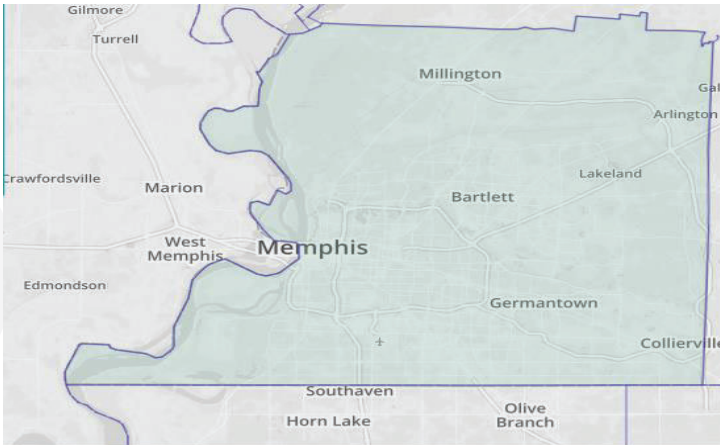
MEASURE	MEMPHIS-SHELBY COUNTY SCHOOLS			DAVIDSON COUNTY SCHOOLS			HAMILTON COUNTY SCHOOLS			KNOX COUNTY SCHOOLS		
	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24	2021-22	2022-23	2023-24
<b>Enrollment*</b>	102,219	104,944	105,202	77,479	77,435	77,334	44,185	44,845	44,765	58,859	58,879	58,838
<b>Number of Schools</b>	222	222	222	174	161	162	74	81	81	91	93	94
<b>Charter Schools</b>	54	54	54	31	26	26	6	8	8	1	1	1
<b>Economically Disadvantaged Students (%)</b>	58,264.83 (57%)	57,719.2 (55%)	55,757.0 6 (53%)	27,118 (35%)	28,650.95 (37%)	23,973.54 (31%)	12,372 (28%)	16,592.65 (37%)	15,220.10 (34%)	12,360 (21%)	12,364.59 (21%)	11,767.60 (20%)
<b>English Language Learners (%)</b>	13,288.47 (13%)	13,642.72 (13%)	13,676.2 6 (13%)	20,919 (27%)	21,681.8 (28%)	22,426.86 (29%)	4,860 (11%)	4,932.95 (11%)	5,371.80 (12%)	4,709 (8%)	4,710.32 (8%)	5,295.42 (9%)
<b>Students with Disabilities (%)</b>	10,221.9 (10%)	11,543.84 (11%)	11,572.22 (11%)	9,297 (12%)	10,066.55 (13%)	10,826.76 (14%)	5,744 (13%)	6,278.3 (14%)	6,267.10 (14%)	8,240 (14%)	9,420.64 (16%)	9,414.08 (16%)
<b>Chronically Out of School</b>	26%	29%	30%	29.70%	28.00%	24%	20.90%	21.00%	20%	27.00%	21.00%	20%
<b>Suspension Rate</b>	8.20%	10.40%	10.20%	7.80%	N/A	0.079	5.60%	N/A	0.061	6.70%	N/A	0.072
<b>TV/AAS Literacy</b>	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5	Level 1	Level 5	Level 1	Level 1	Level 1	Level 1
<b>TVAAS Numeracy</b>	Level 5	Level 1	Level 5	Level 5	Level 5	Level 5	Level 1	Level 2	Level 1	Level 1	Level 5	Level 5
<b>Graduation Rate</b>	80.10%	80.10%	81.50%	81.60%	80.50%	81.20%	89%	88%	89.50%	90%	89%	91.90%
<b>Average ACT Score</b>	16.3	16.3	16.4	17.7	17.5	0.175	19.5	18.6	18.6	20.2	20.1	20.1

\*Data Source: TN Department of Education, State Report Card. TN Department of Education Charter Schools: <https://tdepublicschools.ondemand.sas.com/districts>



IV. PROFILE OF SHELBY COUNTY, TENNESSEE

Memphis-Shelby County Schools serves students across a diverse array of urban, rural, and suburban areas in Shelby County. It is the State’s largest, with the City of Memphis as the county seat. The county was incorporated in 1819. Its corporate limits contain 785 square miles and include seven incorporated municipalities: Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis, and Millington. The County’s 2010 population was 927,644 with the 2023 population estimated at 910,042 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.



Government, trade, healthcare services, hospitality, warehousing, transportation, and utilities are all prominent in the regional economy. Shelby County is located on the southwest corner of Tennessee at the east bank of the Mississippi River, which is within 600 miles of most major cities and commercial markets in the United States. The county is a major hub for national distribution because of its central location and access to the interstate, Mississippi River, rail, and airport. Federal Express Corporation, Methodist Le Bonheur Healthcare, Wal-Mart Stores Incorporated, and Memphis Shelby County Schools are major employers in Shelby County.

Shelby County’s demographics are diverse with a growing population of Hispanics and Asians. The population is predominantly African American with respective estimated percentages of 52% and Caucasian with respective estimated percentages of 33% in 2023, the latest data available from the U.S. Census Bureau. The Hispanic population was estimated to be approximately 9% in 2023. More than 38 languages such as Spanish, Vietnamese, and Arabic are spoken throughout Shelby County, which represents vast ethnic and cultural diversity. According to Census data, disparities between Shelby County, the State of Tennessee and the United States exist. In the case of per capita and median household income, Shelby’s income levels are lower than the state and the US. In 2023, Shelby’s overall poverty rate exceeded the state and the US. Additionally, Shelby’s child poverty rate of 28% was 16.5 percentage points higher than the US at 12.5% and 14 percentage points higher than Tennessee at 14%.

KEY ECONOMIC INDICATOR 2023	Shelby County	Tennessee	US
Per Capital Income	\$36,414	\$38,538	\$43,313
Median Household Income	\$62,413	\$67,631	\$77,719
Children below Poverty Line (%)	28%	14%	12.5%

US Census Bureau (2023)

Source: <https://censusreporter.org/profiles/05000US47157-shelby-county-tn/>





Below are additional key economic measures for Shelby County, the City of Memphis, and the State of Tennessee, which serve as long-term markers in educating our children to drive the future workforce and economies in the County and the City. The chart below encompasses data through 2023 and the unemployment chart reflects 2025 data.

KEY ECONOMIC INDICATOR 2023	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2023	2010	2023	2010	2023
High School Graduates (%)	84.9%	90.3%	81.2%	88.1%	82.5%	90.1%
College Degree Graduates (%)	27.8%	34.8%	22.5%	28.8%	22.7%	31.7%
People below Poverty Line (%)	19.7%	17.7%	25.4%	22.6%	16.5%	14%

<https://censusreporter.org/profiles/05000US47157-shelby-county-tn/>

<https://censusreporter.org/profiles/16000US4748000-memphis-tn/>

KEY ECONOMIC INDICATOR 2025	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2025	2010	2025	2010	2025
Unemployment Rate (%)	9.6%	5.3%	10.8%	6.2%	9.2%	3.5%

<https://www.homefacts.com/unemployment/Tennessee/Shelby-County.html>

Note that the economic well-being of students and families in our communities is strongly correlated with educational attainment. In the unemployment sector, the Shelby County unemployment rate has dropped to 5.3% from 9.6% compared to 2010, while the City of Memphis rate has decreased to 6.2% as compared to 10.8% in 2010.

## V. EXECUTIVE HIGHLIGHTS

### i. MSCS Strategies, Priorities, and Goals

The District's strategic priorities will help advance our efforts to achieve our goals. The priorities are:

**Priority 1:** Improve academic growth, achievement, and literacy levels for all students.

**Priority 2:** Recruit and increase the retention of the most effective district leaders and teachers in the nation for our students.

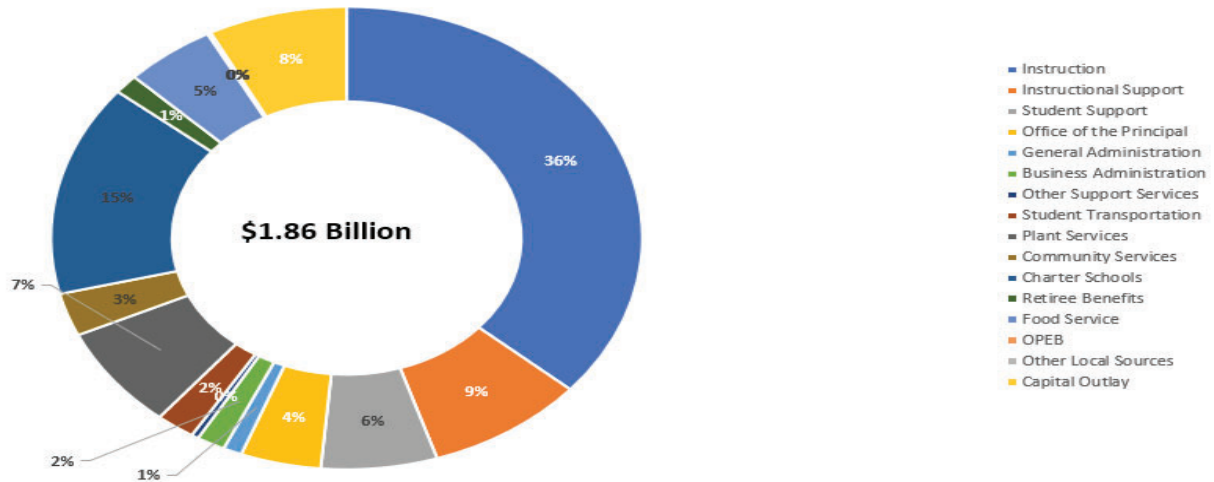
**Priority 3:** Prepare students for the global workforce through rigorous coursework and certifications in supportive, high-quality facilities and learning environments.





## ii. Budgetary Highlights: Our All-Funds Budget

Memphis Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and proposed All Funds budget is \$1.86 billion dedicated to the education of our students. The Proposed budget reflects a \$150.5 million decrease in our total operations in fiscal year 2025-26 relative to the previous year amended budget. The chart below provides a breakdown of the fiscal year 2025-26 combined All Funds budget expenditures.



<b>Instruction:</b> \$675.2 million Activities directly linked to teaching students	<b>Charter Schools:</b> \$271.6 million State, local, and federal payments to charter schools	<b>Food Services:</b> \$91.9 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals
<b>Plant Services:</b> \$133.8 million School maintenance, including grounds, buildings, equipment, and utilities	<b>Instructional Support:</b> \$161.6 million Activities to facilitate & enhance instruction, including content and professional development	<b>Student Support:</b> \$118.5 million Library, guidance, health, & technical services to students, incl school safety
<b>Community Services:</b> \$55.9 million Community dev programs such as early childhood development and innovation & planning	<b>Office of the Principal:</b> \$81.7 million Activities performed by principals & AP, including school office staff	<b>Capital Outlay:</b> \$141.2 million Capital improvements and construction for the District's schools
<b>Student Transportation:</b> \$39.6 million Transportation for regular, vocational, and special education instruction	<b>Retiree Benefits:</b> \$25 million District's contribution to 'pay as you go' retiree benefit costs	<b>General Administration:</b> \$19 million Commission fees, legal services, communications, printing, warehouse, and others
<b>Business Administration:</b> \$31.8 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing	<b>Other Support Services:</b> \$7.3 million Non-instructional services that support students' well-being, ensure operational efficiency, and facilitate learning by addressing physical, emotional, social, and logistical needs.	<b>OPEB:</b> \$3 million Health insurance, dental and vision coverage, and sometimes life insurance or long-term care, which are offered after retirement.

Explanation of variance is explained throughout the book.





All Funds expenditure bridge from 2024-2025 to 2025-2026:

**Memphis-Shelby County Schools  
Bridging the gap between FY25-FY26**

Fund	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	%Change
General	\$ 1,404,173,344	\$ 1,345,259,030	\$ (58,914,314)	-4.2%
Capital Project	102,447,934	71,332,731	(31,115,203)	-30.4%
Non-Federal	73,314,673	63,725,641	(9,589,031)	-13.1%
Food Service	88,705,837	91,931,353	3,225,516	3.6%
Federal	332,498,479	278,383,974	(54,114,505)	-16.3%
Internal Service Funds	6,740,338	6,740,338	-	0.0%
<b>All Funds Expenditures Total</b>	<b>\$ 2,007,880,605</b>	<b>\$ 1,857,373,067</b>	<b>\$ (150,507,537)</b>	<b>-7.5%</b>





### iii. Budget Development and Administration

Budgets are developed to support District goals, priorities, and strategic objectives. Budgets are prepared annually on a basis consistent with generally accepted accounting principles for the General Fund, Capital Projects Fund, Categorically Aided Funds and Food Service Fund. The annual budget serves as the foundation for the District's financial planning and control. Enrollment projections drive staffing and expenditure allocations for schools and are developed in October to begin the budgeting process.

The budget process consists of the following factors:

**Planning and Compilation:** The Superintendent and Internal Budget Committee involve appropriate staff members and students in the budget planning process. Budget planning is related to the District's goals, objectives, and programs. It includes an assessment of existing programs and an examination of alternative program possibilities.

**Requests:** Based upon the educational plan, as approved by the Board, estimates of the appropriations needed to finance the educational program are made. These budgetary estimates are then summarized, supported, and recommended to the Board.

**Priorities:** An integral part of the budget preparation procedure is projecting revenues. If the program needs or requests are more than the funds available, priorities must be determined by the Board and Superintendent.

**Presentation to the Board and Publication:** The budget must be submitted to the Board and then the Shelby County Board of County Commissioners along with a statement describing the major objectives of the educational programs to be undertaken by the District during the fiscal year.

**Hearings:** A review or hearing of the budget takes place at a Board meeting and at a Shelby County Commission meeting. At the meetings, the Board or Commission reviews the budget and elicits from the citizenry constructive suggestions for improving the budget or hears any objections to the budget prior to its final adoption.

**Responsibility for Administering:** The budget is managed by the Superintendent.

**Methods and Procedures:** The Superintendent is guided in the responsibility of budget management by the limitations established by State law, budgetary restrictions and the policies established by the Board. Management is responsible for maintaining budgetary controls to ensure that budgets comply with the legal provisions of the State of Tennessee and within the annual appropriations adopted by the Board. Detailed line-item budgetary reports are provided to the appropriate managers who have been delegated the responsibility for monitoring and controlling their respective budget allocations. The District's financial accounting system allows budget managers online access to their budget, expenditure, and encumbrance information. An encumbrance system is utilized to measure the uncommitted funds available. Budgets are revised throughout the year to appropriately address variances that occur in enrollment, revenues, expenditures, and unforeseen events. Budget revisions that increase the balance of funds are taken by resolution before the Board and the Shelby County Board of Commissioners.

To be fiscally accountable, the budget development process focuses on the re-engineering of processes and realignment of functional assignments for greater efficiency and improved performance. Functional cost centers are charged with implementing measures for continuous improvement and seeking new revenue generators. A prudent review of alternative funding sources is emphasized to maximize and consolidate all resources.



Funding levels are reviewed to ensure compliance with Federal and State maintenance of effort requirements. An activist approach is taken in the budget development process. Typically, a thorough mid-year review is performed on each function's current year expenditures and operations to guide the development of the budget. Management then determines if funds should be realigned or redirected to another area. All line-item costs are substantiated by adding value to the District or meeting State and Federal mandates. Each budget is scrutinized for potential cost savings. Additional dollars to support the academic agenda are approved in certain cost centers whenever they are offset by efficiency savings in another cost center.

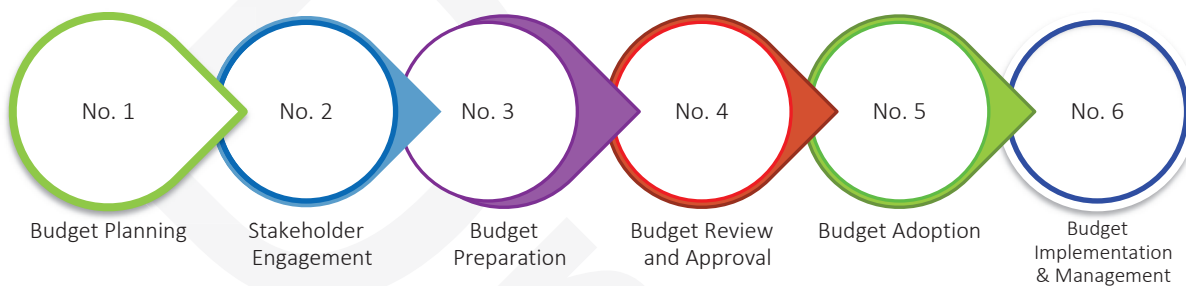




#### iv. BUDGET PROCESS AND CALENDAR

The budget process is a year-round process, which includes budget development, adoption, and management. The budget development process starts in September by preparing a roadmap that jumpstarts the District-wide budget discussion. Departments, schools, parents, and community begin in October to shape the District's budget for the upcoming fiscal year.

Specifically, the budget process includes the six steps listed below.



##### No. 1: Budget Planning

The budget planning phase has two key components. First, a refinement of financial projections for the upcoming fiscal year is conducted. The preliminary budget projections including assumptions are presented to the Board at a Board Work Session and/or Committee Meeting. Actual financial figures from prior years are used in modeling revenue and expenditure trends. Also, potential legislative and enrollment changes are incorporated in the budget projections. Second, a budget calendar is developed that aligns with the four budget guiding principles. Feedback is solicited from the Senior Leaders and the Board regarding opportunities and priorities. After revisions, the calendar is presented to the Board at a Board Work Session and implemented by the Budget team. The budget calendar serves as a roadmap of the process, which is continually updated when date changes occur.





## Memphis-Shelby County Schools BUDGET CALENDAR FISCAL YEAR 2025-2026

### Development of Budget priorities and Community Engagement

Monday, August 5, 2024	Begin Planning Budget Engagement Strategy
Tuesday, September 3, 2024	Budget 101 Session 1
Tuesday, September 10, 2024	Budget 101 Session 2
Tuesday, September 17, 2024	Budget 101 Session 3
Tuesday, September 24, 2024	Budget 101 Session 4
Wednesday, December 11, 2024	Online Budget Survey Opens to the community and staff
Friday, February 14, 2025	Legacy Builder Budget Engagement
Tuesday, March 04, 2025	Budget Engagement with Student Council
Thursday, April 03, 2025	Public Budget Community Engagement Meeting (9:30am; Ed Rice Community Center, Frayser)
Thursday, April 03, 2025	Public Budget Community Engagement Meeting (1:00pm; Whitehaven Community Center; Whitehaven)
Thursday, April 03, 2025	Public Budget Community Engagement Meeting (5:30pm; Teaching and Learning Academy; TLA Auditorium)

### Internal Budget Development

September 16 - 27, 2024	Fall Budget Checkout – Schools Staff Adjustment
Tuesday, November 12, 2024	Board Budget Discussion and Update
Thursday, November 21, 2024	Central Office Departmental Budget Kick-off with Senior Leaders
Monday, December 16, 2024 to Thursday, January 09, 2025	Internal Meeting/Closed to the public, All Department Officers: Budget Development Working Sessions
January 10 – 11, 2025	Board Retreat (Canceled - inclement weather - to be rescheduled)
Tuesday, January 28, 2025	Internal Meeting/Closed to the public, Budget Engagement with Principals



**Memphis-Shelby County Schools**  
**BUDGET CALENDAR (continued)**  
**FISCAL YEAR 2025-2026**

Tuesday, February 11, 2025	Board Budget Discussion and Update
Friday, February 14, 2025	Initial School Budget Allocations Finalized and Released to Schools
February 17 – 21, 2025	Technical Assistance and School Budgets Finalized
February 17 – March 07, 2025	Spring Budget Checkout – Schools
February 28 – March 01, 2025	Board Retreat
Tuesday, March 04, 2025	Board Budget Discussion and Update - Budget Timeline
Friday, March 19, 2025	Internal Meeting/Closed to the public, Superintendent, CFO, and Deputy Budget Review
Wednesday, March 21, 2025	Internal Meeting/Closed to the public, Initial Senior Leadership Budget Retreat
Wednesday, March 26, 2025	Budget Retreat with the Board
<b><u>Budget Review and Approval Process</u></b>	
Tuesday, January 21, 2025	FY26 Strategic Priorities Board Approval
Tuesday, April 08, 2025*	Board Budget Discussion and Update (Present FY2025-26 Initial Estimated budget to Shelby County Board of Education)
Wednesday, April 16, 2025*	Present Shelby County Board of Education's FY2025-26 Initial Estimated budget to Shelby County Board of Commissioners
Tuesday, April 29, 2025*	Present FY2025-26 Proposed budget to Shelby County Board of Education for approval
Wednesday, April 30, 2025*	Present Shelby County Board of Education's FY2025-26 Proposed budget for approval before Shelby County Board of Commissioners
Tuesday, May 27, 2025*	Present final budget to Shelby County Board of Education for approval as Adopted budget ( <i>Special Call</i> )
Wednesday, May 28, 2025*	Present Shelby County Board of Education's FY 2025-26 final budget for approval before Shelby County Board of Commissioners
Friday, August 1, 2025*	Submit budget to State of Tennessee



### v. Enrollment

Memphis Shelby County Schools is a portfolio district that serves students enrolled in Non-Charter and Charter Schools (including Achievement School District and Public Charter School Commission). The District's total projected enrollment for school year 2025-26 is listed below:

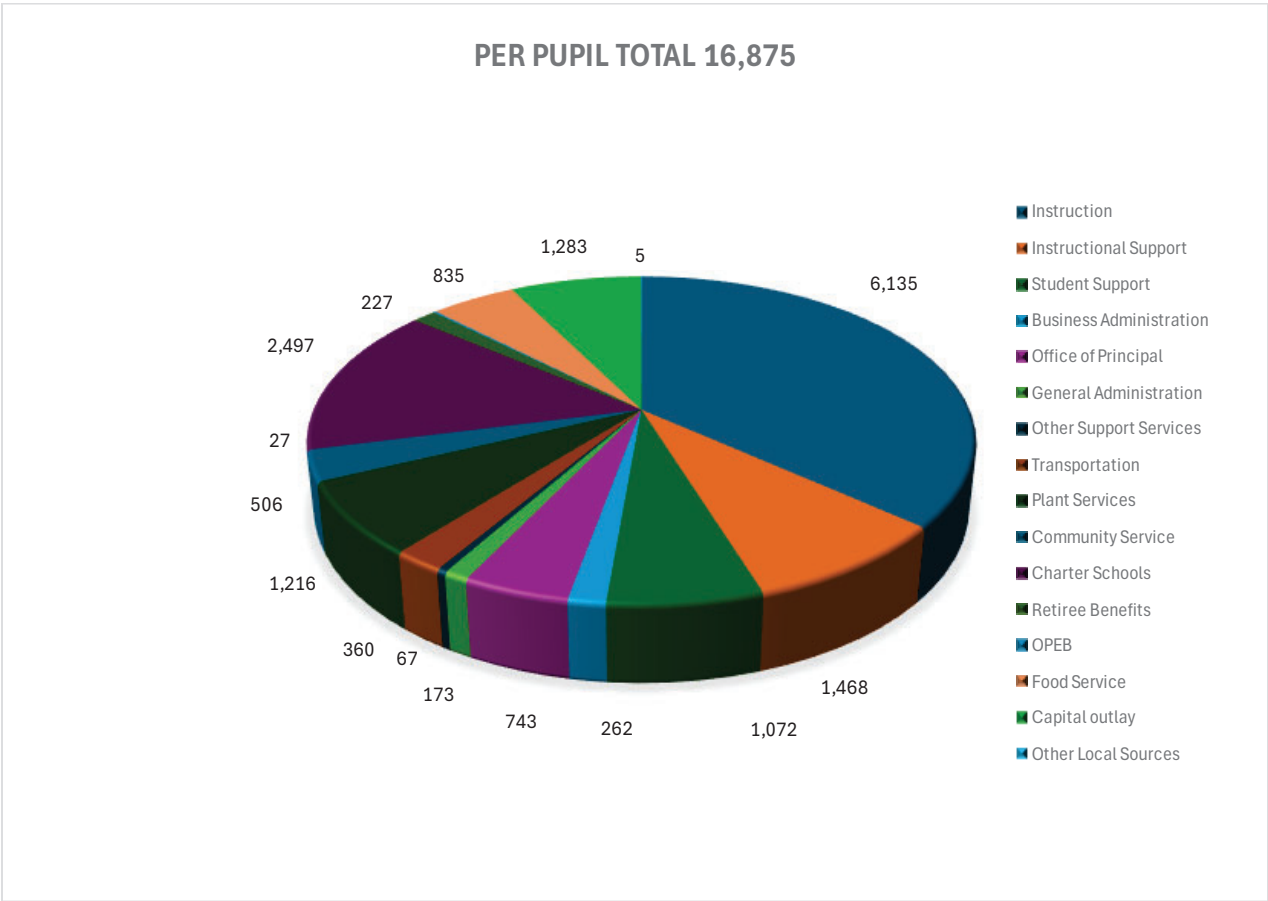
<b>Grade</b>	<b>MSCS District Enrollment</b>	<b>Charter Enrollment</b>	<b>ASD/PCSC Enrollment</b>	<b>Total Enrollment</b>
<b>PK</b>	5,100	-	-	5,100
<b>K</b>	8,176	1,796	311	10,283
<b>1</b>	6,508	1,674	271	8,453
<b>2</b>	6,863	1,596	270	8,729
<b>3</b>	6,870	1,624	234	8,728
<b>4</b>	7,157	1,512	203	8,872
<b>5</b>	6,341	1,513	199	8,053
<b>6</b>	6,376	2,256	420	9,052
<b>7</b>	5,867	1,966	398	8,231
<b>8</b>	5,706	1,743	360	7,809
<b>9</b>	7,645	1,557	301	9,503
<b>10</b>	6,521	1,215	236	7,972
<b>11</b>	6,176	1,127	234	7,537
<b>12</b>	5,675	983	181	6,839
<b>Totals</b>	<b>90,981</b>	<b>20,563</b>	<b>3,619</b>	<b>115,162</b>

ASD- Achievement School District

PCSC- Public Charter School Commission



In fiscal year 2025-26, the per-pupil amount of the combined All Funds budget is \$16,875 as shown in the chart below. Per pupil total consists of multiple year funding in one year’s budget.



The proposed All Funds budget for Memphis-Shelby County Schools in fiscal year 2025–26 totals \$1.86 billion, representing a \$150.5 million decrease (7.5%) compared to the amended budget for the previous year. This reduction is explained in detail within the financial section of the document. The top three expenditure categories are:

- Instruction (36%)
- Charter Schools (15%)
- Instructional Support (10%)

The District proposes funding for 14,155 positions, with the majority—including General Education Classroom Teachers—supported through the Instruction category of the budget.







## vi. Staffing Levels

The chart below reports the District Budget All Funds budgeted staffing levels for fiscal years 2022 through 2026. Budget Center Managers are responsible for restricting expenditures to remain within the allocated budget. The District projects a net increase of 39 positions in All Funds for fiscal year 2025-26.

	FY 2025						
	2021 -2022	2022 -2023	2023 -2024	2024 -2025	2025 -2026	FY 2025 Amended Budget vs FY 2026	Amended Budget vs FY 2026
Full-Time Employees	Actual Budget	Actual Budget	Actual Budget	Amended Budget	Proposed Budget	Proposed Budget	Proposed Budget
Officials/Administration/Management	316	339	353	261	258	(3)	-1.1%
Principals	155	154	156	157	157	-	0.0%
Assistant Principals, Non-Teachers	207	218	224	260	245	(15)	-5.8%
Elementary Classroom Teachers	2,219	2,227	2,213	2,185	2,201	16	0.7%
Secondary Classroom Teachers	1,770	1,797	1,708	1,807	1,819	12	0.7%
Other Classroom Teachers	2,307	2,027	2,234	2,261	2,227	(34)	-1.5%
Guidance	278	287	282	289	289	-	0.0%
Psychological	70	68	68	66	66	-	0.0%
Librarian/Audio/Visual	130	133	131	132	133	1	0.8%
Consultants/Supervisors	169	188	192	241	253	12	5.0%
Other Professional	1,079	1,207	1,315	1,082	1,083	1	0.1%
Teachers' Aides	2,748	3,008	2,577	2,444	2,434	(10)	-0.4%
Technicians	137	135	127	125	126	1	0.8%
Clerical/Secretarial	690	714	715	652	649	(3)	-0.5%
Service Workers	1,605	1,610	1,800	1,738	1,778	40	2.3%
Skilled Crafts	117	116	127	128	148	20	15.6%
Laborers Unskilled	276	242	248	255	256	1	0.4%
Professional Instructional	1	1	1	1	1	-	0.0%
All Other	22	29	28	25	25	-	0.0%
Total	14,296	14,500	14,499	14,109	14,148	39	0.3%
Total Full-Time Staff	14,296	14,500	14,499	14,109	14,148	39	0.3%

\*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report



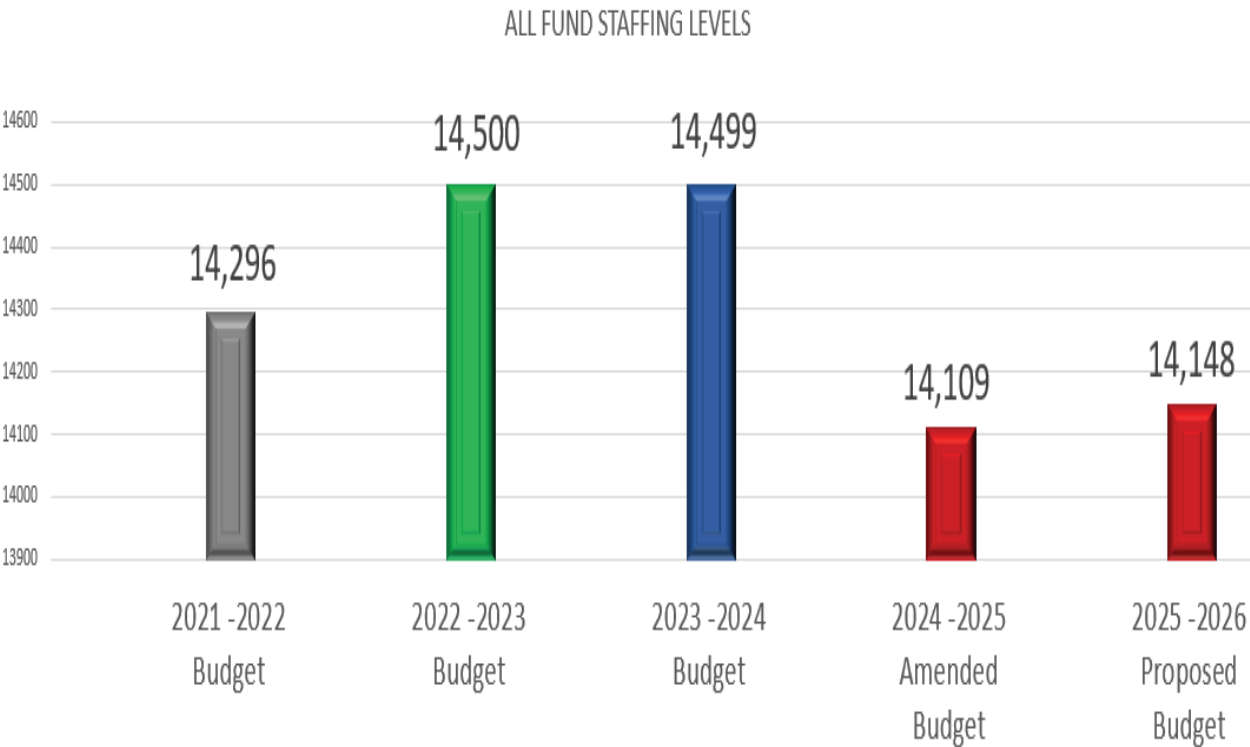




ALL FUNDS STAFFING LEVELS

For fiscal year 2025-26, the District has a budget of 14,148 positions, as noted in the graphic below. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 56% of the District’s expenditure on the All-Funds budget and 64% of the General Fund budget.





vii. Financial Overview

Memphis-Shelby County Schools is the largest school district in the state of Tennessee. The All Funds \$1.86 billion District budget for fiscal year 2025-26 reflects the academic support and operations needed to serve the predicted number of 115,162 students (including charter schools and ASD/PCSC schools). This section provides details about the District's primary operations; federal, state, local-sponsored programs, nutrition service operations, capital projects, and operations supported internally.

A. Combined Funds

The District's combined or All Funds budget is approximately \$1.86 billion for the fiscal year 2025-26. The total expenditure for all funds reflects a \$150.5 million (or a 7.5%) decrease from the prior fiscal year 2024-25 amended budget. Most of the decrease is due to expenditures associated with federal and capital funding.

Below is the 2025-26 financial statement of functional activities for all funds, at the state function level.

FISCAL YEAR 2025-26 DISTRICT ALL FUNDS BUDGET

	2021-22 Actual	2022-23 Actuals	2023-24 Actuals	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	530,177,227	542,287,745	546,521,915	612,796,163	582,843,539	(29,952,625)	-4.9%
State of Tennessee	618,749,993	589,610,868	753,982,677	843,301,324	860,346,531	17,045,207	2.0%
Federal Government	1,083,653,116	569,482,425	455,611,544	418,945,945	377,827,842	(41,118,103)	-9.8%
Other Local Sources	22,187,228	40,535,363	42,625,495	24,427,188	30,074,021	5,646,833	23.1%
<b>Total Revenues</b>	<b>\$ 2,256,100,899</b>	<b>\$ 1,743,249,736</b>	<b>\$ 1,800,074,964</b>	<b>\$ 1,900,803,956</b>	<b>\$ 1,852,425,266</b>	<b>\$ (48,378,690)</b>	<b>-2.5%</b>
<b>Expenditures</b>							
Instruction	\$ 866,415,828	\$ 668,811,046	\$ 654,606,754	\$ 668,313,973	\$ 675,216,662	\$ 6,902,689	1.0%
Instructional Support	296,803,832	153,819,012	156,955,957	185,192,997	161,603,245	(23,589,752)	-12.7%
Student Support	146,766,768	106,894,984	131,259,918	153,559,241	118,504,523	(35,054,719)	-22.8%
Office of the Principal	62,743,237	66,631,177	68,547,786	88,143,071	81,735,882	(6,407,189)	-7.3%
General Administration	18,820,573	21,126,081	18,336,278	19,329,624	19,025,318	(304,306)	-1.6%
Business Administration	28,092,998	18,448,878	17,649,585	24,547,691	31,838,194	7,290,502	29.7%
Other Support Services	5,078,408	-	3,778,443	7,093,138	7,325,768	232,630	3.3%
Student Transportation	46,574,574	36,426,009	38,091,150	45,152,540	39,611,029	(5,541,511)	-12.3%
Plant Services	125,871,337	106,001,515	123,446,197	187,005,454	133,844,235	(53,161,219)	-28.4%
Community Services	73,176,493	55,689,153	52,298,315	55,613,661	55,933,620	319,959	0.6%
Charter Schools	270,979,371	199,274,865	270,514,711	266,813,210	271,557,262	4,744,052	1.8%
Retiree Benefits	28,830,403	24,117,267	23,026,812	25,000,000	25,000,000	-	0.0%
Food Service	78,992,139	78,877,515	81,827,304	88,705,837	91,931,353	3,225,516	3.6%
OPEB	-	3,050,000	3,550,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	4,709,261	-	-	-	-	0.0%
Capital Outlay	237,978,410	146,966,002	70,377,293	190,410,166	141,245,977	(49,164,189)	-25.8%
<b>Total Expenditures</b>	<b>\$ 2,287,124,371</b>	<b>\$ 1,690,842,766</b>	<b>\$ 1,714,266,503</b>	<b>\$ 2,007,880,605</b>	<b>\$ 1,857,373,067</b>	<b>\$ (150,507,537)</b>	<b>-7.5%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (31,023,472)</b>	<b>\$ 52,406,970</b>	<b>\$ 85,808,462</b>	<b>\$ (107,076,649)</b>	<b>\$ (4,947,801)</b>		
<b>Approved use of Fund balance</b>	<b>31,023,472</b>	<b>(52,406,970)</b>	<b>(85,808,462)</b>	<b>107,076,649</b>	<b>4,947,801</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



## Revenues

Overall, the District combined All Funds revenues stand at \$1.86 billion, or a (2.5%) decrease for fiscal year 2025-26. Total expenditure for All Funds stands at \$1.86 billion or a (7.5%) decrease from the FY25 amended budget. The largest cause of this decrease is due to Federal Programs revenues, which are projected to decrease by approximately \$41.1 million largely due to ESSER 3.0 funding ending in 2024-25 fiscal year. The 56.7 million budgeted in 2025-26 reflects a 14-month extension granted to Districts to fully liquidate obligations.

## Expenditures

The total budget for All Funds shows a \$150.5 million (or a 7.5%) decrease reflecting budgeted expenditures associated with revenues as noted above. All other funds (excluding Federal Funds) show moderate changes from the fiscal year 2024-2025 amended budget. The Plant Services budget projects a marginal \$53.2 million decrease for fiscal year 2025-2026. The Instructional Support budget projects a \$23.6 million decrease for fiscal year 2025-2026. The Student Support budget projects a \$35 million decrease for fiscal year 2025-2026. The decreases are offset by increases of \$6.9 million for the Instruction budget. Charter Schools budget is increasing by \$4.7 million, and the Food Services budget will increase by \$3.2 million for fiscal year 205-26. Additional information relating to the respective funds is presented with the budget fund information following this all-funds discussion.

Below is the 2025-26 District Budget for All Funds financial statement of activities by object spending category.

### FISCAL YEAR 2025-26 DISTRICT ALL FUNDS BUDGET BY SPENDING CATEGORY

	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	530,177,227	542,287,745	546,521,915	612,796,163	582,843,539	(29,952,625)	-4.9%
State of Tennessee	618,749,993	589,610,868	753,982,677	843,301,324	860,346,531	17,045,207	2.0%
Federal Government	1,083,653,119	569,482,425	455,611,544	418,945,945	377,827,842	(41,118,103)	-9.8%
Other Local Sources	22,187,227	40,535,363	42,625,495	24,427,188	30,074,021	5,646,833	23.1%
<b>Total Revenues</b>	<b>\$ 2,256,100,899</b>	<b>\$ 1,743,249,736</b>	<b>\$ 1,800,074,964</b>	<b>\$ 1,900,803,956</b>	<b>\$ 1,852,425,266</b>	<b>\$ (48,378,690)</b>	<b>-2.5%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 1,111,877,985	\$ 890,745,172	\$ 933,058,603	\$ 976,923,509	\$ 1,046,966,094	\$ 70,042,584	7.2%
Contracted Services	871,927,310	417,148,118	476,234,336	606,914,728	485,288,078	(121,626,649)	-20.0%
Supplies and Materials	149,401,243	129,821,604	136,408,577	139,174,756	118,199,741	(20,975,015)	-15.1%
Equipment	65,318,550	189,008,662	90,462,527	232,585,288	159,956,311	(72,628,977)	-31.2%
Leases	-	4,709,261	6,401,685	4,577,948	4,594,114	16,166	0.4%
Other Charges	88,599,284	59,409,950	71,700,774	47,704,376	42,368,729	(5,335,647)	-11.2%
<b>Total Expenditures</b>	<b>\$ 2,287,124,371</b>	<b>\$ 1,690,842,766</b>	<b>\$ 1,714,266,503</b>	<b>\$ 2,007,880,605</b>	<b>\$ 1,857,373,067</b>	<b>\$ (150,507,537)</b>	<b>-7.5%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (31,023,472)</b>	<b>\$ 52,406,970</b>	<b>\$ 85,808,462</b>	<b>\$ (107,076,649)</b>	<b>\$ (4,947,801)</b>		
<b>Approved use of Fund balance</b>	<b>31,023,472</b>	<b>(52,406,970)</b>	<b>(85,808,462)</b>	<b>107,076,649</b>	<b>4,947,801</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



## B. General Fund

The General Fund serves as the District's primary operating fund, which includes school personnel salaries and benefits, academic programs, extra-curricular and enrichment programs, special education services, transportation, and charter school payments. The MSCS General Fund proposed budget is approximately \$1.35 billion in fiscal year 2025-26, which for FY26 makes up about 72% of the District's total budget across all funds. The proposed General Fund expenditure budget for fiscal year 2025-26 reflects a \$58.9 million or a 4.2% decrease in expenditures relative to the fiscal year 2024-25 budget. The decrease is attributed to a \$28.4 million decrease in Student Support and a \$53.1 million decrease in Plant Services. The proposed General Fund revenue budget for fiscal year 2025-26 reflects a \$33.8 million or a 2.6% increase in revenues resulting from state funding from Tennessee Investment in Student Achievement (TISA).

The proposed budgeted financial statement of activities for the General Fund budget is shown below.

### FISCAL YEAR 2025-26 DISTRICT GENERAL FUND BUDGET

	2021-2022 Actual	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	483,167,305	516,263,930	523,733,022	514,374,278	513,919,776	(454,502)	-0.1%
State of Tennessee	606,549,437	579,606,971	738,718,011	781,446,197	810,105,137	28,658,939	3.7%
Federal Government	15,373,361	25,566,327	29,022,117	9,979,286	9,828,118	(151,169)	-1.5%
Other Local Sources	5,675,736	15,239,256	23,977,395	4,353,747	10,072,666	5,718,919	131.4%
<b>Total Revenues</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,138,009,819</b>	<b>\$ 1,316,783,879</b>	<b>\$ 1,311,486,844</b>	<b>\$ 1,345,259,030</b>	<b>\$ 33,772,186</b>	<b>2.6%</b>
<b>Expenditures</b>							
Instruction	\$ 492,218,120	\$ 458,295,894	\$ 520,513,597	\$ 521,367,735	\$ 567,382,360	\$ 46,014,625	8.8%
Instructional Support	89,959,061	68,845,697	65,927,841	102,145,729	89,210,379	(12,935,350)	-12.7%
Student Support	72,629,680	71,302,620	101,060,191	116,723,643	88,312,540	(28,411,103)	-24.3%
Office of the Principal	62,743,237	65,500,421	64,502,044	85,391,150	79,832,973	(5,558,177)	-6.5%
General Administration	18,353,405	17,752,171	18,313,890	19,265,408	18,970,702	(294,706)	-1.5%
Business Administration	23,152,000	17,680,135	17,160,410	24,533,053	31,838,194	7,305,141	29.8%
Other Support Services	285,910	-	399,719	565,488	798,118	232,630	41.1%
Student Transportation	35,518,630	35,555,613	32,984,252	39,500,021	34,186,270	(5,313,751)	-13.5%
Plant Services	124,590,606	105,295,640	121,525,076	186,669,410	133,537,355	(53,132,055)	-28.5%
Community Services	12,642,735	11,544,737	9,817,876	8,912,449	8,411,684	(500,764)	-5.6%
Charter Schools	177,644,917	199,274,865	244,560,136	254,066,895	264,778,456	10,711,561	4.2%
Retiree Benefits	28,830,403	24,117,267	23,026,812	25,000,000	25,000,000	-	0.0%
OPEB	-	3,050,000	3,550,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	490,790	-	-	-	-	0.0%
Regular Capital Outlay	-	780,012	1,000,005	17,032,365	-	(17,032,365)	-100.0%
<b>Total Expenditures</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,079,485,862</b>	<b>\$ 1,224,341,848</b>	<b>\$ 1,404,173,344</b>	<b>\$ 1,345,259,030</b>	<b>\$ (58,914,314)</b>	<b>-4.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (26,469,530)</b>	<b>\$ 58,523,957</b>	<b>\$ 92,442,031</b>	<b>\$ (92,686,500)</b>	<b>\$ -</b>		
<b>Approved use of Fund balance</b>	<b>26,469,530</b>	<b>(58,523,957)</b>	<b>(92,442,031)</b>	<b>92,686,500</b>	<b>-</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





### C. Revenues

General Fund Revenues are budgeted at \$1.35 billion. Tennessee Investment in Student Success Act (TISA) funds, county property tax revenues, and county sales tax revenues are the major source of funding. Each is driven by the District's enrollment. State and Shelby County revenues make up 98% of the District General Fund budgeted revenues for fiscal year 2025-26.



*Tennessee Investment in Student Success Act (TISA):* MSCS estimated to receive \$809 million in TISA funds from the State of Tennessee for fiscal year 2025-26. The TISA allocation for Memphis-Shelby County Schools (shown below) includes funding for the ASD, State Board of Education, Charter Schools, and the District's schools. Tennessee Code Annotated 0520-12-05-.08 local contribution and fiscal capacity. For counties with multiple LEAs, the Department of Education will determine the proportion of the total TISA funds for each the Base

Funding Amount and weighted components generated by each LEA within the county relative to the sum of all TISA funds generated within the county. This proportion will then be multiplied by the county's Local Contribution to determine each LEA's individual contribution value. State funding is increasing \$17 million compared to the amended budget revenues for the following: increase in average daily membership (enrollment) in fiscal year 2025, and additional funding driven by individual student weights and direct allocations. Revenue state estimates were based on February preliminary student data and updated estimates will be included in the proposed fiscal year 2026 budget.



*County Property Tax Revenues:* County property tax revenues for education are distributed among the District and the six municipal school districts. MSCS is budgeting to receive \$582.8 million in total Shelby county taxes which include property tax, local sales taxes, and mixed drink taxes. The Shelby County property tax revenue is approximately 52.5% of the \$582.8 million. The District's share is determined by its current year weighed full time equivalent average daily attendance (WFTEADA) relative to the other school districts in Shelby County. The District's WFTEADA allocation for fiscal year 2025 is approximately 76.3%.

*County Sales Tax:* Like the county property tax revenues, county sales tax revenues are distributed among the District and the six municipal schools based on current year WFTEADA. Sales taxes reflect approximately 30.2% of the \$582.8 million received in county taxes.





**FISCAL YEAR 2025-26 DISTRICT GENERAL FUND BUDGET BY SPENDING CATEGORY**

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	483,167,305	516,263,930	523,733,022	514,374,278	513,919,776	(454,502)	-0.1%
State of Tennessee	606,549,437	579,606,971	738,718,011	781,446,197	810,105,137	28,658,939	3.7%
Federal Government	15,373,361	25,566,327	29,022,117	9,979,286	9,828,118	(151,169)	-1.5%
Other Local Sources	5,675,736	15,239,256	23,977,395	4,353,747	10,072,666	5,718,919	131.4%
<b>Total Revenues</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,138,009,819</b>	<b>\$ 1,316,783,879</b>	<b>\$ 1,311,486,844</b>	<b>\$ 1,345,259,030</b>	<b>\$ 33,772,186</b>	<b>2.6%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 724,422,228	\$ 675,074,868	\$ 726,515,642	\$ 771,003,860	\$ 862,016,409	\$ 91,012,549	11.8%
Contracted Services	354,652,985	316,266,016	378,765,927	505,508,410	409,827,763	(95,680,647)	-18.9%
Supplies and Materials	24,677,470	50,042,772	74,000,118	78,500,367	54,412,421	(24,087,946)	-30.7%
Equipment	14,796,202	7,368,928	4,371,871	24,374,472	1,660,179	(22,714,293)	-93.2%
Leases	-	490,790	1,284,795	4,089,611	3,845,746	(243,865)	-6.0%
Other Charges	20,019,819	30,242,488	39,403,494	20,696,624	13,496,512	(7,200,112)	-34.8%
<b>Total Expenditures</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,079,485,863</b>	<b>\$ 1,224,341,848</b>	<b>\$ 1,404,173,344</b>	<b>\$ 1,345,259,030</b>	<b>\$ (58,914,314)</b>	<b>-4.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (26,469,530)</b>	<b>\$ 58,523,956</b>	<b>\$ 92,442,031</b>	<b>\$ (92,686,500)</b>	<b>\$ -</b>		
<b>Approved use of Fund balance</b>	<b>26,469,530</b>	<b>58,523,956</b>	<b>(92,442,031)</b>	<b>92,686,500</b>	<b>-</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		

**D. Expenditures**

General Fund expenditure is expected to decrease 4.2% or \$58.9 million in comparison to the prior year. Contracted Services will experience a \$95.7 million or 18.9% decrease due to reductions in outsourcing contracts. Supplies and Materials are projected to decrease by \$24.1 million or 30.7% due to district wide reductions due to purchases made in the prior year.



## E. Special Revenue Fund

### Special Revenue Funds: Non-Federal Programs

The Non-Federal Program Fund is self-supporting, and the resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional support. Some of the resources supplement the District's student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs (LEAPs), Memphis Education Fund, Project Graduation, and other grants/fees have been used to address student achievement by improving instructional support and development.

### FISCAL YEAR 2025-26 DISTRICT NON-FEDERAL FUND

	2021-2022 Actual	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 10,592,145	\$ 9,547,024	\$ 14,741,406	\$ 61,395,127	\$ 49,781,394	\$ (11,613,733)	-18.9%
Other Local Sources	8,542,850	9,059,627	9,768,646	11,462,461	11,410,914	(51,548)	-0.4%
<b>Total Revenues</b>	<b>\$ 19,134,995</b>	<b>\$ 18,606,651</b>	<b>\$ 24,510,052</b>	<b>\$ 72,857,588</b>	<b>\$ 61,192,308</b>	<b>\$ (11,665,281)</b>	<b>-16.0%</b>
<b>Expenditures</b>							
Instruction	\$ 817,837	\$ 603,375	\$ 3,296,079	\$ 39,131,865	\$ 28,040,451	\$ (11,091,414)	-28.3%
Instructional Support	354,537	268,379	890,770	3,657,547	6,602,302	2,944,755	80.5%
Student Support	358,007	795,652	2,748,934	7,010,979	5,730,451	(1,280,528)	-18.3%
General Administration	114,860	-	-	34,616	34,616	-	0.0%
Business Administration	-	26,601	-	-	-	-	0.0%
Food Services	-	-	-	-	-	-	0.0%
Plant Services	246,319	20,934	153,211	230,880	230,880	-	0.0%
Community Services	16,655,826	15,539,731	16,760,837	18,159,940	18,173,623	13,683	0.1%
Student Transportation	-	-	6,810	19,892	20,002	110	0.6%
Capital Outlay	-	-	50,606	4,349,394	4,349,394	-	0.0%
Charter Schools	-	-	791,714	543,923	543,923	-	0.0%
Office of the Principal	-	-	-	175,637	-	(175,637)	-100.0%
<b>Total Expenditures</b>	<b>\$ 18,547,386</b>	<b>\$ 17,254,673</b>	<b>\$ 24,698,962</b>	<b>\$ 73,314,673</b>	<b>\$ 63,725,641</b>	<b>\$ (9,589,031)</b>	<b>-13.1%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 587,609</b>	<b>\$ 1,351,978</b>	<b>\$ (188,909)</b>	<b>\$ (457,084)</b>	<b>\$ (2,533,334)</b>		
<b>Approved use of Fund balance</b>	<b>(587,609)</b>	<b>(1,351,978)</b>	<b>(188,909)</b>	<b>457,084</b>	<b>2,533,334</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		

The Non-Federal Programs expenditures budget is expected to be \$63.7 million during fiscal year 2025-2026. This is a decrease of \$9.6 million less than the prior year's amended budget. This decrease can be attributed to the State School Improvement Grant (SSIG) ending June 30, 2025. These funds were used to implement school improvement plans.



## Special Revenue Funds: Federal Programs

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I funds aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children. The Federal Programs Fund budget stands at \$278.4 million for fiscal year 2025-26, which represents a \$54.1 million budget decrease compared to the prior fiscal year's budget. Several factors caused the net decrease in federal funds including a reduction in Title I rollover funds and a decrease in capital outlay.

Below is the Federal Programs Fund's budget for fiscal year 2025-26.

## FISCAL YEAR 2025-26 DISTRICT FEDERAL PROGRAMS FUND

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 356,782,688	\$ 474,031,893	\$ 354,313,629	\$ 332,498,479	\$ 278,383,974	\$ (54,114,505)	-16.3%
Other local sources	-	9,490,460	-	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ (54,114,505)</b>	<b>-16.3%</b>
<b>Expenditures</b>							
Instruction	\$ 150,411,851	\$ 209,878,252	\$ 130,547,275	\$ 107,705,373	\$ 79,684,852	\$ (28,020,522)	-26.0%
Instructional Support	72,246,684	84,704,866	90,137,347	79,389,722	65,790,565	(13,599,157)	-17.1%
Student Support	43,095,451	34,796,712	27,448,617	29,807,819	24,444,732	(5,363,087)	-18.0%
Business Administration	719,752	742,142	489,175	14,638	-	(14,638)	-100.0%
General Administration	-	-	22,388	29,600	20,000	(9,600)	-32.4%
Student Transportation	5,522,130	870,275	5,068,196	5,632,628	5,404,757	(227,871)	-4.0%
Plant Services	529,375	584,064	1,589,587	29,165	-	(29,165)	-100.0%
Charter Schools	16,382,165	-	24,881,917	12,191,504	6,223,995	(5,967,509)	-48.9%
Community Services	23,278,886	28,604,685	25,719,602	28,541,273	29,348,313	807,040	2.8%
Office of the Principal	-	1,130,756	4,045,743	2,576,284	1,902,909	(673,375)	-26.1%
Capital Outlay	44,596,394	118,004,400	44,363,783	66,580,473	65,563,852	(1,016,621)	-1.5%
Other Local Sources	-	4,206,201	-	-	-	-	100.0%
<b>Total Expenditures</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ (54,114,505)</b>	<b>-16.3%</b>



## Special Revenue Funds: Nutrition Services

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated, and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction. Expenditures for Nutrition Services are budgeted to increase by \$3.2 million (or 3.6%) to \$91.9 million for fiscal year 2025-26. The primary reason for the increase in expenditure is to upgrade cafeteria equipment and service lines as well as the increased cost of food and food supplies.

The chart below is the Nutrition Services Fund budget for fiscal year 2025-26 by object category.

## FISCAL YEAR 2025-26 DISTRICT NUTRITION SERVICE FUND

	2021-2022 Actual	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 383,864	\$ 456,873	\$ 523,259	\$ 460,000	\$ 460,000	\$ -	0.0%
Federal Government	83,930,549	69,884,205	72,275,799	76,468,179	89,615,750	13,147,571	17.2%
Other Local Sources	1,308,804	2,440,032	3,288,524	1,870,642	1,855,603	(15,039)	-0.8%
<b>Total Revenue</b>	<b>\$ 85,623,218</b>	<b>\$ 72,781,109</b>	<b>\$ 76,087,582</b>	<b>\$ 78,798,821</b>	<b>\$ 91,931,353</b>	<b>\$ 13,132,532</b>	<b>16.7%</b>
<b>Expenditures</b>							
Food Services	\$ 70,783,084	\$ 78,877,515	\$ 81,827,304	\$ 88,705,837	\$ 91,931,353	\$ 3,225,516	3.6%
Capital Outlay	-	10,190	-	-	-	-	0.0%
<b>Total Expenditures</b>	<b>\$ 70,783,084</b>	<b>\$ 78,887,705</b>	<b>\$ 81,827,304</b>	<b>\$ 88,705,837</b>	<b>\$ 91,931,353</b>	<b>\$ 3,225,516</b>	<b>3.6%</b>
<b>Excess (deficiency) of revenues</b>	14,840,134	(6,106,596)	(5,739,722)	(9,907,016)	-		
<b>Approved Use of Fund Balance</b>	(14,840,134)	6,106,596	5,739,722	9,907,016	-		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		







## F. Capital Projects Fund

The Capital Projects Fund budget is defined to account for financial resources used for the acquisition or construction of major capital facilities as well as major repairs of existing facilities. The total cost to complete a project is appropriate at the time the individual project is approved by the Shelby County Board of Education and Shelby County Commission. For fiscal year 2025-26, the Capital projects proposed budget total approximately \$71.3 million which is a decrease of \$31.1 million less than the prior year's amended budget.

### FISCAL YEAR 2025-26 CAPITAL PROJECTS FUND

	2021-22 Actual	2022-23 Actuals	2023-24 Actuals	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Shelby County	\$ 47,009,922	\$ 26,023,815	\$ 22,788,893	\$ 98,421,885	\$ 68,923,763	\$ (29,498,122)	-30.0%
Other Local Sources	1,661,834	1,817,695	1,290,563	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 48,671,756</b>	<b>\$ 27,841,510</b>	<b>\$ 24,079,456</b>	<b>\$ 98,421,885</b>	<b>\$ 68,923,763</b>	<b>\$ (29,498,122)</b>	<b>-30.0%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 53,159,922	\$ 28,181,591	\$ 24,962,899	\$ 102,447,934	\$ 71,332,731	\$ (31,115,203)	-30.4%
<b>Total Expenditures</b>	<b>\$ 53,159,922</b>	<b>\$ 28,181,591</b>	<b>\$ 24,962,899</b>	<b>\$ 102,447,934</b>	<b>\$ 71,332,731</b>	<b>\$ (31,115,203)</b>	<b>-30.4%</b>
Excess (deficiency) of revenues over expenditure	(4,488,166)	(340,081)	(883,443)	(4,026,048)	(2,408,968)		
Approved use of Fund balance	4,488,166	340,081	883,443	4,026,048	2,408,968		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





### G. Internal Service Funds

The District's Internal Service Funds are maintained to account for intragovernmental and intergovernmental services. The rates for Internal Service Funds are reviewed periodically throughout the year to ensure alignment with operating and designated reserves. Memphis-Shelby County Schools have the following three appropriated Internal Service Funds: Printing Services, Warehouse (or Supply Chain), and Achievement School District (ASD). The schedule below is the combined activity at the functional level for fiscal year 2025-26.

#### FISCAL YEAR 2025-26 DISTRICT INTERNAL SERVICE FUNDS

	2021-22 Actual	2022-23 Actual	2023-24 Actuals	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Other Local Sources	\$ 2,938,320	\$ 2,488,293	\$ 4,300,366	\$ 6,740,338	\$ 6,734,838	\$ (5,500)	-0.1%
<b>Total Revenues</b>	<u>\$ 2,938,320</u>	<u>\$ 2,488,293</u>	<u>\$ 4,300,366</u>	<u>\$ 6,740,338</u>	<u>\$ 6,734,838</u>	<u>\$ (5,500)</u>	<u>-0.1%</u>
<b>Expenditures</b>							
Instruction	\$ 175,654	\$ 33,524	\$ 249,803	\$ 109,000	\$ 109,000	\$ -	0.0%
Instructional Support	5,077	70	-	-	-	-	0.0%
Student Support	42,558	-	2,176	16,800	16,800	-	0.0%
General Administration	2,386,503	3,373,911	-	-	-	-	0.0%
Other Support Services	-	-	3,378,724	6,527,650	6,527,650	-	0.0%
Student Transportation	96,847	120	31,892	-	-	-	0.0%
Plant Services	231,681	100,878	178,323	76,000	76,000	-	0.0%
Other Local Sources	-	2,080	-	-	-	-	0.0%
Charter Schools	-	-	280,944	10,888	10,888	-	0.0%
<b>Total Expenditures</b>	<u>\$ 2,938,320</u>	<u>\$ 3,510,583</u>	<u>\$ 4,121,862</u>	<u>\$ 6,740,338</u>	<u>\$ 6,740,338</u>	<u>\$ -</u>	<u>0.0%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	\$ -	\$ (1,022,290)	\$ 178,505	\$ -	\$ (5,500)		
<b>Approved use of Fund balance</b>	-	1,022,290	(178,505)	-	5,500		
<b>Net Change</b>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		

In fiscal year 2025-26, the combined Internal Service Fund budgeted revenues are \$6.73 million, and the decline is offset by planned use of fund balance. The combined Internal Service Fund budget expenditures for fiscal year 2025-26 are expected to remain the same as 2024-2025 amended budget expenditures at \$6.7 million.



## H. Tax Rates and Trends

Tax Rates per \$100 Assessed Value					
Fiscal Year	City	County	Total	City Allocation to School District	County Allocation to Schools
2001	\$ 3.37	\$ 3.54	\$ 6.91	\$ 0.895	\$ 1.68
2002	3.23	3.79	7.02	0.858	2.03
2003	3.23	3.79	7.02	0.858	2.03
2004	3.23	4.04	7.27	0.858	2.03
2005	3.23	4.04	7.27	0.858	2.03
2006	3.43	4.04	7.47	0.827	2.02
2007	3.43	4.04	7.47	0.827	2.02
2008	3.43	4.04	7.47	0.827	2.02
2009	3.25	4.04	7.29	0.190	2.02
2010	3.20	4.02	7.29	0.190	1.98
2011	3.20	4.02	7.22	0.190	1.90
2012	3.19	4.02	7.21	0.190	1.91
2013	3.11	4.02	7.13	0.190	1.91
2014	3.40	4.38	7.78	-	2.14
2015	3.40	4.37	7.77	-	2.14
2016	3.40	4.37	7.77	-	2.14
2017	3.40	4.37	7.77	-	2.14
2018	3.27	4.11	7.38	-	1.99
2019	3.20	4.05	7.25	-	1.94
2020	3.20	4.05	7.25	-	1.96
2021	2.71	3.45	6.16	-	1.64
2022	2.70	3.39	6.09	-	1.59
2023	2.70	3.39	6.09	-	1.60
2024	2.70	3.39	6.09	-	1.54







### viii. BUDGET FORECAST

#### ALL Funds 3-Year Projections

The Memphis-Shelby County School System (MSCS) has developed a 3-year financial plan for all funds. The 3-year plan is a conservative projection of future revenues and expenditures that may occur over the 3-year forecast period. A financial forecast is used to estimate the future financial outcomes based on past, current, and projected financial conditions. Financial forecasts assist the organization in progressing towards our goals with the strategically planned management of resources.

The compilation of the following numbers provides an opportunity to align current funding decisions with longer term economic conditions while affording management a projection of the ongoing impact of policy decisions. For this 3-year outlook policies impacting enrollment and their impact on our primary funding sources of State and Local revenue are closely aligned with the status quo as State and Local funding decisions for future periods are yet to be concluded. The 3-year forecast essentially demonstrates to management and policy makers the impact of known financing decisions on MSCS's longer-term financial capacity.

In preparing this plan, the Budget and Fiscal Planning Office considers historical experience, economic uncertainties underlying the revenue outlook, and potential expenditure growth. For most of the forecast numbers, future forecasts have been declining.

The future forecasts for federal funds show that in FY27, FY28 and FY29 revenues and expenditure return to the average levels.

Financial data regarding future forecasts does not represent an approved financial plan, and it does not represent a plan that was approved by the MSCS board of directors. This is just a high-level look at future periods that does not consider future grant awards, tax rate implications, and the impact of new service delivery strategies.







Shelby County Schools  
All Funds  
3-Year Projections

Revenues	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget	2028-2029 Forecast Budget
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
Shelby County	530,177,227	542,287,745	546,521,915	612,796,163	582,843,539	571,186,668	559,762,935	548,567,676
State of Tennessee	618,749,993	589,610,868	753,982,677	843,301,324	860,346,531	843,139,600	826,276,808	809,751,272
Federal Government	1,083,653,116	569,482,425	455,611,544	418,945,945	377,827,842	370,271,285	362,865,860	355,608,542
Other Local Sources	22,187,228	40,535,363	42,625,495	24,427,188	30,074,021	29,472,540	28,883,090	28,305,428
Total Revenues	\$ 2,256,100,899	\$ 1,743,249,736	\$ 1,800,074,964	\$ 1,900,803,956	\$ 1,852,425,266	\$ 1,815,403,427	\$ 1,779,122,025	\$ 1,743,566,251
Expenditures								
Instruction	\$ 866,415,828	\$ 668,811,046	\$ 654,606,754	\$ 668,313,973	\$ 675,216,662	\$ 659,959,307	\$ 646,769,815	\$ 633,844,113
Instructional Support	296,803,832	153,819,012	156,955,957	185,192,997	161,603,245	157,951,620	154,794,908	151,701,330
Student Support	146,766,768	106,894,984	131,259,918	153,559,241	118,504,523	115,826,767	113,511,933	111,243,395
Office of the Principal	62,743,237	66,631,177	68,547,786	88,143,071	81,735,882	79,888,959	78,292,353	76,727,679
General Administration	18,820,573	21,126,081	18,336,278	19,329,624	19,025,318	18,595,418	18,223,782	17,859,580
Business Administration	28,092,998	18,448,878	17,649,585	24,547,691	31,838,194	31,118,770	30,496,852	29,887,372
Other Support Services	5,078,408	-	3,778,443	7,093,138	7,325,768	7,160,233	7,017,133	6,876,896
Student Transportation	46,574,574	36,426,009	38,091,150	45,152,540	39,611,029	38,715,968	37,942,218	37,183,942
Plant Services	125,871,337	106,001,515	123,446,197	187,005,454	133,844,235	130,819,859	128,205,383	125,643,197
Community Services	73,176,493	55,689,153	52,298,315	55,613,661	55,933,620	54,669,731	53,577,139	52,506,400
Charter Schools	270,979,371	199,274,865	270,514,711	266,813,210	271,557,262	265,421,090	260,116,567	254,918,135
Retiree Benefits	28,830,403	24,117,267	23,026,812	25,000,000	25,000,000	24,435,094	23,946,751	23,468,175
Food Service	78,992,139	78,877,515	81,827,304	88,705,837	91,931,353	89,854,051	88,058,290	86,298,444
OPEB	-	3,050,000	3,550,000	3,000,000	3,000,000	2,932,211	2,873,610	2,816,181
Other Local Sources	-	4,709,261	-	-	-	-	-	-
Capital Outlay	237,978,410	146,966,002	70,377,293	190,410,166	141,245,977	138,054,349	135,295,290	132,591,412
Total Expenditures	\$ 2,287,124,371	\$ 1,690,842,766	\$ 1,714,266,503	\$ 2,007,880,605	\$ 1,857,373,067	\$ 1,815,403,427	\$ 1,779,122,025	\$ 1,743,566,251





General Fund 3-Year Projections

The District is continuing to evaluate its structure, both financially and operationally, to address operations variable and fixed cost to match funding.

The General Funds forecasts must consider the increasing enrollment of charter and state-designated Achievement School District (ASD) schools as the District's enrollment declines. Memphis Shelby County Schools has evolved from its fiscal year 2014 merger and fiscal year 2015 demerger of municipal districts within the past several years and can now strategically evaluate its operations to improve academic outcomes.

These forecasts largely hold revenues and expenditures, in the general fund, close to the FY26 Proposed Budget. The variables of enrollment, which is the main contributor for General Funds revenues, along with Tennessee Investment in Student Success Act (TISA) funds, three-year forecasts are largely based on the State of Tennessee budget for all municipal districts multiplied by 99.5%. The district engages in long range planning where practical.

	2021-22	2022-23	2023-24	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Revenues	Actual	Actual	Actual	Amended Budget	Proposed Budget	Forecast Budget	Forecast Budget	Forecast Budget
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
Shelby County	483,167,305	516,263,930	523,733,022	514,374,278	513,919,776	511,350,177	508,793,426	506,249,459
State of Tennessee	606,549,437	579,606,971	738,718,011	781,446,197	810,105,137	806,054,611	802,024,338	798,014,217
Federal Government	15,373,361	25,566,327	29,022,117	9,979,286	9,828,118	9,778,977	9,730,082	9,681,432
Other Local Sources	5,675,736	15,239,256	23,977,395	4,353,747	10,072,666	10,022,303	9,972,191	9,922,330
Total Revenues	\$ 1,112,099,174	\$ 1,138,009,819	\$ 1,316,783,879	\$ 1,311,486,844	\$ 1,345,259,030	\$ 1,338,539,401	\$ 1,331,853,371	\$ 1,325,200,771
Expenditures								
Instruction	\$ 492,218,120	\$ 458,295,894	\$ 520,513,597	\$ 521,367,735	\$ 567,382,360	\$ 564,548,260	\$ 561,728,330	\$ 558,922,501
Instructional Support	89,959,061	68,845,697	65,927,841	102,145,729	89,210,379	88,764,769	88,321,387	87,880,222
Student Support	72,629,680	71,302,620	101,060,191	116,723,643	88,312,540	87,871,415	87,432,496	86,995,771
Office of the Principal	62,743,237	65,500,421	64,502,044	85,391,150	79,832,973	79,434,204	79,037,428	78,642,637
General Administration	18,353,405	17,752,171	18,313,890	19,265,408	18,970,702	18,875,942	18,781,657	18,687,842
Business Administration	23,152,000	17,680,135	17,160,410	24,533,053	31,838,194	31,679,160	31,520,922	31,363,475
Other Support Services	285,910	-	399,719	565,488	798,118	794,131	790,164	786,217
Transportation	35,518,630	35,555,613	32,984,252	39,500,021	34,186,270	34,015,508	33,845,599	33,676,541
Plant Services	124,590,606	105,295,640	121,525,076	186,669,410	133,537,355	132,870,330	132,206,640	131,546,269
Community Services	12,642,735	11,544,737	9,817,876	8,912,449	8,411,684	8,369,667	8,327,861	8,286,263
Charter Schools	177,644,917	199,274,865	244,560,136	254,066,895	264,778,456	263,455,876	262,139,909	260,830,522
Retiree Benefits	28,830,403	24,117,267	23,026,812	25,000,000	25,000,000	24,875,124	24,750,872	24,627,242
OPEB	-	3,050,000	3,550,000	3,000,000	3,000,000	2,985,015	2,970,105	2,955,269
Other Local Sources	-	490,790	-	-	-	-	-	-
Regular Capital Outlay	-	780,012	1,000,005	17,032,365	-	-	-	-
Total Expenditures	\$ 1,138,568,704	\$ 1,079,485,863	\$ 1,224,341,848	\$ 1,404,173,344	\$ 1,345,259,030	\$ 1,338,539,401	\$ 1,331,853,371	\$ 1,325,200,771



### Capital Fund 3-Year Projections

The Capital Fund is largely based on funding from Shelby County Government. Capital projects play a key role in capital investments forecast. The three-year forecasts are based on the Shelby County Government Capital Improvement Plan budget for all municipal districts multiplied by 99.5%.

Revenues	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget	2028-2029 Forecast Budget
Shelby County	\$ 47,009,922	\$ 26,023,815	\$ 22,788,893	\$ 98,421,885	\$ 68,923,763	\$ 68,579,144	\$ 68,236,248	\$ 67,895,067
Other Local Sources	1,661,834	1,817,695	1,290,563	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 48,671,756</b>	<b>\$ 27,841,510</b>	<b>\$ 24,079,456</b>	<b>\$ 98,421,885</b>	<b>\$ 68,923,763</b>	<b>\$ 68,579,144</b>	<b>\$ 68,236,248</b>	<b>\$ 67,895,067</b>
<b>Expenditures</b>								
Capital Outlay	\$ 53,159,922	\$ 28,181,591	\$ 24,962,899	\$ 102,447,934	\$ 71,332,731	\$ 68,579,144	\$ 68,236,248	\$ 67,895,067
<b>Total Expenditures</b>	<b>\$ 53,159,922</b>	<b>\$ 28,181,591</b>	<b>\$ 24,962,899</b>	<b>\$ 102,447,934</b>	<b>\$ 71,332,731</b>	<b>\$ 68,579,144</b>	<b>\$ 68,236,248</b>	<b>\$ 67,895,067</b>







### Non-Federal Programs Fund 3-Year Projections

The Non-Federal Program Fund forecasting is generated from the resources in the form of grants, donations, and fees from the State of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement, and instructional support. The three-year forecasts are based on the District's student support and operational services for all municipal districts multiplied by 98%.

Revenues	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget	2028-2029 Forecast Budget
State of Tennessee	\$ 10,592,145	\$ 9,547,024	\$ 14,741,406	\$ 61,395,127	\$ 49,781,394	\$ 48,785,766	\$ 47,810,051	\$ 46,853,850
Other Local Sources	8,542,850	9,059,627	9,768,646	11,462,461	11,410,914	11,182,695	10,959,041	10,739,861
<b>Total Revenues</b>	<b>\$ 19,134,995</b>	<b>\$ 18,606,651</b>	<b>\$ 24,510,052</b>	<b>\$ 72,857,588</b>	<b>\$ 61,192,308</b>	<b>\$ 59,968,461</b>	<b>\$ 58,769,092</b>	<b>\$ 57,593,710</b>
<b>Expenditures</b>								
Instruction	\$ 817,837	603,375	\$ 3,296,079	\$ 39,131,865	\$ 28,040,451	\$ 26,387,223	\$ 25,859,478	\$ 25,342,289
Instructional Support	354,537	268,379	890,770	3,657,547	6,602,302	6,213,039	6,088,778	5,967,003
Student Support	358,007	795,652	2,748,934	7,010,979	5,730,451	5,392,591	5,284,739	5,179,044
General Administration	114,860	-	-	34,616	34,616	32,575	31,924	31,285
Business Administration	-	26,601	-	-	-	-	-	-
Food Services	-	-	-	-	-	-	-	-
Plant Services	246,319	20,934	153,211	230,880	230,880	217,268	212,922	208,664
Community services	16,655,826	15,539,731	16,760,837	18,159,940	18,173,623	17,102,130	16,760,088	16,424,886
Student Transportation	-	-	6,810	19,892	20,002	18,823	18,446	18,077
Capital Outlay	-	-	50,606	4,349,394	4,349,394	4,092,959	4,011,100	3,930,878
Charter Schools	-	-	791,714	543,923	543,923	511,854	501,617	491,584
Office of the Principal	-	-	-	175,637	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 18,547,386</b>	<b>\$ 17,254,673</b>	<b>\$ 24,698,962</b>	<b>\$ 73,314,673</b>	<b>\$ 63,725,641</b>	<b>\$ 59,968,461</b>	<b>\$ 58,769,092</b>	<b>\$ 57,593,710</b>







### Nutrition Fund 3-Year Projections

MSCS Nutrition Services - or Nutrition Fund - operations provides free reimbursable breakfast meals and free reimbursable lunches daily across the District. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The number of meals served by MSCS aligns with enrollment, which is the powerhouse for Nutrition Services budget forecast projections. For the three-year budget forecast, the District projects a slight decrease from the baseline year of fiscal year 2025-26 for all municipal districts multiplied by 98%.

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Revenues	Actual	Actual	Actual	Amended Budget	Proposed Budget	Forecast Budget	Forecast Budget	Forecast Budget
State of Tennessee	\$ 383,864	\$ 456,873	\$ 523,259	\$ 460,000	\$ 460,000	\$ 450,800	\$ 441,784	\$ 432,948
Federal Government	83,930,549	69,884,205	72,275,799	76,468,179	89,615,750	87,823,435	86,066,966	84,345,627
Other Local Sources	1,308,804	2,440,032	3,288,524	1,870,642	1,855,603	1,818,491	1,782,121	1,746,479
<b>Total Revenue</b>	<b>\$ 85,623,218</b>	<b>\$ 72,781,109</b>	<b>\$ 76,087,582</b>	<b>\$ 78,798,821</b>	<b>\$ 91,931,353</b>	<b>\$ 90,092,726</b>	<b>\$ 88,290,871</b>	<b>\$ 86,525,054</b>
<b>Expenditures</b>								
Food Services	\$ 70,783,084	\$ 78,877,515	\$ 81,827,304	\$ 88,705,837	\$ 91,931,353	\$ 90,092,726	\$ 88,290,871	\$ 86,525,054
Other Local Sources	-	10,190	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 70,783,084</b>	<b>\$ 78,887,705</b>	<b>\$ 81,827,304</b>	<b>\$ 88,705,837</b>	<b>\$ 91,931,353</b>	<b>\$ 90,092,726</b>	<b>\$ 88,290,871</b>	<b>\$ 86,525,054</b>





### Federal Fund 3-Year Projections

The Federal Programs Fund budget forecast projections include several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Future funds for Federal grants are difficult to project for a couple of reasons: Federal Funds will decrease in future years as grants roll off, however, it is unclear which new grants will become available. Therefore, future forecasts for FY27, 28 and 29 represent averages of the Federal Government funding for all municipal districts multiplied by 98%.

Revenues	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget	2028-2029 Forecast Budget
Federal Government	\$ 356,782,688	\$ 474,031,893	\$ 354,313,629	\$ 332,498,479	\$ 278,383,974	\$ 272,816,295	\$ 267,359,969	\$ 262,012,770
Other Local Sources	-	9,490,460	-	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ 272,816,295</b>	<b>\$ 267,359,969</b>	<b>\$ 262,012,770</b>
<b>Expenditures</b>								
Instruction	\$ 150,411,851	\$ 209,878,252	\$ 130,547,275	\$ 107,705,373	\$ 79,684,852	\$ 78,091,155	\$ 76,529,331	\$ 76,529,331
Instructional Support	72,246,684	84,704,866	90,137,347	79,389,722	65,790,565	64,474,753	63,185,258	63,185,258
Student Support	43,095,451	34,796,712	27,448,617	29,807,819	24,444,732	23,955,837	23,476,721	23,476,721
Business Administration	719,752	742,142	489,175	14,638	-	-	-	-
General Administration	-	-	22,388	29,600	20,000	19,600	19,208	19,208
Student Transportation	5,522,130	870,275	5,068,196	5,632,628	5,404,757	5,296,662	5,190,729	5,190,729
Plant Services	529,375	584,064	1,589,587	29,165	-	-	-	-
Charter Schools	16,382,165	-	24,881,917	12,191,504	6,223,995	6,099,515	5,977,525	5,977,525
Community Services	23,278,886	28,604,685	25,719,602	28,541,273	29,348,313	28,761,347	28,186,120	28,186,120
Office of the Principal	-	1,130,756	4,045,743	2,576,284	1,902,909	1,864,851	1,827,554	1,827,554
Capital Outlay	44,596,394	118,004,400	44,363,783	66,580,473	65,563,852	64,252,575	62,967,523	62,967,523
Other Local Sources	-	4,206,201	-	-	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ 272,816,295</b>	<b>\$ 267,359,969</b>	<b>\$ 267,359,969</b>

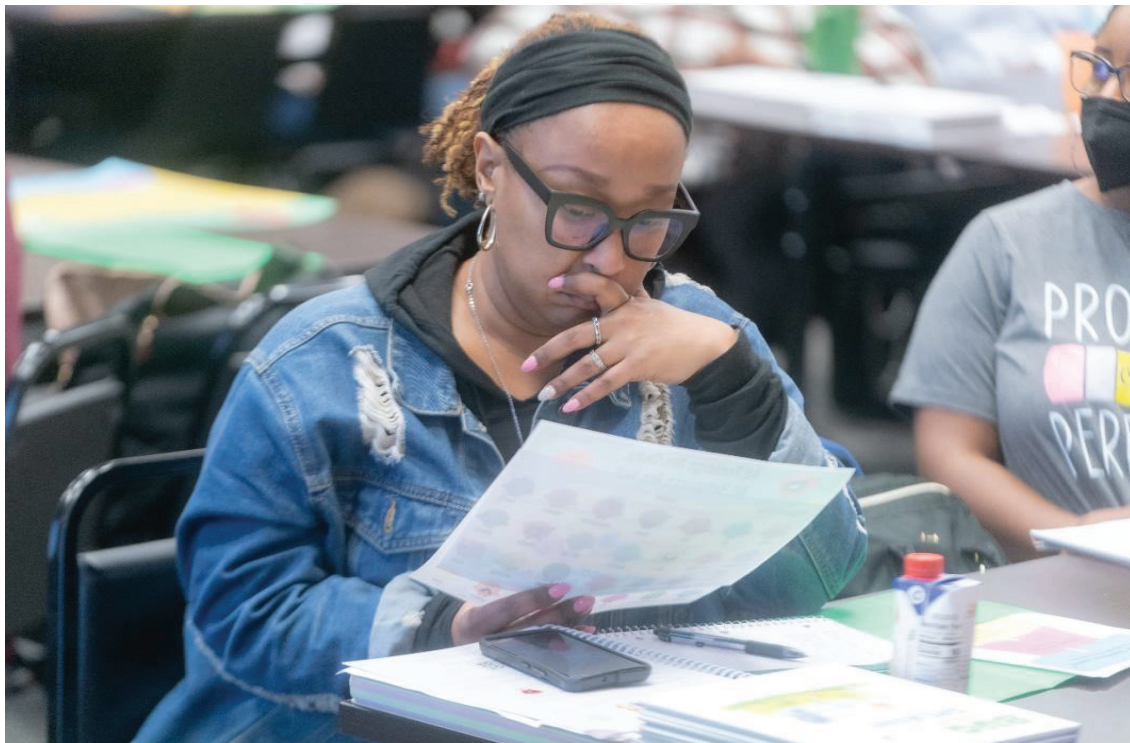




### Internal Service Fund 3-Year Projections

Memphis Shelby County Schools has the following three appropriate Internal Service Funds: Printing Services, Warehouse (or Supply Chain), and Achievement School District (ASD) which are the prime movers for forecasting projections. The three-year forecasts are based on the District's Other Local Sources for all municipal districts multiplied by 98%.

	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Amended Budget	2025-26 Proposed Budget	2026-2027 Forecast Budget	2027-2028 Forecast Budget	2028-2029 Forecast Budget
<b>Revenues</b>								
Other Local Sources	\$ 2,938,320	\$ 2,488,293	\$ 4,300,366	\$ 6,740,338	\$ 6,734,838	\$ 6,600,141	\$ 6,468,138	\$ 6,338,776
<b>Total Revenues</b>	<b>\$ 2,938,320</b>	<b>\$ 2,488,293</b>	<b>\$ 4,300,366</b>	<b>\$ 6,740,338</b>	<b>\$ 6,734,838</b>	<b>\$ 6,600,141</b>	<b>\$ 6,468,138</b>	<b>\$ 6,338,776</b>
<b>Expenditures</b>								
Instruction	\$ 175,654	\$ 33,524	\$ 249,803	\$ 109,000	\$ 109,000	\$ 106,733	\$ 104,598	\$ 102,506
Instructional Support	5,077	70	-	-	-	-	-	-
Student Support	42,558	-	2,176	16,800	16,800	16,451	16,122	15,799
General Administration	2,386,503	3,373,911	-	-	-	-	-	-
Other Support Services	-	-	3,378,724	6,527,650	6,527,650	6,391,877	6,264,040	6,138,759
Student Transportation	96,847	120	31,892	-	-	-	-	-
Plant Services	231,681	100,878	178,323	76,000	76,000	74,419	72,931	71,472
Other Local Sources	-	2,080	-	-	-	-	-	-
Charter Schools	-	-	280,944	10,888	10,888	10,662	10,448	10,239
<b>Total Expenditures</b>	<b>\$ 2,938,320</b>	<b>\$ 3,510,583</b>	<b>\$ 4,121,862</b>	<b>\$ 6,740,338</b>	<b>\$ 6,740,338</b>	<b>\$ 6,600,141</b>	<b>\$ 6,468,138</b>	<b>\$ 6,338,776</b>





# ORGANIZATIONAL



FY 2026 District Proposed Budget





This section includes the following information:

- I. Financial Structure and Environment of the District
  - i. Legal Status and Authority
  - ii. Description of Reporting Entity
  - iii. Geographical Area Served
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I. FINANCIAL STRUCTURE AND ENVIRONMENT OF THE DISTRICT

i. Legal Status and Authority

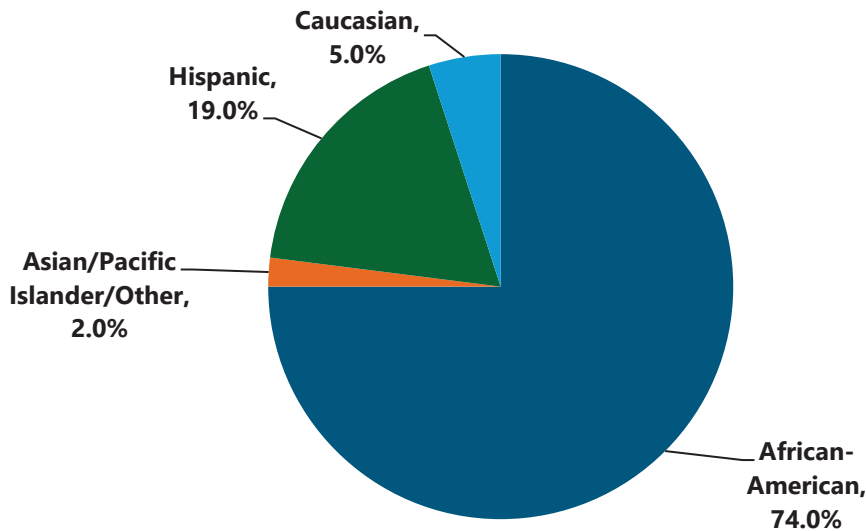
Memphis-Shelby County Schools (MSCS or District) is a component unit of Shelby County Government, which is defined as the oversight entity by Governmental Accounting Standards Board (GASB) Codification Section 2100. Reporting for the District follows the criteria established by GASB. The District is governed by a nine-member Board of Education (Board). The legal basis for education in Tennessee is expressed in the State Constitution and State statutes, as interpreted by the courts. Boards are instruments of the State, and members of the Board are State officers representing local citizens and the State in the management of the public schools. The governing body is the Board of Education, serving residents within the boundaries of the District and non-residents under conditions specified by State law and the Board.

ii. Description of Reporting Entity

Memphis-Shelby County Schools is the largest school system in the state of Tennessee and is within the top 25 largest districts in the nation. For Fiscal Year 2025-2026, the District’s budget enrollment is for 110,062 students in grades kindergarten through grade 12: including Pre-K 5,100 to total 115,162.

The Shelby County Government was incorporated in 1819. The county is located on the southwest corner of Tennessee, at the east bank of the Mississippi River. Shelby is the State’s largest county with the City of Memphis as the county seat. The County’s 2021 population is estimated at 924,454 according to the U.S. Census Bureau. The County is empowered to levy, without limit, a property tax on both real and personal property located within its boundaries.

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2023-24 were 74% African American, 5% Caucasian, 19% Hispanic, 2% Multiracial and other races and nationalities. The chart below represents the District’s student demographics for school year 2023-24 per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card Data FY2023-24



The District projects to encompass 216 schools in FY25-26, including regular schools, virtual schools, charter schools, career, and technology centers (CTC), special education centers (SPED) and alternative schools. Forty-five schools are Optional Schools or offer Optional Programs that provide parents choices in selecting a public education that best suits their child. In school year 2024-25, MSCS had 259 pre-kindergarten classrooms; 40 of which were within community partner locations.

The District has budgeted for approximately 6,000 classroom teacher/teacher types in fiscal year 2025-26. Government, trade, healthcare services, hospitality, warehousing, transportation, and utilities are all prominent in the regional economy. Shelby County is located within 600 miles of most major cities and commercial markets in the United States. As a result of its central location and access to the interstate, Mississippi River, rail and airport, the County is a major hub for distribution.





iii. Geographical Area Served

The District is serviced by geographical areas, each Board Members has a district. The districts below are effective for the 2025-26 school year.

District-1 Michelle McKissack

Belle Forest Community School  
Brownsville Road Elementary  
Bruce Elementary  
Caldwell Guthrie School  
Central High  
Downtown Elementary  
Humes Middle  
Idlewild Elementary  
LaRose Elementary  
Peabody Elementary  
Rozelle Elementary  
Snowden School  
Westside Elementary

District 2-Natalie McKinney

Bolton High  
Colonial Middle  
Craigmont Middle  
Douglass High  
Douglass School  
East High  
Grahamwood Elementary  
Jackson Elementary  
Kingsbury Elementary  
Kingsbury High  
Kingsbury Middle  
Manassas High  
Raleigh-Bartlett Meadows Elementary  
Springdale Elementary  
Treadwell Elementary  
Treadwell Middle School  
Vollentine Elementary  
Wells Station Elementary  
William Herbert Brewster Elementary School

District-3 Stephanie Love

Delano Elementary  
E.E. Jeter School  
Egypt Elementary  
Frayser-Corning Elementary  
Georgian Hills Elementary  
Georgian Hills Middle  
Grandview Heights Middle School  
Hawkins Mill Elementary  
Keystone Elementary  
Lucie E. Campbell Elementary  
Lucy Elementary  
Northaven Elementary  
Raleigh-Egypt High  
Raleigh-Egypt Middle  
Sea Isle Elementary  
Trezevant High  
Whitney Elementary  
Woodstock Middle School

District-4 Tamarques Porter

Germanshire Elementary  
Germantown Elementary  
Germantown High  
Germantown Middle  
Hickory Ridge Middle  
Highland Oaks Elementary  
Highland Oaks Middle  
Kirby High  
Lowrance School  
Oak Forest Elementary  
Ross Elementary  
Southwind Elementary  
Southwind High  
Winridge Elementary

District-5 Sable Otey

Balmoral/Ridgeway Elementary  
Bethel Grove Elementary  
Chimneyrock Elementary School  
Cordova Elementary  
Cordova High School  
Cordova Middle  
Dexter Elementary  
Macon-Hall Elementary  
Mt. Pisgah Middle  
Riverwood Elementary School

District-6 Keith Williams

A. B. Hill Elementary  
Chickasaw Middle  
Craigmont High  
Cummings School  
Double Tree Elementary  
Fairley High  
Ford Road Elementary  
Geeter School  
Havenview Middle  
Holmes Road Elementary  
J. P. Freeman Elementary  
Levi Elementary  
Mitchell High  
Riverview Elementary  
Westhaven Elementary  
Westwood High  
Whitehaven Elementary  
Whitehaven High





## Organizational

### District-7 Towanna Murphy

A. Maceo Walker Middle  
Alcy Elementary  
American Way Middle  
Cromwell Elementary  
Crump Elementary  
Gardenview Elementary  
Getwell Elementary  
Hamilton High  
Hamilton School  
Hickory Ridge Elementary  
Oakhaven Elementary  
Oakhaven High  
Oakhaven Middle  
Oakshire Elementary  
Robert R. Church Elementary  
Sheffield Elementary  
Sheffield High  
Winchester Elementary

### District-8 Amber Huett-Garcia

Bellevue Middle  
Kate Bond Elementary School  
Kate Bond Middle School  
Richland Elementary  
Shelby Oaks Elementary  
White Station Elementary  
White Station High  
White Station Middle

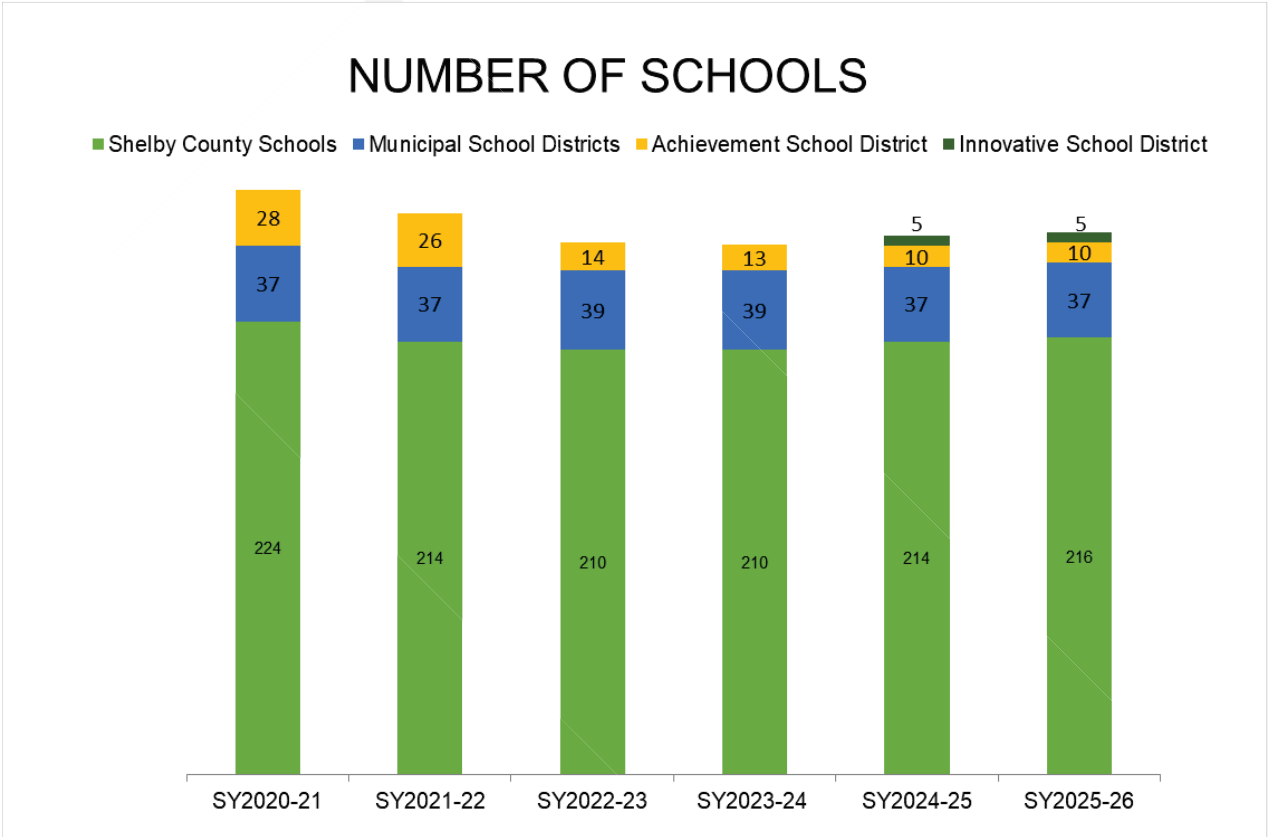
### District-9 Joyce Dorse Coleman

B. T. Washington High  
Barrets Chapel School  
Berclair Elementary  
Cherokee Elementary  
Dunbar Elementary  
Evans Elementary  
Fox Meadows Elementary  
Hanley Elementary  
Maxine Smith STEAM Academy  
Melrose High  
Newberry Elementary  
Overton High  
Parkway Village Elementary  
Ridgeway High  
Ridgeway Middle  
Scenic Hills Elementary  
Sharpe Elementary  
Sherwood Elementary  
Sherwood Middle  
South Park Elementary  
Willow Oaks Elementary  
Wooddale High



iv. Education Landscape of Shelby County

Memphis-Shelby County Schools is part of a unique educational landscape that includes eight local education agencies (LEAs) within Shelby County. The eight LEAs include: Memphis-Shelby County Schools; six municipal school districts located in Arlington, Bartlett, Collierville, Germantown, Lakeland, and Millington; and the Achievement School District (ASD). Memphis-Shelby County Schools has the largest educational footprint in Shelby County with 216 schools in fiscal year 2025-26.



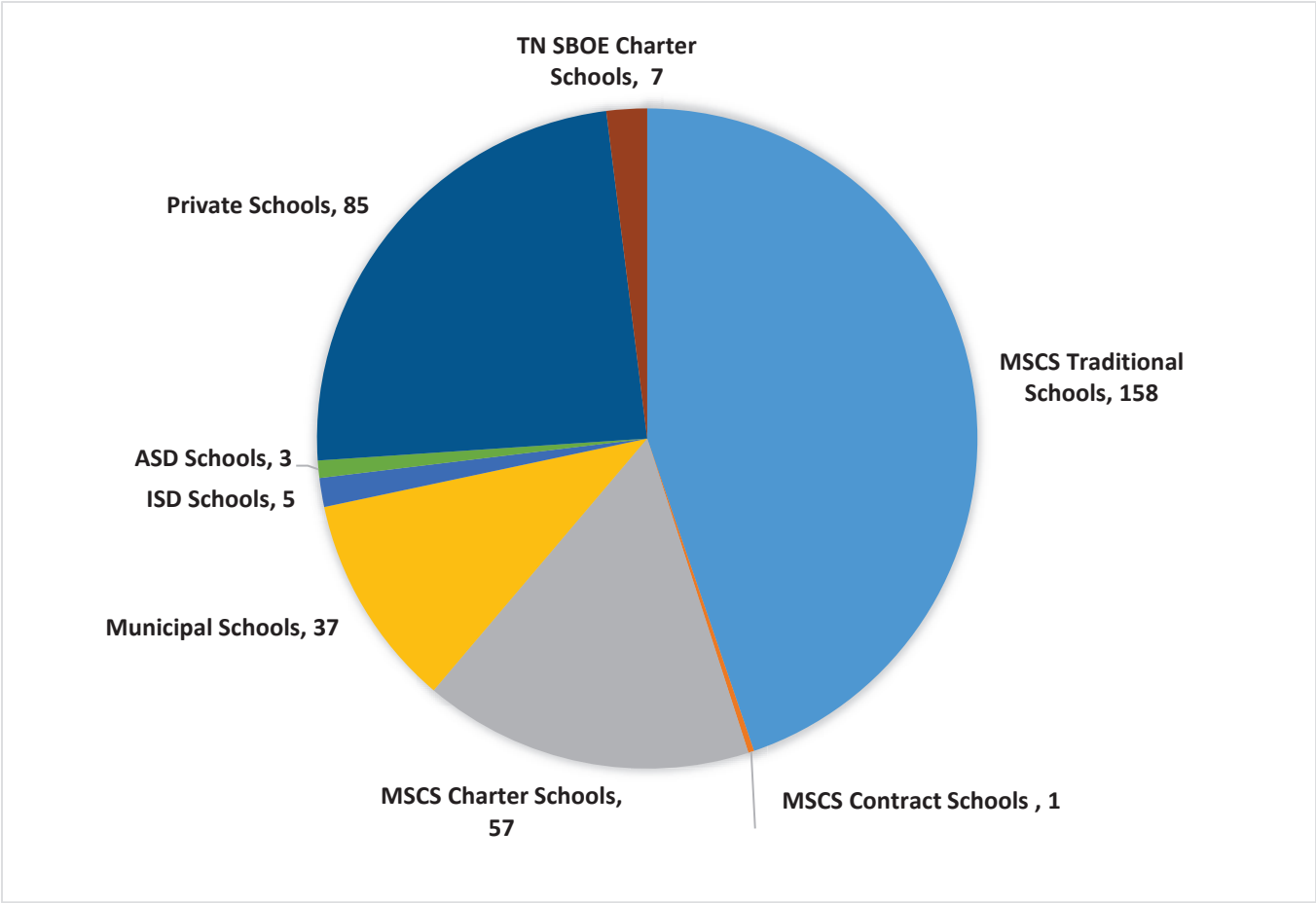
**\*\* Shelby County Schools includes Memphis Virtual School and Memphis Virtual Adult High School options.**

**\*\*ASD includes TN SBOE Charter Schools**

The educational landscape in Shelby County has changed significantly over the past six years. Memphis-Shelby County Schools has evolved from a school district with minimal competition to a school district embedded in a unique landscape of educational options for students and parents. Few school districts have been as driven by competition and innovation as Memphis-Shelby County Schools. Within the education ecosystem in Shelby County, MSCS traditional, MSCS contract Schools and charter schools, six municipal school districts, Achievement School District, private schools, and TN State Board authorized charter schools serve as options for students in Shelby County.



The chart below illustrates the total number of school options in Shelby County.



- **Memphis-Shelby County Schools:** Memphis-Shelby County Schools is the largest school district in the State of Tennessee. The District boasts the largest educational footprint in Shelby County, with a total of 216 schools. There are several high-quality school choices that exist for parents and students which include Optional Schools, Career and Technical Education Programs, Schools for Exceptional Children, Specialty Schools that focus on obtaining college credits, Virtual Schools for remote education, Alternative Schools, and a STEM (Science, Technology, Engineering and Math) High School, and Charter Schools.
- **Municipal School Districts:** Municipal School Districts were created after the merger of Shelby County Schools and Memphis City Schools. The state legislature passed a law that lifted the statewide ban on forming new school districts. The six incorporated municipalities held elections in which voters chose to establish their own independent school districts. In July 2014, the following school districts were created - Arlington Community Schools, Bartlett City Schools, Collierville Schools, Germantown Municipal School District, Lakeland School System, and Millington Municipal Schools.



- **TN State Board of Education:** TN State Board of Education can authorize charter applicants seeking to establish a school in a district with at least one priority school. In July 2016, Shelby County Board of Education (SCBOE) voted not to approve the charter school application of Green Dot Public Schools Tennessee (Bluff City High School). Green Dot appealed the decision with TN State Board of Education (TN SBOE). The SCBOE ruling was overturned by TN SBOE but an agreement between Green Dot and MSCS was not reached. Consequently, TN SBOE authorized Green Dot’s Bluff City High School. This was the first school the state board oversaw in Memphis.
- **Private Schools:** Private schools do not receive education funding from the state and tend to charge tuition. Private schools are typically run by an independent body. Because private schools are exempt from direct state oversight and testing, they can choose their own standards and educational approach. The Memphis Association of Independent Schools (MAIS) and the Catholic Diocese of Memphis represent several private schools in Memphis.
- **Innovative School District:** The University Schools - Innovative School District was established in FY24-25. The district encompasses five schools and two formal partnerships, with a focus on inclusive, research-driven, and equity-centered instruction. All K–12 schools operate as tuition-free public schools with no academic requirements for admission, while early childhood programs provide accredited instruction and scholarship options for families in need. University Schools consistently ranks in the top five percent of all K–12 schools statewide for both academic achievement and growth.
- **Achievement School District (ASD):** The State of Tennessee established the ASD to turn around “persistently” low performing or Tier 1 schools across the state. Specifically, the ASD was charged with the mission to move schools from the bottom five percent in the state to the top 25% in the state within 10 years. Students who are zoned to a school in the ASD or a school in the bottom five percent are qualified to attend an ASD school. The ASD has charter school authorizing power, meaning they may match failing schools that once belonged to the school district with charter operators.

Achievement School District	Grades Served	SY 2024-25 Enrollment	SY 2025-26 Projected Enrollment
Hillcrest High School	9-12	461	461
Kirby Middle School	6-8	399	399
Wooddale Middle School	6-8	523	523
TOTAL		1,384	1,384





### v. School Options

#### **Supe Schools**

The Supe Schools initiative, spearheaded by the Memphis-Shelby County Schools' Office of Transformation, is designed to enhance the performance of 59 schools identified as Supe schools. These schools are considered to be in critical need of academic support and resources. The initiative focuses on providing targeted interventions, including hiring highly qualified educators, enhancing instructional practices, and addressing the unique challenges faced by these schools. The goal is to drive significant academic progress and uplift the overall educational outcomes for students in these struggling schools. The district's leadership has emphasized the importance of tailored support and accountability to ensure that these schools can overcome the barriers to student success.

#### **Ignite Schools**

The goal of the "Ignite Schools" initiative under Memphis Shelby County Schools (MSCS) is to improve the academic performance of schools. This initiative aims to elevate these schools from average performance to excellence by focusing on targeted support and resource allocation. The District has developed a strategic framework focused on investing in literacy and math proficiency, expanding after-school programs, and boosting attendance and graduation rates. The initiative is part of a broader effort to create optimal learning environments and foster community engagement, ensuring that every student has the opportunity to succeed. By prioritizing these investments, the district aims to set a new standard of academic achievement and growth.

#### **Soar Schools**

The goal of the "Soar Schools" initiative under Memphis-Shelby County Schools (MSCS) is to maintain and further enhance the performance of schools that have already achieved high ratings. The District has emphasized that these schools will receive targeted support designed to sustain academic excellence and cultivate an environment that promotes ongoing improvement. The approach includes leveraging successful practices, providing advanced resources, and enhancing professional development for educators to ensure that these schools not only maintain their high standards but also set benchmarks for excellence across the district. The broader objective is to ensure that students in Soar Schools are well-prepared for college and career opportunities, contributing to the district's overall mission of elevating educational outcomes throughout MSCS.



### Optional Schools and Programs

Optional Programs provide enhanced educational opportunities through theme-based programs, accelerated classes, cutting-edge methodologies, and real-world applications that promote success beyond the classroom. Optional programs educate thousands of students in a total of 45 elementary, middle, and high schools, providing equity and access to families throughout Shelby County.

Below are 45 Optional schools and Optional programs in traditional schools in school year 2025-2026.

Optional School	Program
Balmoral Ridgeway Elementary (1-5)	International Baccalaureate (IB) World School Primary Years Program
Bellevue Middle (6-8)	Enriched Academics / College Preparatory
William H. Brewster Elementary (1-5)	Science, Technology, Engineering, Arts and Math (S.T.E.A.M.)
Brownsville Road Elementary (1-5)	Enriched Academics / International Studies
Central High (9-12)	College Preparatory
Colonial Middle (6-8)	Arts & Academics
Cordova Elementary (1-5)	Enriched Academics
Cordova Middle (6-8)	Enriched Academics / College Preparatory
Craigmont High (9-12)	College Preparatory / International Studies
Craigmont Middle (6-8)	Enriched Academics / International Studies
Cummings School (1-8)	Enriched Academics
Delano Elementary (1-5)	Information Technology
Double Tree Elementary (K-5)	Community Service & Leadership Prep
Douglass High (9-12)	Public Service and Communication Arts
Douglass School (K-8)	Public Service and Communication Arts
Downtown Elementary (1-5)	Enriched Academics / Social Studies
East High (9-12)	T-STEM / College Preparatory/Diesel Technology
John P. Freeman School (1-8)	Enriched Academics / College Preparatory
Germantown Elementary (1-5)	Enriched Academics / International Studies
Germantown Middle (6-8)	Enriched Academics / College Preparatory
Germantown High (9-12)	Collegiate Academy / Creative and Performing Arts
Grahamwood Elementary (1-5)	Enriched Academics
Havenview Middle (6-8)	Science, Technology, Engineering, Arts and Mathematics (STEAM)
Idlewild Elementary (K-5)	Science / Technology
Keystone Elementary (1-5)	Science, Engineering, and Technology (SET)



## Organizational

Optional School	Program
Kingsbury High (9-12)	Global Health Studies
Oak Forest Elementary (1-5)	International Baccalaureate (IB) Primary Years Program
Overton High (9-12)	Creative and Performing Arts (CAPA)
Peabody Elementary (1-5)	Enriched Academics / International Studies
Ridgeway High (9-12)	International Baccalaureate (IB) Diploma Program
Ridgeway Middle (6-8)	International Baccalaureate (IB) Middle Years Program (MYP)
Riverwood Elementary (1-5)	Environmental Science and Community Service
Rozelle Elementary (K-5)	Creative and Performing Arts (C.A.P.A.)
Sherwood Elementary (1-5)	Enriched Academics Through the Arts
Maxine Smith Steam Academy (6-8)	Science, Technology, Engineering, Arts, and Mathematics (S.T.E.A.M.)
Snowden School (1-8)	Enriched Academics / College Preparatory
Springdale Elementary (K-5)	Exploratory Learning
Treadwell Elementary (K-5)	Dual Language Immersion
Vollentine Elementary (K-5)	Science Exploration STARS – Scholars Tackling Academic Rigor Scientifically
White Station Middle (6-8)	Enriched Academics / College Preparatory
White Station High (9-12)	College Preparatory
Whitehaven Elementary (1-5)	Science, Technology, Engineering, and Mathematics (S.T.E.M.)
Whitehaven High (9-12)	Business and Finance / College Preparatory
Willow Oaks Elementary (1-5)	Enriched Academics
Wooddale High (9-12)	College Preparatory



### College Career & Technical Education



The Department of College, Career, and Technical Education (CCTE) offers a diverse array of programs to give students the necessary skills and credentials to excel. By creating pathways that lead to further education and training and high-skill, high-wage jobs in high-demand industries, the CCTE division aligns three stages of learning—secondary, post-secondary, and the workplace. Phases I and II of the CCTE redesign has propelled the District's efforts to achieve these goals through strategies like dual enrollment and work-based learning. Phase III of the CCTE redesign prioritizes expanding access to high-wage, high-demand pathways, increasing access to post-secondary opportunities, and upgrading infrastructure.

In today's career landscape, preparing for success after graduation is not one-size-fits-all. We offer a diverse array of programs to give our students the skills and credentials to excel after senior year. Whether it be industry certifications, internships, or college credits, we can provide the experience to make any student a #ReadyGrad.







MSCS currently offers over 40 Pathways and Programs. All programs can be categorized within the “Big Six” Cluster Areas:



<p><b>ADVANCED MANUFACTURING</b></p> <p>THIS CAREER CLUSTER WILL HELP STUDENTS DEVELOP A STRONG MECHANICAL ABILITY, SPECIALIZED SKILLS, COMMUNICATION SKILLS AND COMPUTATION SKILLS. STUDENTS WILL APPLY PROBLEM SOLVING, MAKE DECISIONS, AND WORK IN A TEAM ENVIRONMENT.</p> <p>COMPARED TO THE NATIONAL RATE OF 5.2%, JOB CREATION IN TN IS SOARING IN MANUFACTURING FIELDS, ACCOUNTING FOR \$30.2 BILLION IN MANUFACTURED GOODS EXPORTED EVERY YEAR AND A 9% OVERALL INCREASE OVER THE LAST FOUR YEARS.</p> <p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>ELECTRONICS ENGINEERING TECHNICIAN</li><li>MANUFACTURING ENGINEERING TECHNOLOGIST</li><li>WELDER, CUTTERS, SOLDERERS, AND BLAZERS</li><li>MACHINIST</li></ul> <p><b>CAREER PATHWAYS</b></p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FOUR (4) PATHWAYS:</p> <ul style="list-style-type: none"><li>MACHINE TECHNOLOGY</li><li>ELECTROMECHANICAL TECHNOLOGY</li><li>MECHATRONICS</li><li>WELDING</li></ul> <p><b>CERTIFICATIONS</b></p> <ul style="list-style-type: none"><li>MACHINING LEVEL</li><li>SNAP-ON PRECISION MEASUREMENT</li><li>CERTIFIED PRODUCTION TECHNICIAN</li><li>CERTIFIED MECHATRONICS SYSTEMS ASSISTANT</li><li>ENTRY LEVEL WELDING</li></ul>	<p><b>ARCHITECTURE AND CONSTRUCTION</b></p> <p>THIS CAREER CLUSTER PREPARES STUDENTS FOR CAREERS IN DESIGNING, PLANNING, MANAGING, CONSTRUCTING, AND MAINTAINING BUILDINGS.</p> <p>ARCHITECTURE AND CONSTRUCTION IS ONE OF THE LARGEST INDUSTRIES IN THE NATION WITH AN ESTIMATED 13.8 MILLION JOBS. EXPECT TO SEE MANY NEW JOBS AND EMPLOYMENT OPPORTUNITIES IN THE NEXT FEW YEARS.</p> <p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>RESIDENTIAL/COMMERCIAL INTERIOR DESIGNERS</li><li>INDUSTRIAL, CIVIL, OR MECHANICAL ENGINEER</li><li>ARCHITECT</li><li>MAINTENANCE &amp; REPAIR WORKERS</li><li>ELECTRICIANS</li><li>CONSTRUCTION MANAGERS</li></ul> <p><b>CAREER PATHWAYS</b></p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FIVE (5) PATHWAYS:</p> <ul style="list-style-type: none"><li>ARCHITECTURAL &amp; ENGINEERING DESIGN</li><li>INTERIOR DESIGN</li><li>MECHANICAL, ELECTRICAL, &amp; PLUMBING (MEP)</li><li>RESIDENTIAL &amp; COMMERCIAL CONSTRUCTION</li><li>STRUCTURAL SYSTEMS</li></ul> <p><b>CERTIFICATIONS</b></p> <ul style="list-style-type: none"><li>HVAC EXCELLENCE</li><li>VARIOUS NCCER CERTIFICATIONS</li><li>EPA SECTION 608</li><li>OSHA 10-HOUR CONSTRUCTION INDUSTRY</li></ul>
<p><b>INFORMATION TECHNOLOGY</b></p> <p>THIS CAREER CLUSTER INVOLVES THE DESIGN, DEVELOPMENT, SUPPORT, AND MANAGEMENT OF HARDWARE, SOFTWARE, MULTIMEDIA AND SYSTEMS INTEGRATION SERVICES.</p> <p>THE TENNESSEE DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT LISTED FIVE INFORMATION TECHNOLOGY JOBS ON THE LIST OF HOT CAREERS IN 2022.</p> <p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>COMPUTER USER SUPPORT SPECIALIST</li><li>COMPUTER PROGRAMMERS</li><li>NETWORK AND COMPUTER SYSTEMS ADMINISTRATOR</li><li>WEB DEVELOPER</li><li>INFORMATION SECURITY ANALYST</li></ul> <p><b>CAREER PATHWAYS</b></p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FOUR (4) PATHWAYS:</p> <ul style="list-style-type: none"><li>CYBERSECURITY</li><li>NETWORKING SYSTEMS</li><li>CODING</li><li>WEB DESIGN</li></ul> <p><b>CERTIFICATIONS</b></p> <ul style="list-style-type: none"><li>COMPTIA IT FUNDAMENTALS</li><li>CCNA CISCO CERTIFIED NETWORK ASSOCIATE</li><li>CCENT CISCO CERTIFIED ENTRY NETWORK TECH</li><li>CIW WEB DESIGN SPECIALIST</li></ul>	<p><b>STEM</b></p> <p>MORE SCIENTISTS, TECHNOLOGISTS, AND ENGINEERS WILL BE NEEDED TO MEET ENVIRONMENTAL REGULATIONS AND TO DEVELOP METHODS OF CLEANING UP EXISTING G HAZARDS.</p> <p>STEM IS THE FIFTH FASTEST GROWING OCCUPATIONAL CLUSTER IN THE SOUTH AND THE SEVENTH LARGEST EMPLOYER, WITH PROJECTIONS OF 2.6 MILLION WORKERS BY 2020. (TN.GOV)</p> <p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>SOFTWARE DEVELOPER</li><li>ELECTRICAL ENGINEERING TECHNICIAN</li><li>GEOGRAPHIC INFORMATION SYSTEMS TECHNICIAN</li><li>MEDICAL AND HEALTH SERVICES MANAGER</li><li>COMPUTER USER SUPPORT SPECIALIST</li></ul> <p><b>CAREER PATHWAYS</b></p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO FIVE (5) PATHWAYS:</p> <ul style="list-style-type: none"><li>ENGINEERING</li><li>TECHNOLOGY</li><li>STEM</li><li>PROJECT 'LEAD THE WAY'</li><li>ENGINEERING BY DESIGN</li></ul> <p><b>CERTIFICATIONS</b></p> <ul style="list-style-type: none"><li>CERTIFIED SOLIDWORKS ASSOCIATE (CSWA) ACADEMIC</li></ul>



<p><b>HEALTH SCIENCE</b></p> <p>THE HEALTH SCIENCE CAREER CLUSTER PREPARES STUDENTS FOR ONE OF THE LARGEST INDUSTRIES IN THE COUNTRY, WITH MORE THAN 11 MILLION JOBS, INCLUDING THE SELF-EMPLOYED, SMALL TOWN PRIVATE PRACTICE PHYSICIANS AND INNER CITY HOSPITALS.</p> <p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>• PHLEBOTOMISTS</li><li>• DIAGNOSTIC MEDICAL SONOGRAPHERS</li><li>• EMERGENCY MEDICAL RESPONDER</li><li>• REGISTERED NURSE</li><li>• DENTAL ASSISTANT</li><li>• PHARMACY TECHNICIAN</li></ul> <p><b>CAREER PATHWAYS</b></p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO SIX (6) PATHWAYS:</p> <ul style="list-style-type: none"><li>• PUBLIC HEALTH</li><li>• DIAGNOSTIC SERVICES</li><li>• NURSING SERVICES</li><li>• EMERGENCY SERVICES</li><li>• THERAPEUTICS SERVICES</li><li>• SPORTS AND HUMAN PERFORMANCES</li></ul> <p><b>CERTIFICATIONS</b></p> <ul style="list-style-type: none"><li>• CERTIFIED EKG TECHNICIAN</li><li>• CARDIOVASCULAR TECHNICIAN</li><li>• OPHTHALMIC MEDICAL TECHNICIAN</li><li>• EMR CERTIFICATION</li><li>• CNA LICENSURE</li></ul>	<p><b>TRANSPORTATION, DISTRIBUTION, AND LOGISTICS</b></p> <p>THIS CAREER CLUSTER EXPOSES STUDENTS TO CAREERS AND BUSINESSES INVOLVED IN THE PLANNING, MANAGEMENT, AND MOVEMENT OF PEOPLE, MATERIALS AND PRODUCTS BY ROAD, AIR, RAIL, AND WATER. IT ALSO INCLUDES RELATED PROFESSIONAL AND TECHNICAL SUPPORT SERVICES SUCH AS INFRASTRUCTURE PLANNING AND MANAGEMENT, LOGISTICS SERVICES, AND THE MAINTENANCE OF MOBILE EQUIPMENT AND FACILITIES.</p> <p>THE TN DEPARTMENT OF LABOR AND WORKFORCE DEVELOPMENT PROJECTS 95 AVERAGE ANNUAL OPENINGS FOR AUTOMOTIVE BODY AND RELATED REPAIRERS DUE TO GROWTH AND REPLACEMENT FROM 2014 TO 2024. (TN.GOV)</p> <p><b>CAREER OPPORTUNITIES</b></p> <ul style="list-style-type: none"><li>• AUTOMOTIVE SERVICE TECHNICIANS AND MECHANIC</li><li>• BUS AND TRUCK MECHANIC AND DIESEL ENGINE SPECIALIST</li><li>• AIR TRAFFIC CONTROLLER</li><li>• COMMERCIAL PILOTS</li><li>• INDUSTRIAL TRUCK AND TRACTOR OPERATORS</li></ul> <p><b>CAREER PATHWAYS</b></p> <p>THIS CAREER CLUSTER IS ORGANIZED INTO THREE (3) PATHWAYS:</p> <ul style="list-style-type: none"><li>• AUTOMOTIVE MAINTENANCE AND LIGHT REPAIR</li><li>• AUTOMOTIVE COLLISION REPAIR</li><li>• AVIATION FLIGHT</li></ul> <p><b>CERTIFICATIONS</b></p> <ul style="list-style-type: none"><li>• AUTOMOTIVE SERVICE EXCELLENCE (ASE) STUDENT CERTIFICATION IN NON-STRUCTURAL ANALYSIS/ REPAIR OR PAINTING &amp; REFINISHING</li><li>• I-CAR REFINISH TECHNICIAN PROLEVEL 1 OR I-CAR NONSTRUCTURAL TECHNICIAN PROLEVEL 1</li><li>• AUTOMOTIVE SERVICE EXCELLENCE (ASE) STUDENT CERTIFICATION - MAINTENANCE &amp; LIGHT REPAIR</li></ul>
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Building upon the state’s strong commitment to ensure Tennessee is future workforce ready, Governor Bill Lee and the Tennessee General Assembly has made an investment of \$43.2 million to bring Innovate School Models to every public high school and middle school in the state. By expanding Tennessee’s Innovation School Models aimed at building readiness and preparing students for success after high school, more students will have opportunities to participate in innovative local programs aligned to Tennessee’s highest-demand skills and careers.

Ready Grad partners support over 14,000+ MSCS students and 200+ teachers by:

- Advising & collaborating on CTE curriculum
- Providing equipment & materials for student programs
- Providing work-based learning opportunities and connections with industry experts
- Conducting seminars, workshops & providing in-class support for students
- Offering student internships & mentoring
- Facilitating training & externship opportunities for teachers

## Partners

- |   |  |  |
|---|--|--|
| <ul style="list-style-type: none"><li>• Allstate Insurance</li><li>• Action JPS</li><li>• Atlantic Track</li><li>• All World Project Management</li><li>• Barnhart Crane &amp; Rigging</li><li>• Boys &amp; Girls Club of Greater Memphis Technical Training Center</li><li>• Caissa Public Strategy</li><li>• Church Health YMCA</li></ul> | <ul style="list-style-type: none"><li>• City of Memphis</li><li>• CodeCrew</li><li>• Crowne Plaza Downtown Hotel</li><li>• Cummins</li><li>• Custom Medical Solutions</li><li>• FedEx</li><li>• FLEX</li><li>• Ford Motor Company</li><li>• Greater Memphis Chamber of Commerce</li><li>• Greater Memphis Medical Device Council</li></ul> | <ul style="list-style-type: none"><li>• Jordan Aluminum</li><li>• KQ Communications</li><li>• Memphis and Shelby County Airport Authority</li><li>• Memphis Christian Pastors Network</li><li>• Memphis Police Bluepath Program</li><li>• Memphis Public Library/JobLINC</li><li>• Memphis Tomorrow</li><li>• Memphis Zoo</li><li>• Memphis Light, Gas, and Water (MLGW)</li></ul> |
|---|--|--|



- National Guard Products
- Passport Health
- Peabody Hotel
- Phillip Ashley Chocolates
- ServiceMaster Clean
- Sheet Metal Workers Union
- Shelby County Board of Board Members
- Shelby County Clerk's Office
- Shelby County Government
- Smith & Nephew

- Snap-On, Inc.
- Spence Law Firm
- St. Jude Children's Research Hospital
- TechEd2go
- The Redwing Group
- Unistar-Sparco Computers, Inc.
- View Glass
- Wells and Associates Law Firm
- West TN Home Builders Association

### Post-Secondary Institutions

- Christian Brothers
- Bethel University
- Lemoyne-Owen College
- Moore Tech
- Southwest Community College
- TN College of Applied Technology - Memphis
- University of Memphis

### Exceptional Children Schools

Avon Lenox High School and Shrine School are dedicated to assisting students to achieve their maximum potential for effective independent living and functioning in a diverse society. Both schools strive to ensure students with disabilities have the educational opportunities needed to develop the skills necessary for a successful transition into postgraduate education. Whether preparing for college, pursuing a career, or entering a Life Skills program, the goal of each school is to provide students with individualized instruction and innovative learning techniques which will enable them to successfully transition into the real world.

While every student's experience is different, many attend Avon and Shrine for most of their school career, in which they work with specially trained teachers who assess a student's needs and create an individualized plan catered specifically to the way each student processes information. Rather than memorizing or simply fulfilling a set of core academic standards, each student learns to analyze information and hones problem-solving skills and leaves these programs with not only an academic education, but with personalized techniques for negotiating the world.

Both Shrine and Avon boast superior technological provisions, from cutting edge computer labs, tablet availability and SMART Boards in every classroom. Specially trained instructors make every effort to incorporate technology within their lessons. These schools offer speech therapy, occupational/physical therapy, and psychological services to any student who needs them and believe that when teachers and therapists modify their instructional methods based on a student's needs, the student will thrive and grow. In addition to customized lessons, the school offers a myriad of specially designed activities, such as art, drama, music, and athletics, which enhance a student's overall development of outside interests, self-confidence, and leadership skills.





### Specialty Schools

Middle College High School is an innovative and academic collaboration between Memphis-Shelby County Schools and Christian Brothers University. Its goals are to ensure that students graduate from high school with positive self-concept, improved career options, and realistic college opportunities. By placing a high school in close proximity to a viable college environment and providing personalized support for academic and career preparation, Middle College enables capable students to complete their high school education, access college course work and credits before completing high school and meet the challenges of the 21<sup>st</sup> century.

Hollis F. Price Middle College High, an early college high school, is an innovative and academic collaboration between Memphis-Shelby County Schools and Lemoyne-Owen College, with the support of the Middle College National Consortium. Its goal is to provide a seamless integration and transition between high school and college to ensure that students earn both a high school diploma and two years of college credit within a five-year period. The school provides a small learning environment of personalized academic rigor and extensive support for those students who have great academic potential but may not fulfill that promise under the traditional high school setting.

Medical District High School will graduate college and career-ready critical thinkers who are emotionally conscious, socially responsible, and prepared to embrace their role in the global community.

Memphis Medical District High School vision is to develop independent, well-rounded students who will excel academically, socially, and emotionally through the collaborative efforts from staff, parents, and community partners. Students will complete all requirements for high school graduation while pursuing an associate degree. Medical District High School will prepare its graduates to be global-minded and forward thinkers who exemplify Integrity, Intelligence, and Innovation.

### Alternative Schools

Alternative Schools educate over 7,500 students annually in nine K-8, high, and specialty schools. MSCS has 8 alternative schools, they are: Airways Achievement Academy; Gordon Achievement Academy; Ida B. Wells Academy; G.W. Carver College and Career Academy; Northeast Prep Academy; Northwest Prep Academy; Hope Academy and Newcomer International Center. Alternative schools accommodate the comprehensive needs of students that are not adequately or consistently addressed in the traditional school environment. These students include:

- Students on long-term suspensions from all traditional MSCS, Charter, and ASD schools
- Students transitioning from incarceration
- Overage-for-grade students
- Students with behavioral challenges
- Students in need of a specialized learning environment
- High school students in need of accelerated graduation
- High school students desiring a career and technical path

Students are offered an opportunity to continue their education, as opposed to being absent from the education process, and benefit from smaller, more structured, and non-traditional environments. Programming includes high quality, personalized instruction in core curriculum areas, individualized intervention plans, behavioral intervention, and development of life skills including coping, anger, and behavioral management. With each school, behavioral adjustment techniques are utilized to provide



sustained behavioral and academic improvement. Staff are actively engaged in ongoing professional development to support strategic implementations and continuous improvement. After the completion of suspension, students may transition to home schools in the following ways:

- Students may transition upon completion of the suspension but are encouraged to remain enrolled until the end of each quarter.
- Home schools are encouraged to end non-state-mandated suspension on the date that correlates with the issuing of report cards. Per Tennessee Code Annotated Title 49-6-3402, attendance in Alternative Schools is not mandated. Students are eligible to re-enroll at the end of their expulsion term at their home school.
- Seniors who are no longer under suspension have the right to participate in commencement exercises.
- Seniors who are still under suspension on the day of commencement may participate at the principal's discretion.
- School re-entry support which includes academic and behavior monitoring services are also provided.

The Adolescent Parenting Program (APP) provides support to first-time pregnant and parenting teens. The Adolescent Parenting Program combined with Northwest Prep Academy. The two schools now operate as one entity under the leadership of one principal, and now parenting mothers and fathers have an accelerated school option. The teen parents will also have an in-house daycare facility for their infants and toddlers.

Newcomer International Center (NIC) program is designed to meet the needs of students at the Secondary school level who have little or no English proficiency and limited or no formal education in their native country. Newcomer International Center has expanded to include two additional satellite centers to increase the enrollment of high school students new to the country. We now offer coursework to assist the students in navigating the English language and high school. Students and families can have in-house support, social and emotional assistance, ESL support, and increased academic availability.



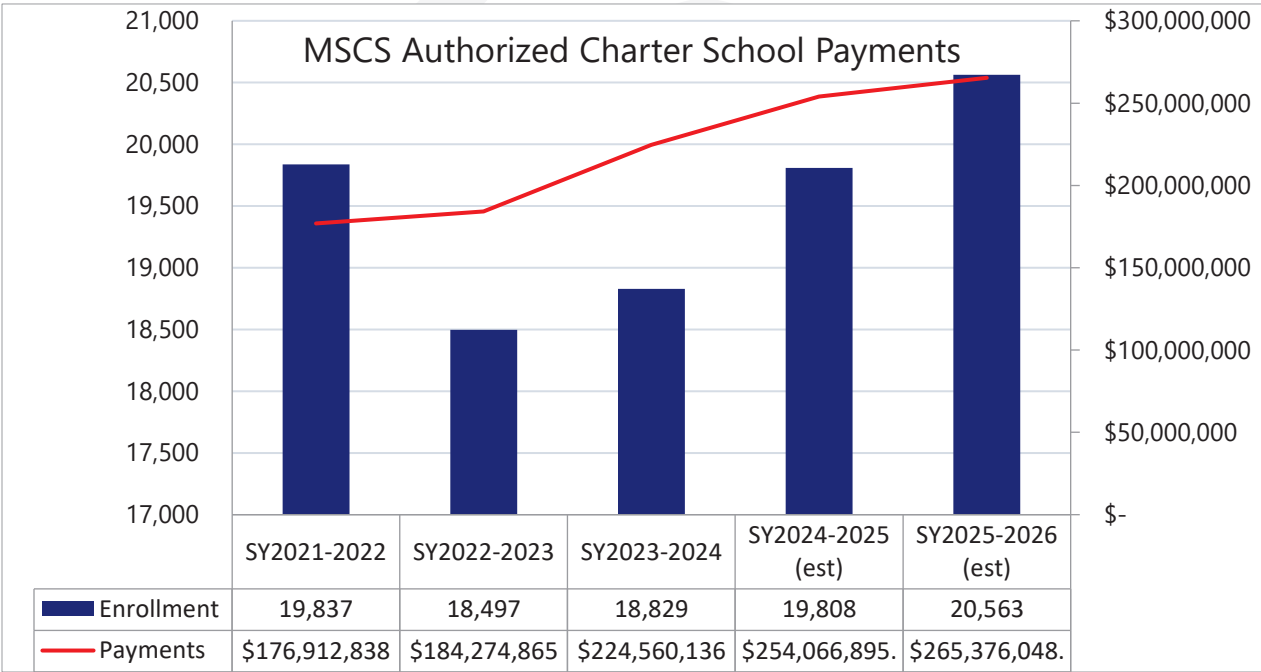


MSCS Authorized Charter Schools

A charter school is a public school that is established and operates under the terms of a charter agreement and in accordance with the Tennessee Public Charter Schools Act of 2002 (T.C.A. § 49-13). Governed by independent operators, charters are publicly funded, and as such, subject to the same performance standards outlined by the Tennessee State Board of Education as traditional public schools. Charter operators have flexibility to set their own hours, school calendar and hiring process; however, teachers must be state-certified.

With the amendment of TCA/§/49-13-113 in January 2011 (effective SY2011-12), any child may attend a charter school in Tennessee, regardless of family income or the status of the child’s home school. There are no longer caps on the number of charter schools permitted in any given district. Local boards of education, the Achievement School District (ASD), and the State Board of Education (SBE) serve as charter school authorizers in Tennessee.

An agreement must be entered into between the sponsor of the charter school and the Board. The charter is approved for an initial period of ten years but can be revoked by the Board or the State if the school violates certain requirements of the Act. Tennessee State Board of Education reviews appeals from charter school applicants who have been denied by their local boards of education and can choose to uphold or overturn a district’s denial. Charter schools may be closed if they demonstrate poor academic performance, violate their charter agreement, or engage in practices of fiscal mismanagement.





## Organizational

The chart below identifies Charter schools operating in the 2025-26 school year.

Charter School	Grades Served	SY 2024-25 Enrollment	FY 2024-25 Est. Payment	SY 2025-26 Projected Enrollment	SY 2025-26 Projected Payment
Arrow Academy of Excellence	K-5	83	\$1,072,056	82	\$1,054,125
Aurora Collegiate Academy	K-5	328	4,231,286	328	\$4,229,678
Beacon College Preparatory	K-5	293	3,787,717	325	\$4,190,148
Believe Memphis Academy Charter School	4-8	401	5,174,286	465	\$5,995,338
Circles Of Success Learning Academy	6-8	211	2,725,563	202	\$2,608,960
City University School Girls Preparatory	6-8	94	1,211,660	94	\$1,212,244
City University School of Independence	12	14	178,461	13	\$171,295
City University School Of Liberal Arts	9-12	197	2,539,568	183	\$2,358,605
Compass Community School, Berclair Campus	K-8	229	2,957,196	236	\$3,043,787
Compass Community School, Binghampton Campus	K-8	210	2,713,831	205	\$2,648,490
Compass Community School, Frayser Campus	K-8	203	2,622,663	209	\$2,701,196
Compass Community School, Hickory Hill Campus	K-8	253	3,263,852	248	\$3,201,906
Compass Community School, Midtown Campus	9-12	352	4,543,856	381	\$4,914,859
Compass Community School, Orange Mound Campus	K-8	186	2,402,224	209	\$2,701,196
Crosstown High School	9-12	493	6,365,393	538	\$6,944,051
Freedom Prep Elementary - Millbranch	K-5	513	6,624,856	450	\$5,810,866
Freedom Prep Elementary - Parkrose	K-5	400	5,165,102	343	\$4,427,326
Freedom Prep Middle - Brownlee	6-8	315	4,067,047	335	\$4,321,914
Freedom Preparatory Academy Flagship	6-12	702	9,061,045	682	\$8,801,946
Granville T. Woods Academy of Innovation Charter School	K-8	374	4,829,420	399	\$5,152,037
Journey Coleman School	K-8	611	7,893,327	646	\$8,340,767
Journey East Academy	K-5	382	4,927,799	379	\$4,888,506
Journey Northeast Academy	K-5	0	-	135	\$1,739,307
KIPP Memphis Collegiate Elementary	K-5	432	5,585,672	382	\$4,928,036
KIPP Memphis Collegiate High School	9-12	356	4,592,580	356	\$4,598,622
KIPP Memphis Collegiate Middle	6-8	291	3,755,775	306	\$3,952,970
Leadership Preparatory Charter School	K-8	436	5,634,374	472	\$6,087,574
Memphis Academy Of Science Engineering Middle/High	6-12	674	8,711,450	697	\$8,999,595
Memphis Business Academy Elementary School	K-5	275	3,550,379	287	\$3,702,615





## Organizational

Continued Charter schools operating in the 2025-26 school year.

Charter School	Grades Served	SY 2024-25 Enrollment	FY 2024-25 Est. Payment	SY 2025-26 Projected Enrollment	SY 2025-26 Projected Payment
Memphis Business Academy Hickory Hill Elementary School	K-4	138	1,788,052	149	\$1,923,779
Memphis Business Academy Hickory Hill Middle School	6-8	55	710,722	76	\$975,066
Memphis Business Academy High School	9-12	509	6,569,753	533	\$6,878,168
Memphis Business Academy Middle	6-8	423	5,466,468	408	\$5,270,627
Memphis College Preparatory	K-5	235	3,036,524	237	\$3,056,963
Memphis Delta Preparatory	K-5	372	4,808,754	344	\$4,440,503
Memphis Grizzlies Preparatory Charter School	6-8	346	4,469,876	318	\$4,097,912
Memphis Merit Academy	K-5	378	4,881,516	444	\$5,731,806
Memphis Rise Academy	6-12	745	9,621,268	777	\$10,027,367
Memphis School of Excellence	6-12	548	7,078,609	575	\$7,418,407
Memphis School of Excellence Cordova	6-10	370	4,782,527	443	\$5,718,630
Memphis School of Excellence Elementary	K-5	397	5,122,406	400	\$5,165,214
Memphis School of Excellence Elementary Cordova	K-5	316	4,078,981	326	\$4,203,325
Memphis STEM Academy	K-5	232	2,990,133	250	\$3,228,259
Perea Elementary School	K-4	362	4,669,957	377	\$4,862,153
Power Center Academy Elementary - Southeast	K-5	423	5,467,824	435	\$5,613,217
Power Center Academy Elementary School	K-5	710	9,172,324	714	\$9,210,420
Power Center Academy High School	9-12	663	8,564,642	696	\$8,986,418
Power Center Academy Middle	6-8	444	5,735,609	459	\$5,929,455
Power Center Academy Middle - Southeast	6-8	307	3,969,626	337	\$4,348,267
Promise Academy	K-12	254	3,281,674	263	\$3,399,554
Soulsville Charter School	6-12	649	8,382,655	664	\$8,564,768
Southern Avenue Charter School Of Academic Excellence Creative Arts	K-5	329	4,253,674	314	\$4,058,382
Star Academy	K-6	358	4,622,974	410	\$5,296,980
Tennessee Career Academy	6-12	0	-	204	\$2,635,313
Veritas College Preparatory	6-8	136	1,751,564	140	\$1,805,190
Vision Preparatory Charter School	K-5	376	4,851,055	389	\$5,020,272
Westside Middle School	6-8	290	3,749,291	293	\$3,781,675
<b>TOTAL</b>		<b>19670</b>	<b>\$254,066,895</b>	<b>20563</b>	<b>\$265,376,048</b>



### Virtual Schools

MSCS Virtual School's mission is to create 21st century educational connections that open doors and provide equity for all learners. MVS seeks to increase and improve student success in the areas of academic growth and graduation through rigorous online classes and constant and consistent student assistance. MVS offers several avenues for students to earn new credits or recover failed credits. The MVS staff is responsible for providing instruction, along with IT service management for two online platforms. The platforms offer students 24-hour access to over 50 different courses, along with a certified teacher to facilitate their learning.



The first online platform provides virtual classrooms for the two primary classifications of students. The first classification is the full-time virtual student that completes all their courses online and is supported by the MVS staff for their entire comprehensive high school needs. The second classification of student is the part-time student that takes a maximum of two classes with the virtual school staff each year. These students are located at one of 30 high schools in the District and take advantage of the ability to either take additional courses or courses that are not offered at their home schools.

The second online platform provides opportunities for students that are seeking to recover credits or repair a quarterly grade in all the District high schools. MVS provides training, platform architecture, and reporting necessary to assist high school teams with an online option for failing students. The platform has the capability to assess the students' needs and create prescriptive learning modules to facilitate the recovery of a credit or grade.





### vi. Basis of Accounting and Budgeting



The accrual basis of accounting is used in government-wide financial statements. Under the accrual basis of accounting, revenues are recognized when earned, and expenses are recorded when the liability is incurred, or economic asset is used. Revenues, expenses, gains, losses, assets, and liabilities resulting from exchange and exchange-like transactions are recognized when the exchange takes place.

The fund financial statements, the General Fund, Special Revenue Funds and Capital Projects Funds, are prepared on the modified accrual basis of accounting. Under this basis of accounting, revenues are recognized in the accounting period in which they become susceptible to accrual, which is defined as being both measurable and available to finance expenditures of the current fiscal period. In determining availability, the government considers property taxes associated with the current fiscal year to be available if they are collected within one month of the end of the current fiscal year. The government considers sales taxes to be available if collected within two months of the end of the current fiscal year. Expenditures are recognized on the accrual basis. Revenues susceptible to accrual under the modified accrual basis are principally:

- a. Property taxes collected by Shelby County Government, but not yet remitted to the Board
- b. Grants and subsidies from other governments to the extent measurable and available
- c. Interest earned on investments as of year-end

Federal, state, and local grants are recognized as revenues when eligibility requirements imposed by grantors have been met and if they are measurable and available within the appropriate time frame of the respective fiscal year.

The proprietary funds utilize the accrual basis of accounting. On the accrual basis of accounting, revenues are recognized when earned and expenses are recorded when the liability is incurred, or economic assets used. Operating revenues and expenses generally result from providing services in connection with a proprietary fund's principal ongoing operations. All other revenue is considered non-operating revenue.

When both restricted and unrestricted resources are available for use, it is the Board's policy to use restricted resources first, then unrestricted resources as they are needed.

For budgetary reporting purposes, the encumbrance method of accounting for expenditure is used for the General, Special Revenue and Capital Projects Funds. Under this method, commitments represented by purchase orders, contracts, and repair authorizations, except for those related to inventory purchases, are recorded as expenditures in addition to actual expenditures incurred.

Unexpended funds in the General Fund and Internal Service Funds revert to the fund balance at the close of a fiscal year. Unexpended capital and special revenue categorical non-federal funds are carried forward from year to year until projects are completed.

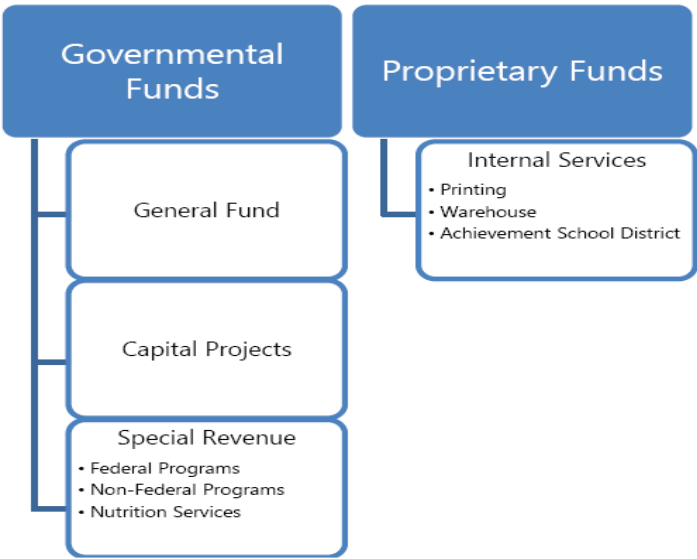


vii. Fund Structure

The District’s financial structure is established to reflect the use of funds for distinctive operations. The District’s accounts are maintained in accordance with the principles of fund accounting to ensure observance of limitations and restrictions on the resources available. The principles of fund accounting require that resources be classified for accounting and reporting purposes into funds in accordance with the activities or objectives specified for those resources.

Each fund is considered a separate accounting entity, and its operations are accounted for in a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues, and expenditures. Funds are categorized as major or non-major based upon factors that include relative size, impacts of the fund on other programs and services, and significance of the fund to the public.

The graphic below categorizes individual fund types such as Governmental or Proprietary based upon how funds are appropriated.



Descriptions of the different fund types used by the District are as follows:

The **General Fund** accounts for funds to operate and maintain all public schools in MSCS. It is used to account for all financial resources except those required to be accounted for in another fund.

The **Capital Projects Fund** accounts for transactions related to resources obtained and used for the acquisition, construction, or improvement of capital facilities.

The **Special Revenue Fund** accounts for the proceeds of specific revenue sources legally restricted to expenditures for specified purposes in the following funds:

- **Federal and Non-Federal Programs** represent funds that the Board receives from various agencies, which are to be spent for specified purposes based upon contractual agreements. The funds are restricted or committed for specific purposes. The Non-Federal Programs Fund is local, or state funding and the Federal Programs Fund is federal government funding.



- **Nutrition Services** Fund accounts for the financial operations of preparing and serving regular and incidental meals, lunches, and snacks in connection with school functions. Revenue is provided primarily from the U.S. Department of Agriculture and is to be spent specifically for cafeterias. Thus, these funds are restricted, and the Nutrition Services Fund is used to ensure these funds are segregated from other funds.

The **Internal Services Funds** account for goods or services provided to one department or agency by another on a cost-reimbursement basis. These funds include the Achievement School District, Printing and Warehouse Funds.

Note that the District's self-insurance health and unemployment benefits (Proprietary Fund) as well as the Local Pensioner's Retirement investment accounts (Fiduciary Fund) are not appropriate.





### viii. Classification of Revenues and Expenditures

Revenues of the District are classified by source within a fund. Revenues are grouped into major categories. The major categories, along with the specific revenue sources, are:

#### Shelby County Government:

- Current property tax
- Delinquent property tax
- Exempt property in lieu of tax
- Alcoholic beverage tax
- In lieu of tax Memphis Light, Gas & Water
- Privilege tax
- Wheel tax
- Transfer in - uptown re-development

#### State of Tennessee:

- Tennessee Investment in Student Achievement (TISA)
- Career teacher program
- Extended contract (career ladder)
- Mental health - alcohol and drug services
- Other

#### Federal Government:

- Adult basic education
- Indirect costs
- Reserve Officers' Training Corps (J.R.O.T.C.) reimbursement

#### Other Local Sources:

- County sales tax
- Earnings from investments
- Judgment recovery
- Miscellaneous
- Rental of facilities
- Stadium receipts
- Tuition

Expenditures of the District are classified by fund, state function, object, department, location, and project. The primary presentation in this document is by department and object. The Account Code Structure was designed for State of Tennessee compliance reporting as well as to provide district financial information to users.

Department structure is based upon the District's organization. For example, for the Department 100000 Academic Office, all General Education Staffing for Schools and School Leadership falls under this Cabinet Head, such as 1025XX for Librarians, 106XXX for School Leadership and 19XXXX for General Education.

Expenditures, by state function and object code, include:

#### Functions

- Instruction
- Instructional support
- Student support
- Education technology
- Business Administration
- Office of principal
- General administration
- Other support services
- Student transportation
- Plant services
- Community service

- Charter schools
- Retiree benefits
- Food service
- Capital outlay

#### Object Codes

- Salaries
- Employee benefits
- Contracted services
- Supplies & materials
- Other charges
- Debt service
- Capital outlay



II. ADMINISTRATIVE ORGANIZATIONAL CHART

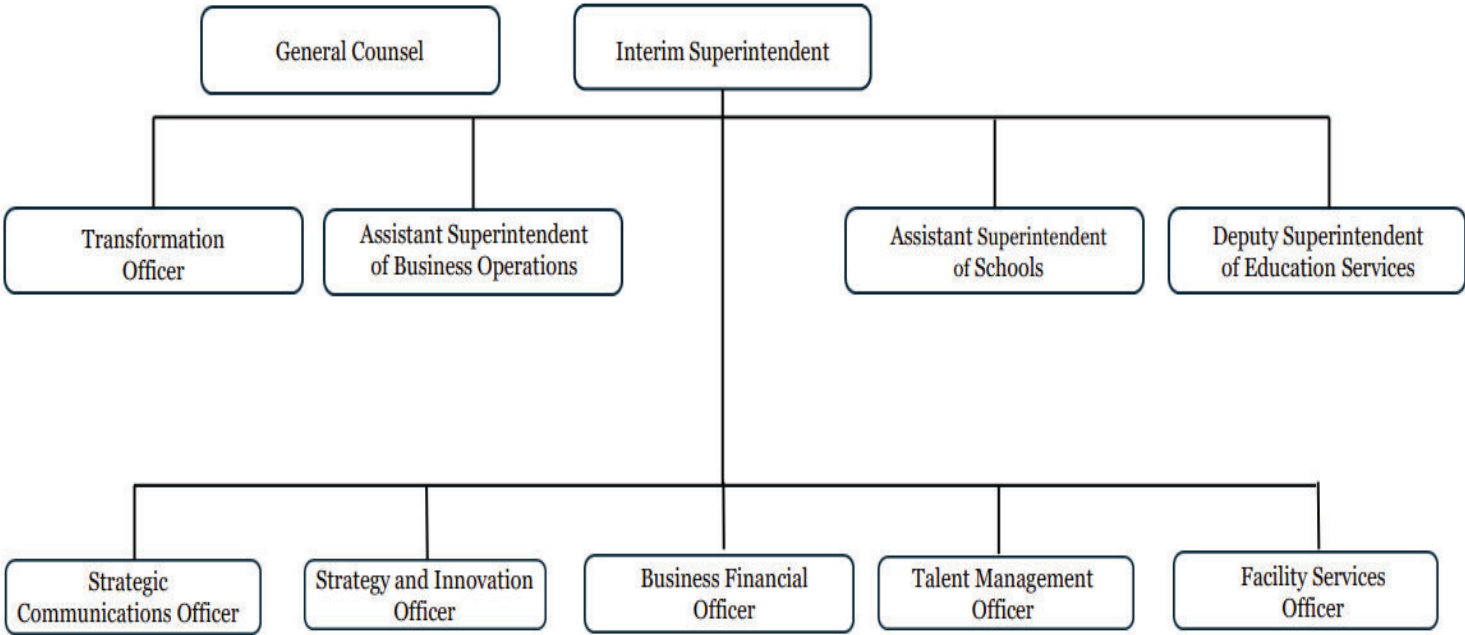
Memphis-Shelby County Schools prepares our students by providing resources and support to facilitate high quality learning. Central office and general administrative functions range from creating a safe and secure learning environment to placing the best possible teachers and school leaders in front of our students each day. The organizational structure below outlines the various departments of Memphis-Shelby County Schools that help to drive progress toward the District’s Destination 2025 goals.

The Shelby County Board of Education (SCBE) governs the business operations of Memphis-Shelby County Schools (MSCS or District) which is comprised of nine elected Board Members representing Shelby County, excluding six municipalities that have created independent school districts. The legal basis for education in Tennessee is expressed in the State Constitution and State statutes, as interpreted by the courts. Boards are instruments of the State, and members of the Board are State officers representing local citizens and the State in the management of the public schools. SCBE serves residents within the boundaries of the District and non-residents under conditions specified by State law and the Board. The MSCS Board Members are listed below.

MSCS Board Members:

- Ms. Michelle Robinson McKissack  
Ms. Sable Otey  
Ms. Stephanie P. Love – Vice Chair
- Ms. Towanna Murphy  
Mr. Tamarques Porter  
Ms. Joyce Dorse Coleman – Chair
- Ms. Natalie McKinney  
Ms. Amber Huett-Garcia  
Mr. Keith Williams

Senior Leaders





### III. MISSION, VISION, GOALS AND PRIORITIES

#### *MISSION*

Preparing all students for success in learning, leadership, and life.

#### *VISION*

Our District will be the premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence.

#### *GOALS AND PRIORITIES*

From Intervention to Innovation. Our goals are:

- Improve academic growth, achievement, and literacy levels for all students
- To recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom
- Prepare students for the global workforce through rigorous coursework and certifications in supportive, high-quality facilities and learning environments

### IV. FINANCIAL MANAGEMENT GOALS

The Board recognizes that money and money management constitute the foundational support of the entire schools' program. To ensure that support is utilized as effectively as possible, the Board intends:

- To engage in advance planning, with broad-based staff and community involvement
- To establish levels of funding which will provide quality education for the District's students
- To use available techniques for budget development and management
- To provide timely and appropriate information to all staff with fiscal management responsibilities
- To establish efficient procedures for accounting, reporting, purchasing and delivery, payroll, payment of vendors and contractors and all other areas of fiscal management

### V. FINANCIAL POLICIES AND LAW REQUIREMENTS

The following eight Board policies and financial reporting law requirements related to financial reporting help to ensure appropriate and efficient internal fiscal controls around fiscal management.

#### **i. Annual Operating Budget and Balanced Budget**

According to Annual Operating Budget Policy (SCBE policy 2001), the Board shall adopt a budget and appropriate funds for each fiscal year prior to the beginning of the fiscal year. The approval of the annual operating budget by the Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriated to the limit of each separate fund for the specific budget year. In accordance with state law, regulations and Board Policy, the Superintendent and Chairperson of the Board of Education will submit a budget to the State of Tennessee.

According to State law and Board policy, the school district is required to operate under an annual balanced budget approved by the resolution of the SCBE and the Shelby County Commission. The Board defines a "balanced budget" as when the sum of estimated revenues and appropriated fund balance is equal to expenditure appropriations. Revenues and expenditures are defined in accordance with generally accepted accounting principles. Annual Operating Budget Policy provides details about the operating budget and the requirement for a "balanced" budget.





### **ii. Procurement**

The Division of Procurement Services is responsible for issuing purchase orders for all approved purchases requiring a purchase order under this policy and for ensuring appropriate Board approval procedures are followed. The Superintendent is responsible for making recommendations to the Board to approve the purchase of goods and the acquisition of all services meeting the requirements for Board approval. The Procurement Services Reference Manual provides details about the bids and purchasing policy.

### **iii. Internal Accounting Controls**

MSCS has established a comprehensive internal control framework designed to protect the District's assets from loss, theft, or misuse. In addition, the District manages its accounting system to provide reasonable assurance regarding the reliability of financial records for preparing financial statements and maintaining accountability for assets. "Reasonable assurance" recognizes that the cost of a control should not exceed the benefits likely to be derived; and the evaluation of costs and benefits requires estimates and judgments by management. Our external auditors test the District's compliance with its Internal Controls annually.

### **iv. Risk Management**

The Risk Management Office has overall responsibility for the health, comfort and learning environment of students and staff. The Risk Management Office objectives include preserving the assets of MSCS from the consequences of accidental or other losses that are financially catastrophic and could impair the Board's ability to provide educational and community services. The Risk Management Office ensures risks that are likely to have a significant impact on the achievement of key Board objectives are identified and effectively mitigated.

### **v. Debt Limits**

Memphis-Shelby County Schools does not issue general obligation debt and relies upon Shelby County Government for financing its capital needs. Shelby County Government conducts its finances so that the amount of general obligation debt does not exceed twelve percent of the County's taxable assessed valuation. Decisions regarding the use of debt will be based in part on the long-term needs of the County versus the amount of funds dedicated each year to capital outlay on a "Pay-As-You-Go" basis. The County also includes "Pay-As-You-Go" funding in their Operating Budget for smaller asset acquisitions and improvements each year rather than in the Capital Improvement Budget with funding from tax dollars.

### **vi. Fund Balance**

Memphis-Shelby County Schools' sound financial management principles require that sufficient funds be retained by the District to always provide a stable financial base. To retain this stable financial base, the District will maintain a General Fund Balance sufficient to fund all cash flows of the District, to provide financial reserves for unanticipated expenditures and/or revenue shortfalls of an emergency nature, and to provide funds for all existing encumbrances.

To maintain and protect the long-term financial capacity of Memphis-Shelby County Schools, total Fund Balance and reserves in the General Fund will be maintained at a level not less than required by Tennessee Code Annotated § 49-3-352. Should the Fund Balance amount fall below the required level, the Board must approve and adopt a plan to restore this balance to the required level within 24 months. If restoration of the reserve cannot be accomplished within such a period without severe hardship to the District, the Board will establish a different time period. The Chief Financial Officer is responsible for monitoring the General Fund Balance in accordance with this policy.



### **vii. Investments**

The Board supports and authorizes a safe and sound investment program critical for securing a maximum yield to supplement other District revenues for the support of educational programs. Investments must comply with the policy and follow compliance with State and Federal laws. Per the policy, District investments shall be made with sound judgment and at a minimum, meet the following standards of: (1) Safety – investments shall be made in a manner that ensures the protection and preservation of investment principal; (2) Liquidity – investments shall be made in a manner to secure the highest investment return while managing liquidity requirements of debt service and other financial obligations of the District and (3) Return on investment – investments shall be made in a manner that maximizes returns considering aforementioned standards, applicable state and local restrictions, and reasonable levels of risk.

### **viii. Financial Reporting and Audit Requirements**

The Superintendent shall submit financial reports to the Board and to State and Federal agencies, as required. Principals are responsible for submitting monthly financial reports to the central office and to State and Federal agencies, as required. Summary financial statements consisting of the various fund balance sheets will be prepared monthly to ensure monitoring of controls and financial status.

The Superintendent will also require revenue and expenditure budget projections for the General Fund monthly. If the projections indicate a significant over or under-expenditure condition by June 30, corrective action or budget amendments will be initiated by the budget center manager.

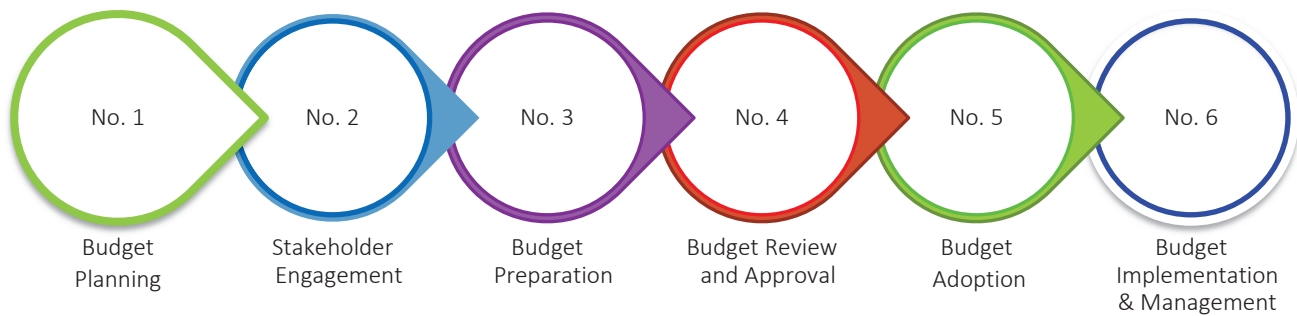
An independent audit of all fiscal accounts, including accounts and records of each school's student activity funds, shall be made by a certified public accountant selected by the Board following the end of each fiscal year. The results of this audit, including a management letter, will be made available to the Shelby County Board of Education. The Superintendent shall furnish or make copies of the audit available to the proper authorities as prescribed by law.



## VI. BUDGET PROCESS AND CALENDAR

The budget process is a year-round process, which includes budget development, adoption, and management. The budget development process starts in September by preparing a roadmap that jumpstarts the District-wide budget discussion. Departments, schools, parents, and community begin in October to shape the District's budget for the upcoming fiscal year.

Specifically, the budget process includes the six steps listed below.



### **No. 1: Budget Planning**

The budget planning phase has two key components. First, a refinement of financial projections for the upcoming fiscal year is conducted. The preliminary budget projections including assumptions are presented to the Board at a Board Work Session and/or Committee Meeting. Actual financial figures from prior years are used in modeling revenue and expenditure trends. Also, potential legislative and enrollment changes are incorporated in the budget projections. Second, a budget calendar is developed that aligns with the four budget guiding principles. Feedback is solicited from the Cabinet and the Board on concerns and priorities. After revisions, the calendar is presented to the Board at a Board Work Session and implemented by the Budget staff. The budget calendar serves as a roadmap of the process, which is continually updated when date changes occur.





## Memphis-Shelby County Schools BUDGET CALENDAR FISCAL YEAR 2025-2026

### Development of Budget priorities and Community Engagement

Monday, August 5, 2024	Begin Planning Budget Engagement Strategy
Tuesday, September 3, 2024	Budget 101 Session 1
Tuesday, September 10, 2024	Budget 101 Session 2
Tuesday, September 17, 2024	Budget 101 Session 3
Tuesday, September 24, 2024	Budget 101 Session 4
Wednesday, December 11, 2024	Online Budget Survey Opens to the community and staff
Friday, February 14, 2025	Legacy Builder Budget Engagement
Tuesday, March 04, 2025	Budget Engagement with Student Council
Thursday, April 03, 2025	Public Budget Community Engagement Meeting (9:30am; Ed Rice Community Center, Frayser)
Thursday, April 03, 2025	Public Budget Community Engagement Meeting (1:00pm; Whitehaven Community Center; Whitehaven)
Thursday, April 03, 2025	Public Budget Community Engagement Meeting (5:30pm; Teaching and Learning Academy; TLA Auditorium)

### Internal Budget Development

September 16 - 27, 2024	Fall Budget Checkout – Schools Staff Adjustment
Tuesday, November 12, 2024	Board Budget Discussion and Update
Thursday, November 21, 2024	Central Office Departmental Budget Kick-off with Senior Leaders
Monday, December 16, 2024 to Thursday, January 09, 2025	Internal Meeting/Closed to the public, All Department Officers: Budget Development Working Sessions
January 10 – 11, 2025	Board Retreat (Canceled - inclement weather - to be rescheduled)
Tuesday, January 28, 2025	Internal Meeting/Closed to the public, Budget Engagement with Principals
Tuesday, February 11, 2025	Board Budget Discussion and Update





### Memphis-Shelby County Schools BUDGET CALENDAR (continued) FISCAL YEAR 2024-2025

Friday, February 14, 2025	Initial School Budget Allocations Finalized and Released to Schools
February 17 – 21, 2025	Technical Assistance and School Budgets Finalized
February 17 – March 07, 2025	Spring Budget Checkout – Schools
February 28 – March 01, 2025	Board Retreat
Tuesday, March 04, 2025	Board Budget Discussion and Update - Budget Timeline
Friday, March 19, 2025	Internal Meeting/Closed to the public, Superintendent, CFO, and Deputy Budget Review
Wednesday, March 21, 2025	Internal Meeting/Closed to the public, Initial Senior Leadership Budget Retreat
Wednesday, March 26, 2025	Budget Retreat with the Board
<b><u>Budget Review and Approval Process</u></b>	
Tuesday, January 21, 2025	FY26 Strategic Priorities Board Approval
Tuesday, April 08, 2025*	Board Budget Discussion and Update (Present FY2025-26 Initial Estimated budget to Shelby County Board of Education)
Wednesday, April 16, 2025*	Present Memphis-Shelby County Board of Education's FY2025-26 Initial Estimated budget to Shelby County Board of Board Members
Tuesday, April 29, 2025*	Present FY2025-26 Proposed budget to Shelby County Board of Education for approval
Wednesday, April 30, 2025*	Present Memphis-Shelby County Board of Education's FY2025-26 Proposed budget for approval before Shelby County Board of Board Members
Tuesday, May 27, 2025*	Present final budget to Memphis-Shelby County Board of Education for approval as Adopted budget ( <i>Special Call</i> )
Wednesday, May 28, 2025*	Present Shelby County Board of Education's FY 2025-26 final budget for approval before Shelby County Board of Board Members
Friday, August 1, 2025*	Submit budget to State of Tennessee



### **No. 2: Stakeholder Engagement**

After completing the budget planning phase, the public engagement of school leaders, teachers, students, parents, community leaders and department leaders usually serve as a critical step in ensuring multiple views and needs are reflected in the budget process.

### **No. 3: Budget Preparation**

Formulation of the budget begins with enrollment projections. Enrollment projections drive staffing and expenditure allocations for local schools. In addition, they are based on the second twenty-day attendance count and are finalized annually in December.

#### *A. Expenditures*

Expenditure allocations for each school are based on per-pupil allocations, instructional and administrative staffing allocations and other required Operating and Maintenance (O&M) service levels. Per pupil allocations help determine how much O&M funds each school will receive. The allocations to each school are considered discretionary funds and are accounted for separately by way of school-based budgets.

Each school's discretionary fund can be used for O&M services, such as professional services, repairs and maintenance, equipment rental, printing and binding, postage, telecommunications, telephone, supplies, materials, books, travel, equipment, computers, furniture, membership dues and related fees and other related instructional expenditures. Decisions concerning the use of these funds are at the principal's discretion. Other costs such as salaries and benefits include incremental increases. Benefits are calculated according to the required Board matching rates plus projected insurance premium increases.

Costs that are fixed and static do not fluctuate depending upon the quantity or level of input. Most staffing positions are fixed but can be static depending on location. For example, in most cases, there is always one principal per school, whereas the number of teacher positions is variable depending on student enrollment in each class and grade level at each site. Each program is held at the same level of staffing unless approved by the Board or Superintendent. Other costs, such as utilities, gasoline, postage, and other contracts, are considered market driven.

As a part of the fiscal year 2023-24 budget process, school leaders had enhanced flexibility around their school staffing in compliance with state and federal regulations. Instead of providing schools with their staff allocations, school leaders had the options to repurpose a position for another one to address a greater academic need. The greater flexibility around school staffing allowed school leaders to be more responsive to their school needs.

The budget is developed using the zero/goal-based budgeting method. Re-engineering of processes and realignment of functional assignments for efficiency and improved performances are the next steps in the budget development process. Program managers are responsible for implementing measures for continuous improvement.



Each department is responsible for preparing supporting documentation. Before any budgets are submitted to the Budget and Fiscal Planning team, a line-item justification must be completed which aligns to District goals and priorities. The supporting documents enable the Budget and Fiscal Planning team to determine if all cost allocations are justifiable and accurate. These documents also help the District determine where cost savings can be maximized.

### *B. Revenues*

The estimation of revenues begins in October and is based upon enrollment projections which are developed by school and grade level. The enrollment projections consider mobility factors such as birth rates and housing changes. In such a competitive educational ecosystem, enrollment projections consider enrollment changes in charter schools, Achievement School District, municipal school districts, and charter school authorized by TN State Board of Education.

For the General Fund, The Tennessee Investment in Student Achievement (TISA) funds and County tax revenues are the major sources of funding. State law requires that local funding bodies adhere to the maintenance of effort rule; whereby, their budgets for education must be maintained, at a minimum, at the same budget level as the previous year. By ordinance, Shelby County has capped the property tax revenues allocated to education. Educational revenues from various County taxes, including sales taxes, are shared between the school districts based on the Weighted Full-Time Equivalent Average Daily Attendance (WFTEADA) formula.

State revenue estimates are generated through State sales tax collections and are calculated using The Tennessee Investment in Student Achievement (TISA) formula. TISA revenues are a funding plan and not a spending plan. However, certain requirements must be met when using the funds. TISA estimates are not finalized until the State of Tennessee calculates Average Daily Membership (ADM) and finalizes its budget, which has typically occurred in April.

New and existing grant opportunities are evaluated to determine potential funding or revenue loss. Most grants have restrictions in terms of what the funds can be used for and how they are used.

### *C. Capital Budget*

The budget development process for the Capital Projects Fund budget is prepared concurrently with the foregoing process for the development of the General Fund and Special Revenue Funds' budgets.

Each year, the Department of Facilities Planning & Property works with the Department of Facility Management to update the District's Five-Year Deferred Maintenance Plan and determine which projects from the previously approved five years are most needed. Projects are prioritized based upon safety matters, compliance with State and Federal statutes, maintenance of existing facilities and improvement to District buildings. Memphis-Shelby County Schools submits the identified projects to the Shelby County Board of Board Members for approval of funding. After the Shelby County Board of Board Members approves funding for a project, the projects are re-submitted to the Shelby County Board of Education to appropriate the expenditures.



### **No. 4: Budget Review and Approval**

Once the initial budget is prepared, it is submitted to the Budget & Finance Committee for review. During the committee hearings, executives of selected programs are given the opportunity to review their programs with the Board and justify their budgets. The review of the programs is guided by metrics required by the Budget & Finance Committee. After the committee meetings, revisions - by reconciliation - are made to the budget before the Proposed document is prepared and presented to the Board. The Board reviews the Proposed budget during the review meetings with members of the community. The Board approves the Proposed budget, which is submitted to the legislative body - the Shelby County Board of Board Members.

### **No. 5: Budget Adoption**

Once the Shelby County Board of Board Members approves the Proposed budget, the Board adopts the budget. The Proposed budget is submitted to the State of Tennessee as the official budget document. The Board adopts a budget and an appropriating resolution for each fiscal year prior to the beginning of that fiscal year. The Board recognizes that the annual Proposed budget is a legal document required by statute and, therefore, directs that the Superintendent develop such a budget for the operation of MSCS annually. The Board further recognizes that the budget provides the framework for both expenditure and revenues for the year and translates into financial terms for the educational programs and priorities of the District. MSCS must provide a budget by major function and by major object to the Board. The approval of the annual budget by the Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriate to the limit of each separate fund for the specific budget year.

The annual budget is the most concise expression of the educational goals of the District because the budget expresses the services the District plans to provide during the period covered by the budget. Because the responsibilities of the District are continuous, the annual budget should be controlled to the optimum extent by policies that are compatible with the long-range plans of the District.

The State requires that a line-item budget by functional category be entered into ePlan on the State Department of Education's website. State law requires the District to submit its operating budget to the State of Tennessee Department of Education by August 1.

In the event the District does not adopt a budget for operation by July 1, the budget for the year just ended shall continue in effect until a new school budget has been Proposed. A continuation budget is not valid beyond October 1 of the current fiscal year for purposes of the District's eligibility to receive State school funds.





### **No. 6: Budget Implementation and Management**

The Budget and Fiscal Planning department loads the Proposed budget into the financial system once the final budget has been approved. As the budget is expanded, department leaders, Accounting and Reporting, and the Budget and Fiscal Planning team conduct monthly meetings to monitor the budget.

#### *A. Budget Management*

Each month, financial reports are shared with department leaders to evaluate annual spending relative to the annual budget. Quarterly financial reports are presented to the Audit, Finance, & Budget Subcommittee of SCBE and Shelby County Board of Board Members. Also, monthly financial projections are conducted to track spending against the budget across the District. The District uses the monthly financial projections to inform investment decisions throughout the fiscal year. Access to budget reports and financial audits are available online (<http://www.scsk12.org/finance/reports?PID=604>).

#### *B. Budget Administration*

When unforeseen circumstances arise during the fiscal year that require an amendment to the final Proposed operating budget, adjustments can be accomplished in the following manner. The Superintendent or their designee is authorized to transfer budget amounts between state functions when approval has been provided by the Board and Shelby County Board of Board Members. Budget revisions that increase the balance of the funds are taken by resolution before the Board and the Shelby County Board of Board Members.

The monitoring of expenditure and revenues is a crucial component of the management of the budget. In the event of an unexpected decline in revenue, certain non-essential expenses would be the first to be identified and frozen to ensure a balanced budget at year-end. Monthly financial meetings with department leaders help to foster effective discussions around financial performance and unanticipated expenses. Also, the monthly financial projections ensure regular analyses of the District's revenues and expenditures are performed and timely actions are taken.

#### *C. Position Control*

An integral part of the District's budget is position control, which defines the approved budgeted positions. The purpose of the position control is to ensure that the District's staffing does not exceed its authorized positions. The Budget and Fiscal Planning team maintains the position control budget.

Human Resources must first approve any salary increase that is requested for an employee by a department administrator for purposes of reclassification, equity, or other circumstances. The department administrator must identify funding for the increase as the department or division's budget must remain budget neutral. The Budget and Fiscal Planning team check that sustained funding is available. Savings realized through vacancies cannot be used to fund salary increase requests.



### VII. ANNUAL OPERATING BUDGET POLICY

According to Annual Operating Budget Policy (SCBE policy 2001), the Board shall adopt a budget and appropriate funds for each fiscal year prior to the beginning of the fiscal year. The approval of the annual operating budget by the Board provides authorization to the Superintendent and the administrative staff to expend any or all the amounts appropriated to the limit of each separate fund for the specific budget year. In accordance with state law, regulations and Board Policy, the Superintendent and Chairperson of the Board of Education will submit a budget to the State.

The Superintendent is responsible for developing an annual budget, submitting it to the Board for adoption and managing the budget after adoption. The Board is responsible for annually adopting the budget for the operation of the District and for submitting it to the Shelby County Commission. The Superintendent is responsible for filing a copy of the budget with the Commissioner of Education within the time limits mandated by the State. The Superintendent will also establish a time schedule for the preparation of the budget, to be known as the “budget planning and preparation calendar.”

According to State law and Board policy, the school district is required to operate under an annual balanced budget approved by resolution of the Shelby County Board of Education and the Shelby County Commission. The Board defines a “balanced budget” as when the sum of estimated revenues and appropriated fund balance is equal to expenditure appropriations. Revenues and expenditures are defined in accordance with generally accepted accounting principles. The Annual Operating Budget Policy provides details about the operating budget and the requirement for a “balanced” budget.

### VIII. LAWS AFFECTING THIS BUDGET

#### i. Budget Approval

Memphis-Shelby County Schools must submit their budget for approval each year to the following:

- Shelby County Board of Board Members
- State of Tennessee – Pursuant to Tennessee Code Annotated (TCA) §49-3-316 the District has thirty days after the beginning of each fiscal year to submit to the Commissioner of Education a complete and certified copy of its entire school budget for the current school year. On or before August 1 of each year, the District must submit to the Commissioner of Education a correct and accurate financial report of the receipts and expenditures for all public-school purposes of the District during the previous school year ending on June 30.

In the event the local fiscal body has not Proposed a budget for the operation of the public schools by July 1 of any year, the Tennessee Public Chapter 170, Acts of 2015 allows counties to operate under a continuation budget through August 31. Counties with extraordinary circumstances preventing the adoption of a budget resolution by August 31 may request approval from the Comptroller of the Treasury to operate until September 30. However, expenditures mandated by this part and implemented by rules, regulations and minimum standards of the State board shall be incorporated into this continuing budget. Any continuing budget Proposed by the local fiscal body shall not be valid beyond October 1 of the current fiscal year for purposes of the local fiscal body’s eligibility to receive State school funds.



### **ii. Teacher Supply**

According to TCA §49-3-359, there is included in The Tennessee Investment in Student Achievement (TISA), an amount of money to pay \$200 to every teacher in kindergarten through grade twelve (K-12) in FY25-26, teachers will also receive an additional \$100. The teachers should use this money for instructional purposes. In a practical manner, the District must allocate this amount to the school for each teacher after the start of the school year.

### **iii. Charter Schools**

According to TCA §49-13-112 (a), the District must allocate to approved charter schools an amount equal to the per-student state and local funds received by the District and all appropriate allocations under federal law or regulation, including Title I funds. The allocation must be in accordance with rules and regulations established by the Tennessee State Department of Education.

### **iv. Hold Harmless Laws**

Chapter 2 of the Public Acts of 2021 (PC 2), passed during the 1st Extraordinary Session of the 112th General Assembly, amended laws regarding educator, student, school, and school district accountability. In addition to other changes, this new law revised how statewide student assessment results may be used for determining student, school, and school district accountability.

For students, this new law provides local flexibility for determining student final grades. For school districts and schools, it removes the negative consequences associated with accountability, if TCAP participation rate conditions are met. This document outlines how this new law specifically impacts student final grades and school and district accountability. The Tennessee Department of Education has published separate documents regarding how the law amended educator evaluation.

### **v. Annual Charter School Authorizer Fees**

According to TCA §49-13-128, as the chartering authority of a charter school, the local board of education receives an annual authorizer fee that is a percentage of a charter school's per student state and local funding for the school year. Specifically, the annual authorizer fee shall be the lesser of 3% of the annual per student state and local allocations or \$35,000 per school.

### **vi. Statewide Charter School Authorizer**

A nine-member commission appointed by the Governor will take over the responsibility from the Tennessee State Board of Education regarding Charter schools and could bypass local school board decisions.

### **vii. Every Student Succeed Act (ESSA) Financial Transparency**

A key component of ESSA focuses on fiscal transparency and school-level financial reporting. Beginning in school year 2018-19, this shift from current reporting practices requires states and districts to provide per-pupil expenditures of federal, state, and local funds for each individual school. The new law includes a host of new transparency requirements that will give the feds, states, districts, educators, advocates, and education reporters a much clearer picture of how different populations of kids are doing and what kinds of access they have toward resources, including money.



### viii. Education Freedom Scholarship Act

State administration proposes legislation to establish a statewide school choice program available to all Tennessee families while prioritizing low-income students and students with disabilities. Called the “Education Freedom Scholarship Act,” the legislation will fund 20,000 scholarships. To fund the legislation, a recurring \$144,200,000 is recommended.

## IX. FISCAL SUSTAINABILITY

### i. Strategic Priorities

A long-term fiscal sustainability plan is critical.

Academic strategy plans will provide a forward-looking view into our fiscal sustainability, identifying challenges, opportunities, and potential fiscal imbalances. Hence, a long-term fiscal sustainability plan is a planning document that includes historical information and financial projections. The plan serves as a cornerstone to proactively respond to enrollment and financial challenges.

The long-term fiscal sustainability process is currently guided by our intervention to innovation goals. Below are the three strategic priorities that support intervention to innovation:

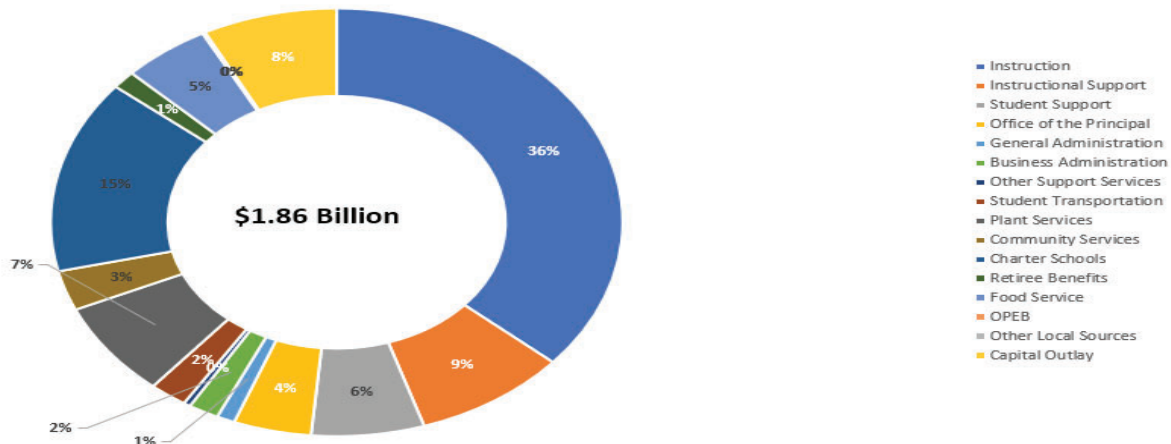
- Improve academic growth, achievement, and literacy levels for all students.
- To recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skill concepts, and entrench them in the community and classroom.
- Prepare students for the global workforce through rigorous coursework and certifications in supportive, high-quality facilities and learning environments.







ii. Budgetary Highlights: Our Overall Budget

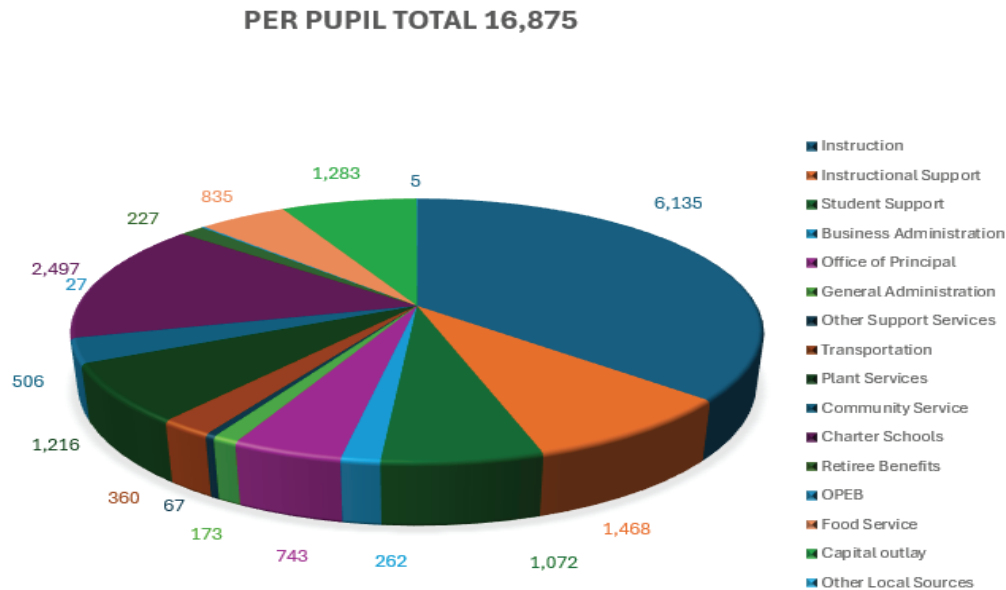


Memphis-Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined and Proposed All Funds budget is \$1.86 billion dedicated to the education of our students. The Proposed budget reflects a \$150.5 million decrease in our total operations in fiscal year 2025-26 relative to the previous year's amended budget. The chart below provides a breakdown of the fiscal year 2025-26 combined All Funds budget expenditures.

<b>Instruction:</b> \$675.2 million Activities directly linked to teaching students	<b>Charter Schools:</b> \$271.6 million State, local, and federal payments to charter schools	<b>Food Services:</b> \$91.9 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals
<b>Plant Services:</b> \$133.8 million School maintenance, including grounds, buildings, equipment, and utilities	<b>Instructional Support:</b> \$161.6 million Activities to facilitate & enhance instruction, including content and professional development	<b>Student Support:</b> \$118.5 million Library, guidance, health, & technical services to students, incl school safety
<b>Community Services:</b> \$55.9 million Community dev programs such as early childhood development and innovation & planning	<b>Office of the Principal:</b> \$81.7 million Activities performed by principals & AP, includes school office staff	<b>Capital Outlay:</b> \$141.2 million Capital improvements and construction for the District's schools
<b>Student Transportation:</b> \$39.6 million Transportation for regular, vocational, and special education instruction	<b>Retiree Benefits:</b> \$25 million District's contribution to 'pay as you as go' retiree benefit costs	<b>General Administration:</b> \$19 million Commission fees, legal services, communications, printing, warehouse, and others
<b>Business Administration:</b> \$31.8 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing	<b>Other Support Services:</b> \$7.3 million Non-instructional services that support students' well-being, ensure operational efficiency, and facilitate learning by addressing physical, emotional, social, and logistical needs.	<b>OPEB:</b> \$3 million Health insurance, dental and vision coverage, and sometimes life insurance or long-term care, which are offered after retirement.



In fiscal year 2025-26, the per-pupil amount of the combined All Funds budget is \$16,875 as shown in the chart below. Per pupil total consists of multiple year funding in one year’s budget.



The proposed All Funds budget for Memphis-Shelby County Schools in fiscal year 2025–26 totals \$1.86 billion, representing a \$150.5 million decrease (7.5%) compared to the amended budget for the previous year. This reduction is explained in detail within the financial section of the document. The top three expenditure categories are Instruction, Instructional Support, and Charter Schools.

iii. Long Term Financial Drivers

MSCS revenue is generated primarily based on enrollment. MSCS financial drivers include the City of Memphis, Shelby County, State of Tennessee, Federal Government, and other local sources. Historically, the education footprint in Shelby County has evolved greatly over the past few years with the growth of Charter schools, ASD schools, TN State of Board authorized Charter schools, and Contract schools.

Below is a brief discussion of some of our major financial drivers:

*Enrollment* is the basis for our revenue and expense planning. Enrollment increases and decreases will cause proportional increases and decreases in our income as the State of TN and Shelby County funding is based on formulas that include enrollment projections.

As it relates to expenses, *personnel* cost (including health cost and retiree benefit cost) continues to put upward pressure on expenditures. As well-fixed cost, such as utilities, and transportation contribute to budgetary pressures and require constant reevaluation of financial priorities and the implementation of efficiencies to create a balanced budget.



### **iv. Fiscal Sustainability Initiatives**

Memphis-Shelby County Schools has been able to navigate financial risks and become financially stable. The District has implemented many initiatives to generate new revenues, avoid future costs, and achieve cost efficiencies. Below are updates on the progress of our long-term financial sustainability initiatives.

#### *The Third Grade Commitment*

The work of Early Literacy is among the most important underway in MSCS. With an emphasis on fewer, larger initiatives, the Early Literacy team collaborates cross-functionally to ensure literacy growth in literacy for all. Supported in the coming year by the adoption of robust curriculum and community-based initiatives, Early Literacy will continue to make gains by leveraging policy, human capital, and quality resources. The cornerstone of the Memphis-Shelby County Schools Early Literacy initiative is embodied in the Third Grade Commitment. No other tactic in this document is as far reaching or as rich in potential. The commitment is simple: No student will be promoted to third grade without being able to read at grade level and will not promote students who we have not set up to be successful.

By revising existing policies governing student retention, our District is determined to ensure that at the critical junction of learning to read and reading to learn, literacy is of utmost importance. Student success will be measured through a combination of assessments, with timely and continuous communication with parents around student progress.

Moreover, this process will be backed by key work in Kindergarten, First Grade, and Second Grade, cementing our commitment to students that begins when they first enter school. Specifically, each student in K12 will receive an additional 45 minutes of support each day, tailored to the skills that are most needed by the individual student.

#### *Benefits and Compensation*

Memphis-Shelby County Schools offers employees competitive healthcare plans to ensure they have the best options for themselves and their families. Medical, dental, vision and life insurance options are just a few benefits offered. Additionally, a wellness/fitness program and other fringe benefits are offered to our employees to address health and wellness holistically.

We currently administer insurance plans and employee support programs for over 20,000 active and retired employees. We strive to provide excellent customer service so that our teachers and staff can focus their efforts on student achievement. MSCS works diligently to support employees by managing the most cost-effective healthcare benefits. Methods and assumptions used in calculations of Actuarially Determined Contributions. The Actuarially Determined Contribution rates, as a percentage of payroll, used to determine the Actuarially Determined Contribution amounts in the Schedule of Employer Contributions are calculated as of the prior valuation date.

The District is proposing a new teacher salary schedule for school year 2024-2025 which includes a \$28.8 million commitment. This investment includes the highest starting salary for teachers and a quicker path to the maximum salary connection to step increases. The District is adding two additional steps to the salary schedule for its longest-serving teachers. Teachers with 25 to 34 years of experience will be moved to step 19 and receive an additional \$3,000 to their base pay. Teachers with 35 years of experience and above will be moved to Step 20 and receive an additional \$4,000.

#### *College Career & Technical Education*



Memphis-Shelby County School's College & Career and Technical Education (CCTE) program engages and prepares students for life success through career pathways to be successful in the future economy. Students learn in state-of the art classrooms with certified, professional instructors teaching rigorous, relevant lessons and applying practical applications. The CCTE program is currently redesigned with focused sets of Career Pathways. All CCTE programs are aligned to the National Career Clusters Framework that enables clear pathways to licensing, industry certification, and advanced degrees. The programs offer highly technical training that is aligned with business/industry standards for today's workforce. They promote career awareness and facilitate a smooth transition from high school to college.

Students have an opportunity to enter a post-secondary institution to further their education or enter the job market with a high-paying skill. Articulation and/or dual credit with neighboring post-secondary institutions are available. MSCS currently offers Programs of Study aligned with all 19 Career Clusters listed below: • Agriculture, Food Natural Resources • Architecture & Construction • Arts/Audio Visual Technology & Communications • Business Management & Administration • Education and Training • Finance • General CCTE • Health Sciences • Hospitality and Tourism • Human Services • Information Technology • Law, Public Safety, Corrections & Security • Advanced Manufacturing • Marketing.

The General Fund and the Carl D. Perkins Federal Grant are the two major funding sources for CCTE. The Carl D. Perkins Federal grant is used to develop more fully the academic, career, and technical skills of secondary and post-secondary students who elect to enroll in career and technical education programs.

### *Transportation*

MSCS transportation cost for FY2026 will be approximately \$30.1 million (unaudited). The breakdown for the total transportation cost is \$17.4 million for regular transportation and \$12.8 million for SPED transportation. This cost is restored to pre-pandemic transportation expenditures.

### *Staffing Flexibility*

Student-Based Budgeting (SBB): Student-based budgeting differs fundamentally from the traditional funding model, where the Central Office distributes resources to schools in the form of staff and dollars designated for specific purposes. With student-based budgeting, money is allocated to schools based on the number of enrolled students and funding "weight" based on needs, such as for gifted students, those with high mobility, and low academic performers. District-level budget planning also differs from school-budget planning. Decisions which typically occur at Central Office now shift to school leadership teams. Each school has the autonomy to focus their resources where it is most effective to increase student success.

SBB works to eliminate biases that could arise from unfair funding systems and organizational cultures. This relates directly to the first principle, "Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.

### *School Flexibility*

In concert with Student Based Budgeting, MSCS instituted school-based flexibility. All schools are given the autonomy of making decisions around their Strategic School Design Plans to meet the needs of their students.





Traditional School Flexibility

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g., an extra teacher in lieu of a librarian). These changes should be Proposed during their Strategic Budget Session and discussed and approved by the Budget Manager and their respective Network Leaders.

Partnership Program

Our Partnerships with the community evolved from the Adopt-A-School program which was created by legacy Memphis City Schools and the Volunteer Center of Memphis in 1979. The purpose of forming partnerships is to foster a better understanding of our public-school district and to establish a relationship between the Community and Memphis-Shelby County Schools. To date, our partners have grown to more than 1000 business/community partners.

**MSCS PARTNERSHIP DEFINITIONS TYPES OF PARTNERSHIPS**

		
<p><b>District Partner:</b> An organization/individual that provides a service, resource, or financial contribution which supports one or more strategic initiatives of the Shelby County School District throughout the school year.</p>	<p><b>Campus Adopter:</b> An organization/individual that works with one school by providing resources and/or services at no cost during the school year.</p>	
<p><b>Community Adopter:</b> An organization/individual that works with two or more schools by providing resources and/or services at no cost during the school year.</p>	<p><b>Sponsor:</b> An organization/individual that provides a one-time service, resource, or financial contribution to a school and/or the Shelby County School District during the school year.</p>	



### *Adopt-A-School*

The Adopt-A-School Partnership Program is a Memphis-Shelby County Schools District initiative that brings businesses, civic and faith-based organizations, individuals, or any other community-based group together with a school to form a partnership. During the partnership, adopters and school personnel commit themselves to specific goals, activities, resources (human/financial) all of which are intended to make a sustainable impact on student success.

### *Charter Schools*

A charter school is a public school that is established and operates under the terms of a charter agreement and in accordance with the Tennessee Public Charter Schools Act of 2002 (T.C.A. § 49-13). Governed by independent non-profits/sponsors, charters are publicly funded, and as such, subject to the same performance standards outlined by the Tennessee Code Annotated and the Tennessee State Board of Education as traditional public schools, unless an approved waiver has been sought. Charter operators have the autonomy to set their own hours, school calendar, budgets, curriculum, and hiring process, if all applicable laws are met, including the proper certification of all teachers.

With the amendment of T.C.A. §49-13-113 in January 2011 (effective SY2011-12), any child may attend a charter school in Tennessee, regardless of family income or the status of the child's home school. There are no longer caps on the number of charter schools permitted in any given district. Local boards of education, the Achievement School District (ASD), and the Tennessee Public Charter School Commission (TPCSC) serve as charter school authorizers in Tennessee.

An agreement must be entered between the sponsor of the charter school and the Shelby County Board of Education. The charter is approved for an initial period of ten years but can be revoked by the Shelby County Board of Education or possibly the Tennessee Public Charter School Commission if the school violates certain requirements of the Act. The Tennessee Public Charter School Commission reviews appeal from charter school applicants who have been denied by their local boards of education and can choose to uphold or overturn a district's denial. Charter school terms may be revoked if they demonstrate poor academic performance, violate their charter agreement, or engage in practices of fiscal mismanagement.





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# FINANCIAL



FY 2026 District Proposed Budget





The Financial Section of the budget includes the following information:

**I. MAJOR REVENUE SOURCES AND TRENDS**

- i. City of Memphis
- ii. Shelby County
- iii. Local Sales Tax
- iv. State of Tennessee
- v. Federal Government Funds
- vi. Local Funds

**II. EXPENDITURE CATEGORIES**

**III. BUDGET ASSUMPTIONS AND PROJECTIONS**

**IV. ALL FUND TYPES**

- i. General Fund
  - A. Departmental Detail
- ii. Capital Projects Fund
- iii. Special Revenue Fund
  - Federal Programs
  - Non-Federal Programs
  - Nutrition Services
- iv. Internal Service Funds

## I. MAJOR REVENUE SOURCES AND TRENDS

MSCS has four major revenue sources:

- Local Taxes
- County Bonds
- State Equalization Assistance
- Federal, State and Local Grants and Reimbursements



The County of Shelby assesses a property tax rate that is earmarked for education. State law requires that local funding bodies adhere to the maintenance of effort rule; whereby, their budget must be maintained, at a minimum, to the same budget level as the previous year. If the budget is smaller, it cannot be reduced to lower than the same per pupil funding as the previous year.

Educational revenues from the property tax distribution, is shared between MSCS and municipal school districts based on the weighted full-time equivalent average daily attendance (WFTEADA) formula developed by the Tennessee Department of Education. The WFTEADA percentage varies each year between school districts according to their share of the County-wide enrollment.

Revenues are budgeted based on enrollment projections that are developed by school and grade level accounting for mobility factors, birth rates and housing changes. Budget estimates are built utilizing forecasts from the County Trustee's Office, the State of Tennessee Board of Finance and Administration, and the Sparks Bureau of Business and Economic Research.

State equalization funding is calculated using the Tennessee Investment in Student Achievement (TISA) formula. The TISA formula for determining revenues is based on a funding plan and not a spending plan. However, certain requirements must be met when using the funds (i.e., class size and minimum teacher salaries), but for the most part, districts are allowed flexibility in spending the funds.

Funding is equalized among State school districts by using fiscal capacity indices based on the Tennessee Advisory Commission on Intergovernmental Relations (TACIR) index, Center for Business and Economic Research (CBER)/Fox index, and a 50%/50% combination of both the TACIR and CBER indices. The TACIR index gauges the wealth of the County by using certain economic and poverty indicators. The CBER index measures the revenues generated by the County.



In the year 2023, Tennessee passed historic legislation that updated for the first time in more than 30 years the way the state invests in K-12 education. The Tennessee Investment in Student Achievement (TISA) Act instituted a student- based funding formula that generates funding based on individual student need and brings more than \$1 billion in new state dollars to support our students. TISA represents an incredible opportunity for our state to strengthen and accelerate its work to ensure students can read proficiently by third grade, graduate high school well- prepared for their chosen postsecondary pathway and are on a path to success.



Federal and State grant funds are primarily funded based on the free and reduced nutrition count or entitlement basis. Some grants are competitive and based on the application. Grant funds are categorical, and the revenues are reimbursed based on expenditures that are restricted for specific purposes that cannot supplant the District’s general operating fund. The National School Lunch Program reimburses the District based on entitlement and the number of meals served.

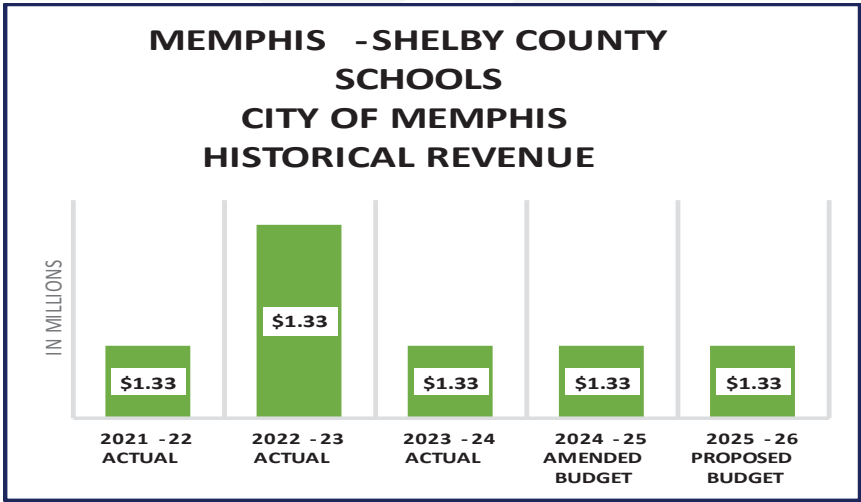
Local grants are revenues derived from outside sources other than the Federal or State governments. Revenues from local grants may be received through donations or a competitive application process. Expenditures are restricted for specific purposes.

Revenues of the District are classified by fund and source. Sources of revenues for all funds are described on the following pages.

i. City of Memphis



These funds are based upon the settlement agreement between the City of Memphis and Shelby County Board of Education regarding prior year funding. The former Memphis City Schools obtained a judgment in the amount of \$57.4 million dollars from the City of Memphis in 2009. A settlement agreement was reached by both parties in January 2015. The Board has deferred inflows, remaining at the fund level of \$10.7 million based on the settlement agreement.



The settlement agreement also states the City will make available capital funding in an amount not to exceed \$3.8 million for qualifying capital expenditures in public educational facilities owned by the City or situated on property owned by the City.

The proposed budget for fiscal year 2025-26 of \$1.3 million remains the same as the amended budget for fiscal year 2024-25.

The above chart represents the categorical revenue allocations across All Funds. \*

ii. Shelby County



**Exempt Property in Lieu of Tax:** These taxes are collected from businesses that have been granted tax relief by the Center City Commission and the Industrial Development Board due to site improvements, new construction or relocation that will add jobs to the City and/or County. Funds are distributed based on average daily attendance.

**In Lieu of Tax Memphis Light, Gas & Water:** The District’s proration of money from the Light, Gas & Water Division is allocated on the same basis as the current property tax.

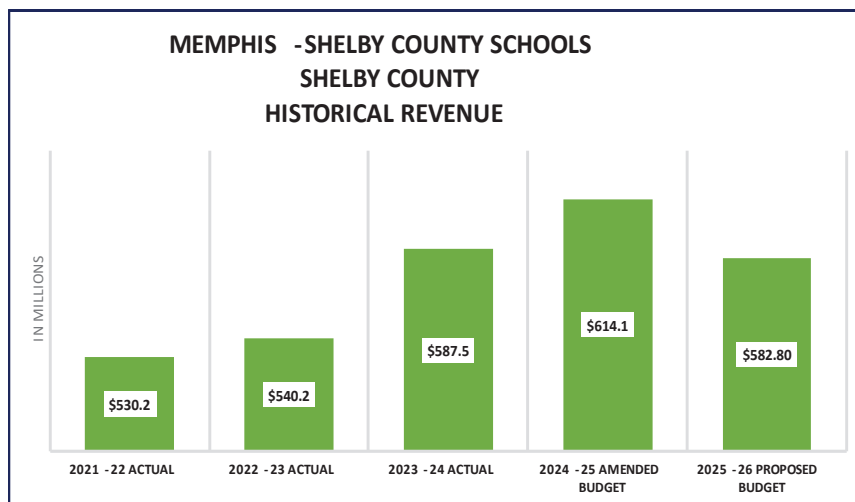
**Other:** These revenues are received from time-to-time from various sources other than taxes.

**Privilege Tax:** This tax is an annual business tax with allocation between City and County schools based upon average daily attendance.



**Wheel Tax:** 100% of the County’s Wheel Tax has been designated for school operating costs for FY26. Prior to FY17, up to 50% was designated for operations with the remainder used for repayment of school debt.

The chart below represents the categorical revenue allocations across All Funds. \*



The chart above depicts all revenue received from **Shelby County Government**, including Local Sales Tax which is explained in item **iii.** of this section. Funds are traditionally distributed to the District based upon weighted full-time equivalent of average daily attendance (WFTEADA) in the General Fund. The overall Shelby County proposed budget revenue source will decrease in fiscal year 2025-26 in comparison to fiscal year 2024-25 due to an increase in funds allocated for Capital Projects and the upward trend of County Sales Tax

revenues received. Revenue from Shelby County represents 31.5% of total funding and is considered a major revenue source in the Governmental Funds.

### iii. Local Sales Tax

**County Sales Tax:** The first one-half of the \$0.0225 collected has been designated for education and is divided on a weighted full-time equivalent of average daily attendance basis between MSCS schools and municipal schools. Revenue estimates include Trustee’s commission.

### iv. State of Tennessee



**Tennessee Investment in Student Achievement (TISA)** - The TISA public school funding formula updates the way Tennessee funds public education for the first time in over 30 years to empower each student to read proficiently by third grade, prepare each high school graduate for postsecondary success, and provide resources needed to all students to ensure they succeed. The TISA Act was passed by the Tennessee General Assembly on April 28, 2022, and was signed into law by Governor Bill Lee on May 2, 2022. TISA updates the way Tennessee invests in public education by moving to a student-based funding formula, which includes: A base funding amount for every public-school student; additional weighted funding to address individual student needs like those students who may be low-income, have a disability, be gifted, have characteristics of dyslexia, or live in a sparse community; additional direct funding intended to support students in key priority areas like early literacy, CTE programming, and high-dosage tutoring; outcome incentives based on student achievement to empower schools to help all students reach their full potential. More information on TISA rules detailing weighted allocations for unique learning needs, direct allocations and student outcomes funding can be found [here](#).

**State Grants** – These are grants provided to States and shared with LEAs to help stabilize State and local budgets to minimize and avoid reductions in education and other essential services in exchange for a State’s commitment to advance essential education reform in key areas.





**Career Teacher Program** – The "Career Ladder Program" revenues are restricted and must flow through to teachers who are eligible to receive the funds. Expenditures are based upon those eligible and approved.

**Coordinated School Health** – The program promotes overall school health improvement goals.

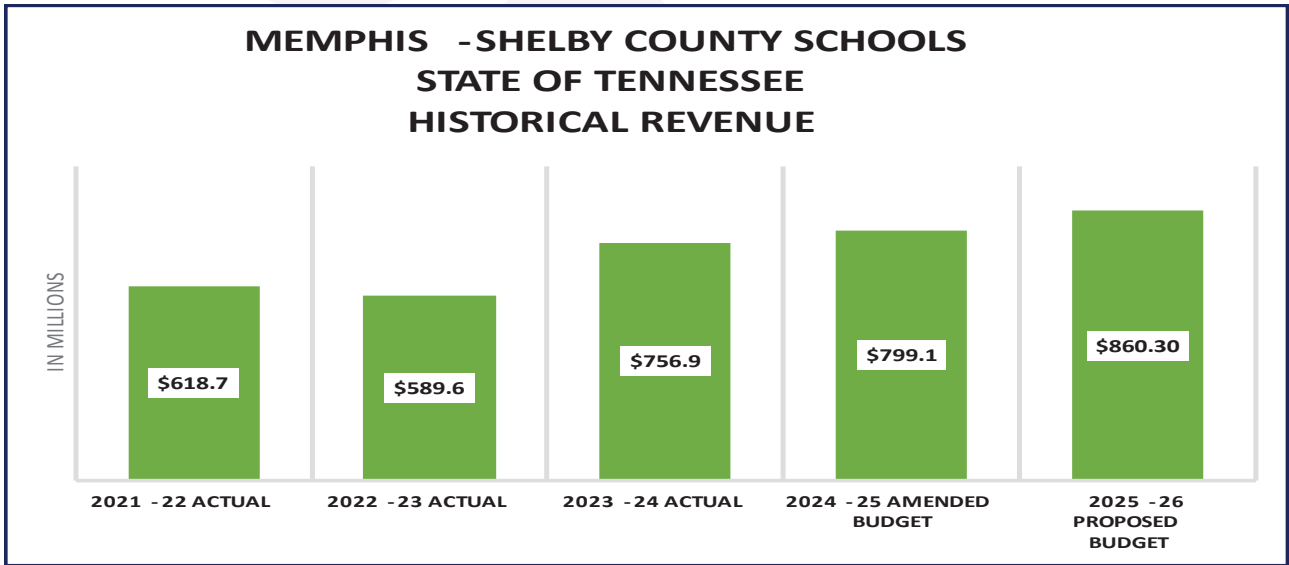
**Extended Contract (Career Ladder)** – This funding is restricted as a flow-through for Extended Contract expenditures that support Elementary Summer School and various other district programs.

**Extended Contract Program** – The program provides various after-school and extended-year instructional programs to students.

**Family Resource Centers** – The program provides information to families about resources, support and benefits available in the community and on developing a coordinated system of care for children in the community.

**Mental Health - Alcohol and Drug Services** – The Tennessee Department of Health provides funds for diagnostic and treatment services, early intervention, and teacher training.

**Safe Schools** – Positive Behavior Intervention and Supports (PBIS) has been the underlying process to document needs and use data-based problem solving to develop interventions at universal, secondary, and tertiary levels. The program also includes emergency management and safety preparedness; violence and drug prevention; crisis prevention and conflict resolution; student leadership and engagement initiatives.

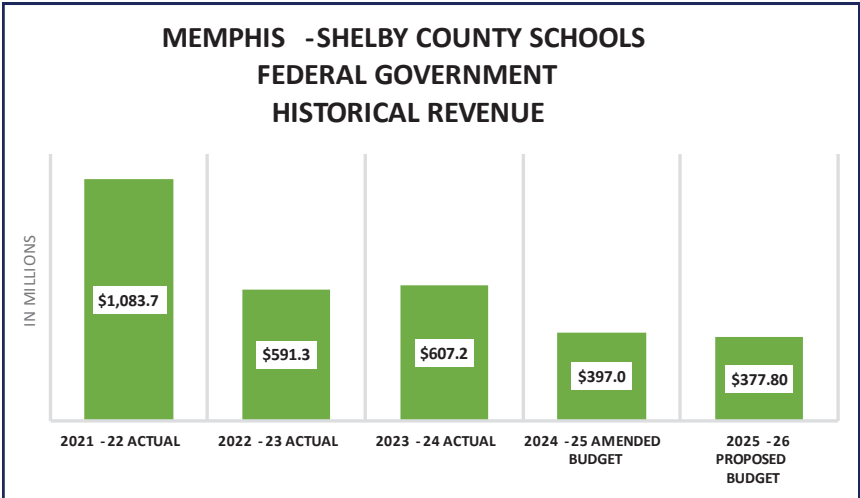


The chart above represents the categorical revenue allocations across All Funds. \*

Total Revenues received from the **State of Tennessee** are illustrated in the chart above. The District estimates that it will receive \$860.3 million in the fiscal year 2025-26. The largest source of revenue from the State is TISA, which is based upon individual student weights. The District receives additional funding from the State for Extended Contract, Coordinated School Health, Safe Schools and Family Resource Centers. Revenue from the State represents 46.4% of total funding and is considered a major source of revenue in the Governmental Funds.



v. Federal Government Funds



**Indirect Costs:** Federal programs reimburse the District for a portion of the administrative services provided to its programs.

**JROTC Reimbursement:** Second Region U.S. Army reimburses the District for conducting JROTC programs in secondary schools. This represents approximately 50 percent of the cost for military instructors pay budgeted expenditures.

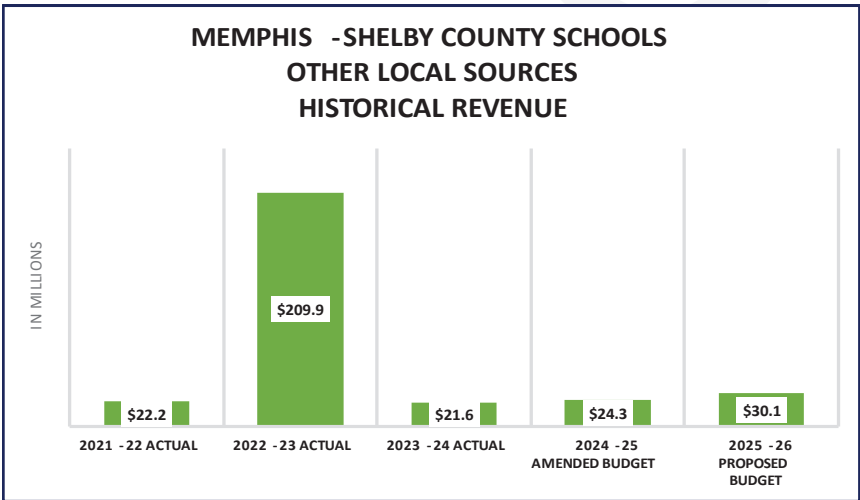
**Other Federal Funds Flowed through the State:** These federal revenues are from various sources.

The above chart represents the categorical revenue allocations across All Funds. \*

Total Revenues received from the **Federal Government** are illustrated in the chart above. The District will receive a total of \$377.8 million which includes a decrease compared to the prior fiscal year’s budget. Revenue from the Federal Government represents 20.4% of total funding and is considered a major source of revenue in the Governmental Funds. Funding from the Federal Government is primarily for grants and services.

vi. Local Funds

**Administrative Fees:** Service fees are charged to charter schools based on contractual agreements.



**Interest Earnings from Investments:** Revenues are earned from the District's short-term cash management activities.

**Judgment Recovery:** This revenue represents legal settlement proceeds that are infrequent in nature.

**Miscellaneous:** This revenue is generated from library fines, shop fees, sales of obsolete equipment, lost textbook collections, insurance recoveries, donations, etc.

The above chart represents the categorical revenue allocations across All Funds. \*



**Rental of Facilities:** This revenue is generated from the rental of facilities owned by the District.

**Sale of Property:** Income generated from the sale of vacant property.

**Stadium Receipts:** This revenue is produced from athletic ticket sales at Memphis-Shelby County Schools' stadiums.

**Tuition:** This revenue is generated from tuition fees for students to attend various educational programs.





### II. EXPENDITURE CATEGORIES

Expenditures are classified by fund, function and object. Reporting and categorizing by functions are a State Department of Education requirement. Examples of functions include instruction, instructional support and general administration. A description of functions and object codes follows.

#### Functions:

**Instruction** - Activities designed to deal directly with the interaction between teachers and students.

**Instructional support** - Support services designed to provide administrative, supervisory, technical (such as guidance and health) and logistical support to facilitate and enhance instruction.

**Student support** - Services to promote attendance and health services.

**Office of principal** - Activities concerned with directing and managing the operation of a particular school. Such activities include those performed by the principal, assistant principals, and other assistants while they supervise all operations of the school, evaluate staff, assign duties to staff, supervise and maintain the records of the school and coordinate school instructional activities with those of the total school system. These activities also include the work of secretarial and clerical staff in support of the teaching and administrative duties.

**General administration** - Activities concerned with establishing and administering policy for the operation of the District.

**Education Technology** - Information technology activities which provide students and staff with effective tools, resources, business and data systems and infrastructure to manage and support student learning and development.

**Fiscal services** - Activities concerned with the financial operations of the District. This includes all aspects of budgeting and financial reporting (such as receipts and disbursements, financial and property accounting, payroll, inventory control and the management of funds).

**Other support services** - Services to students in addition to attendance and health services. These include guidance services and evaluation and testing services for both regular education students, special education students and vocational education students.

**Student transportation** - Activities concerned with conveying students to and from school, as provided by State and Federal law. This includes trips between home and school and trips to school activities.

**Plant services** - 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. These include the activities of maintaining safety in buildings, on the grounds and in the vicinity of schools.

**Community service** - Activities concerned with providing community services to students, staff, or community participants. This includes expenditures for District staff participating in community organizations such as leadership, family resource centers, Families First, pre-kindergarten programs, extended school programs and community-sponsored activities.

**Charter schools** - Activities concerned with the operation of the District's charter schools.

**Retiree benefits** - Amounts paid by the District on behalf of employees for the purpose of retirement.

**Food service** - Activities concerned with providing meals to students and staff in a school or school system. This service area includes the supervision of a staff whose responsibility is to prepare and serve regular and incidental meals, lunches or snacks in connection with school activities and food delivery.





**Debt service** - Servicing the debt of the District, including payments of both principal and interest.

**Capital outlay** - Amounts paid for acquiring land and buildings, remodeling buildings, constructing buildings, additions to buildings, initially installing or extending service systems and other built-in equipment and improving sites.

### Object Codes:

**Salaries** - Amounts paid to both permanent and temporary District employees, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the District.

**Employee benefits** - Amounts paid by the District on behalf of employees. These amounts are not included in the employees' gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, are part of the cost of personnel services.

**Contracted services** - Amounts paid for services rendered by individuals and/or companies. These activities would include utility services, communication services, repair and maintenance services, rentals, cleaning services, transportation expenses, etc.

**Supplies & materials** - Amounts paid for items that are consumed, worn out or items that lose their identity through fabrication or incorporation into different or more complete units or substances.

**Capital Outlay** – Expenditures for furniture, furnishings, athletic and playground equipment, and other equipment such as computers. The purchase of land, buildings, or anything that would be attached to a building or structure such as boilers are also included.

**Other Charges** – Amounts paid for goods and services not otherwise classified above. In-Service/Staff Development is included in this category for: contracted services if a facilitator is brought in to teach a session, travel when staff members travel to/from training and any supplies or materials that are a part of the cost of providing the training.

**Debt Service** – Amounts paid for principal and interest required for capital outlay notes, bonds, and capitalized lease agreements.





## Financial

The charts on the next several pages depict the expenditure (1) *Relationship between State Functions and Financial Structure* and the (2) *Relationship between MSCS Departmental Units and Funding Sources* based on the Budget for 2025-2026.

Relationship Between State Functions and Financial Structure						
	General Fund Fund 01	Capital Projects Fund Fund 07	Special Revenue Fund Non-Federal Fund 08	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
71100-Regular Instruction Program	X		X		X	X
71150-Alternative Instruction Program	X		X		X	X
71200-Special Education Program	X		X		X	X
71300-Vocational Education Program	X				X	
71900 Other	X					
72110-Attendance	X				X	X
72120-Health Services	X		X		X	X
72130-Other Student Support	X		X		X	
72210-Regular Instruction Program Support	X		X		X	
72215-Alternative Instruction Program Support	X					
72220-Special Education Program Support	X		X		X	X
72230-Vocational Education Program Support	X				X	
72250 - Education Technology	X				X	
72260-Adult Programs Support	X		X			
72310-Board of Education	X					
72320-Director of Schools	X					
72410-Office of the Principal	X				X	
72510-Fiscal Services	X				X	
72520-Human Services/Personnel	X					
72610-Operation of Plant	X		X		X	X
72620-Maintenance of Plant	X		X		X	
72710-Transportation	X				X	X
72810-Central and Other	X					X
73100-Food Service				X		
73300-Community Services	X		X		X	
73400-Early Childhood Education	X		X		X	
76100 Regular Capital Outlay					X	
91300-Education Capital Projects		X				
99000-Other Uses	X					
99100-Transfers Out	X		X		X	X





## Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
010000-BOARD OF EDUCATION	X					
020000-SUPERINTENDENT	X					
020100-CHIEF OF STAFF	X					
020200-MWBE DEPARTMENT	X					
030000-GENERAL COUNSEL	X					
030100-LABOR RELATIONS	X					
030200-POLICY	X					
040000-INTERNAL AUDIT	X					
100000-ACADEMIC OFFICE	X		X		X	
100200-DEPARTMENT OF SCHOOLS & LEADERSHIP	X				X	
100210-INSTRUCTIONAL LEADERSHIP DIRECTORS	X					
100220-TEACHER LEADER EFFECTIVENESS & EVALUATION	X					
100230-LEADERSHIP DEVELOPMENT & CAPACITY BUILDING	X					
100300-ASSISTANT SUPERINTENDENT OF OPERATIONS	X				X	
100400-SCHOOL CULTURE & CLIMATE	X				X	
102000-CURRICULUM	X				X	
102001-NEW COMERS PROGRAM	X					
102002-RESPONSE TO INTERVENTION (RTI)	X					
102010-ENGLISH SECOND LANGUAGE	X				X	
102011-ENGLISH SECOND LANGUAGE ELEMENTARY	X				X	
102012-ENGLISH SECOND LANGUAGE MIDDLE	X					
102013-ENGLISH SECOND LANGUAGE K8	X					
102014-ENGLISH SECOND LANGUAGE HIGH	X					
102030-LITERACY	X					
102040-MATHEMATICS	X					
102050-SCIENCE	X					
102060-SOCIAL STUDIES	X					
102071-ELEMENTARY MUSIC AND ART	X		X			
102081-SUMMER SCHOOL	X					
102084-HEAD START- IN-KIND/MATCH DISTRICT			X			
102085-HEAD START PROGRAM DESIGN					X	
102086-HEAD START CHILD HEALTH & DEVELOPMENT					X	
102087-HEAD START FAMILY COMMUNITY PARTNERSHIP					X	
102088-HEAD START OTHER FACILITIES					X	
102089-HEAD START TRAINING AND TECHNICAL ASSISTANCE					X	
102090-PRE-K	X		X		X	
102091-ELEMENTARY PHYSICAL EDUCATION	X					
102100-TEXTBOOKS	X					
102200-WORLD LANGUAGES	X					
102300-BAND AND STRINGS	X		X			
102400-SUBSTITUTES	X					
102500-LIBRARIANS	X					
102501-LIBRARIANS-ELEMENTARY	X					
102502-LIBRARIANS-MIDDLE	X					
102503-LIBRARIANS-K8	X					
102504-LIBRARIANS-HIGH	X				X	
102600-EDUCATIONAL SUPPORT	X				X	
103000-CAREER AND TECHNICAL EDUCATION	X				X	
103010-PROJECT GRADUATION			X			
104000-EXCEPTIONAL CHILDREN	X		X		X	X



## Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
104001-EXCEPTIONAL CHILDREN-ELEMENTARY					X	
104005-EXCEPTIONAL CHILDREN-COMPENSATORY SERVICES					X	
104010-EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL	X					
104020-EXCEPTIONAL CHILDREN-GIFTED	X					
104030-EXCEPTIONAL CHILDREN SCHOOLS ADMIN	X					
104040-EXCEPTIONAL CHILDREN ADMINISTRATION	X		X		X	
105000-FEDERAL PROGRAMS			X		X	
105100-PRIVATE SCHOOLS					X	
106061-SCHOOL LEADERSHIP-ELEMENTARY	X					
106062-SCHOOL LEADERSHIP-MIDDLE	X					
106063-SCHOOL LEADERSHIP-K8	X					
106064-SCHOOL LEADERSHIP-HIGH	X					
107000-OPTIONAL SCHOOLS/ Advanced Academics	X				X	
108000-Project Stand (only 8907-9907)	X				X	X
108010-ADOLESCENT PARENTING	X		X			
108020-MCS PREP NORTHWEST	X					
108030-MCS PREP NORTHEAST	X					
108040-G.W. CARVER COLLEGE & CAREER ACADEMY	X					
108060-IDA B WELLS ACADEMY	X					
190000-SCHOOLS includes Goodwill Excel Adult Learning Center	X				X	
190001-GENERAL EDUCATION - ELEMENTARY only Campus School 71100-39900-190001-2070	X				X	X
190002-GENERAL EDUCATION - MIDDLE	X				X	
190003-GENERAL EDUCATION - K8	X				X	
190004-GENERAL EDUCATION - HIGH	X				X	
190100-HOLLIS PRICE	X					
190200-MIDDLE COLLEGE	X					
190300-CAREER LADDER	X					
190500-GENERAL EDUCATION- OTHER					X	
200000-STUDENT SERVICES ADMINISTRATION	X					
201000-ATTENDANCE & DISCIPLINE	X		X		X	
202000-SAFETY & SECURITY	X		X		X	
202100-SAFE SCHOOLS	X					
202200-SAFE SCHOOLS NON-RECURRING	X					
203000-STUDENT SUPPORT	X		X		X	
203010-ATHLETICS	X		X			
203011-STUDENT SUPPORT SBB	X					
203020-JROTC	X					
203040-GUIDANCE COUNSELING	X		X			
203041-GUIDANCE COUNSELING-ELEMENTARY	X					
203042-GUIDANCE COUNSELING-MIDDLE	X					
203043-GUIDANCE COUNSELING-K8	X					
203044-GUIDANCE COUNSELING-HIGH	X					
203100-MONEY DUE BOARD (SCHOOL REIMBURSEMENT)	X					
204000-COORDINATED SCHOOL HEALTH	X					X
204100-FAMILY RESOURCE CENTER	X					
204200-BEHAVIOR & MENTAL HEALTH SERVICES	X				X	
204300-HEALTH PROMOTIONS	X					
210000-STRATEGY AND PERFORMANCE MANAGEMENT	X				X	
211000-CHARTER SCHOOLS	X				X	
211100-CHARTER SCHOOLS ADMIN	X					
212010-VIRTUAL SCHOOLS	X					
212030-Virtual Education & Logistics	X		X			
215000-IZONE	X				X	
215500-Chief of Schools	X				X	
215503-Continuous Improvement Zone (CIZ)	X					
215504-EQUITY OFFICE	X					





## Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
215505-Elzone	X					
220000-PLANNING AND ACCOUNTABILITY	X					
221000-STUDENT INFO MANAGEMENT	X					X
222000-ASSESSMENT AND ACCOUNTABILITY	X				X	
223000-RESEARCH PLANNING AND IMPROVEMENT	X		X		X	
300000-Deputy Superintendent of Schools & Academic Support	X					
301000-COMMUNICATIONS	X		X			
301010-INSTRUCTIONAL TELEVISION (GHS TV)	X					
302000-COMMUNITY OUTREACH AND PARENTAL ENGAGEMENT	X		X		X	
302100-FAMILY AND COMMUNITY ENGAGEMENT	X				X	
303000-VOICE OF SCS	X		X			
311000-PERFORMANCE MANAGEMENT	X				X	
312000-PROFESSIONAL DEVELOPMENT	X				X	
313000-RECRUITMENT AND STAFFING	X				X	
314000-EMPLOYEE SERVICES	X					
315000-HUMAN RESOURCES/COMPENSATION	X					
320000-FINANCE	X					
321000-ACCOUNTING AND REPORTING	X					
322000-BUDGET AND FISCAL PLANNING	X					
323000-PAYROLL	X					
324010-ACCOUNTS PAYABLE	X					
325010-BENEFITS- RETIREES	X					
330000-RISK MANAGEMENT	X					X
331000-BUSINESS OPERATIONS ADMIN	X					
332000-TRANSPORTATION	X					X
332010-SPECIAL EDUCATION TRANSPORTATION	X					X
333000-PROCUREMENT	X					
333100-ASSET MANAGEMENT	X					
334000-FACILITIES	X		X			X
334100-CUSTODIAL AND GROUNDS	X		X			
334200-UTILITIES	X		X			X
334300-GENERAL SERVICES	X					
334400-ZONE 4 MAINTENANCE	X					
334500-ZONE 2 MAINTENANCE	X					
334600-ZONE 1 MAINTENANCE	X					
334700-ZONE 3 MAINTENANCE	X					
334800-Plant Services	X					
335000-FACILITIES PLANNING AND PROPERTY	X					
336000-NUTRITION SERVICES				X		
336110-SCHOOL OPERATIONS CENTRAL				X		
336120-CENTRAL KITCHEN				X		
336130-MENU PLANNING				X		
336140-EQUIPMENT OPERATIONS				X		
336210-DISTRIBUTION				X		
336220-SUPPLY CHAIN MANAGEMENT				X		
336310-TRAINING				X		
336320-QUALITY ASSURANCE				X		
336410-NUTRITION SERVICES FINANCE				X		
336420-NUTRITION SERVICES HUMAN RESOURCES				X		
336430-NUTRITION SERVICES INFORMATION TECHNOLOGY				X		
337000-WAREHOUSING						X
340000-INFORMATION TECHNOLOGY	X					
341000-USER SUPPORT SERVICES	X					
343000-INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES	X					
344000-PROJECT MANAGEMENT OFFICE	X					
345000-ERP	X					
346000-ENTERPRISE RESOURCE PLANNING	X					
349000-Student Technology	X				X	
349010-SPED Student Technology	X					
350000-Strategic Operations	X				X	
560000-OTHER USES	X					



## Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
600000-REGULAR CAPITAL OUTLAY / FUND 7 CIP		X			X	
0016-Consolidated Administration					X	
0055-Coordinated School Health	X					
0088-Safe Schools Nonrecurring Carryover	X					
0136-ATSI 2021 Designation					X	
0915-ARP IDEA PART B					X	
0920-ARP IDEA Pre-School					X	
1005-Title I, Part A, Improving Academic Achievement					X	
1006-Title 1 A, Neglected					X	
1450-Title I, Part C					X	
1505-Title I, Part D, Subpart 1, Neglected/Delinquent					X	
1906-Avant Strategic School Allocations	X					
2005-Title II, Part A, Training & Recruiting					X	
3005-Title III, Part A, English Language Acquisition					X	
3105-Title III, Part A, ELA, Discretionary	X					
3740-Literacy Training Teacher Stipend Grant					X	
3741-HQIM Literacy Implementation Network Grant					X	
3742-Early Literacy Networks					X	
5011-Title IV					X	
5013-Title IV- 21st Century Community Learning FY 19					X	
5022-21st CCLCMASE Charter Schools					X	
5023-Title IV- 21st Century Community Learning					X	
5515-Stem in the Library					X	
5520-IAL Libraries in the Blend					X	
6901-General Deferred Maintenance		X				
6904-Emergencies		X				
7006-Title IX Homeless					X	
7056-ARP Homeless 1.0					X	
7057-ARP Homeless 2.0					X	
8003-Family Resource Center	X					
8005-Carl Perkins					X	
8053-Turnaround Action Grant (TAG)					X	
8054-School Turnaround Pilot Program Grant					X	
8709-STOP Sch Violence Threat Assessment					X	
8710-STOP Sch Violence Prev and Mental Health Training					X	
8764-Civic Seal Grant					X	
9005-IDEA, Part B					X	
9017-Substance Abuse Prevention & Treatment					X	
9030-Transition School to Work (FY 21)					X	
9105-IDEA, Preschool					X	
9110-IDEA Partnership for Systematic Change (K-12)					X	
9216-Innovative High School Grant					X	
9421-Head Start					X	
9422-Head Start					X	
9520-Head Start CARES					X	
9521-Head Start CRRSA - Cares					X	
9522-American Rescue Plan					X	
9708-CDCP HIV/STD Prevention					X	
9709-CDCP HIV/STD Prevention					X	
9710-CDCP HIV/STD Prevention (FY 2022)					X	
9790-CDC Mental Health Supplement 2					X	
9907-Project Stand	X					
9917-Comprehensive School Safety Initiative					X	
9930-Pre-Disaster Mitigation Grant					X	
9940-TN All Corps					X	
9983-ESSER 1.0					X	
9984-ESSER 2.0					X	
9985-ESSER 3.0					X	
9986-Epidemiology and Laboratory Capacity					X	



## Financial

Relationship Between MSCS Departmental Units and Funding Sources						
Department or Project Description	General Fund Fund 01	Capital Projects Fund Fund 7	Special Revenue Fund Non-Federal Fund 8	Special Revenue Fund Nutrition Services Fund 10	Special Revenue Fund Federal Programs Fund 12	Internal Service Funds
9987-ESSER Planning Grant					X	
9988-Emergency Connectivity Fund					X	
C734-21st Century Alcy School Construction		X				
C735-New Construction Goodlett ES		X				
C760-Oakhaven ES Fire Alarm		X				
C764-Avon Lenox Paving		X				
C771-New Frayser HS New Construction		X				
C772-New Orange Mound Pre-K-8 New Construction		X				
C773-New Treadwell Pre- K-8 New Construction		X				
C774-Central HS Fire Alarm		X				
C775-Lucie E. Campbell ES Fire Alarm		X				
C776-Bolton HS Fire Alarm		X				
C778-Cummings K8 Fire Alarm		X				
C823-Bayer Building/ Associated Capital Expenses		X				
C936-Cummings K-8 Gym		X				
C968-Kingsbury HS Classroom Addition		X				
C969-Kingsbury MS/HS HVAC Replacement		X				
C973-Belle Forest ES K-8 Gym/ Safe Building		X				
C977-Egypt ES Roof Replacement		X				
C984-Whitehaven HS STEM building Addition		X				
C985-Mitchell HS Painting		X				
C986-Delano ES Gym Addition		X				
C987-Mitchell High School Fire Safety Upgrades		X				
C988-Halle Stadium upgrade		X				
C989-WhiteHaven HS Stadium Upgrade		X				
C990-Raleigh Egypt HS Stadium Upgrade		X				
D045-Security-Ancillary Services			X			
D065-TVA ENERNOC Demand Response Program			X			
D075-Facility Rental			X			
D090-YMCA Before and After Care			X			
D095-Very Special Arts Festival			X			
D125-Telecommunications Center US			X			
D205-Adopt a School Seminar			X			
D240-Class Piano Program			X			
D398-Gear Up 3.0 2020					X	
D415-Homeless Children & Youth Program			X			
D465-Mental Health Records			X			
D485-SCIAA Dues & Fines			X			
D525-Pre-K			X			
D526-First 8.1			X			
D555-Research & Evaluation			X			
D570-Colonial Hearing & Vision Center			X			
D670-Adolescent Parenting Program			X			
D730-SOTA Music Program SupportÂ			X			
D766-Shelby County Government Pre-K			X			
D777-Evening Reporting Center			X			
D795-SPED Medicaid Reimbursement			X			
D907-Project Stand			X			
D957-Project Graduation			X			
D960-Lottery for Education Afterschool Programs (LEAPS)			X			
D963-Sponsorships and Donations			X			
D966-Bolton High School & TN State Univ Agri-STEM Grant			X			
D968-Trauma Intensive Parenting (TIP)			X			



### III. BUDGET ASSUMPTIONS AND PROJECTIONS

#### BUDGET ASSUMPTIONS

##### General

1. Enrollment projections are conducted using a cohort survival methodology. This method involves moving students up from one grade to the next and applying survival ratios to capture an approximate rate of change. Survival ratios are developed using recent trend data to estimate the rate at which a full grade cohort will move from one grade to the next over the course of future years.
2. For Fiscal Year 2025-26, the number of authorized charters will increase to 57.
3. The District continues to recruit, train, and retain highly effective teachers to accelerate student achievement, which requires redeployment of resources and adjustments to various practices and procedures within MSCS.

##### Revenue

1. The County Property Tax revenues for education are distributed among the District and the six Municipal school districts. The District's share is determined by its current year weighted full time equivalent average daily attendance (WFTEADA) relative to the other school districts in Shelby County.
2. The County Sales Tax revenues for the District are budgeted to decrease slightly in fiscal year 2025-26 based on a downward trend in taxes being received. In a similar fashion to the county Property tax revenues, county sales tax revenues are distributed among the District and the six Municipal school districts based on current year WFTEADA. The WFTEADA serves as the basis for allocation of education funds within the county. This is a calculation of the average of the highest two months of the first three months of attendance for grades K-12, multiplied times a unique weight for each grade level as provided by the State Department of Education.
3. The budget is being balanced by enacting expenditure controls for efficient, economical, and effective use of resources. Tradeoffs and reprioritized resources are the strategic methods to get to the balanced budget.

##### Expenditures

1. Budget development is focused on the District's strategic plan, academic goals and improvements as identified by the Superintendent, Memphis-Shelby County Board of Education, and stakeholders.
2. Emphasis is placed on identification of efficiencies, re-engineering of operations, revenue sources, and prudent review of alternative funding sources to maximize resources. Efficiencies and investments are being identified and tracked separately.
3. The budget is being built to fund: fixed and mandated costs, grant matching requirements and substantiated costs for current programs; less efficiencies or cost savings; plus, initiatives required to reach the goals of high academically performing schools, safe schools, improved graduation rates, and fiscal accountability.
4. Budget development for staffing has not resulted in revised teacher and support staff formulas for Fiscal Year 2025-26. The formulas used will comply with State requirements.



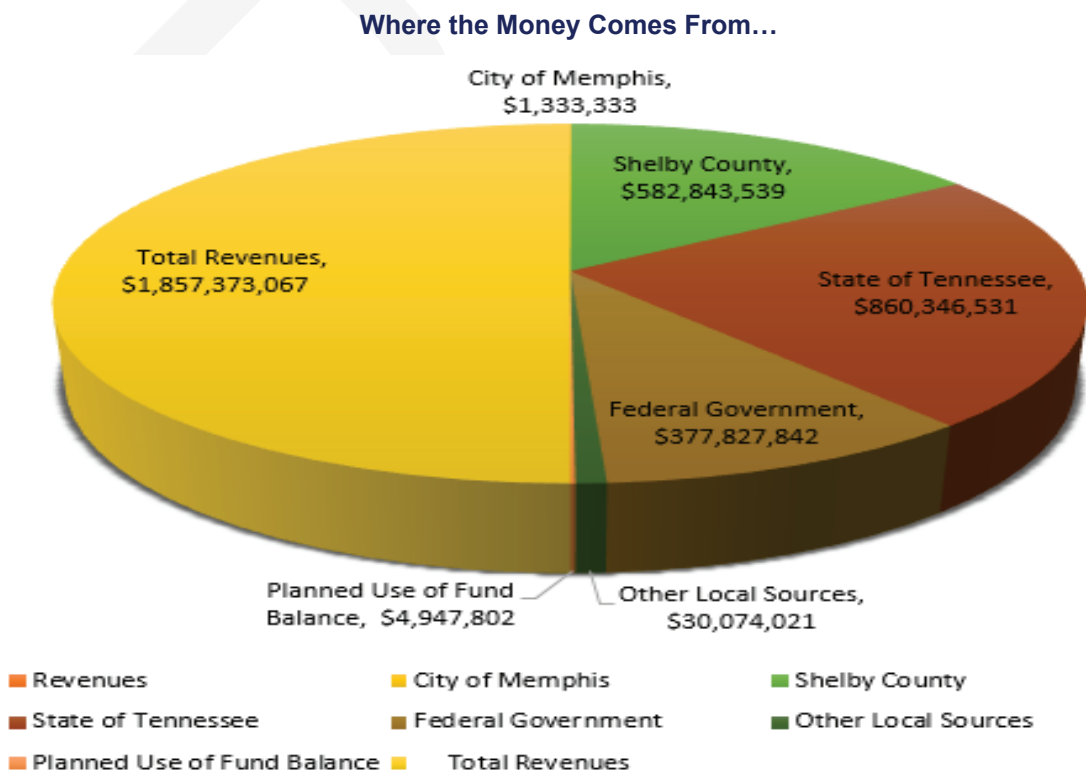


IV. ALL FUND TYPES

Memphis-Shelby County Schools  
Highlights of the 2025-26 Budget

All Funds

The District’s total expenditure for the FY 2025-26 budget across all funds is approximately \$1.86 billion. The total budgeted expenditures for all funds reflect a \$148.3 million or a 7.4% decrease from the FY25 amended budget. The largest cause of this decrease is due to Federal Program revenues, and associated expenses.

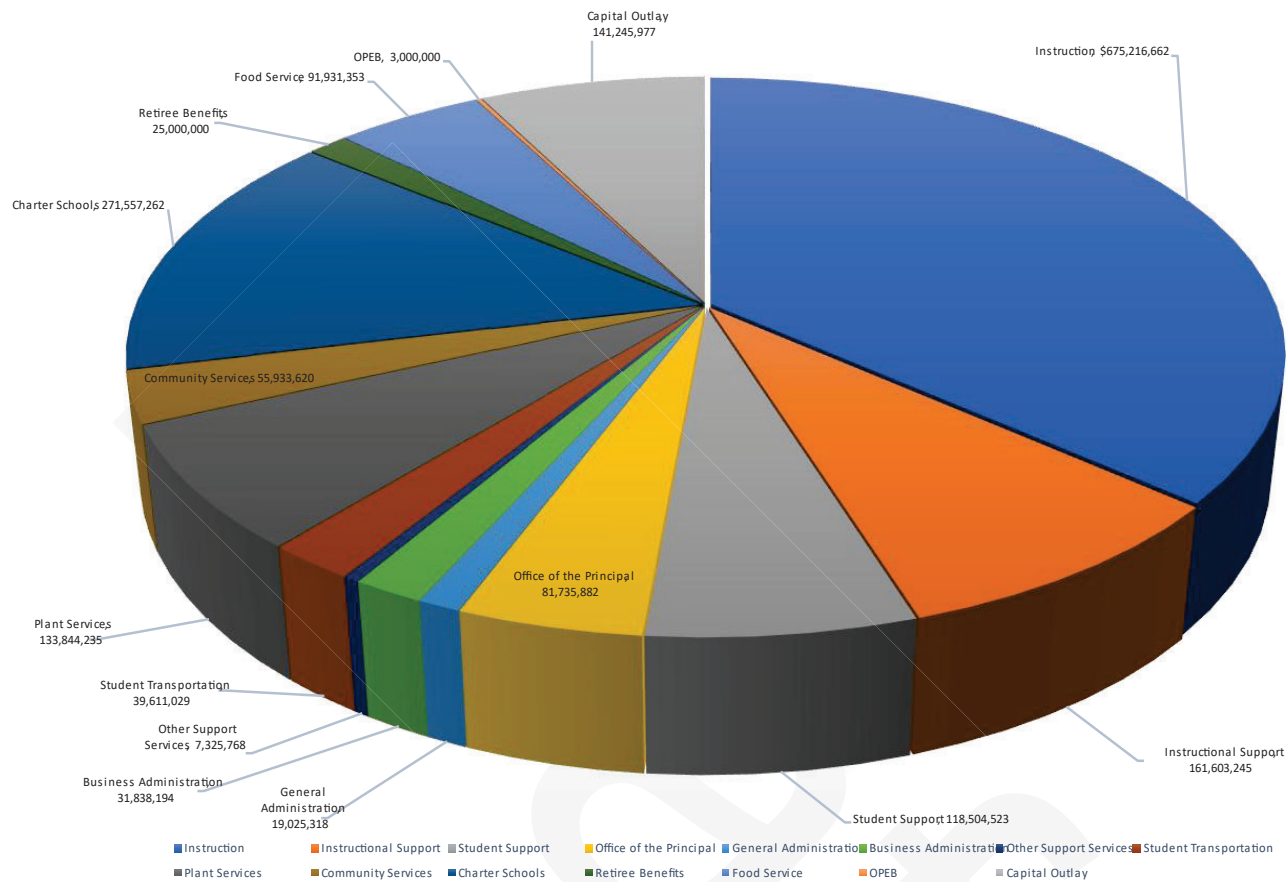


SOURCE OF FUNDS

	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
Revenues				
City of Memphis	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	612,796,163	\$ 582,843,539	(29,952,625)	-4.9%
State of Tennessee	843,301,324	\$ 860,346,531	17,045,207	2.0%
Federal Government	418,945,945	\$ 377,827,842	(41,118,103)	-9.8%
Other Local Sources	24,427,188	\$ 30,074,021	5,646,833	23.1%
Planned Use of Fund Balance	107,076,649	\$ 4,947,802	(102,128,847)	-95.4%
Total Revenues	\$ 2,007,880,605	\$ 1,857,373,067	\$ (150,507,537)	-7.5%



....and Where the Money Goes



USE OF FUNDS

Expenditures	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
Instruction	\$ 668,313,973	\$ 675,216,662	\$ 6,902,689	1.0%
Instructional Support	185,192,997	161,603,245	(23,589,752)	-12.7%
Student Support	153,559,241	118,504,523	(35,054,719)	-22.8%
Office of the Principal	88,143,071	81,735,882	(6,407,189)	-7.3%
General Administration	19,329,624	19,025,318	(304,306)	-1.6%
Business Administration	24,547,691	31,838,194	7,290,502	29.7%
Other Support Services	7,093,138	7,325,768	232,630	3.3%
Student Transportation	45,152,540	39,611,029	(5,541,511)	-12.3%
Plant Services	187,005,454	133,844,235	(53,161,219)	-28.4%
Community Services	55,613,661	55,933,620	319,959	0.6%
Charter Schools	266,813,210	271,557,262	4,744,052	1.8%
Retiree Benefits	25,000,000	25,000,000	-	0.0%
Food Service	88,705,837	91,931,353	3,225,516	3.6%
OPEB	3,000,000	3,000,000	-	0.0%
Capital Outlay	190,410,166	141,245,977	(49,164,189)	-25.8%
Total Expenditures	\$ 2,007,880,605	\$ 1,857,373,067	\$(150,507,537)	-7.5%



## SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION

### FISCAL YEAR 2025-26 PROPOSED BUDGET

#### With Comparative Information for Fiscal Years 2021-22 through 2025-26

	2021-22 Actual	2022-23 Actuals	2023-24 Actuals	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	530,177,227	542,287,745	546,521,915	612,796,163	582,843,539	(29,952,625)	-4.9%
State of Tennessee	618,749,993	589,610,868	753,982,677	843,301,324	860,346,531	17,045,207	2.0%
Federal Government	1,083,653,116	569,482,425	455,611,544	418,945,945	377,827,842	(41,118,103)	-9.8%
Other Local Sources	22,187,228	40,535,363	42,625,495	24,427,188	30,074,021	5,646,833	23.1%
<b>Total Revenues</b>	<b>\$ 2,256,100,899</b>	<b>\$ 1,743,249,736</b>	<b>\$ 1,800,074,964</b>	<b>\$ 1,900,803,956</b>	<b>\$ 1,852,425,266</b>	<b>\$ (48,378,690)</b>	<b>-2.5%</b>
<b>Expenditures</b>							
Instruction	\$ 866,415,828	\$ 668,811,046	\$ 654,606,754	\$ 668,313,973	\$ 675,216,662	\$ 6,902,689	1.0%
Instructional Support	296,803,832	153,819,012	156,955,957	185,192,997	161,603,245	(23,589,752)	-12.7%
Student Support	146,766,768	106,894,984	131,259,918	153,559,241	118,504,523	(35,054,719)	-22.8%
Office of the Principal	62,743,237	66,631,177	68,547,786	88,143,071	81,735,882	(6,407,189)	-7.3%
General Administration	18,820,573	21,126,081	18,336,278	19,329,624	19,025,318	(304,306)	-1.6%
Business Administration	28,092,998	18,448,878	17,649,585	24,547,691	31,838,194	7,290,502	29.7%
Other Support Services	5,078,408	-	3,778,443	7,093,138	7,325,768	232,630	3.3%
Student Transportation	46,574,574	36,426,009	38,091,150	45,152,540	39,611,029	(5,541,511)	-12.3%
Plant Services	125,871,337	106,001,515	123,446,197	187,005,454	133,844,235	(53,161,219)	-28.4%
Community Services	73,176,493	55,689,153	52,298,315	55,613,661	55,933,620	319,959	0.6%
Charter Schools	270,979,371	199,274,865	270,514,711	266,813,210	271,557,262	4,744,052	1.8%
Retiree Benefits	28,830,403	24,117,267	23,026,812	25,000,000	25,000,000	-	0.0%
Food Service	78,992,139	78,877,515	81,827,304	88,705,837	91,931,353	3,225,516	3.6%
OPEB	-	3,050,000	3,550,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	4,709,261	-	-	-	-	0.0%
Capital Outlay	237,978,410	146,966,002	70,377,293	190,410,166	141,245,977	(49,164,189)	-25.8%
<b>Total Expenditures</b>	<b>\$ 2,287,124,371</b>	<b>\$ 1,690,842,766</b>	<b>\$ 1,714,266,503</b>	<b>\$ 2,007,880,605</b>	<b>\$ 1,857,373,067</b>	<b>\$ (150,507,537)</b>	<b>-7.5%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (31,023,472)</b>	<b>\$ 52,406,970</b>	<b>\$ 85,808,462</b>	<b>\$ (107,076,649)</b>	<b>\$ (4,947,801)</b>		
<b>Approved use of Fund balance</b>	<b>31,023,472</b>	<b>(52,406,970)</b>	<b>(85,808,462)</b>	<b>107,076,649</b>	<b>4,947,801</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





**SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT**

**FISCAL YEAR 2025-26 PROPOSED BUDGET**

**With Comparative Information for Fiscal Years 2021-22 through 2025-26**

	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	530,177,227	542,287,745	546,521,915	612,796,163	582,843,539	(29,952,625)	-4.9%
State of Tennessee	618,749,993	589,610,868	753,982,677	843,301,324	860,346,531	17,045,207	2.0%
Federal Government	1,083,653,119	569,482,425	455,611,544	418,945,945	377,827,842	(41,118,103)	-9.8%
Other Local Sources	22,187,227	40,535,363	42,625,495	24,427,188	30,074,021	5,646,833	23.1%
<b>Total Revenues</b>	<b>\$ 2,256,100,899</b>	<b>\$ 1,743,249,736</b>	<b>\$ 1,800,074,964</b>	<b>\$ 1,900,803,956</b>	<b>\$ 1,852,425,266</b>	<b>\$ (48,378,690)</b>	<b>-2.5%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 1,111,877,985	\$ 890,745,172	\$ 933,058,603	\$ 976,923,509	\$ 1,046,966,094	\$ 70,042,584	7.2%
Contracted Services	871,927,310	417,148,118	476,234,336	606,914,728	485,288,078	(121,626,649)	-20.0%
Supplies and Materials	149,401,243	129,821,604	136,408,577	139,174,756	118,199,741	(20,975,015)	-15.1%
Equipment	65,318,550	189,008,662	90,462,527	232,585,288	159,956,311	(72,628,977)	-31.2%
Leases	-	4,709,261	6,401,685	4,577,948	4,594,114	16,166	0.4%
Other Charges	88,599,284	59,409,950	71,700,774	47,704,376	42,368,729	(5,335,647)	-11.2%
<b>Total Expenditures</b>	<b>\$ 2,287,124,371</b>	<b>\$ 1,690,842,766</b>	<b>\$ 1,714,266,503</b>	<b>\$ 2,007,880,605</b>	<b>\$ 1,857,373,067</b>	<b>\$ (150,507,537)</b>	<b>-7.5%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (31,023,472)</b>	<b>\$ 52,406,970</b>	<b>\$ 85,808,462</b>	<b>\$ (107,076,649)</b>	<b>\$ (4,947,801)</b>		
<b>Approved use of Fund balance</b>	<b>31,023,472</b>	<b>(52,406,970)</b>	<b>(85,808,462)</b>	<b>107,076,649</b>	<b>4,947,801</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





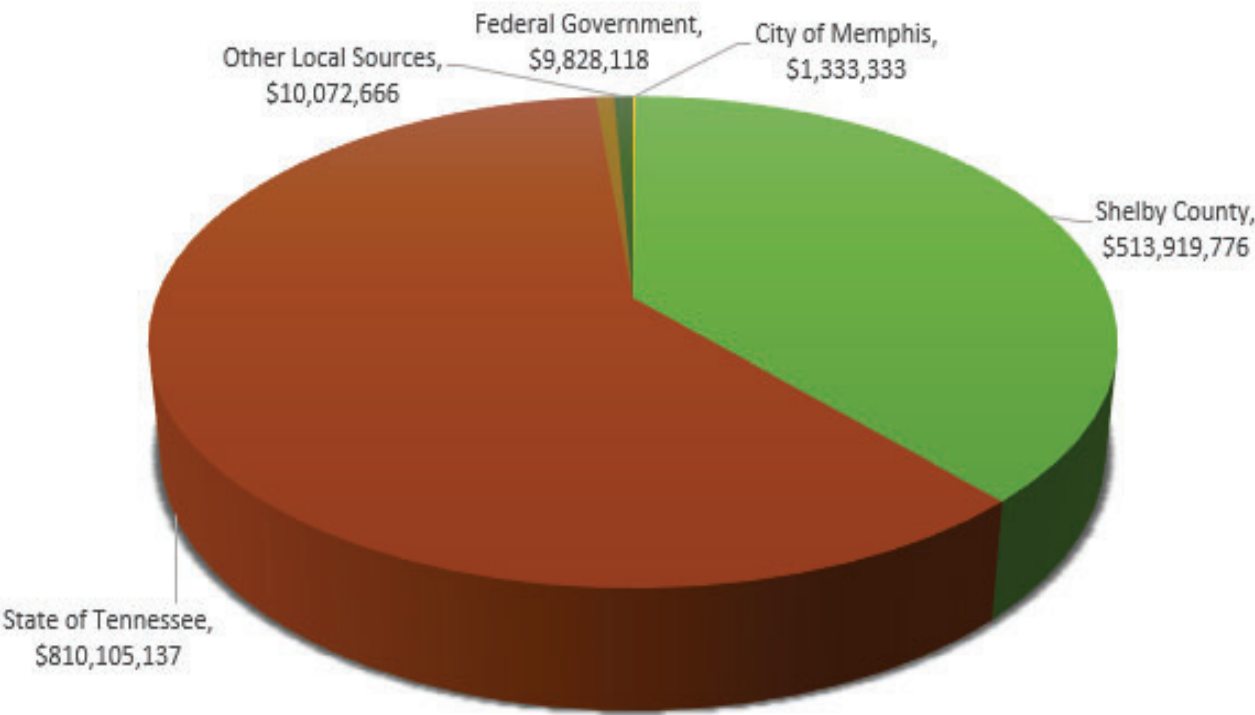


i. General Fund

2025-26 PROPOSED GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES

Source of Funds

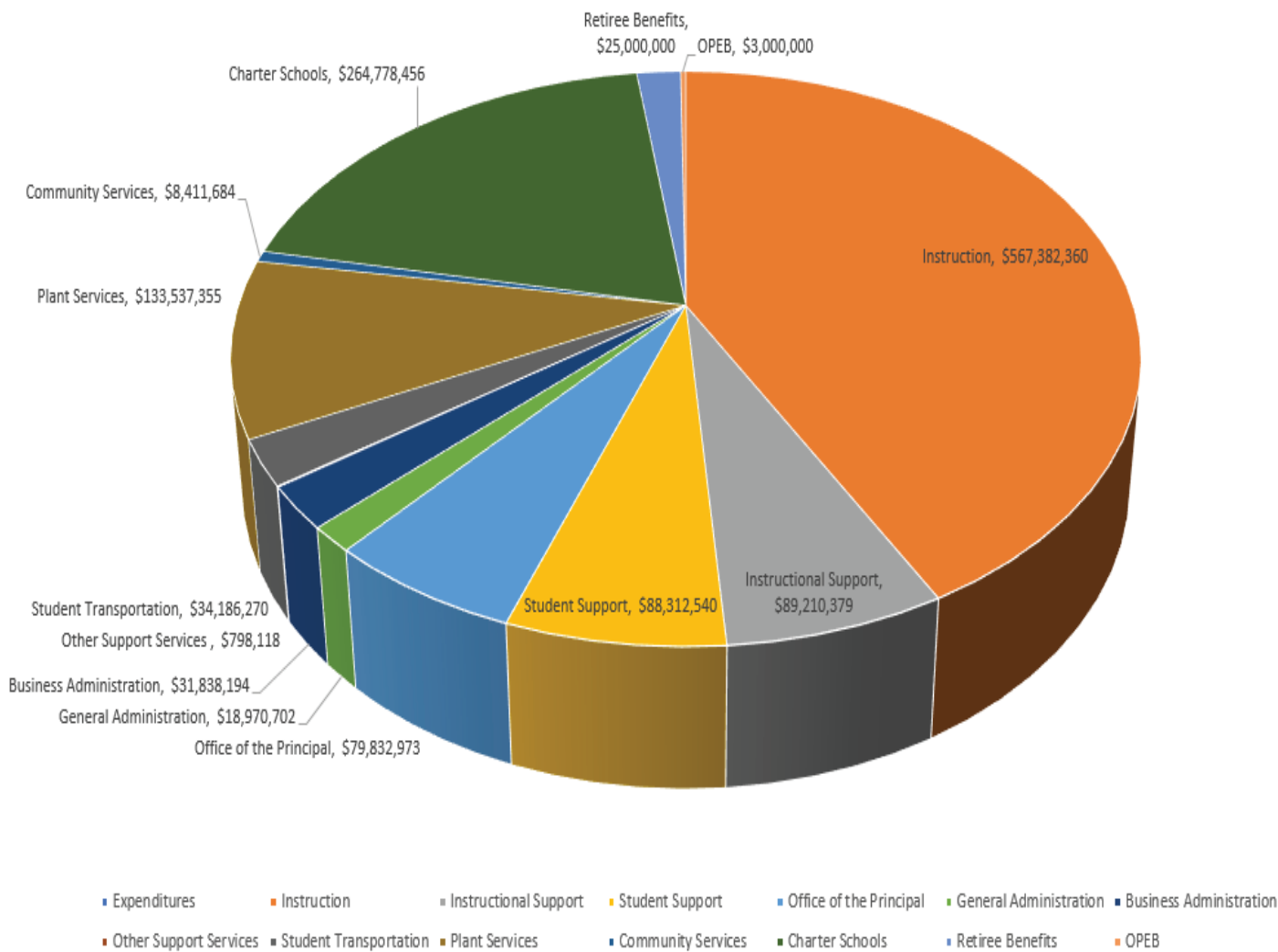
General Fund Revenues





Use of Funds

General Fund Expenditures





**GENERAL FUND BY FUNCTION**  
**FISCAL YEAR 2025-26 GENERAL FUND BUDGET**  
**With Comparative Information for Fiscal Years 2021-22 through 2025-26**

	2021-2022 Actual	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	483,167,305	516,263,930	523,733,022	514,374,278	513,919,776	(454,502)	-0.1%
State of Tennessee	606,549,437	579,606,971	738,718,011	781,446,197	810,105,137	28,658,939	3.7%
Federal Government	15,373,361	25,566,327	29,022,117	9,979,286	9,828,118	(151,169)	-1.5%
Other Local Sources	5,675,736	15,239,256	23,977,395	4,353,747	10,072,666	5,718,919	131.4%
<b>Total Revenues</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,138,009,819</b>	<b>\$ 1,316,783,879</b>	<b>\$ 1,311,486,844</b>	<b>\$ 1,345,259,030</b>	<b>\$ 33,772,186</b>	<b>2.6%</b>
<b>Expenditures</b>							
Instruction	\$ 492,218,120	\$ 458,295,894	\$ 520,513,597	\$ 521,367,735	\$ 567,382,360	\$ 46,014,625	8.8%
Instructional Support	89,959,061	68,845,697	65,927,841	102,145,729	89,210,379	(12,935,350)	-12.7%
Student Support	72,629,680	71,302,620	101,060,191	116,723,643	88,312,540	(28,411,103)	-24.3%
Office of the Principal	62,743,237	65,500,421	64,502,044	85,391,150	79,832,973	(5,558,177)	-6.5%
General Administration	18,353,405	17,752,171	18,313,890	19,265,408	18,970,702	(294,706)	-1.5%
Business Administration	23,152,000	17,680,135	17,160,410	24,533,053	31,838,194	7,305,141	29.8%
Other Support Services	285,910	-	399,719	565,488	798,118	232,630	41.1%
Student Transportation	35,518,630	35,555,613	32,984,252	39,500,021	34,186,270	(5,313,751)	-13.5%
Plant Services	124,590,606	105,295,640	121,525,076	186,669,410	133,537,355	(53,132,055)	-28.5%
Community Services	12,642,735	11,544,737	9,817,876	8,912,449	8,411,684	(500,764)	-5.6%
Charter Schools	177,644,917	199,274,865	244,560,136	254,066,895	264,778,456	10,711,561	4.2%
Retiree Benefits	28,830,403	24,117,267	23,026,812	25,000,000	25,000,000	-	0.0%
OPEB	-	3,050,000	3,550,000	3,000,000	3,000,000	-	0.0%
Other Local Sources	-	490,790	-	-	-	-	0.0%
Regular Capital Outlay	-	780,012	1,000,005	17,032,365	-	(17,032,365)	-100.0%
<b>Total Expenditures</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,079,485,862</b>	<b>\$ 1,224,341,848</b>	<b>\$ 1,404,173,344</b>	<b>\$ 1,345,259,030</b>	<b>\$ (58,914,314)</b>	<b>-4.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (26,469,530)</b>	<b>\$ 58,523,957</b>	<b>\$ 92,442,031</b>	<b>\$ (92,686,500)</b>	<b>\$ -</b>		
<b>Approved use of Fund balance</b>	<b>26,469,530</b>	<b>(58,523,957)</b>	<b>(92,442,031)</b>	<b>92,686,500</b>	<b>-</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





**GENERAL FUND BY OBJECT  
FISCAL YEAR 2025-26 BUDGET  
With Comparative Information for Fiscal Years 2021-22 through 2025-26**

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ 1,333,334	\$ 1,333,335	\$ 1,333,333	\$ (2)	0.0%
Shelby County	483,167,305	516,263,930	523,733,022	514,374,278	513,919,776	(454,502)	-0.1%
State of Tennessee	606,549,437	579,606,971	738,718,011	781,446,197	810,105,137	28,658,939	3.7%
Federal Government	15,373,361	25,566,327	29,022,117	9,979,286	9,828,118	(151,169)	-1.5%
Other Local Sources	5,675,736	15,239,256	23,977,395	4,353,747	10,072,666	5,718,919	131.4%
<b>Total Revenues</b>	<b>\$ 1,112,099,174</b>	<b>\$ 1,138,009,819</b>	<b>\$ 1,316,783,879</b>	<b>\$ 1,311,486,844</b>	<b>\$ 1,345,259,030</b>	<b>\$ 33,772,186</b>	<b>2.6%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 724,422,228	\$ 675,074,868	\$ 726,515,642	\$ 771,003,860	\$ 862,016,409	\$ 91,012,549	11.8%
Contracted Services	354,652,985	316,266,016	378,765,927	505,508,410	409,827,763	(95,680,647)	-18.9%
Supplies and Materials	24,677,470	50,042,772	74,000,118	78,500,367	54,412,421	(24,087,946)	-30.7%
Equipment	14,796,202	7,368,928	4,371,871	24,374,472	1,660,179	(22,714,293)	-93.2%
Leases	-	490,790	1,284,795	4,089,611	3,845,746	(243,865)	-6.0%
Other Charges	20,019,819	30,242,488	39,403,494	20,696,624	13,496,512	(7,200,112)	-34.8%
<b>Total Expenditures</b>	<b>\$ 1,138,568,704</b>	<b>\$ 1,079,485,863</b>	<b>\$ 1,224,341,848</b>	<b>\$ 1,404,173,344</b>	<b>\$ 1,345,259,030</b>	<b>\$ (58,914,314)</b>	<b>-4.2%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (26,469,530)</b>	<b>\$ 58,523,956</b>	<b>\$ 92,442,031</b>	<b>\$ (92,686,500)</b>	<b>\$ -</b>		
<b>Approved use of Fund balance</b>	<b>26,469,530</b>	<b>58,523,956</b>	<b>(92,442,031)</b>	<b>92,686,500</b>	<b>-</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



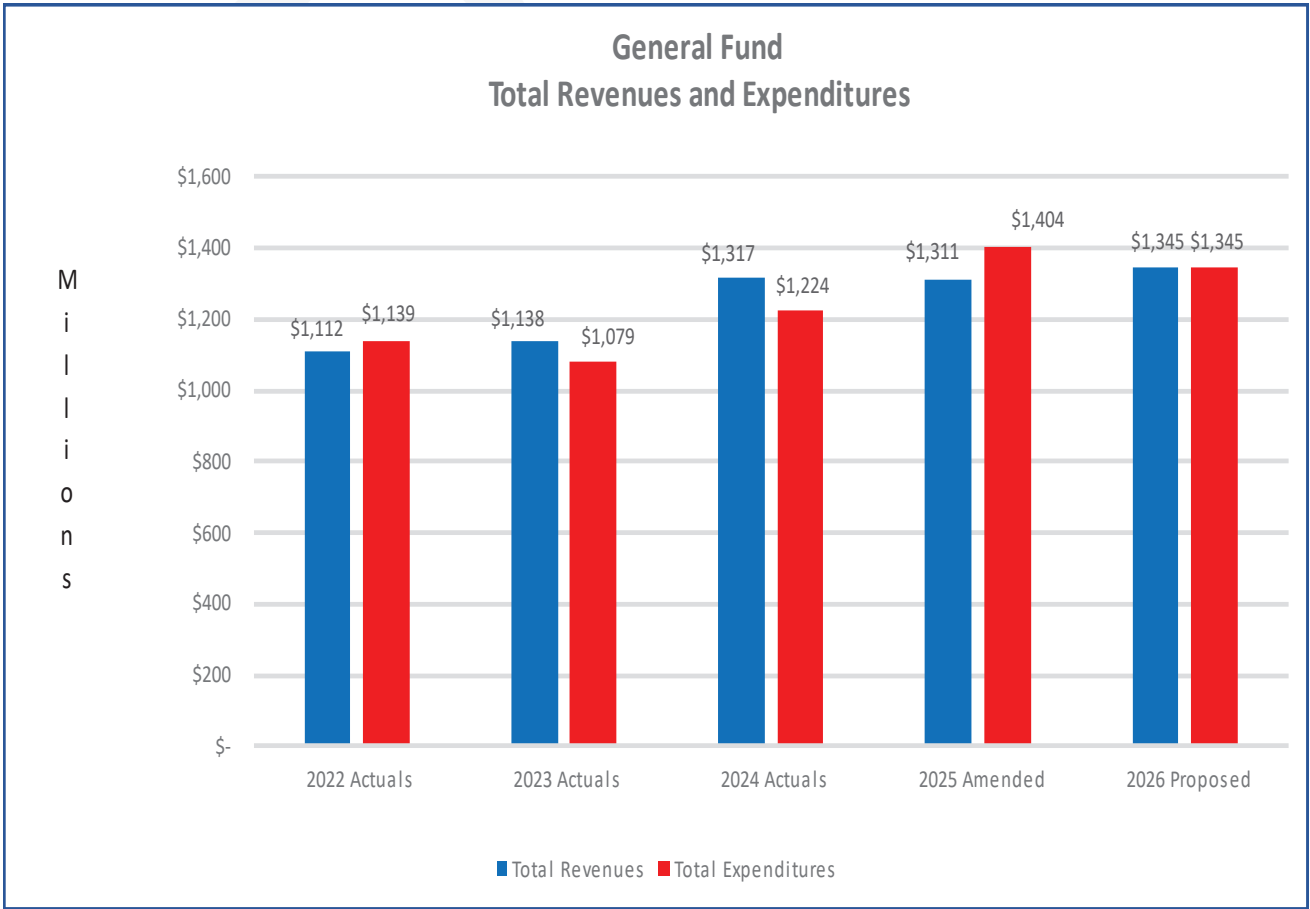




REVENUE AND EXPENDITURE TRENDS

The fiscal year 2025-26 General Fund revenue budget totals \$1.35 billion representing a 2.6% increase from the fiscal year 2024-25 amended budget of \$1.31 billion. State and Shelby County revenues make up 98% (or \$1.32 billion) of General Fund budgeted revenues in fiscal year 2025-26. The Tennessee Investment in Student Achievement (TISA) funds, county property tax, and county sales tax revenues are the major sources of revenues, and each is driven by the District’s enrollment.

The fiscal year 2025-26 General Fund expenditure budget totals \$1.35 billion representing a 4.2% decrease from the fiscal year 2024-25 amended appropriation of \$1.4 billion. The change is primarily related to a decrease of \$53.1 million in Plant Services and \$28.4 million in Student Support.



**A. DEPARTMENTAL DETAIL****DEPARTMENTS**

This section includes the following information:

- Introduction
- Departmental Financial Summary
- Departmental Budget Narratives

**INTRODUCTION**

The central office serves as the school support office that provides resources and guidance for operational and academic plans. Decisions for curriculum, school schedules, school hiring, and budgets are coordinated centrally, so that consistent academic standards are implemented throughout the District. With the continued investment in Student Based Budgeting (SBB) for the school year 2025-26, MSCS will continue to direct more funding back into our schools and provide principals with greater flexibility over their school schedule, staffing, school program and school level budgets. MSCS' Theory of Action is managed performance with a gradual movement towards empowerment. The strategic school design component reflects the belief that some academic decisions are most effectively made at the school level. With an understanding of their students, school leaders can craft academic plans that are aligned yet continue to meet the unique needs of the students.

**SCHOOL SUPPORT PROVIDED BY DEPARTMENT**

Over the past several years, Memphis-Shelby County Schools have continued to improve its operational efficiencies and reduce administrative costs, which pushes more funding into our classrooms and schools. In general, the District provides central office support and guidance to schools around operational and academic plans. Decisions for curriculum, school schedules, school hiring, and budgets are centralized to ensure that consistent academic standards are implemented throughout the District and each student has an opportunity to receive a high-quality education.





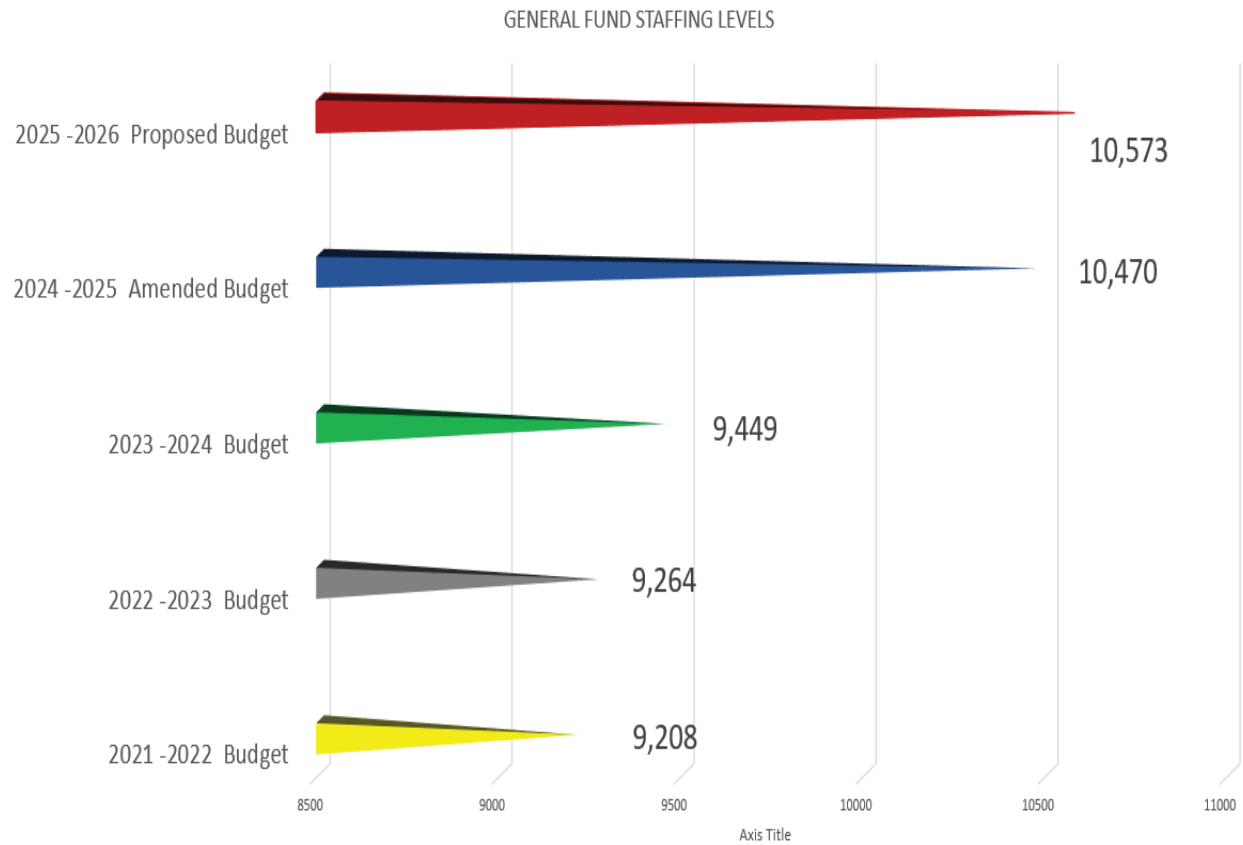
## STAFFING LEVELS

The District's Fiscal Year 2025-26 budget for General Fund includes 10,573 full time positions. Staffing requirements for schools are determined by a staffing model based on projected enrollment, the opening/closing of schools and other relevant factors. The chart below represents budgeted positions by staffing level for fiscal years 2021-22 through 2024-25 and for the 2025-26 proposed budget. Departments are responsible for restricting expenditure to remain within the allocated budget. Personnel costs account for 56% of the District's expenditure for All Funds and 64% of the District's General Fund expenditures. The District anticipates a net increase of 103 positions in the General Fund for the 2025-2026 fiscal year, driven by the increase of Mobile Security Officer, Concrete and Asphalt Technician, Preventative Maintenance Technician, and Specialized Educational Assistant positions.

	2021 -2022 Actual Budget	2022 -2023 Actual Budget	2023 -2024 Actual Budget	2024 -2025 Amended Budget	2025 -2026 Proposed Budget	FY 2025 Amended Budget vs FY 2026 Proposed Budget	FY 2025 Amended Budget vs FY 2026 Proposed Budget
<b>Full-Time Staff</b>							
Officials/Administration/Management	213	226	239	193	190	(3)	-1.55%
Principals	155	154	156	157	157	-	0.00%
Assistant Principals, Non-Teachers	199	210	203	236	223	(13)	-5.51%
Elementary Classroom Teachers	2,018	2,042	2,026	2,006	2,022	16	0.80%
Secondary Classroom Teachers	1,768	1,793	1,706	1,805	1,818	13	0.72%
Other Classroom Teachers	1,976	1,646	1,873	1,969	1,952	(17)	-0.86%
Guidance	240	254	250	263	263	-	0.00%
Psychological	39	36	37	36	36	-	0.00%
Librarian/Audio/Visual	130	133	131	132	133	1	0.76%
Consultants/Supervisors	77	72	71	147	151	4	2.72%
Other Professional	595	601	729	743	747	4	0.54%
Teachers' Aides	637	914	653	1,482	1,521	39	2.63%
Technicians	102	103	96	95	96	1	1.05%
Clerical/Secretarial	588	604	587	577	574	(3)	-0.52%
Service Workers	136	147	349	281	321	40	14.23%
Skilled Crafts	116	115	126	127	147	20	15.75%
Laborers Unskilled	198	186	189	196	197	1	0.51%
All Other	21	28	28	25	25	-	0.00%
<b>Total Full-Time Staff</b>	<b>9,208</b>	<b>9,264</b>	<b>9,449</b>	<b>10,470</b>	<b>10,573</b>	<b>103</b>	<b>0.98%</b>

\*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report

GENERAL FUND STAFFING LEVELS







## DEPARTMENTAL BUDGET NARRATIVES

For each department, a narrative has been provided to highlight the mission, strategic priorities, budget, and structural changes.

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### OFFICE OF EXECUTIVE SERVICES – BOARD OFFICE

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Office of Executive Services-Board Office Supports Board Members in the execution of special events/projects, advises Board Members on technical matters including processes, rules, and procedures. In coordination with the General Counsel Office, supports the Board and Administration's legislative efforts and benchmarking – local, state, and national.

Collaborates with the Policy Department in conjunction with the Board Chair to maintain BOE policy and procedures manuals; provides Board Members and District staff with necessary information and direction on policy and procedures changes; records all new and revised policies and coordinates with the Policy Department the distribution to all MSCS employees.

#### Department overview and services provided

- Attend all Board Meetings, prepare accurate records of Board and local governmental meetings, and keep abreast of issues and/or legislation that may impact the district.
- Investigates information requests and research questions from board members, staff, and the public.
- Maintains a general understanding of District initiatives, programs, and practices to inform constituent response.
- Listens attentively to understand each constituent's request, escalates complicated or sensitive calls to the appropriate staff (colleague, specialist, manager, director, Parent Liaison or Central Office leader).
- Serves as an example of MSCS' customer service expectations by providing a welcoming environment, orderly environment, respectful and responsiveness to constituent concerns, knowledgeable about MSCS policies and reporting structure, and sensitive to the needs of students and their families.
- Conducts careful, systematic research and analysis regarding policy issues.
- In coordination with the General Counsel Office, supports the Board and Administration's legislative efforts and benchmarking – local, state, and national.
- Uses a variety of research methods, choosing methods appropriate to a task to gather relevant information in a quick and accurate manner.
- Works collaboratively with the Board Manager to research material pertaining to new and/or proposed local, state, and federal legislative changes to assess the impact on the management and operation of the school district.
- Draws logical conclusions from information gathered and documents the research conducted.
- Provides staff support in varied topic areas and works with assigned board members or designees to clarify drafting requests.
- Inform Board Members of opportunities for community engagement and involvement.
- Supports Board Members in the execution of special events/projects.
- Supports Board Members in preparing external constituent facing communications.
- Prepares and drafts resolutions in a clear, concise, well-organized, and technically correct manner following the established guidelines.

- Advises Board Members on technical matters including processes, rules, and procedures.
- Presents the results of research and other work to committees and other groups by providing logical and comprehensible presentations.



## Fiscal Year 2024-25 Performance Highlights

- Organized and executed the Swearing in Ceremony for incoming/returning Board Members.
- Collaborated with Governmental Affairs and Compliance to execute 4 Policy Review Retreats.
- Organized Board appreciation week at 9 locations for the Board members.
- Organized and facilitated Board Retreat with the Council of Great City Schools.
- Collaborated with Family Engagement to host a 3 Board Mobile Food Pantry.

## Fiscal Year 2025-2026 Initiatives

- Work collaboratively and efficiently across all departments to obtain documents and all necessary information to successfully execute monthly committee, work, and board meetings.
- Facilitate and help develop training for Board members and Board Staff to improve compliance to board policy.
- Build relationships with local and state legislative advocacy as it relates to education.
- Provide communication with stakeholders, staff, parents and the community on board sponsored events

## Measures of Success

- Supporting Board Members in preparing external constituent facing communications.
- Timely collection of documentation for monthly meetings
- Timely Keep abreast of any current issues or situations within districts to become the Subject Matter Expert to ensure Board Members are informed.



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## OFFICE OF GENERAL COUNSEL

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The Office of General Counsel's mission is to coordinate, manage, and provide excellent legal, policy, risk management, labor and employee rights, small business procurement, internal audit and executive office services that adhere to the rule of law, embody professionalism and ethics, and inspire collaboration and accountability to support and advance the school district's mission and goals.

### GENERAL COUNSEL

#### **Fiscal Year 2024-25 Performance Highlights**

- OGC attorneys prevailed at multiple state and federal court trials
- OGC attorneys obtained early dismissals of cases in favor of the District in state and federal court forums, without the need for a trial
- OGC attorneys obtained a \$130k settlement in the District's favor
- OGC attorneys reached a \$197k settlement in the District's favor
- OGC attorneys obtained early and low value resolutions of cases, including settlements of special education and Office of Civil Rights claims, many without payment of monetary consideration
- OGC attorneys assisted the District in navigating a large organizational restructuring
- OGC attorney prioritized business development and contracts with Small, Minority and Women Business Enterprises (SMWBE) enabling community SMWBES to develop partnerships with schools and showcase successful careers for students
- OGC Chief brought Department into compliance with Board policies by providing a list of new cases filed, judgments, settlements, etc. to the Board, as required by Board policy and/or the cadence as requested by the Board

#### **Fiscal Year 2025-2026 Initiatives**

- Establish strong team to handle Title IX matters and implement appropriate revisions to Title IX workflow and Title IX Policy in accordance with applicable Title IX Regulations
- Implement training in the areas of student and employee civil rights to ensure compliance with duties to respond to, investigate, and decide complaints concerning Title IV, Title VII, Title IX and Section 504/Rehabilitation Act complaints
- Improve processes and increase efficiencies across all OGC teams, including effective integration of new departments under the Office of General Counsel by identifying and obtaining departmental workflow processes
- Facilitate and help develop training (employee, Board, etc.) to improve legal compliance across the District
- Work collaboratively and efficiently across all departments to obtain data, documents, and all necessary information for the annual compliance report no later than November 1st
- Streamline contract approval and execution processes
- Streamline open records requests, and increase transparency by making all District agreements publicly available online
- Identify departmental or systemwide opportunities for improvement based on liability trends or areas of liability concern, including but not limited to ensuring completion and performance of vendor obligations on District contracts, provision of special education services and related services, and protection of District Information Technology systems



## **ECONOMIC OPPORTUNITY**

The mission of the Office of Economic Opportunity (OEO) is to promote equity, eliminate barriers to participation, and increase access to procurement opportunities for Small Business Enterprises, including small, Minority, and Women-Owned Businesses.

Our vision at OEO is to invest in our local community by engaging with Small, Minority, Women-Owned Business Enterprises (SMWBEs). By doing so, we aim to strengthen our economy, improve our tax base, and create meaningful employment opportunities for our families. We believe contributing to our economic growth will help improve our students' educational outcomes.

The Office of Economic Opportunity within MSCS oversees the District's Contracting Program, also known as the Supplier Diversity Program. This initiative aims to promote the inclusion of Small Businesses, including small MWBEs (Minority and Women-Owned Business Enterprises), in the procurement process. In accordance with Board Policy 2010, our office is responsible for establishing policies and procedures for implementing the SBE Program.

Some services provided include daily administration of all components of the SBE/MWBE Program and supervision of the SBE/MWBE Program staff or consultants, developing procedures as necessary to effectuate the purposes of the SBE/MWBE Program, advising the School Board on SBE/MWBE Program issues, and monitoring the utilization of SBE/MWBEs on District contracts.

## **Fiscal Year 2024-25 Performance Highlights**

- According to the 2023 Disparity Study, due to the success of the MSCS-M/WBE utilization in Construction, Other Services, and Goods/Supplies, GSPC recommended that MSCS tailor its contracting program to promote opportunities for Small Business in general, which would include small M/WBEs.
- MSCS-Office of Economic Opportunity has been nominated for the Corporation of the Year Award for promoting minority business development.

FY25-26 priorities include the continued implementation of the 2023 Disparity Study recommendations.







### **INTERNAL AUDIT**

The Office of Internal Audit's mission is to assist Memphis-Shelby County Schools with the efficient, effective, and economical delivery of high-quality educational services to all students and to enhance and protect organizational value by providing risk-based and objective assurance, advice, and insight regarding operations, compliance, and other unspecified activities.

Some departmental goals include completing all school audits by September 30th annually, increasing awareness of fraud, waste, and abuse within MSCS, and delivering high quality audit reports to stakeholders.

### **Fiscal Year 2024-25 Performance Highlights**

- Completed the quality control review of 100% of 149 school audits by September 30th
- Provided fraud, waste, and abuse training to individual schools and the majority of the SCIAA fall, winter, and spring coaches, and to new principals
- Initiated the process to acquire enterprise risk assessment capability to identify District financial, compliance and operation risks more effectively
- Provided school leaders with training on the State's manual for internal control and compliance to implement an internal control framework (commonly referred to as COSO)

### **Fiscal Year 2025-26 Priorities**

- Continue to gain audit efficiency and audit quality
- Provide training assistance to all departments on the State's Internal Control and Compliance Manual
- Conduct annual risk assessment utilizing the TeamMate software to prioritize and focus audit activities on key risks identified within the District
- Creatively provide 40 continuing professional education training hours for each team member to comply with professional standards and to maintain a highly competent professional audit staff
- Continue to focus on developing a strong performance audit capability

### **LABOR AND EMPLOYEE RIGHTS (LABOR RELATIONS)**

The Office of Labor and Employee Rights helps maintain fair, respectful, and legally compliant employment practices within the Memphis-Shelby County Schools district. We are a resource for employees and the District and strive to mediate and resolve disputes, clarify and opine on policies, ensure compliance with local, state, and federal labor laws, and serve as the liaison between the District and teacher/other labor associations.

Our duties and responsibilities encompass but are not limited to the following:

- Facilitate communications and negotiations between the school district and employee associations (unions). Specifically, MOU negotiations include terms and conditions of employment such as wages, benefits, and working conditions.
- Ensure compliance with federal, state, and local laws related to labor and employment, including wage laws, anti-discrimination laws, and workplace safety regulations.



- Provide resources for employees to understand their rights and options for addressing workplace issues.
- Provide guidance on issues such as employee classifications, overtime, sick leave, and disability accommodations.
- Create and implement procedures for handling complaints, grievances, and mediations efficiently and fairly.
- Monitor adherence to employment laws such as EEOC, the Americans with Disabilities Act (ADA), and other applicable labor laws. Communicate with and clarify for employees and other relevant stakeholders regarding requirements and expectations.
- Serve as the Fact Finder, Decision Maker, or Appellate Decision Maker in Title IX Matters
- Manage the investigatory process to ensure that there is timely correspondence and outcomes from investigative partners.
- Work in partnership with legal counsel when necessary to address complex legal issues related to labor law, employee rights, or disputes.

### **Fiscal Year 2024-25 Performance Highlights**

- Reviewed and resolved 30+ ADA Accommodation Requests
- Reviewed and resolved 60+ Employee Grievances
- Successfully appealed 70+ Unemployment Claims

### **Fiscal Year 2025-2026 Initiatives**

- Coordinate and facilitate Collaborative Conferencing 2025
- Amend multiple Board Policies 4055 and 4036 as well as revise a small section of Article 3 of the MOU
- Increase in PD and Trainings for OLER Staff
- Successful facilitation of monthly meetings with labor associations
- Conduct Summer Training Refresher for Principals and Supervisors regarding Grievance processes.
- OLER Presentation at Start of Year Labor Association AR meeting

### **Measures of Success**

- Decrease in start/finish times of Grievance investigations
- Principals/Supervisors have improved understanding and clarity regarding ADA, EEOC, and Grievance processes
- No overturned investigatory OLER decisions



### **GOVERNMENTAL AFFAIRS AND COMPLIANCE**

The Office of Governmental Affairs and Compliance plays a crucial role in ensuring the district's adherence to all applicable laws, regulations, and policies, while also proactively shaping the legislative landscape to benefit the district and its students. The office's work spans a wide range of activities, inclusive of drafting and maintaining Board policies, acting as a policy information resource, leading legislative efforts and working with lobbyists, tracking relevant legislation and regulations, and monitoring district operations for compliance.

#### **Policy & Legislation**

Serves as a central hub for policy and legislative-related information and expertise and plays a vital role in shaping Board policies, ensuring alignment with legal requirements, best practices, and District needs. Services provided encompasses a full spectrum of policy and legislative-related activities including but not limited to:

- Researching, drafting, and revising policies and administrative rules and regulations in compliance with applicable laws and mandates.
- Facilitating policy advisory committee meetings with diverse stakeholders to gather input, identify policy needs, and build consensus.
- Presenting drafted policies to executive leadership and the governing board for review, approval, and adoption.
- Serving as the primary resource for interpreting and explaining district policies, responding to inquiries from internal and external stakeholders
- Drafting legislative priorities and annual agendas, organizing advocacy events and meetings with legislators, tracking and analyzing bills and policy proposals, and working effectively with lobbyists to advance the district's interests.
- Organizing and facilitating interdisciplinary strategy meetings to address key issues and develop coordinated approaches. Preparing reports, resolutions, presentations, and talking points for various audiences.
- Attending city, county, and state legislative meetings to monitor policy developments, advocate for organizational interests, and provide timely reports on relevant legislative actions and discussions.
- Conducting in-depth research on legislative proposals and organizational policies, analyzing their potential impact on the district, and summarizing findings in clear and concise memoranda.

#### **Compliance**

Serves as the central point of contact for all compliance-related activities within the District and ensures district-wide compliance with all applicable laws, regulations, and policies. Services provided include but are not limited to the following:

- Developing and implementing strategies to strengthen the district's overall compliance program, including identifying and mitigating potential risks.
- Coordinating and preparing the annual LEA Compliance Report and communicating critical compliance deadlines to internal stakeholders.
- Proactively monitoring district operations to identify potential compliance gaps and ensure adherence to federal, state, and local laws, regulations, and policies.



- Investigating and resolving compliance-related problems, including working with departments to implement corrective actions as deemed appropriate.
- Collaborating with the general counsel on legal matters.

### **Fiscal Year 2024-25 Performance Highlights**

- Successfully gathered compliance information from each District department for submission of the 2024 state-mandated LEA Compliance Report
- Developed a comprehensive legislative agenda and worked with lobbyists to move identified priorities as bills in the TN General Assembly
- Conducted the state-mandated biennial policy manual review with the Board
- As of February 2025, we presented recommendations of 20 new or revised policies and administrative rules in regulations to the Board for approval.

### **Fiscal Year 2025-2026 Initiatives**

- Facilitate and help develop training (employee, Board, etc.) to improve legal compliance across the District
- Work collaboratively and efficiently across all departments to obtain data, documents, and all necessary information for the annual compliance report no later than November 1st
- Build relationships with local and state counterparts as it relates to policy, legislative advocacy, and compliance
- Provide multiple communication pathways for apprising staff of new and revised policies
- Conduct a policy audit of stakeholder-identified policies
- Foster relationships with key legislators, government officials, and community stakeholders to ensure the District's interests are represented in policy discussions.

### **Measures of Success**

- Timely and efficient collection of data and information for the annual compliance report.
- Proactive risk identification/mitigation of non-compliance issues based on data collection.
- Improved communication and collaboration across departments on compliance matters.
- Increased influence and representation of the district's interests in policy discussions.
- Increased staff awareness and understanding of district policies measured through surveys and feedback.
- Effective utilization of multiple communication pathways.
- Initiation of the policy audit of stakeholder-identified policies and implementation of recommendations resulting from the audit.

### **RISK MANAGEMENT**

The Office of Risk Management proactively identifies, analyzes and mitigates potential hazards or uncertainties over the district by safeguarding assets and promoting a culture where everyone understands and actively manages risks. By collaborating with stakeholders, the office creates a risk-aware environment that warrants informed decision – making and promotes adaptability.

The office collaborates with all departments to ensure compliance with Environmental Protection Agency/EPA, Federal Emergency Management Agency/FEMA, Tennessee Occupational Safety & Health Administration/TOSHA, City of Memphis and Shelby County Health Department. The Office of Risk Management provides On-the-Job-Injury (OJI) regulations, guidelines, OJI benefits, and also provides





safety training, loss control and loss prevention. The office ensures the district purchases adequate insurance and requires vendors to do the same.

### **Fiscal Year 2024-25 Performance Highlights**

- Successfully renewed cyber security insurance December 23, 2024
- Work collaboratively with departments to communicate effectively and efficiently with FEMA claims
- Initiate ongoing facility inspections for district property
- Completed the OSHA 300 Log
- Initiated training for Lead Water testing participants and labeled each water source
- Completed the Automated External Defibrillator/AED Program
- Completed the AED Medical Physician contract
- Completed Environmental contract for the Brownfield Site
- Researched and assisted drafting updates to the On-the-Job-Injury (OJI) Policy
- Created the Inaugural Risk Management Newsletter, The Risk Review (with monthly issues)
- Created written programs required by Law
- Facilitate annual training with Building Engineers
- Facilitate monthly orientation with Financial Secretaries
- Upgraded the Risk Management Reporting System
- Ensure vendors have adequate insurance coverage

### **Fiscal Year 2025-2026 Initiatives**

- Complete training of OSHA 10 and 30 to train Facility Employees
- Facilitate OSHA 10 for Building Engineers
- Facilitate OSHA 30 for Facility Supervisors
- Coordinate an Occupational Health Clinic for On-the-Job-Injury
- Work collaboratively with all departments to become more effective and efficient in all transactions

### **Measures of Success**

- We are protected from cyber breach
- Effective communication and better understanding regarding FEMA losses
- Increased awareness of property hazards and risk exposures
- Ensure participants are clear on processes of testing samples
- We are in alignment with the state and federal mandates
- Facilitate subrogation against 3rd parties
- Handle sensitive and high important issues discretely and effectively
- Biannually we are susceptible to TOSHA's mandated inspections of which we have successfully completed



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## OFFICE OF TRANSFORMATION

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The Office of Transformation is dedicated to enhancing the performance of schools designated as Supe Schools. The primary goal of this office is to move 50% of these schools to Ignite or Soar status. The Office of Transformation oversees four networks, each managed by a Network Leader who supervises 19-21 schools, collectively serving approximately 11,000-13,000 students.

Additionally, the office includes specialized divisions: Athletics, Accelerated Schools, Charter Schools, Career and Technical Education Schools, Early College, Graduation Retention Acceleration and Dual Enrollment, Memphis Virtual Schools, JROTC, and Hearings and Appeals.

The mission is to ensure that every student graduate on time, is proficient in literacy and numeracy, and is college, career, every student graduate on time, is proficient in literacy and numeracy, and is college, career, and life ready.

### **ATHLETICS**

The Athletics Department aims to provide quality athletics environments and academic resources affording student-athletes, coaches, administrators and community the opportunity to grow socially, culturally and competitively by using sports as a vehicle to promote high standards of academic competence, character and citizenship.

The Athletics Departments serves an estimated 100 schools by assisting over 900 athletic programs, supporting over 15,000 student-athletes and 1500+ coaches. Opportunities are offered to students to participate in basketball baseball, football, soccer, softball, track & field, golf, swimming, tennis, wrestling, volleyball, cross country and bowling.

### **Fiscal Year 2024-25 Performance Highlights**

- Supported a pilot basketball league for 10 elementary schools via a community partnership
- Collaborated on a \$700k+ transportation allowance for High and Middle Schools
- Improved High School Football Jamboree Format for est. 30+ schools

### **Fiscal Year 2025-2026 Initiatives**

- Utilize programming to support academic achievement for students
- Support technological integration trends
- Increase professional development for staff

### **Measures of Success**

- Measure of participation rates in athletic programs and their correlation with other academic measures.
- Measure improvements in staff learning outcomes through usage data.
- Evaluate the effectiveness of new innovations via stakeholder feedback



### **JROTC**

The mission of JROTC is to Motivate young people to be better citizens. JROTC will provide a quality citizenship, character, and leadership development program while fostering partnerships with communities and educational institutions Departmental Goals.

A few departmental goals include providing Leadership Education Training to MSCS students and guiding them into post-secondary opportunities in the military and civilian sectors.

### **Fiscal Year 2024-25 Performance Highlights**

- JROTC has sustained a 9.6% growth in enrollment through the first semester.
- Each of the 23 programs began the year with an instructor in the classroom.
- Army JROTC program made it to level 2 of the JROTC Leadership and Academic Bowl (JLAB).
- Army JROTC programs made it to Level 3 of JLAB. Level 3 represents the top 2 % of 1744 national programs. They will travel to Washington D.C. in June to compete for the national title.
- MSCS has 21 National Defense Authorization Act (NDAA) programs. This means that 100% of equipment, computers, printers, and curriculum will be paid for by the Department of Defense. 44 positions are cost-shared (DOD pays 50% of salary). Additional cost shared positions are available in the NDAA programs.
- MSCS has 2 National Defense Cadet Corp (NDCC) programs. The programs at Fairley and Germantown are not cost shared. The district pays 100% of salaries.
- MSCS JROTC will conduct their 4<sup>th</sup> Hybrid STEM JCLC in June 2025. We are the largest JROTC group in the 7<sup>th</sup> Brigade (Tennessee, Kentucky, Indiana, Ohio, and Michigan). MSCS is the only STEM Camp in the Brigade.
- MSCS JROTC has enough applicants to fill 23 schools with 2 instructors in August.

### **CHARTER SCHOOLS**

The Office of Charter Schools supports the accountability of performance in each of its charter schools through operations, finance, and academics to ensure that MSCS Charters are in the top 25% of schools in Tennessee. Some major services provided include serving as an Authorizer and District Liaison to a portfolio of 57 charter schools in AY 2026-2027 and managing pre-opening, transitions and overseeing school development and accountability.

### **Fiscal Year 2024-25 Performance Highlights**

- 100% of charter schools received an Annual Site Visit as part of ongoing oversight and evaluation.
- Memphis-Shelby County Schools' (MSCS) Charter Schools earned an overall rating of "Exemplary" and a score of 3.51 out of 4 on our 2023 Authorizer Evaluation. Additionally, an exemption from the 2025 evaluation due to achieving an "Exemplary" rating for two (2) consecutive evaluation years.
- Ten schools received recognition as a "Reward School" Federal Designation & one school made academic progress exiting CSI Priority status.
- 60% of charter schools earned a TVAAS Level 5 Composite and 66% of schools earned either a TVAAS Level 4 or 5 Composite.



- 79% of charter schools maintained a score of 2.75 or better on School Performance Scorecard Framework (SPS).
- 100% of charter schools' operational scores met or exceeded the 3.00 standard for four consecutive school years (20-21 to 23-24).
- 98% of charter schools' financial scores met or exceeded the 3.00 standard for two consecutive fiscal years (FY22 & FY23).

### **Fiscal Year 2025-2026 Initiatives**

- Improve communication and inclusivity of charter schools within the district
- Collaborate to provide required shared services and expand professional learning opportunities
- Maintain quality customer service and support for schools and families

### **Measures of Success**

- Increased charter participation and inclusion in district programming, initiatives, professional developments, and community engagements, as applicable.
- The OCS will create a comprehensive list of shared services for charter schools provided by the district.
- From the 2024-25 End of Year survey, 80% of charter schools state that they are "...overall pleased with the level of customer service and support received from the Office of Charter Schools."
- At the end of AY2024-25, 80% of charter school families state that they are "...overall pleased with the level of customer service and support received from the Office of Charter Schools."

### **ACCELERATION**

The mission of the department is to provide innovative, non-traditional academic programs tailored to meet the diverse needs of students, empowering them to succeed in education and beyond. We strive to enhance academic success by providing engaging, challenging, and transformative learning experiences that inspire students to reach their full potential. Some departmental goals include improving attendance, literacy, and numeracy to enhance next-level readiness and graduation rates. Developing and implementing academic plans that accommodate diverse learning styles, interests, and career goals, ensuring every student has a pathway to success. Providing career exploration, workforce development, and post-secondary preparation programs that equip students with the skills needed for success beyond graduation.

Some major services provided include accelerated learning offers an accelerated pace to help students progress and achieve academic milestones efficiently. Credit recovery that allows students to regain lost credits and stay on track for timely graduation. Youth Advocacy program that provides comprehensive services and support for teen parents while attending MSCS. Free childcare services for MSCS teen parents with children ages 6 weeks to 2 years and after-school juvenile intervention services provided for youth referred by the Juvenile Court Children's Bureau.

### **Fiscal Year 2024-25 Performance Highlights**

- Strengthened academic, social-emotional, and mental health resources to better support student success.





- Provided ongoing training to enhance teaching strategies, student engagement, and innovative instructional methods.
- Implemented programs that promote accelerated learning, hands-on experiences, and student-driven education.
- Fostered strong partnerships with families and local organizations to create a supportive learning environment beyond the classroom.
- Introduced non-traditional academic pathways, career readiness opportunities, and personalized learning plans to meet diverse student needs.
- Increased course offerings for Incarcerated Youth

### **Fiscal Year 2025-2026 Initiatives**

- Develop and implement a streamlined digital referral system that allows schools to efficiently track, manage, and support students referred to alternative education programs.
- Integrate real-time data tracking to monitor student progress and intervention effectiveness.
- Establish a comprehensive conflict resolution framework incorporating restorative justice practices, peer mediation, and de-escalation training to help students resolve conflicts constructively.
- Provide professional development for educators and staff on implementing restorative practices in daily school operations.
- Launch a Parent Resource and Engagement Hub offering workshops, virtual support groups, and direct access to school counselors and intervention specialists.
- Develop a Student Transition and Reentry Success Plan for students returning from juvenile detention, including academic assessments, individualized education pathways, and mental health support.
- Expand partnerships with the CCTE division.

### **Measures of Success**

- Increased attendance rates, literacy and numeracy proficiency, graduation rates, and overall academic performance among students in alternative education programs.
- Higher participation in hands-on, project-based learning, acceleration initiatives, and career readiness programs, demonstrating active student involvement and motivation.
- Increased enrollment in college, vocational training, or workforce programs post-graduation, reflecting student preparedness for next-level opportunities.
- Positive student feedback and measurable improvements in social-emotional well-being, mentorship impact, and access to mental health resources.
- Greater involvement of parents, businesses, and local organizations in student learning and support initiatives, leading to a more comprehensive support network.
- Effective execution of fiscal year initiatives, including professional development, expansion of international student programs, improved operational efficiency, and increased course offerings for incarcerated youth.

### **VIRTUAL SUPPORT AND ONLINE LEARNING**

As part of the Office of Transformation's Network of Innovative Schools, the Virtual Schools and Online Learning (VSOL) Department exists to leverage the flexibility, creativity, and accessibility of virtual education in order to be a leading contributor of transformative educational options in our district. By



cultivating a collaborative and engaging virtual learning environment, MSCS can meet the diverse needs of all learners, enabling schools to choose from a menu of student-centered approaches to help students achieve their fullest potential, as well as help the adults who serve them to access more equitable and engaging development opportunities.

### **Project Graduation**

Project Graduation (PG) is an academic intervention program that increases graduation rates by allowing high school students the opportunity to extend their school day by taking additional classes outside of traditional school hours. Moving at an accelerated pace, PG students can earn up to 4 additional credits per semester. PG can be strategically used for any of the following reasons:

- To earn credit in a course previously failed (Credit Redemption)
- To complete new coursework (Accelerated Graduation)
- To pursue college and career interests (CCTE focus and college-readiness)
- To produce Ready Graduates (EPSO acquisition)

### **Memphis Virtual School**

Serving students in grades 4-12, Memphis Virtual School (MVS) is modeled after the collegiate style of online learning and independent exploration. Focused on providing students with excellent preparation for college and career, MVS offers a variety of electives, Honors, Advanced Placement (AP), and College, Career Technical Education (CCTE) courses in addition to the core content areas. In addition to full-time student enrollment, MVS also supports all schools across the district by offering students part-time enrollment in online coursework for any of the following reasons:

- Repeat Coursework
- New Coursework / Credit Accrual
- Advanced Academics
- Special Projects / Teacher Vacancy support
- Middle school credit acquisition

### **Memphis Virtual Adult High School**

Through the vision demonstrated by our leadership, MSCS has become the first district in Tennessee to provide a virtual high school alternative for adult students to earn a high school diploma rather than a HiSET or GED. Memphis Virtual Adult High School (MVAHS) is an online adult high school where students 17 years and older can work at an accelerated pace due to the 24/7 accessibility to their academic content that is unique to online learning that is supplemented with teacher supported academic interventions and the support of life coaches and wrap around services.

### **Fiscal Year 2024-25 Performance Highlights**

- Project Graduation ended Semester 1, 2024 with a 98.2% success rate, helping 1,223 students earn 2,020 credits.
- In addition to its four Super Sites, in January 2025 Project Graduation launched “PG Extended Day,” opening school-specific sites at 12 MSCS high schools.
- To support high school’s College and Career Readiness efforts, Project Graduation expanded to support Early Post-Secondary Opportunities in Automotive Services, Barbering, Cosmetology, Culinary, Dual Enrollment, and Health Sciences in Spring 2024.



- In Fall 2024, Memphis Virtual School supported 2,570 students at six (6) MSCS high schools through Special Projects classes designed to mitigate learning interruption due to teacher vacancies.
- According to TN School Report Card data, Memphis Virtual School improved one letter grade from 2023 to 2024, and currently leads the district in upward trending graduation rates with an 18.3% increase over 3 years.
- In its inaugural year 2024-25, Memphis Virtual ADULT High School boasted a 99% graduation rate, with 94% of our graduates gainfully employed or furthering their education within 4 months after graduation. In December 2024, MVAHS had 219 fall graduates with a 100% graduation rate.

### **Fiscal Year 2025-2026 Initiatives**

- Align all programs- Memphis Virtual School, Project Graduation, and Memphis Virtual ADULT High School- to support the district's graduation rate by offering multiple credit recovery/acquisition options that will meet the needs of diverse learners.
- Increase graduation rates through targeted support and expand Project Graduation's impact and accessibility by offering after school coursework at every high school.
- Expand Memphis Virtual ADULT High School inclusiveness by providing in-person learning opportunities, as well as providing ESL and Exceptional Education support to Shelby County's diverse adult population.

### **Measures of Success**

- Increased district graduation rates, as well as school-level graduation rates for schools who participate in VSOL support programs.
- At least 1/3 of high schools participate in the Project Graduation Extended Day program, which would allow PG classes to be held on their campuses after school.
- Effective execution of fiscal year initiatives that offer online supports for all schools and professionals in our district, including Canvas, Grade Results, and other online curriculums.
- Expansion of Memphis Virtual Adult High School, opening enrollment opportunities to include any resident across the state of Tennessee.

### **COLLEGE CAREER & TECHNICAL EDUCATION**

The Division of College, Career, and Technical Education (CCTE) offers a diverse array of programs to give students the necessary skills and credentials to excel. CCTE is a powerful tool for enhancing student learning and improving academic achievement. Long recognized as the foundational platform to education and learning, CCTE courses, through the infusion of and integration of relevant academic content, increase a student's depth of knowledge through "hands-on learning" and practical work experiences.

Memphis-Shelby County School's College & Career and Technical Education (CCTE) program engages and prepares students for life success through career pathways to be successful in the future economy. Students learn in state-of the art classrooms with certified, professional instructors teaching rigorous, relevant lessons and applying practical application. All CCTE programs are aligned to the National Career Clusters Framework that enables clear pathways to licensing, industry certification, and advanced degrees. The



programs offer highly technical training that is aligned with business/industry standards for today's workforce. They promote career awareness and facilitate a smooth transition from high school to college. Students have an opportunity to enter a post-secondary institution to further their education or enter the job market with a high-paying skill. Articulation and/or dual credit with neighboring post-secondary institutions are available. MSCS currently offers Programs of Study aligned with all 19 Career Clusters listed below: Agriculture, Food Natural Resources • Architecture & Construction • Arts/Audio Visual Technology & Communications • Business Management & Administration • Education and Training • Finance • General CCTE • Health Sciences • Hospitality and Tourism • Human Services • Information Technology • Law, Public Safety, Corrections & Security • Advanced Manufacturing • Marketing. The General Fund and the Carl D. Perkins Federal Grant are the two major funding sources for CCTE. The Carl D. Perkins Federal grant is used to develop more fully the academic, career, and technical skills of secondary and post-secondary students who elect to enroll in career and technical education programs.

### **Fiscal Year 2024-25 Performance Highlights**

- Three (3) students won the Career Technical Student Organization (CTSO) Competitive events at Regionals and advanced to the State finals.
- To date, certifications have been earned in the following areas:  
1000 OSHA certifications and 173 Hair Braider certification
- CCTE Instructor Mr. Brian Sneed received a \$50,000.00 grant from Harbor Freight for his Automotive Maintenance and Light Repair Program at Cordova High School.
- E.E. Jeter K-8 School erected a Hydroponics Laboratory utilizing a hydroponic production system for vine crop production.
- Snowden Middle School student, Sasha Sanders scored exceptionally high in the Microsoft PowerPoint (Microsoft 365 Apps and Office 2019) and was named Tennessee State Champion and selected to compete in Certiport's 2025 Microsoft Office Specialist U.S. National Championship in June 2025.

### **Fiscal Year 2025-2026 Initiatives**

- Roll out of the new College Career and Technical Education Program Plan
- Implement Work-based Learning (WBL) Practicum in Real Estate
- Expand HVAC program in Career Technical Centers to Comprehensive High Schools
- Add Police Academy Training module to the Criminal Justice Program of Study in partnership with Memphis and Shelby County Police Departments
- Implement the State's new Program of Study guidelines utilizing the Meta Cluster framework
- Complete the implementation and stabilization of the Innovative School Models (ISM) Grant throughout the District

### **Measures of Success**

- The number Early Postsecondary Opportunities (EPSOs)
- The number of certifications obtained
- The increase in the number of students enrolled in CCTE programs
- The number of dual credits obtained
- Students' academic performance and achievements
- The number of students matriculating into post-secondary institutions or obtaining career level employment





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## OFFICE OF EDUCATION SERVICES

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The department works to enhance student experiences throughout the District by ensuring that students access the breadth of the District's learning experiences through enrichment, remediation, and meaningful engagements to strengthen both academic and non-academic skills, ensuring a supportive and inclusive environment for all students.

### **EXTENDED LEARNING**

The Extended Learning Department provides a variety of academic support to students from kindergarten through 12th grade, ensuring that every learner can succeed through academic enrichment and remediation. Through District and state-supported grant funding, the department coordinates school-based before and after-school tutorial programs that provide students with two to three academic sessions per week with sessions lasting 60 to 90 minutes per session for at least 12 weeks each semester for the entire school year. The Department oversees the Summer Learning Academy which provides four weeks of additional reading and math instruction as well as intervention and activities for rising first-eighth grade students. High school students participate in a two-week ACT preparation course. In addition, the department manages a Promotional Summer School which offers the opportunity to earn credit for failed courses. The Extended Learning Department also manages the MSCS Literacy Commitment which ensures that all components of Tennessee Learning Loss and Remediation Act are implemented with fidelity. As part of the Literacy Commitment, students participate in high-dosage low ratio tutoring for at least 12 weeks each semester as required by TCA 49-6-3115. The department houses the Extended Learning Programs (ELP) and collaborates with families, schools, and the community to provide high-quality before and after school programming at designated schools based upon 21st CCLC and LEAP grant criteria, completely free of charge. The Extended Learning Department also works with the YMCA to collaborate with families, schools, and the community to provide quality youth programs, like Y-Care, that are affordable and accessible to all. By offering focused support in essential programs the Extended Learning Department's work reflects the district's commitment to fostering an inclusive learning environment where all students can thrive.

### **Fiscal Year 2024-25 Performance Highlights**

- Provided identified third-fifth grade students with high dosage, low ratio English/ Language Arts (ELA) tutoring during the school day to meet state law guidelines.
- More than 12,000 students enrolled in tutorial programs and maintaining an average attendance rate above 90%
- SLA students had an average difference of 6.9 points from spring to fall English Language Arts (ELA) i-Ready tests, indicating that they did not experience summer-slide. They had a statistically significant difference, a four-point higher score, than non-SLA students
- SLA students had a higher average difference in math than non-SLA students and experienced less of a summer-slide.
- 91.5% of students required to attend SLA met the state required 90% attendance rate
- Students who attended tutoring 90% of the year (or both semesters) had a higher positive difference between projected and actual percentile rank than their non-tutored peers on the i-Ready Assessment in Math.



### **Fiscal Year 2025-2026 Initiatives**

- Implement/offer a 1:10 tutor/student ratio for before and after school tutoring for grades K-12
- Implement high dosage/low ratio tutoring during the school day (offer a 1:3 tutor/student ratio)
- Implement Summer Learning Academy and Summer School programs by providing a minimum of four (4) weeks of additional reading instruction as well as intervention.
- Implement all required components of the Tennessee Learning Loss and Remediation Act.

### **Measures of Success**

- Student enrollment and attendance in school-based tutorial programs in English Language Arts (ELA), mathematics, science, social studies, and ACT preparation
- Student growth and achievement in literacy and numeracy
- 7,491 students were enrolled in 2024 Summer Learning Academy; Approximately 16,000 students enrolled in before, during and after school tutoring for 23-24 school year; 1,480 students attended our Fall and Spring Break Academies; 4,276 students attended Promotional Summer School.

### **STUDENT LEADERSHIP**

The Student Leadership Department is committed to cultivating a culture of student empowerment, advocacy, and meaningful participation across elementary, middle, and high schools. By offering dynamic, student-led initiatives, the department equips young leaders with the tools to think critically, collaborate effectively, and actively contribute to their school communities.

At the heart of this mission are key programs such as Student Congress, Student Council/Government, and an array of Student Clubs and Organizations, all designed to foster an inclusive environment where every student has the opportunity to lead and make a tangible impact. With a strong emphasis on equity and accessibility, the department ensures that leadership development is available to all students, regardless of background or prior experience, empowering them to engage in transformative learning experiences.

Through these programs, students refine essential competencies in strategic communication, analytical problem-solving, collaborative teamwork, and informed decision-making. They take on influential roles, organize impactful initiatives, advocate for student needs, and engage with school and district leadership to drive positive change. This hands-on experience not only enhances their confidence and sense of responsibility but also strengthens their connection to their peers, schools, and broader communities.

By cultivating strong, collaborative relationships among students, educators, and community partners, the department helps bridge the gap between schools and the broader community, creating a supportive network that enhances student leadership opportunities. Through meaningful engagement, students develop a sense of civic responsibility, strengthen connections with their peers and mentors, and contribute to a positive, inclusive school culture that extends beyond the classroom.

By prioritizing student-driven leadership and innovation, the department aims to inspire a generation of forward-thinking, inclusive, and socially responsible leaders. These students graduate not only with the skills to succeed but with a deep commitment to service, advocacy, and lifelong civic engagement—ready to make a lasting impact within their schools and far beyond.



### **Fiscal Year 2024-25 Performance Highlights**

- Ensured compliance with reporting for student experiences with Title IX, Title VI, harassment, sexual harassment, discrimination, intimidation, bullying, or cyberbullying, progressive discipline support
- Increased number of registered student voters to more than 800 students before the November General Election and provided students with voter engagement through registration, education, and mobilization
- Increased student engagement in student clubs and organizations from the FY24 baseline of 44,000 students
- Provided support for the implementation of student leadership programs (e.g., Student Congress, Student Council/Government) in schools.
- Provided training sessions for student leaders and school leadership teams around Bullying/Title IX, Title VI, Progressive Discipline, Restorative Justice, and Civil Rights

### **Fiscal Year 2025-2026 Initiatives**

- Student Congress student leadership program in middle and high schools
- Legacy Builders student advocacy and engagement program for students in 3rd-12th grades
- Expansion of Student Councils and Student Government Associations across elementary, middle, and high school grade bands
- Implementation of Student Clubs and Organizations with the goal of having each student connected to at least one extra-curricular or co-curricular activity
- Field Trips and Experiential Learning

### **Measures of Success**

- Number of students engaged in at least one student club or organization
- Number of incidences of students experiencing bullying
- Student feedback around student experiences

### **PROJECT STAND**

Project STAND (Social - Emotional, Transition, Academic and Network Developing) is a juvenile justice program that provides a mentor-based support focusing on building relationships with the youth and their families to reduce recidivism. This work rests on five focus pillars: mentoring, academic assistance, post-secondary planning, resources, and motivation beyond boundaries. Through a comprehensive mentor-based support program, Project STAND works to build meaningful relationships with students and their families, fostering trust and providing guidance as students navigate the challenges of high school and beyond. Serving approximately 300 students, the department's central focus is around personalized mentorship, academic support, and college and career readiness opportunities. The team serves as consistent, positive role models, helping students build critical skills like decision-making, conflict resolution, and self-advocacy. In addition to providing emotional and social support, mentoring staff work cross-collaboratively with students to develop individualized plans for post-graduation success, whether that involves pursuing higher education, entering the workforce, military service, or exploring vocational training. The department also collaborates closely with community organizations, local businesses, and colleges to ensure students have access to resources and opportunities that align with their goals. By focusing on relationship-building and equipping students with the tools they need for long-term success,



the department plays a key role in breaking the cycle of recidivism and guiding students toward a positive future.

### **Fiscal Year 2024-25 Performance Highlights**

- 29 college career and community field trips impacting 788 students district wide
- Obtained additional grant funding to support program expansion to 92 girls
- 7 Monthly Parent meetings and 398 parents in attendance
- Summer employment and internships impacting 320 students
- Students develop mindfulness practices from SEL training sessions
- 22 Students featured as presenters at the National Mentor Conference in Washington, D.C. January 2025

### **Fiscal Year 2025-2026 Initiatives**

- Enhance the juvenile justice program (i.e., Project STAND) to provide mentor-based support for students and their families to achieve <5% recidivism rate
- Increase parental involvement for at-risk, opportunity youth and justice involved students.
- Increase college enrollment for senior participants from 68.5% to 75%

### **Measures of Success**

- Student success rates (e.g., attendance, grades/credit acquisition, graduation) for students engaged in the Project STAND program
- Maintain 1.8% or below recidivism rate for justice involved youth
- Parent/guardian participation in family-focused workshops, trainings, activities, etc.
- Reductions in juvenile justice involvement for student program participants
- Student success with positive post-secondary placements (college, technical school, military, career/employment)

### **SPECIAL POPULATIONS: HOMELESS, MIGRANT EDUCATION, & FOSTER CARE STUDENTS**

The Special Populations Department helps students and families experiencing homelessness, students in foster care, and students from migrant families ensuring they have access to the resources and opportunities they need to succeed. This department operates in alignment with the McKinney-Vento Homeless Assistance Act, which guarantees the educational rights of homeless children and youth, including ensuring enrollment, attendance, and success in school. The department works closely with local shelters, social services, and community partners to remove barriers and provide stability, offering transportation, school supplies, and personalized academic support.

Additionally, the department provides specialized services to students in foster care, advocating for their educational rights and ensuring their needs are met through collaborative efforts with foster parents, social workers, and school staff. By working closely with families and caregivers, the department helps to create supportive learning environments that promote academic success and emotional well-being as required by the Every Student Succeeds Act (ESSA).





For migrant students, the department receives funding from the Tennessee Migrant Education Program to offer tailored support, including tutoring, language assistance, and enrichment activities, helping students overcome the unique challenges they face due to mobility. Overall, the department strives to ensure that all students, regardless of their circumstances, have equitable access to education and the resources needed to thrive both academically and personally. Support and services for migrant students are required by Title 1, Part C.

### **Fiscal Year 2024-25 Performance Highlights**

- Honored to present at the state's annual Migrant Education Program meeting
- Received recognition from the Tennessee Department of Education for contributions leading to reappointment to the Governor's Alternative Education Advisory Committee
- Leveraged local partnerships to increase assistance and referrals for unaccompanied youth
- Identified and/or provided support for approximately 1,300 students experiencing homelessness, 30 migrant students, and 270 students in foster care

### **Fiscal Year 2025-2026 Initiatives**

- Ensure that students who are displaced have access to educational options with appropriate supports for their families
- Expanded partnership with City of Memphis Division of Housing and Community Development (HCD) and Agape Child and Family Services to provide housing supports to families
- Deepened partnership with United Way of the Mid-South to provide support for emergency housing referrals
- Increased offerings of professional learning opportunities and other support to school personnel serving homeless children and youth
- Provided after school tutoring for up to 60 homeless children and youth at two homeless shelters and the Travelodge Hotel
- Provided after school tutoring and summer learning services for 20 migrant children and youth

### **Measures of Success**

- Student enrollment and success rates (e.g., attendance, chronic absenteeism, grades/credit acquisition, graduation) for unaccompanied students, students experiencing homelessness, migratory students, and students in foster care
- Family referrals for assistance for housing, utility, food, necessities, etc.
- Proper identification of homeless students and feedback from homeless families regarding the support received

### **EXCEPTIONAL EDUCATION**

Our mission is to provide vision, leadership, and expertise to schools and central office on initiatives that support the achievement of Students with Disabilities. Exceptional Education is committed to ensuring that every Student with Disabilities receives a Free Appropriate Public Education in the Least Restrictive which will prepare them to transition from school to school to the global workforce.

Exceptional Education provides individualized support to more than 16,00 Students with Exceptionalities who met the criteria for having one or more of the following Disabilities: Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Functional Delay, Hearing Impairment, Intellectual Disability, Intellectually Gifted, Language Impairment, Multiple Disabilities, Orthopedic



Impairment, Other Health Impairment, Specific Learning Disability, Speech Impairment, Traumatic Brain Injury, and Visual Impairment.

Some major services provided include Language Therapy, Physical Therapy, Audiology Services, Hearing & Vision Screenings, SPED Transportation and Homebound Services for Students with Disabilities.

### **Fiscal Year 2024-25 Performance Highlights**

- Hosted 8 Saturday clinics to offer compensatory services for students with exceptionalities.
- Reignited the Parent Advisory Council. Meetings were held quarterly, and officers were elected.
- Launched Listen Out Loud (LOL) sessions. A virtual platform for special education teachers and providers to ask technical and instructional questions. Immediate feedback is provided.
- Special Transportation provided to more than 1,610 Students with Exceptionalities.
- Conducted 13 Professional Developments on Transition Plans and postsecondary transition.
- Trained School Leadership Teams on the Manifestation Determination Review process and Least Restrictive Environment.
- Trained 148 Exceptional Education chairpersons.
- Six parent trainings to date, and 4 remaining
- Participated in the Back-to-School Block Party for parents/students
- Conducted four compensatory training courses with school administrators.
- Administer five post-secondary transition programs in local businesses. University of Memphis, Le Bonheur Children's Hospital, Methodist North Hospital, Nike, and The Peabody Memphis Hotel provide classroom sites and internships for over 40 Functional Skills students.
- Hosted two Department of Exceptional Education Transition Programs Family Information Nights
- Provide supports for Students with Exceptional Disabilities who are Incarcerated Youth
- Alternate Assessment Training provided for over 250 Exceptional Education Teachers
- Thirty-six Functional Skills classrooms participated in Disability Mentoring Day in businesses throughout Shelby County
- Shrine School, one of Exceptional Education's specialty schools, hosted a sensory room reveal for their handicap accessible sensory room donated by Blue Care Network
- Four College Campus Transition Program students employed (Ollie's, Kroger, and FedEx)
- Thirty-nine (39) preschools through 12th grade self-contained classes participated in Special Olympics
- Provide students with exceptionalities an opportunity to explore various career options in the workforce through 311 Work Based Learning and 889 Community Based Instruction opportunities
- Participated in Memphis Advisory Council Citizens with Disability's Transition Fair
- Collaborated with The Arc of TN to increase parental involvement (Indicator 8)
- Provided Co-Teaching/Accommodations/Modifications training for general and exceptional education teachers
- Hosted two Department of Exceptional Education: A Path to Success Teacher Institutes
- Provided information to parents and stakeholders at Autism Center of Tennessee
- Participated in Annual Step Up for Down Syndrome Walk sponsored by Down Syndrome Association
- TSW specialists provided postsecondary transition services to transition age (14-22) 8th grade and 12th grade students with exceptionalities district wide. Students received instruction in postsecondary readiness, job exploration counseling, self-advocacy, workplace readiness, and work-based learning.



- Initiated the Student Advisory Council. Student officers were elected.
- Participated in hiring fair to recruit Special Education teachers.
- Collaborated with LeMoyne Owen and The University of Memphis to recruit Special Education Teachers.
- Professional Learning Opportunities: Crisis Prevention Training, Professional Crisis Management
- Functional Behavior Assessment and Behavior Intervention Plan Training for teachers
- REACH Team members modeling and maintaining classroom strategies to support students with exceptionalities who exhibit problematic behaviors
- Applied Behavior Analysis services by Registered Behavior Technician supported by a Board-Certified Behavior Analyst

### **Fiscal Year 2025-2026 Initiatives**

- Enhance individualized instruction and programming that are designed to meet the individual needs of students with a specific focus on Middle School ELA
- Improve student achievement and opportunities for all Students with Disabilities
- Maintain a safe, orderly and positive learning environment
- Strengthen the collaboration with Human resources to attract, develop, and retain highly qualified special education teachers and related services providers (Speech Therapists, Occupational Therapists, Physical Therapists)
- Promote parent and community support and involvement in school programs
- Provide training and support to reduce the number of Students with Disabilities who are suspended and/or expelled from school

### **Measures of Success**

- Increased ELA and Math of Scores on TCAP and End of Course
- Annual Performance Report Indicator 1: Graduation Rate
- Annual Performance Report Indicator 3: Statewide Assessment
- Participation Rate and Proficiency Change
- Annual Performance Report Indicator 14: Post School Outcomes

### **MENTAL HEALTH**

The mission of the MSCS Mental Health Center is to provide high-quality, evidence-based mental health services that support the psychological, emotional, and behavioral well-being of students. Through early identification, clinical intervention, and collaborative care, we strive to reduce barriers to learning, enhance resilience, and promote academic success. Our multidisciplinary approach integrates trauma-informed practices, prevention strategies, and targeted therapeutic interventions to create a supportive school environment where all students can thrive. We commit to eliminating barriers to mental health care and support, creating a school community where every student has equitable access to high-quality, evidence-based, trauma-informed mental health services that foster resilience, emotional well-being, and academic success.

**Some departmental goals include** increasing access to mental health services by ensuring that all students have access to quality mental health support. Ensuring high-quality, ethical, and client-centered mental health services for at-risk MSCS students and families. Increasing the provision of mental health services to students to improve mental health outcomes and enhance prevention and education programs for students, staff, and parents. Monitoring and evaluating the delivery of therapeutic and trauma-focused services, including individual, family, and group interventions.



### **Fiscal Year 2024-25 Performance Highlights**

- Intervention Sessions to students -41,864
- Referrals: - 2888
- T2/ T3 Intervention Plans - 8067
- Students serviced through T1 Intervention - 72,440
- Number of presentation sessions - 2,262
- Crisis and Emergency Response- 520
- Threat Assessments - 229
- Number of Staff who attended training and presentations- 2911
- Provide Christmas gifts and coats to 100 students and families through the annual Angel Tree program
- Hosted a trauma-focused conference to enhance awareness, education, and support for trauma-informed care
- Hosted the 12th Annual Suicide Prevention Expo
- Conducted over 20 Parent Psychoeducation Sessions
- Eighty-two social workers completed Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) training
- 141 school counselors and school social workers completed Kimochis SEL training and received the Kimochis SEL Kit, which includes plush characters, emotion feeling pillows, and a structured curriculum designed to help students develop emotional awareness, self-regulation, and positive communication skills
- 205 staff members completed Youth Mental Health First Aid training facilitated by the Mental Health Center staff
- Family Wellness Centers: 241 student referrals, visitors: 310, supports: Tier 1: 410 Tier 2: 1175 Tier 3: 183

### **Fiscal Year 2025-2026 Initiatives**

- Increase percentage of students serviced by 2% (compared to SY24-25) serviced through Tier 1 supports.
- Increase percentage of students serviced by 2% (compared to SY24-25) serviced through Tiers 2 and 3
- Monitor and evaluate delivery of therapeutic and trauma focused services including individual, family and group
- Encourage clinicians who have completed TF-CBT training to continue and complete the required 12-month supervision process to obtain national certification. Our goal is for 50% of trained clinicians to achieve certification as National Trauma-Focused Cognitive Behavioral Therapists, ensuring high-quality, evidence-based trauma treatment for students
- Early identification and treatment of mental health issues
- Increase parental engagement and participation in student treatment
- Increase student participation by 5% in suicide prevention awareness for grade 5th, 7th & 9th with parental consent Signs of Suicide presentations (SOS)

### **Measures of Success**

- Provide Continuing Education opportunities for the mental health clinicians as required by the professional licensing board





- Ensure the department's compliance with all relevant Federal and State laws, including HIPPA, FERPA, Title VI and Department of Health licensing requirements with no audit exceptions
- Host the Suicide Prevention Expo in September to raise awareness, provide resources, and support suicide prevention efforts
- Host trauma-focused camps to support emotional healing and resilience, along with Too Good for Drugs as a substance education program and Too Good for Violence as a violence prevention and education initiative to promote student well-being and safety

### **MULTILINGUAL LEARNERS**

The mission of the Memphis Shelby County Schools (MSCS) ESL Program/Multilingual Services is to engage, empower, and value Multilingual English learners and their families by providing high quality academic instruction and developing English Language Proficiency with the support of all internal and external stakeholders. Our vision is to establish an equitable English as a Second Language (ESL)/Multilingual Services Program at all schools that will increase language proficiency growth, close achievement gaps, and ensure Multilingual English Learners (ELs) are college and career ready.

A few departmental goals are to ensure District and school compliance with all ESL state rules, policies, and federal mandates. Continue to improve linguistic proficiency growth and academic outcomes for Multilingual English learners in all content areas. Build school leaders' capacity to evaluate the effectiveness of the instructional model within their schools and build capacity of all teachers to effectively support Multilingual English learners in ESL and content classes to ensure instructional equity for Multilingual English learners.

### **Fiscal Year 2024-25 Performance Highlights**

- The graduation rate for Multilingual English learners increased by approximately 20% and is the highest that it has been in 10 years
- In the 23-24 graduating class, 36% of valedictorians and 22% of salutatorians were former Multilingual English learners

### **Fiscal Year 2025-2026 Initiatives**

- Ensure that the education of Multilingual ELs is regarded as a shared responsibility across an effective, knowledgeable team of educators, staff, and leaders at all levels of the school system
  - Build school leaders' capacity to evaluate the effectiveness of the instructional model within their schools and to ensure the adherence to all district, state, and federal rules and policies
  - Build capacity of content teachers to effectively support English learners in the content classes and ensure instructional equity for English learners
- Multilingual ELs have meaningful access to high-quality, standards-aligned learning opportunities that integrate language development, literacy, and content mastery
  - Implement the new English Language Proficiency Assessment (ELPA21) Standards and align to content standards
  - Prepare ESL teachers to administer the new ELPA21 screener and assessment
- The district offers a welcoming, inclusive, supportive environment for Multilingual ELs' social-emotional well-being and academic learning, leading to growth and proficiency in both English language and academic content knowledge
  - Expand parent and community feedback to improve school culture and climate
  - Increase the attendance and graduation rate through partnering with other departments and community partners



- Multilingual EL families and communities are deeply and broadly engaged with MSCS to ensure that every Multilingual EL reaches their full academic and personal potential
  - Expand outreach to multilingual parents to gauge engagement and concerns within schools

### **Measures of Success**

- The percentage of Multilingual English learners exiting the ESL program
- State assessment performance of recently exited Multilingual learners
- Academic performance of Multilingual English learners compared to the same subgroup in districts of comparable sizes and demographic composition
- Offerings of town hall and parent advisory council meetings to garner parent input and feedback on the culture of their schools and classrooms.
- Usage of interpretation and translation assistance through requests in the Ivanti system and made through LanguageLine Solutions platform

### **SCHOOL COUNSELING SERVICES**

The mission of the School Counseling Services Division is to provide leadership, training, and support to professional school counselors in the implementation of comprehensive, standards-based counseling programs that foster the academic, social-emotional, and college and career development of all students, while partnering with school stakeholders to ensure that today's students become the productive, well-adjusted citizens of tomorrow. The School Counseling Services Division will work diligently to train and support counselors, develop programs and promote initiatives linked to the Next Level Readiness indicators, and strengthen the district's compliance with state policies to ensure that students are college and career ready.

A few departmental goals include promoting the delivery of a comprehensive school counseling program. Providing staff training on the Support Team (SST) process to help improve outcomes for students. Ensuring that high school counselors create individual success plans for 100% of the off-track students upon identifying their off-track status, monitor the plans on a weekly basis, and document progress in the district database. Continue to work collaboratively with cross-functional teams to provide a continuum of support and services for schools.

### **Fiscal Year 2024-25 Performance Highlights**

- 5th and 8th grade students participated in the Transition to MS or HS activities.
- K-12 grade students participated in the School Counseling and Mental Health Student Orientation.
- K-5 grade students participated in a College/Career Activity or Program.
- 14,48000 Tier II Interventions and Supports were provided by school counselors to students for the school year (As reported by SIP - Student Intervention Platform).
- 7-12 grade students implemented the SchoolLinks College & Career Platform Scope and Sequence.
- 96% of 7th grade, 97% of 8th grade and 76% of 9th grade students completed a Career Assessment for the 2024-25 school year.
- Hosted the 8th Grade Districtwide Transition Fair where 4,572 students participated and received information to support the transition to high school and post-secondary planning.

### **Fiscal Year 2025-2026 Initiatives**

- Align program of work to district strategic goals and priorities.



- Ensure implementation of the SchoolLinks College and Career Platform Scope and Sequence for students in grades 7-12.
- Continuing to work on school counselors investing more time in Direct Services (i.e. School Counselors time in Direct Services to Students 80% and Student Support Services 20%) will further support schools and district goals/initiatives.
- Seek additional Community, Business and Adopter Support for school counseling programs:
- Career Speakers to share their passion with students and provide exposure to Career Paths for Career Expo/Career Day Programs, Career Café during Lunch, and Transition Fair
- Internship opportunities for high school students
- School Adopters and Volunteers at School Events
- Partner on Schoolwide, Districtwide, and Citywide Events (e.g., Honors Program, School Incentive Stores, Transition Fair, College and Career Fairs, College Tours, FAFSA Workshops)

### Measures of Success

- To maintain the 98% or higher completion rate of 8th grade students completing the High School and Beyond Plan for the 2025-26 school year.
- To achieve 90% or higher completion rate of high school students updating or completing the High School and Beyond Plan for the 2025-26 school year.
- To maintain the 97% or higher completion rate of high school seniors completing the TN Promise application.
- To achieve a 65% or higher FAFSA completion rate and a submission rate of 85% or higher for graduating seniors.

### STUDENT WELLNESS

The mission of Student Wellness is to improve student health and the capacity to learn through the support of families, communities, and schools while meeting health needs that will improve attendance, provide reliable health information, use data to strengthen ongoing professional development for staff and parents and make health services more accessible. The Student Wellness team strives to identify and address acute and chronic health issues in a seamless systemic manner while supporting the advancement of education, academics and staff wellness. The vision of Student Wellness is to provide student centered quality health services to all students by collaborating with stakeholders, MSCS departments, community agencies and organizations by utilizing a comprehensive approach that improve health experiences during school hours.

The department strives to increase physical activity in PE classes, increase 5th grade students' knowledge of health education and nutrition, conduct screening for 80% of students in the recommended grades PK, K, 2, 4, 6, 8, 9th, and provide staff training for students with chronic conditions and provide emergency management and support in the school environment.

### Fiscal Year 2024-25 Performance Highlights

- 75% Pacer Completion
- 18 vendors supported staff wellness events
- 837 students received 2900 vaccines
- 2394 students received glasses
- 251 students received daily nursing services
- 743 staff trained and current with CPR certification

**Fiscal Year 2025-2026 Initiatives**

- Assist the identified high schools with the implementation of the Safe Stars Initiative
- Continue to coordinate and provide events and initiatives that increase immunization compliance for school age vaccine requirements
- Provide emergency management courses and medication administration training that provide education and information for chronic conditions







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## OFFICE OF BUSINESS OPERATIONS

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The mission and purpose of Business Operations is to provide support services and deliverables to the District in the most efficient and cost-effective manner to enable the District to focus on its core competency of providing the best education possible for students.

### **ASSET MANAGEMENT**

OAM is responsible for ensuring the integrity of data processing procedures, controlling redundancy, evaluating data analysis, and updating Memphis-Shelby County Schools databases to include charter, non-public, and neglected and delinquent schools receiving federal funds.

Asset Management tracks the life cycle of the district's assets from acquisition to retirement. OAM's mission is to ensure the fiscal integrity of Memphis-Shelby County Schools through the effective management of all Fixed Assets. OAM aims to provide prudent fiscal stewardship and maintain accurate, complete, and up-to-date records of all Fixed Assets.

### **Fiscal Year 2024-25 Performance Highlights**

- The Office of Asset Management has collected \$276,950.00 in proceeds from the public auction sale of obsolete vehicles and heavy equipment.
- The Office of Asset Management completed the Federal Asset Tagging for 3,665 assets at various school sites that were purchased with the Innovative School Models Grant.
- The Office of Asset Management has collected \$189,618.82 from the sale of obsolete electronic equipment via the contracted electronic recycler.

### **Fiscal Year 2025-2026 Initiatives**

- To collect \$500,000+ from the sale of obsolete district assets via public auction and/or contracted electronic recycler.
- Train Central Office staff on the FAMS Inventory Management System.
- Developed a baseline for all MSCS school sites inventory.

### **Measures of Success**

- KPIs
- Identification, tagging, and systemic tracking services of all inventoried District assets.
- Asset transfer and disposition management and transaction processing services
- Asset management inventory database administration and management
- Coordination of physical inventory activities of new and existing fixed assets



### NUTRITION SERVICES

Nutrition Services is dedicated to promoting the health, well-being, and academic success of our community by providing balanced, nutritious meals to students across Memphis-Shelby County. Our department focuses on ensuring that every student has access to high-quality, nutritious food options, supporting both their physical and educational needs.

Some of the services provided by Nutrition Services include year-round nutritious meals serviced to all students and children of Memphis-Shelby County, traditional breakfast, breakfast in the classroom, Grab N Go Breakfast, lunch, snack, and supper meals, meal services to community centers and organizations.

### **Fiscal Year 2024-25 Performance Highlights**

- **CNC Warehouse Upgrade:** We have implemented significant upgrades in our CNC warehouses to enhance workplace safety. The following improvements have been made: New cooler doors with visible windows, new pallet jacks, and a new external freezer door to allow for the closure of specific sections during emergencies.
- **New Menu Items:** We have worked across departments to ensure exciting new menu items for our school dining & special programs.
- **On Time Deliveries:** Current deliveries enable the school's staff to efficiently provide the meals listed on the menu through maximized employee work schedules and shifts.
- **Project Green Fork:** This year we have partnered with Project Green Fork to focus on waste reduction in our schools by launching Share Table Programs. These programs allow packaged, untouched, nonperishable food items to be shared throughout the school instead of thrown away.
- **Training:** We have worked across departments to conduct various culinary, meal requirement, corporate learning, and customer service-based training courses. We are also going out to schools to ensure training is being conducted.
- **Increased Reimbursement Rate:** Nutrition Services ISP increased to 100% reimbursement Rate for FY2025 from 80% in the previous year.
- **Inclusivity and Collaboration:** We have worked to ensure that our workplace is inclusive and collaborative, encouraging diverse perspectives. By making everyone feel welcome and valued, we are setting the foundation for stronger team relationships and improved productivity.
- **After School Fuel Meal Program:** This program now features a menu with three cold meals and two hot meals, along with a bulk food option for sites to choose from. Currently, we have 31 school-based locations and 22 community partners participating.
- **2024-2025 Food Show:** This year we moved our Food Show up to ensure timely bidding processes & menu completion for our 2025-2026 school year.

### **Fiscal Year 2025-2026 Initiatives**

- **Community Partnership:** Host interns through The Gradus Project of Memphis who complete training in food manufacturing and logistics. Gaining the opportunity to support the community by mentoring future talent in the food manufacturing/logistics industry. Capitalizing on a chance to identify potential future employees who are already familiar with the operations.
- **Dining Experience:** Improve the student's dining experience through collaboration with Facilities and Custodial departments.
- **Kitchen Equipment:** Enhance the kitchen environment through equipment replacements and upgrades.
- **Food and Supply Bid:** Encourage open lines of communication with potential vendors by hosting pre-bid meetings.
- **Student Participation:** Increase the rate of participation by 5%.
- **Legacy Leadership:** Utilize feedback from students participating in District Legacy Leadership events to improve overall satisfaction and involvement.



### Measures of Success

- Increased participation
- Improved student satisfaction through survey results and panel discussions
- Provide an adequate budget for kitchen equipment enhancement and timely submission of procurement documents.
- Monthly participation rates (ADA vs ADP)

### TRANSPORTATION

Transportation Services facilitates vendor management of transportation service providers. The department provides safe, dependable transportation services to and from school to all eligible students. We provide bus routing logistics analysis and management, as well as bus passes and other alternative pupil transportation services administration.

#### Fiscal Year 2024-25 Performance Highlights

- Implemented Edulog Parent Portal software for stakeholders to track buses.
- Evaluated over 64,800 bus stops for routing efficiency.
- On time arrival of 90%

#### Fiscal Year 2025-2026 Initiatives

- Collaborate with the bus vendor to expand driver recruitment and hiring.
- Increase on time arrival to 93%

### Measures of Success

- Increase in driver hiring
- On time arrival percentage increased by 3%

### WAREHOUSE & FULFILLMENT

The Warehouse & Fulfillment department receives, stores, and provides distribution services for all district materials, supplies, and equipment. The department oversees fuel management, inventory control and physical disposal of District assets. The department also provides mail room operations and distribution services, as well as print shop operations.

#### Fiscal Year 2024-25 Performance Highlights

- We were able to SCORP MLK and Fairley schools in 2024-2025.
- We provided all the logistical movements for Peabody and Cummings Capital Improvements.
- The print shop processed the following material for the district: Truancy 180 letters, Benefits and Retirement booklets, Code of conduct for Security, 1st 100 days initiative for new the Superintendent, and Rebranding Vehicle Logos.



- We were able to add SPATCO as a vendor for fuel service repairs. They provide better service at lower cost.
- Our mail room team has shipped over 101,000 Truancy Letters, Reports Cards, and Progress Reports combined to date.
- We have shipped PPE items to every school to help prevent the spread of germs and viruses to our District Students.
- The warehouse has increased its shelving capacity to 216 by the installation of new shelves.
- All TCAP material were sorted and delivered by the required deadlines.

### **Fiscal Year 2025-2026 Initiatives**

- The parts area will be assigning inventory parts to locations within the Brightly system.
- The parts area will transition to using scanners with the Brightly system.
- The warehouse will increase its pallet storage locations by 240 locations once installations have been completed.

### **Measures of Success**

- The completion and implementation of the planned initiatives.
- Once completed and implemented, start monitoring through established KPI's. For example, inventory accuracy and reports to show warehouse storage capacity being utilized monthly.

### **INFORMATION TECHNOLOGY**

The mission of the Information Technology Department is to provide secure, dependable, and integrated technology solutions in alignment with academic and administrative goals, while delivering excellent customer service.

Some services provided include application consolidation and standardization, system health checks, cybersecurity training and risk management.

### **Fiscal Year 2024-25 Performance Highlights**

- **PowerSchool Data Repository:** Develop a local API-driven data repository for reliable real-time access.
- **Legacy System Replacement:** Transition from FileMaker to integrated PowerSchool solutions for databases like Homebound and Disciplinary Hearing Authority.
- **Network Upgrades:** Deploy new switches, routers, and access points to enhance internet stability, speed, and support security initiatives (scanners, video surveillance, intercoms).
- **Data Center Power Stability:** Upgrade hardware to ensure reliable power at IT data centers.
- **Penetration Testing:** Implement annual third-party security testing.
- **Ransomware Protection:** Develop a comprehensive strategy for prevention, detection, response, and recovery.
- **Decentralized IT Support:** Align IT services with academic needs by collaborating with Digital Device Ambassadors (DDAs) for better school-based support.

### **Fiscal Year 2025-2026 Initiatives**





- **Network Upgrade:** Deploy new switches, routers, and access points in at least 120 schools to enhance internet stability, speed, and security.
- **Data Center Optimization:** Upgrade or repurpose datacenter hardware to establish a fully redundant infrastructure and improve IT services.
- **System Migration:** Transition all systems to new datacenter hardware to streamline operations and reduce costs.
- **Cybersecurity Enhancements:** Implement annual penetration testing, quarterly vulnerability scans, and introduce zero-trust, always-on network access for key users.
- **Student Resources:** Deploy all student devices with seamless stakeholder integration, ensuring academic teams have full visibility and support.
- **Talent Management RFP:** Actively participate in selecting and implementing a new talent management solution.
- **IT Restructuring & Field Services Enhancement:** Align IT structure with academic operations for better integration. Elevate Field Services capabilities to oversee a broader range of technical tasks, providing direct support while leveraging centralized assistance for faster resolution and scalability.
- **Device Management:** Enroll all endpoints, including Apple devices, into mobile device management (MDM) for improved security and control.
- **Website Migration:** Complete the full transition of the Memphis-Shelby County Schools website to a modernized platform.
- **IT Service Management:** Expand and optimize Ivanti ticketing system adoption across IT departments to enhance service efficiency.
- **Academic IT Integration:** Strengthen IT support for academic initiatives to improve digital learning experiences and operational effectiveness.

### TALENT MANAGEMENT

The Memphis-Shelby County Schools (MSCS) Office of Talent Management serves as a strategic human resources partner, focusing on the recruitment, retention, and development of high-performing employees. Our overarching objective is to establish MSCS as an employer of choice, thereby contributing to enhanced student achievement. This will be achieved through a comprehensive strategy focused on REBUILDING, REBRANDING, and REIMAGINING the Talent Management function. This includes redefining roles, enhancing morale, streamlining processes, addressing staffing gaps, strengthening partnerships, developing leadership, establishing a clear mission and vision, improving communication, leveraging technology, and fostering inclusion.

### **Fiscal Year 2024-25 Performance Highlights**

- Achieved an 85% vacancy fill rate by June 2024.
- Enhanced the HR Information System (HRIS) for real-time data and reporting.
- Launched effective recruitment campaigns to expand candidate pipelines.

### **Fiscal Year 2025-2026 Initiatives**

- Attain a 100% vacancy fill rate through refined recruitment and preboarding.
- Further enhance diversity recruitment to exceed annual targets.
- Fully automate key HR processes for increased efficiency.
- Strengthen strategic partnerships for a robust talent pipeline.



### Measures of Success

- Vacancy Fill Rate: 100% by designated deadlines
- Diversity Metrics: >5% annual increase in candidate pool diversity
- Customer Satisfaction: ≥90% satisfaction rating
- Process Efficiency: Reduced turnaround times and increased automation

### TALENT DEVELOPMENT, COMPENSATION, COMPLIANCE, & EMPLOYEE RELATIONS

The department designs and implements professional development, mentoring, and succession planning programs. We try to strategically identify and prepare future leaders to ensure organizational continuity and growth. We conduct comprehensive onboarding sessions to equip new hires with essential knowledge and resources. The department ensures regulatory compliance and fosters strategic partnerships. We also define cross-department workflow for discipline and investigations with Title IX and Labor.

### Fiscal Year 2024-25 Performance Highlights

- Hosted 12 multi-state events, attracting over 500 attendees, and resulting in 178 quality hires.
- Developed and launched a comprehensive resource to support international hires in their transition.
- Delivered comprehensive training to enhance understanding and efficiency in hiring workflows.

### Fiscal Year 2025-2026 Initiatives

- Expand leadership development and succession planning for all critical roles.
- Integrate advanced HR analytics for talent development monitoring.
- Strengthened collaborations to enhance talent acquisition efforts and broaden recruitment reach.
- Partnered with Proximity Learning to provide certified virtual educators, ensuring continuity of instruction in hard-to-staff areas, and enhancing educational outcomes.
- Creating a 2nd Metrics (Progressive Discipline Guide) for Central Office and Leadership.
- Develop a pay philosophy and guidelines that will enable the district to fairly compensate-retain our current employees and compete effectively for top talent.
- Create and develop training programs focused on analytics tools and a culture of data-driven decision-making equip TM teams with the necessary skills to leverage data effectively.

### Measures of Success

- Headcount Meetings for PCN Accuracy
- Liaison to Employee Relations: Managing job abandonment and terminations
- Data Clean-up in APECS System
- New HR System Bid
- Total Rewards Toolkit & New Partnerships
- Monthly Principal & Leadership Online Meetings with HR
- Reviewing International Process for Efficiency
- Applicant vetting through licensure before interviewing
- Changes to Budget Check Out Selections
- Direct Placement Process Review



### **SAFETY AND SECURITY**

The mission of the Department of Safety & Security is to provide a positive, safe, and respectful environment for students, staff, and families of Memphis-Shelby County Schools, to ensure that each student can develop to their full potential. Our vision is to use a comprehensive approach contributing to students' well-being, creating an elevated level of well-preparedness for learning, life, and success. The major goals of the Department of Safety and Security is to continue the best level of safety for our students, staff, and visitors, and maintain an efficient program of safety and security.

A few services provided by the department include MSCS Officers in schools, dispatch services 24 hours a day for seven days a week, CCTV monitoring, security technology, gang intervention and prevention programs within the District, and focus groups with students and staff.

### **Fiscal Year 2024-25 Performance Highlights**

- Reduced student transports charged with delinquent offenses to Juvenile Court by an additional 1% compared from year to year
- School Based Probation liaison program has shown an increase of 360% of students that have completed the program. The 2023- 2024 school year we had 10 students to complete the program and currently for the 2024-2025 school year have 46 students who have completed the program.
- Safety Interventions/Prevention student one on one sessions have increased by 12%.
- Conducted 19 Focus Groups with students to give them a voice and reduce incidents in schools.
- A decrease of 2% in incidents as compared to the last school year at this time.
- Began services on the Enhancing School Capacity to Address Youth Violence Grant. Conducted 480 sessions with 73 students. (Hamilton High, Hamilton K8, Sherwood Middle)
- Completed the renovation of the Memphis-Shelby County Schools Real-Time Safety Center allowing the centralization of all security technology at one location.
- Completion of 56 high school, middle school, and CTC locations with security technology upgrades, including new Safety & Security Monitors at multiple locations to enhance safety
- Multiple elementary schools have upgraded with additional card readers on exterior doors.
- Safety & Security responded to a total of 12,821 calls for service.
- Safety & Security processed 7,723 fingerprinting/background checks as required by state law.
- MSCS Officers completed 40 hours of In-service training as required by state law.
- MSCS Officers completed an additional 40 hours of professional development.
- Ensured all MSCS schools were 100% compliant as required by state law on all safety drills and Building Emergency Level Operation Plans

### **Fiscal Year 2025-2026 Initiatives**

- Provide students and schools with a safe, secure, and nurturing learning environment district-wide that is conducive to education.
- Certify all MSCS officers in Crisis Intervention training.
- Fully opening the Memphis-Shelby County Schools Real-Time Safety Center.
- Upgrading the final 74 elementary school locations with the latest security technology equipment to ensure all district locations communicate with the Real-Time Safety Center.
- Continuing collaborative information sharing between MSCS and other agencies (i.e., law enforcement and fire department) as needed to maintain a safe learning environment.
- Continue to provide and implement prevention/intervention programs with fidelity to our students.
- Continuing to reduce incidents in our schools
- Continue to adhere to all state and federal laws involving students, staff, and visitors' safety.



- Continue to reduce student transport to Juvenile Court
- Continue to conduct Focus Groups with students.
- Reduce Truancy Rate and push districtwide Truancy initiatives.

### **Measures of Success**

- Weekly Safety & Security meeting to discuss data with outside agencies.
- Use data to measure what is working and what needs improvement.

### **SCHOOL COMPLIANCE**

The Office of School Compliance aligns schools' business practices with state guidelines that govern the Student Activity Fund and ensures effective fiscal operation and adequate safeguarding of schools' financial assets. The Office of School Compliance utilizes a systematic and disciplined approach to evaluate and strengthen overall internal controls and business processes, promote district integrity, and align applicable state laws with district priorities.

The Office of School Compliance is a catalyst in strengthening fiscal operations within all Memphis-Shelby County Schools to ensure accuracy and fiscal compliance as mandated by the State of Tennessee and the Local Board of Education.

Some services provided include offering strategic direction of school based financial and compliance management, policies, procedures, annual assessment, and internal controls. Identifying areas of financial discrepancy, fraud, and instances of non-compliance during monthly reconciliation.

### **Fiscal Year 2024-25 Performance Highlights**

- Successfully oversee and monitors KEV Group, Inc., the MSCS software and web-based solutions for school level accounting, online payment processing (Cashless), and tracking of student obligations to ensure accuracy and fiscal compliance as mandated by the State of Tennessee and the Local Board of Education.
- Increased the cashless adoption rate from 5.76% to 15%. Processed \$1.09M in cashless electronic transactions throughout the MSCS District.
- Monitored and supported 150+ school financial secretaries to ensure district policy and state laws are adhered to according to the Tennessee Code Annotated Sections 49-2-110 and 112.
- Interviewed and recommended candidates for school Financial Secretary positions
- Currently fully staffed
- Onboarded 12 new hire Financial Secretaries
- Provided 80+ targeted trainings to strengthen compliance with internal controls and increase utilization of the electronic payment system.
- Hosted the annual School Compliance Summer Institute professional development for all Financial Secretaries.
- Provided individualized 1:1 coaching to 17 low performing Financial Secretaries (Performance Improvement Plan).
- Approved \$997K+ in donations and grants.
- Approved 1130 in-town and out-of-town field trips.
- Vetted and approved 31 recreational service vendors (charter buses, travel agencies, etc.)
- Processed 15+ new school leaders to access and utilize Regions OnePass and School Funds Online.



- Successfully monitors and oversees the Brinks Armored Transportation Service throughout the MSCS District to ensure the safekeeping of school funds transitioning from the school location to the bank for deposit as ordered by the Tennessee School Accounting Manual.

**Fiscal Year 2025-2026 Initiatives**

- Ensure schools are following the TN State Comptroller's Office guidelines and procedures according to the Internal School Funds Manual.
- Develop strategic partnerships throughout the district to support school leaders and strengthen fiscal operations as mandated by the State of Tennessee and the Local Board of Education.
- Implement professional development and training that support the schools with fiscal management and accounting of all student fund activity and records in accordance with TCA Section 49-2-110.

**Measures of Success**

- MSCS Financial Audit (Internal School Funds)
- Year-End Closeout (Student Activity Funds)
- Unclaimed Property (Outstanding checks)
- Audit Readiness Training
- School Compliance Summer Institute
- New Hire Financial Secretary Onboarding Training
- Performance Improvement Plan (PIP)
- School Cash Online (Electronic payments)
- Travel, Donations, Field Trips and Grants approval District-wide.
- Recreational Service Vendor Approvals District-wide
- Performance Walk-Thru
- Cashless School Adoption Report – School Cash Catalogue
- Brinks 24SEVEN Customer Portal Authentication Platform





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## OFFICE OF STRATEGIC COMMUNICATIONS

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The Department of Communications and Broadcast Services delivers strategic, innovative, and impactful support to all schools and District departments, ensuring alignment with the District's goals and priorities. We strive to inform and engage internal and external stakeholders while promoting the accomplishments of our teachers, students, and staff to build trust in the District and support student success.

The department provides Broadcast Services -The Voice of MSCS (WQOX 88.5 FM and C19TV), crisis communications, District branding, graphic design, media relations and strategic planning.

### Fiscal Year 2024-25 Performance Highlights

- Supported department-led initiatives through cross-platform communication.
- Provided timely and effective responses to crisis situations, communicating to principals, families, staff, and/or media as needed.
- Supported District-Wide marketing initiatives through paid advertising campaigns.
- Launched the District Daily newsroom edition to highlight the outstanding achievements, inspiring stories, and successes happening across our district every day.
- Launched the MSCS Family Monthly, a newsletter specific to the interests and needs of District families.
- Devised the annual Marketing Plan blueprint to help prioritize District-Wide marketing efforts and act as a reminder for paid advertising, marketing and promotion objectives throughout the year.
- Began working on an internal District website (MSCS Hub), to offer an online resource for all MSCS employees and an added method of effective communication.
- Uplifted and revamped district internal communications, "District Updates".
- Trained Optional Schools Coordinators on Marketing tips for the schools. Presentations include strong messaging tips, consistent branding tips, social media tips, and Optional Schools Fair tabling tips.
- Launched Interim Superintendent's new district-wide communication, "The Weekly Recap", connecting all employees on current initiatives
- Launched "The Monday Memo" and weekly communication to Principals, APs, VPs, with pertinent information from the Interim Superintendent and Senior Leadership
- Rebranded MSCS Contigo a monthly segment that celebrates the achievements of our schools, students, and families while empowering our Spanish-speaking community.
- Devised new Ramadan advisory toolkit for Principals, teachers and school administrators, fostering inclusivity, understanding and awareness at MSCS.
- Set the structure for the new district website redesign. Established needs, areas for improvement, and steps for the redesign plan.
- In collaboration with the IT team, developed the design for the new district schools' websites, and offered support for the implementation process.
- Established connection with a network of professors and educators at the University of Memphis, to advise the Communications department, and District leadership at large, on how to approach sensitive socio-political situations that the schools might encounter.
- Collaborated with the General Council, Family Engagement, and ESL departments on developing comprehensive toolkits and communication materials to support our families and staff with immigration concerns/changes.
- Strengthened connections with media partners through timely and consistent communication.

## Fiscal Year 2025-2026 Initiatives

- We will increase engagement on our social channels by 10%.
- We will maintain a 63% open rate on District Publications and a 60% “very informed” rate among employees.
- We will ensure our media tonality for the year has an average of 85% positive/neutral.
- We will track, prioritize, and improve response time for media inquiries by 50%.
- We will develop at least three new channels and improve relationships with print and TV reporters.
- We will increase the profile of the SCS Newsroom and increase views by 5%.
- Strengthen school-based marketing skills and capacity by ensuring there is a “certified” PRO in 75% of schools.
- Strengthen District branding by providing resources to employees and PROs.
- 70% of web users say the District website is “very easy” or “somewhat easy” to navigate.
- Ensure that 100% of identified high-priority District-wide initiatives have a bilingual component.
- Effectively execute an overall communications strategy for the College, Career, and Technical Education program.
- Increase School Board Member and Executive Staff visibility both locally and nationally.
- Improve internal communications by supporting executive staff in preparation for Board meetings.
- Establish a clear process for submitting event attendance requests to Board Members, Executive Staff, and the Superintendent.
- We will increase our broadcast education program's student enrollment and engagement by 25% (College, Career & Technical School).
- We will increase C19TV/88.5FM social media presence and followers by 20% and improve engagement by 5%.
- We will develop 250 new videos highlighting the efforts of our students, teachers, and schools with at least one marketing video per school.
- We will increase the 88.5FM listening audience by 10%.





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### OFFICE OF BUSINESS FINANCE

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The Finance Office strives to be a collaborative and exceptional strategic leader around how to create the greatest academic value with our resources (i.e., people, time, capital, money, and effort) and to support educational innovation and effectiveness that nurture the whole child and prepare all students for post-secondary readiness, particularly addressing potential resource inequities in meeting our students' needs.

The Finance Office is responsible for managing the overall budget development, accounting, treasury, financial reporting, payroll, student activity fund accounting, grant management & compliance, financial services operation, and position control for the District. This includes managing internal controls to mitigate risk; creating and presenting financial status and financial condition reports to internal and external parties; ensuring that the official accounting records of the District are complete and accurate; safeguarding the assets of the District to minimize risk of financial loss; and creating tools to provide high-quality financial information that support the District's strategic priorities.

#### **Fiscal Year 2024-25 Performance Highlights**

- Obtained an unmodified “clean” opinion on the FY 2023-24 external audit
- No significant deficiencies or material weaknesses for the FY 2023-24 audit of the major federal award programs
- Received the Association of School Business Officials and the Government Finance Officers Association awards for the FY 2023-24 Annual Financial Report
- Received the Association of School Business Officials Meritorious Budget Award for the FY 2023-24 Budget Book
- Received ESSER in Action Award
- Received “Best for All” District award for ESSER Funds
- The District received the Association of School Business Officials International (ASBOI) Certificate of Excellence for the FY2023 Annual Financial Report on May 2024
- The District received the Association of School Business Officials Meritorious Budget Award in March 2023 and March 2024
- Received the Association of School Business Officials Meritorious Budget Award for the FY 2023-24 Budget Book
- Received the Government Finance Officers Association Distinguished Budget Presentation Award FY 2023-24

#### **Fiscal Year 2025-2026 Initiatives**

- Create a long-term sustainability plan for the highest ranked Initiatives based on ROI
- Increase internal customer satisfaction rating with the Financial Department across the District
- Improve efficiency and better utilization of resources within the Department
- Develop ten-year District footprint strategy





### **ACCOUNTING & REPORTING**

The Accounting and Reporting department is responsible for presenting monthly and annual financial conditions of the District along with other information necessary for the understanding of the District's financial affairs.

These responsibilities include administration of the accounting and financial reporting, including preparation of the annual comprehensive annual financial report and annual state reports. Coordination of the annual audit, fixed asset reporting, cash management, processing and reviewing in-town travel mileage reimbursements and out-of-town travel requests.

#### **Fiscal Year 2025-2026 Initiatives**

- Obtain an unmodified “clean” opinion on the FY 2025-26 external audit
- Receive no significant deficiencies or material weaknesses for the FY 2025-26 audit of the major federal awards programs
- Apply for the Association of School Business Officials and Government Finance Officers Association awards for the FY 2025-26 annual financial report

#### **Measures of Success**

- Complete the audit in a timely manner to receive the Association of School Business Officials and Government Finance Officers Association awards for the FY 2025-26 annual financial report
- No significant deficiencies or material weaknesses for the FY 2025-26 audit of the major federal awards programs
- No audit findings or management comments

### **ACCOUNTS PAYABLE**

Accounts Payable efficiently and accurately manages the district's financial obligations by ensuring timely and compliant payments to vendors, service providers and contractors for goods and services the district has received.

#### **Fiscal Year 2024-25 Performance Highlights**

- Streamlined Statement Reconciliation process to ensure that invoices are paid on time or tracked efficiently as well as recouping funds that were overpaid or credited by vendors to the district.
- Effectively created audit process for end of day to ensure accurate payments are made to vendors while keeping error margin to less than 3%.
- Tracking invoices electronically and by paper to move vendors to electronic submission of invoices and statements.

#### **Fiscal Year 2025-2026 Initiatives**

- Increase the use of electronic payments to vendors (ACH, Virtual Credit Cards) by encouraging Vendors to move away from paper check payments to reduce fraud or lost checks in the mail.



- Improve approval processes for Reimbursement and Payment requests made by schools and departments by digitizing approval thru APECS Reimbursement Portal, allowing department heads and approvers to approve remotely, reducing delays.
- Cross-train AP staff to ensure the team can handle various AP functions to ensure efficiency in absences.

### Measures of Success

- In the first two months of the Statement Reconciliation process, AP recouped \$14,434.95 in unclaimed funds.
- Filed and processed 1196 1099's by the deadline
- Errors in payments kept to less than 3%

## **BUDGET & FISCAL PLANNING**

The Budget & Fiscal Planning department is responsible for developing, monitoring, and managing the district's annual operating budget. This includes forecasting revenues and expenditures, aligning financial resources with strategic priorities, and ensuring compliance with state and federal funding requirements. The department works closely with school sites and departments across the district to provide guidance, financial analysis, budget support, fostering fiscal responsibility and informed decision-making.

### Fiscal Year 2024-25 Performance Highlights

- Successfully developed and adopted a balanced budget amid fluctuating state funding.
- Implemented enhanced budget tracking tools to increase transparency for internal stakeholders.
- Provided targeted budget training to over 50 site and department leaders, strengthening budget literacy across the district.
- Streamlined internal processes to improve turnaround times for budget adjustments and fiscal reports.

### Fiscal Year 2025-2026 Initiatives

- Develop a multi-year financial forecasting model to better anticipate long-term funding scenarios.
- Expand collaboration with instructional departments to align fiscal planning with student-centered outcomes.
- Enhance equity-focused budgeting practices to ensure resource allocation addresses diverse student needs.
- Develop a Budget Student Council to give students a voice in financial decision-making and promote transparency.
- Implement interactive workshops and feedback sessions to actively engage students in the budget building process.
- Enhance stakeholder engagement by creating regular forums and collaborative planning meetings that include parents, staff, and other community members.

### Measures of Success

- Adoption of a balanced budget aligned with strategic priorities by Board deadlines.
- Improved stakeholder satisfaction with budget services (tracked by annual surveys).



- Increased accuracy in revenue and expenditure forecasts (measured against actuals).
- Growth in the number of departments utilizing multi-year forecasting and scenario planning.

### **CHARTER SCHOOL FISCAL**

The Charter Finance team is a division of the M-SCS Finance Department. We were put into place in 2021 to provide comprehensive support to schools with the funding provided for charter school students. Our team consists of specialized personnel in both Federal Programs and Finance.

Each MSCS charter school is assigned a team consisting of a Charter Finance Advisor and a Charter Finance Accountant that assist with the implementation of our department's two main roles, providing fiscal and programmatic support to Charter School and holding Charter Schools accountable for fiscal and programmatic requirements.

### **Fiscal Year 2024-25 Performance Highlights**

- Provided formal training to all Charter Schools for Fiscal and Programmatic Requirements
- Provided Workshops and Open Labs for School Improvement Planning and Grant Applications
- Provided regular communication with our Charter Schools through weekly publications in Charter Chatter, The Charter Finance Monthly Newsletter, and Monthly Budget Meetings with each Charter.
- Managed required documents and reimbursements through the Title I Crate
- Reimbursed Charters with allowable grant reimbursement submissions within 30 days
- Compiled and distributed Charter TISA payments

### **Fiscal Year 2025-2026 Initiatives**

- Continue to support all Charter Schools through collaboration with the Charter teams and other teams within the district.
- Continue to reimburse allowable reimbursement requests with all grants that flow through the LEA to Charters
- Continue to distribute Charter TISA payments by the 20th of the month, truing up at least three times a year

### **Measures of Success**

- Receive at least 75% satisfactory rating for the Office of Charter Finance from the Charter Schools through the M-SCS Charter Finance Survey.
- Reimburse all allowable reimbursements requests within 30 days.
- Distribute 100% of Charter TISA payments by the 20th of the month in the 10 months TISA payments are received by the LEA.



## **FEDERAL PROGRAMS**

The Federal Programs Department oversees federal education programs and funding, with the goal of improving student achievement and ensuring compliance.

The Federal Programs Department provides school-level monitoring of Title I schoolwide programs. Manage school improvement grants and additional federal awards. Collaborates with the development of the District and school level improvement plans. Provides accounting and budgeting support to schools and administrative staff.

### **Fiscal Year 2024-25 Performance Highlights**

- Completed a successful ESEA State level Results-Based Monitoring
- No significant deficiencies or material weaknesses for the FY 2023-24 audit of major federal award programs
- Purchased band equipment to enhance the performing arts for elementary, middle, and high school students. This includes instruments for 30 to 40 middle and high school marching bands, Orff music in elementary schools, and twenty-five (25) orchestra bands.

## **PAYROLL**

The Payroll Department's goal is to ensure all district employees are paid in an accurate and timely manner. The department works with locations to process timesheets submitted for employees, calculate gross to net pay, manage disbursements and issue pay to employees. Payroll also files the quarterly 941 reports and issues W-2 forms along with the monthly submission of salary data to TCRS.

### **Fiscal Year 2024-25 Performance Highlights**

- 16,917 W-2 forms produced and distributed
- Over 340,000 payments processed
- Total annual payroll over \$760,000,000

### **Fiscal Year 2025-2026 Initiatives**

- Continue to provide exceptional customer service to internal and external customers
- Pay employees in an accurate and timely manner
- Process stipend payments according to compensation schedule
- Work with HR to continuously improve accuracy of HR/payroll data

### **Measures of Success**

- Employees paid in an accurate and timely manner
- 941 reports submitted to IRS by due date
- W-2 forms to employees by 1/31
- TCRS monthly submission completed by the 10th of the month
- Questions answered within 24 hours
- Payroll corrections processed timely





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## OFFICE OF FACILITY SERVICES

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The mission of the Office of Facility Services is to provide enhanced learning and working environments by ensuring all District facilities and grounds are well maintained and clean with efficiently operating building systems and optimal student and staff utilization. Our focus is to support student achievement by enhancing the learning environment and overall educational experience for students.

The Office of Facility Services aims to streamline operations and fully integrate the departments of Facility Planning, Facilities Maintenance, Construction, and Custodial and Grounds within Memphis-Shelby County Schools, ensuring optimal resource allocation and service delivery for the District.

### **FACILITY PLANNING**

Plan for the current and future needs of the District's facilities with the goal of optimization by offering the following services:

- Capacity analyses, mapping, geographic data analyses, enrollment projections, attendance zone and feeder pattern creation and maintenance
- Regional planning and residential/commercial development monitoring
- Real estate portfolio, property sales, leasing, and short-term facility rental management
- Administrative space planning and usage assignment

### **Fiscal Year 2024-25 Performance Highlights**

- Completed the District-wide Facility Condition Assessment Project to begin developing the master facilities plan. Assessed 200 facilities and all building systems within (HVAC, roof, window, structure site, etc.) providing a baseline of the current condition and needs of all District facilities.
- Completed 2024-25 data updates and analyses of District's school-level programmatic capacity, enrollment, utilization.
- Finalized the feeder pattern analysis and data matrix to inform the Facility Master Plan.
- Produced loss-gain reports and student address geocode.
- Executed three leases for Frayser Community Schools at Westside Middle, Journey Community Schools at Coleman Elementary, and Memphis Academy of Science and Engineering at Northwest Prep
- Sold three properties

### **Fiscal Year 2025-2026 Initiatives**

- Manage the District's facilities strategic planning initiative with continued data analysis including capacity/utilization, enrollment trends, attendance zones, and residential developments.
- Incorporate facility assessment findings into the District facility master plan.
- Recommend rezonings and consolidations to increase District efficiencies
- Improve the District's real estate processes, strategies, and policies ensuring plans are developed for currently vacant properties and any properties proposed for consolidation



### Measures of Success

- 2025-26 data updates and analyses of District's school-level programmatic capacity, enrollment, utilization complete by the end of first quarter.
- School attendance zone change recommendations by the end of second quarter.
- Increase District revenue with property sales/leases.
- All data inputs for Facility Master Plan updated with 2025-26 data

### FACILITY MAINTENANCE

Ensures properly functioning facilities with corrective, preventive, and emergency repair & maintenance of district infrastructure, small-scale remodeling and renovation of building space.

### Fiscal Year 2024-25 Performance Highlights

- Reduce the work order backlog by over 3,000 through system clean-up, workflow organization, increased project completion rates.
- Finalized pay rate increases for all trades positions to retain current staff and attract new skilled workers for the 50 vacancies in Maintenance.
- Revitalized the water bottle filler installation project and installed fillers at all locations
- Implemented work order system reporting requirements to increase data collection

### Fiscal Year 2025-2026 Initiatives

- Reduce work order backlog by fully staffing the maintenance teams and once fully staffed, implement responsiveness metrics for future work orders
- Realign Maintenance department to include preventative maintenance teams
- Initiate a building interior and exterior painting schedule.
- Implement streamlined contract management system and phase II of the work order system reporting requirements

### Measures of Success

- Continued decrease in work order backlog
- Increase annual work order percentage completed internally to 84% (100% once fully staffed)
- 100% hours assigned to work orders in the Asset Essentials system to gain insight into completion rates and work order metrics

### CONSTRUCTION

Manage all new facility enhancements with the following services:

- New construction and building addition project management
- Maintenance capital projects management (HVAC, windows, roofs, large renovations)
- Construction, alterations, and modifications cost estimates and scopes of work
- Building/facility plans, permits, and design guidelines



### Fiscal Year 2024-25 Performance Highlights

- Commissioned the development of a construction management software tool built by the Strategic Programming and Innovation team, saving the District over \$400,000.
- Oversaw the architects and construction teams for the New Frayser Community High School, including programming, drawing development, budgeting, demolition of the former Frayser/MLK High, and groundbreaking.
- Received an additional \$34 million for the new Frayser school from the County Commission.
- 52 capital projects started, while continuing the 37 that were underway
  - 4 outdoor athletic lighting upgrades
  - 1 track resurfacing
  - 10 LED gym lighting replacements
  - 8 fire system replacements
  - 11 HVAC upgrades
  - 5 paving projects
  - 2 plumbing projects
  - 15 roof replacements
  - 5 window replacements
  - 16 Intercom system upgrades
  - 1 auditorium renovation
  - 1 drainage/building repair
  - 1 building addition
  - 1 US Dept. Energy Grant (HVAC, windows, lighting)
  - 2 gym floor replacements
  - 1 new school
  - 1 restroom renovation
  - 1 insurance repair project
  - 3 foundation repairs

### Fiscal Year 2025-2026 Initiatives

- Complete all procurements and 65% of construction by June 30, 2026
- Finalize the solutions for the new East Region high school
- Complete all Project BUILD Phase I projects
- Provide ten-year capital project prioritization based on facility assessment data
- Implement construction compliance process

### Measures of Success

- Increased number of projects completed on time and within budget
- Streamlined project initiation process (procurement, contract, Board approval, bond issuance, retainage, etc.)
- Reduced number of Board amendments



### **CUSTODIAL & GROUNDS**

Provide attractive, clean, and functional spaces by providing the following services:

- Daily building cleanliness and deep cleaning services
- Grounds, lawn, parking lot, and stadium maintenance
- First response building support, maintenance, and work order management
- Pest control and herbicide maintenance

### **Fiscal Year 2024-25 Performance Highlights**

- Completed the 2024 summer deep cleaning of over 17 million square feet at 151 school locations
- Created and implemented a training program including minor repair and maintenance tasks, building systems training, OSHA regulations, and other safety measures.
- 162 Plant Managers completed training for a position elevation to Building Engineer empowering them to act as the building's first line of defense for minor maintenance tasks.
- Custodial cleaning scores for the three vendors were consistently above 90%
- Custodial vendor staffing improved, with a 97% staffing rate across all four zones.
- Ground vendors performed at a 98% success rate against their contract key performance indicators

### **Fiscal Year 2025-2026 Initiatives**

- Enhance the skill sets of Plant Managers to Building Engineers enhancing on-site first responder services to maintenance issues
- Execute increased ground services per FY26 grounds contracts, including shorter cutting schedules (14-day rotation), more herbicide treatments, and tree and shrub services
- Implement and asphalt and concrete program to address sidewalk, parking lot, and driveway repairs in-house as the cost of paving vendors continues to increase

### **Measures of Success**

- Custodial cleaning scores of 90% or higher, moving to 96% over five years
- Grounds services scores of 95% or higher
- All Building Engineers completed provided skill building training twice per year
- Decrease in number of work orders entered by 3.5% each year





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## OFFICE OF SCHOOLS

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The mission of the Office of Schools is to create safe learning environments and a climate of success by providing support for schools, growing the trust of all stakeholders through strong Customer service, helping principals focus on instruction by eliminating operational and instructional barriers, while establishing clear operational procedures and support for the overall district academic goals and strategic plan. Our District will be the premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence. The Office of Schools drives educational excellence across all schools, establishes clear vision and strategic direction for instructional leadership, school culture and school improvement initiatives, ensures significant student achievement gains, and works in close collaboration with Senior Leaders to meet the goals of Memphis-Shelby County Schools.

This office and its departments work to act strategically, leverage resources effectively, improve individual and system learning, and build capacity to support, accelerate, and sustain significant school improvement district wide. Some departmental goals include accelerating academic growth and achievement through adoption of standards-based and skill-based, building teacher capacity by providing multi-tiered professional development. Enhancing and expand fine arts education across the district by providing diverse opportunities for artistic expression, ensuring equitable access to resources, and fostering community engagement to cultivate creativity, critical thinking, and cultural appreciation among students.

### **Fiscal Year 2024-25 Performance Highlights**

#### **MSCS TCAP Data Summary**

##### **Some positive comparison data points were achieved:**

- Memphis Shelby County Schools received a Level 5 TVAAS for the third consecutive year
- Memphis Shelby County Schools for the first time in three years received a Level 5 TVAAS score in every Subject area including Literacy, Numeracy, Science, and Social Studies
- Memphis Shelby County Schools increased the total Level 5 schools from 69 schools to 86 schools 2023-24 SY
- Memphis Shelby County Schools received an “Advancing” designation in the latest federal accountability report
- 34 Memphis Shelby County Schools were honored as a Reward School from the TN DOE
- The Tennessee Department of Education’s State Report Card showed significant academic improvement for Memphis Shelby County Schools
- Memphis Shelby County Schools increased the number of schools earning “A” grade from 9 to 16 and the number of schools increased from “B” to “A” from 40 to 57 schools
- Memphis Shelby County Schools continued to increase the Graduation Rate for the third year in a row to 83.4%



### **CURRICULUM & INSTRUCTION AND PERFORMANCE & LEADERSHIP**

Our mission is to ensure Memphis-Shelby County Schools students will experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year. We are committed to preparing well-rounded graduates who compete globally, because they persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.

#### **Fiscal Year 2024-25 Performance Highlights**

- Math and Science Standards Guides were developed, to support the building of teacher and leader capacity to understand the demands of the standards and successfully plan and execute standards-aligned engaging instruction
- All content teams facilitate quarterly teacher feedback sessions. Throughout the school year, two of these opportunities are survey based and two opportunities are in-person. These sessions allow the teams to garner targeted feedback related to the curricular tools and resources and identify trends to make decisions for continued improvement
- The Math team works with TDOE to enhance mathematical practices aligned with the newly adopted curriculum
- TISA funding aligned with the number of students receiving a dyslexia specific intervention:
  - K-3 – 3279
  - 4-12 - 1589

#### **Fiscal Year 2025-2026 Initiatives**

- Place Instructional Coaches at each school, to support Literacy, Math, and Science
- Develop capacity of school-based Instructional Coaches to support teachers with implementation of high-quality instructional materials and effective instructional strategies
- Enhance capacity of school leaders and MTSS Leads to oversee RTI2A in their schools
- Strategic focus on schools with letter grades of D/F
- Enhancing classroom practices to include reading and writing every day, on every campus, across every content area
- Institute Math Mastery quarterly culminating projects to synthesize understanding of math concepts aligned with a real-world problem or task
- Expand leadership professional learning opportunities to continue to develop leaders across the District
- Implement an ACT curriculum to increase student college entrance exam scores
- Implement AVID in selected schools to pilot the program which will increase student achievement in ELA, Math, and Science content areas
- Implement a new District Science curriculum that is aligned to the state standards and develop a curriculum that will increase student achievement in science
- Expanding a diverse fine arts program in the district's middle schools during the 2025-26 school year



### **PERFORMANCE & LEADERSHIP DEVELOPMENT**

We are committed to empowering individuals with the skills, knowledge, and mindset necessary for continuous growth and impactful leadership. Through innovative training, mentorship, and development programs, we cultivate a culture of excellence, resilience, and lifelong learning. Our mission is to inspire and equip professionals at all levels to lead with integrity, adaptability, and confidence in an ever-evolving world. We envision a dynamic and transformative learning environment where all professionals are empowered to reach their fullest potential.

We strive to be a catalyst for innovation, collaboration, and excellence, fostering leaders who drive positive change in their organizations and communities. Through continuous learning, strategic development, and a commitment to equity and inclusivity, we aim to shape a future where leadership is defined by purpose, impact, and lifelong growth.

**Some departmental goals include** cultivating a culture of lifelong learning to provide educators and school leaders with ongoing, research-based professional learning opportunities that enhance instructional practices and student outcomes. **We aim to** promote diversity, equity, and inclusion to ensure that leadership and professional learning initiatives are inclusive, equitable, and accessible to all individuals, fostering a diverse and empowered workforce.

### **Fiscal Year 2024-25 Performance Highlights**

- Leadership Institute- provided creative and innovative learning sessions and networking sessions that support leaders in establishing effective K-12 school environments
- District Learning Days- Trained 6,000+ teachers on district policies, priorities, and instructional initiatives
- New Teacher Mentors- Provided quarterly training to new teacher mentors for targeted support
- Leadership Development Week- provided monthly high-quality professional learning sessions to enhance operational and instructional knowledge, and strengthen decision-making, problem-solving, and strategic planning
- Central Office Leadership Series- customized professional learning offered to develop non-instructional district leaders
- Successfully rostered 613 portfolio educators to the new platform
- Certified 763 TEM Evaluators
- Developed an in-house system to update TN Compass staffing bi-monthly
- Implemented milestones for aspiring teachers

### **Fiscal Year 2025-2026 Initiatives**

- Strategic education preparation program partnerships for aspiring teachers to ensure permit compliance to closely monitor milestones
- Expanding Career pathways to clearly define advancement and provide District sustainability
- Create leader learning labs as an extension of Leadership Development Weeks for support
- Provide PLC coaches with intensive supports around teacher development and coaching
- Provide intensive support for new teacher and principal mentors
- Reimagine non-instructional observations for Central office employees
- Create a teacher pathway for high school junior and seniors



### **FAMILY ENGAGEMENT**

Our mission is to build stronger relationships with families and communities through partnerships to ensure that families are well-equipped, communities are resourceful, and students have what they need to receive the education in an environment they deserve. Through transformed communities and partners, we will work to address the needs of families and students both at school and at home. We will work to address the whole child for academic and social success to improve at a strategic and aggressive pace.

Some departmental goals include increasing the capacity of Family Engagement Specialists to authentically engage families and community partners in ways that build trust and positively impact student learning. Implementing components of the Community Schools Model in identified hub schools that will serve as a prototype to decrease non-school factors that negatively impact student performance and attendance.

### **Fiscal Year 2024-25 Performance Highlights**

- Increased effectiveness of Community Schools Strategy by ensuring barriers to student attendance are reduced, strengthening family input and engagement opportunities, leveraging partnerships, and improving overall school culture and climate
- Hosted 21 sessions parent capacity building sessions for families
- Distributed 2,851 books to schools to build at-home libraries and support the MSCS Literacy Commitment.
- Parent leaders and ambassadors have been able to provide their voice and input to the Council of Great City Schools, MSCS Principal/Vice Principal interviews, 2025-2026 School Calendar, and MSCS Budget Sessions.
- The number of parent resources, programs, and events in Community Schools has increased
- Expanded the engagement with fathers and father-like figures through the Father's First Memphis Initiatives
- Expanded the Families Connect Program to include elementary schools to help parents engage effectively with their assigned schools in English, Spanish, and Arabic
- Through the collective efforts of our community and district, Operation Warm Hearts provided over 3,000 winter coats, hats, and gloves to students across MSCS.
- Through the sponsorship of Feed the Children, 100 families received food, essentials, books, and other resources through the Holiday Food & Essential-Literacy Hub Day.
- Hosted District Learning Day for all the family engagement specialists for the Fall and Spring semester. The learning experience allowed the specialists to be onboarded with the FACE family engagement program which allows them to effectively support families.
- Liaison between parents/students and District stakeholders to identify needs and concerns
- Monitoring the approval process for 95 school support organization submissions for the 2024-2025 school year.

### **Fiscal Year 2025-2026 Initiatives**

- Enhance the quality and diversity of parent resources, programs, and events offered inside of schools to better meet the needs of families
- Expand the Community School Strategy and evaluate and adjust strategies to ensure the holistic development and success of students and families within the community
- Implement targeted interventions to further improve attendance and reduce truancy rates within schools with family engagement liaisons





- Develop systems and structures to inform and engage families about district strategies and progress through multi-lingual sources and print media
- Continue to strengthen partnerships with community organizations to expand access to resources and services for families
- Involve parents to support district policies
- Provide more specialist support in all district schools through capacity building and support of Parent and Engagement Leaders
- Collaboration with the Mid-South Food Bank to combat food insecurity
- Organize District parent meetings within the community
- Expand staffing to support district initiatives that address the needs of students and parents at the school level

### **OPTIONAL SCHOOLS AND ADVANCED ACADEMICS**

Optional Schools and Advanced Academics provides new and innovative theme-based programs in response to community and industry needs. These programs increase educational quality, equity, and access, which sustain and increase enrollment in Memphis-Shelby County Schools. Specialized, theme-based programs in 45 Optional Schools enable students to develop their individual gifts and talents in a rigorous, academic environment. Programmatic offerings provide students with opportunities to participate in unique programs such as T-STEM, STEAM, Dual Language Immersion, Global Health Studies, Enriched Academics, College Preparatory, Creative and Performing Arts, International Studies, and Environmental Science. Advanced Academics serves all schools offering Honors, Pre-Advanced Placement (Pre-AP), Advanced Placement (AP), Dual Enrollment (DE), Statewide Dual Credit (SDC), and International Baccalaureate (IB) courses. The District ensures fidelity of program implementation, provides professional development/specialized support to students, teachers, and school administrators, and analyzes data to assist all schools in making informed decisions regarding the utilization and expansion of these specialized courses. These strategies promote equitable access to advanced courses, enabling students to engage in a continuum of academic growth that prepares them for careers and post-secondary experiences.

We envision a future where all students are empowered to pursue their unique interests and talents through our wide array of specialized, theme-based programs. Our goal is to expand learning opportunities, ensure equitable access to specialized programs, and uphold high academic standards while nurturing the individual gifts of students. We are also dedicated to ensuring that advanced academics is not just an option but a standard for all, through participation in Honors, Pre-AP, AP, DE, SDC, and/or IB courses across the district. By fostering an environment of academic excellence and innovation, we commit to a legacy of quality, equity, and increased educational access.

### **Fiscal Year 2024-25 Performance Highlights**

- EPSO courses are offered at 100% of district-managed high schools.
- 100% of district-managed middle and high schools currently offer honors courses.
- 15,621 students took at least one Honors course; 3,065 students took at least one Pre-AP course; 2,601 students took at least one AP course; 2,966 students took at least one DE course; 183 students took at least one IB course; and 6,736 students took at least one SDC course.
- MSCS offers the most Pre-AP sections in the state of TN and is considered a national leader in this work. Pre-AP courses increased by 6% in 2024-25.
- 97% of district-managed high schools now offer AP courses districtwide, with a minimum of six Pre-AP/AP courses offered at 93% of schools.
- 50% of students earned a 3 or higher on AP exams in 2023-24, an increase of four percentage points



- from 2022-23.
- The AP Virtual Academy served 9 district-managed high schools, providing synchronous, virtual instruction in six AP courses to increase equitable access to AP courses.
- 94% of Dual Enrollment students earned college credit in 2023-24.
- All five IB schools maintained IB authorization for 2024-25.
- 11 MSCS students were National Merit Semifinalists in 2024.
- 11 optional students were certified by the Federal Aviation Administration (FAA) to be drone pilots and three students earned their private pilot's license.
- Optional students have won numerous STEM, engineering, chess, world language, math, oratorical, science fairs, youth leadership, art, orchestra, debate, and other awards.

### **Fiscal Year 2025-26 Priorities**

- To help ensure all classrooms are fully staffed
- To monitor and forecast expenditures and budget balances
- Collaborate internally to understand the new program support processes that align with 2024-25 school year academic expectations
- Continue to monitor grant compliance
- Complete the three cycles of Brigrance Assessments for each classroom
- Complete three cycles of CLASS Assessments twice a year
- Provide training assistance to all departments related to First 8, Head Start, and VPK grant expectations
- Conduct an annual assessment of all supplies, materials, and furniture needs
- Design variations to provide continuing professional education training hours for all teachers, teacher assistants, family engagement specialists, and support staff

### **EARLY CHILDHOOD**

Our mission is to empower children and families to achieve their highest potential academically and socially by fostering a strong, collaborative partnership between home and school. Through open communication and shared responsibility, we strive to create a supportive and inclusive environment where every child can thrive. Memphis Shelby County Schools Early Childhood Program will be ranked #1 in the state in school readiness based on 85% or above mastery on the district's universal screener for kindergarten students who attended a Memphis Shelby County Schools Early Childhood Program.

A few departmental goals include 70% of Pre-K students will be at or above the 50th percentile on the final benchmark of Brigrance IED III Academic Skills/Cognitive Development: Literacy & Mathematics. Social and emotional child outcomes will increase by 25% during the school calendar year.

### **Fiscal Year 2024-25 Performance Highlights**

- Memphis Shelby County Schools Early Childhood Program received the NIEER(National Institute for Early Education Research) Gold Award for demonstrating high-quality teaching practices, fostering positive outcomes for children and families, and maintaining exemplary standards in school readiness, curriculum implementation, and family engagement.
- Completed all program instructional assessments
- Provided all documentation to support every Head Start Corrective Action

- Submitted the Head Start Designated Renewal System (DRS) application
- Conducted critical analysis to inform Senior Management of necessary policy changes for the new grant fiscal year
- Submitted the VPK renewal for the 2025-26 SY
- Provided the entire Early Childhood Department with training on Active Supervision, Grant Compliance, and Behavior Management

**Fiscal Year 2025-26 Priorities**

- To help ensure all classrooms are fully staffed
- To monitor and forecast expenditures and budget balances
- Collaborate internally to understand the new program support processes that align with K-2 academic expectations
- Continue to monitor grant compliance
- Complete the three cycles of Brigance Assessments for each classroom
- Complete three cycles of CLASS Assessments twice a year
- Provide training assistance to all departments related to First 8, Head Start, and VPK grant expectations
- Assess and address the need for classroom supplies, materials, and furniture.
- Offer continuing professional education for teachers, assistants, family engagement specialists, and support staff.
- Expand the number of Pre-K Advisors to provide targeted guidance and resources, enhancing ELA and Math achievement and supporting social skills development.
- Increase the number of Family Engagement Advisors to ensure compliance with federal and state Early Childhood Program regulations across all Pre-K sites.





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### OFFICE OF PARTNERSHIPS AND DEVELOPMENT

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The Partnerships and Development Department of Memphis-Shelby County Schools (MSCS) is dedicated to fostering meaningful relationships with community stakeholders, corporate partners, philanthropic organizations, and other key entities to enhance educational opportunities and student success across the district. The department's core responsibilities include strategic partnerships, fundraising & development, event planning and engagement, grant acquisition and management.

#### Fiscal Year 2024-25 Performance Highlights

- **District-Wide School Adoption:** Every MSCS school now has an official adopter providing resources and programming support.
- **Global Mid-South Partnership:** This community partner has adopted 25 schools this school year, strengthening local engagement.
- **Community Engagement Huddles:** A total of 29 huddles took place, focusing on The Arts, Business Leaders, Faith-Based Organizations, Realtors, Higher Education, and PTA.
- **TCAP Support:** 20 community partners provided student incentives as part of the TCAP Campaign, that will help motivate and reward students for their hard work and academic achievements.
- **Autism Advocates:** Founder, Kia Shine Coleman, focus on supporting autism in schools across the district. The organization is instrumental in providing sensory rooms, essential supplies, and valuable resources to enhance learning experiences for students with unique needs.

#### Fiscal Year 2025-2026 Initiatives

- **Expansion of Corporate & Community Partnerships:** Increase engagement with local businesses to provide more internship and mentorship opportunities for students.
- **Workforce Readiness & Career Pathways Program:** Establish partnerships with corporations to create job shadowing, apprenticeship, and certification programs for high school students.
- **STEM & Innovation Grants Initiative:** Secure funding to support STEM programs, technology integration, and innovation labs in schools.
- **Enhanced Adopt-a-School Program:** Develop a structured framework to encourage long-term partnerships between businesses and schools to meet specific academic and athletic needs.
- **Student Leadership & Empowerment Initiative:** Launch networking events to connect students with professionals in various industries.

#### Measures of Success

- **Increased Corporate & Community Investment:** Track growth in financial contributions, sponsorships, and in-kind donations from external partners.
- **Student Engagement & Opportunities:** Measure the number of students participating in mentorship, internship, and workforce development programs.
- **Grant Funding Secured:** Assess the total value of grants awarded to MSCS and the impact on educational initiatives.
- **Volunteer & Community Participation:** Monitor the number of community members actively involved in school programs and events.



- **School & Partner Satisfaction:** Conduct surveys and gather feedback from schools and corporate partners to evaluate the effectiveness of engagement efforts.





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## OFFICE OF STRATEGY & INNOVATION

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The Office of Strategy and Innovation is comprised of the following departments: Assessment and Accountability; Enrollment and Attendance; Research and Performance Management; Strategic Programming and Innovation; and Student Information Services. Strategy and Innovation seeks to ensure all students receive an excellent education by providing our district and school colleagues and partners with the data, analysis, training, tools, and processes needed to make stronger decisions and get better every day. We strive to provide the right data at the right time to the right people to inform and support the right decisions for students.

### **ASSESSMENT & ACCOUNTABILITY**

The Department of Assessment and Accountability coordinates implementation of federal, state, and district-mandated assessments. Responsibilities include providing professional development on assessment implementation and test security and providing logistical and other support for schools during testing windows.

In addition, the department provides professional development to school and district personnel regarding the Tennessee Department of Education's state and federal accountability models. The department also provides data files and reports that summarize state and federal accountability outcomes. Also, the department supports the graduation cohort process that impacts the district and schools' graduation rates by collecting and submitting proof of transfer documents to the state. In addition, the department is responsible for identifying potential accountability appeals and submitting those appeals to the state.

### **Fiscal Year 2024-25 Performance Highlights**

- The department coordinated the district's first year of PreACT testing. The department provided professional development to all schools with middle or high school grades. Students in grades 8, 9, and 10 participated in PreACT tests in October.
- The department coordinated the district's participation in Tennessee's ACT senior retake window in October and November. ACT introduced a new online administration application, ACT Now, and the department trained schools in using the new application prior to the fall testing window. The senior retake window provides seniors with another opportunity to take the ACT at school at no charge to the student, and over 5,900 MSCS seniors took the ACT during the senior retake window. Juniors will take the ACT at school in the spring.
- The department submitted multiple appeals to the Tennessee Department of Education that resulted in improved state and federal accountability outcomes for schools and the district.
- The department is working with schools to submit graduation cohort documentation to the state that positively impacts the graduation rates for schools and the district.
- The department trained Building Testing Coordinators for schools that completed state-mandated End of Course testing in December. Additional training will be provided to Building Testing Coordinators in the spring, and state-mandated TCAP Achievement and End of Course tests will be administered in April and May.



### **Fiscal Year 2025-2026 Initiatives**

- Implementation of a district-wide formative assessment system
- Professional development and oversight of fall and spring ACT tests
- Professional development and logistical support for state-mandated TCAP Achievement and End of Course testing
- Professional development and data support for schools related to the Tennessee Department of Education's state and federal accountability models

### **Measures of Success**

- The district's TCAP Achievement and End of Course participation rate continues to exceed 95%.
- The district's ACT participation rate continues to be 99% or higher.
- The district's graduation rate, a measure impacted by the graduation cohort process coordinated by the department, continues to improve. From 2021 to 2024, the district's graduation rate has increased from 77.7% to 83.4%

### **ENROLLMENT & ATTENDANCE**

The Department of Enrollment and Attendance is committed to ensuring equitable access to education for all students by providing seamless enrollment, attendance, and school choice support. We partner with families, schools, and community stakeholders to remove barriers, promote daily attendance, and empower every student to thrive academically and beyond.

### **Fiscal Year 2024-25 Performance Highlights**

- Launched the C.O.M.E. to Win attendance initiative to drive student engagement and accountability. This initiative recognized student Champions, Winners, and Participants while reinforcing the role of school Attendance Liaisons by implementing the following strategic actions:
  - Reducing the number of "absent by teacher" (AT) codes remaining at the end of each week
  - Increasing the number of parent/family touchpoints and interactions logged
  - Increasing the percentage of schools with supports entered in the C.O.M.E. to Win application
  - Increasing the number of student absence forms submitted and processed
  - Increasing the number of Parent Student Support Plans (PSSP) created
- Implemented REACH 180 to support parents and students and strengthen connections with community partners, successfully preventing over 1,200 students from being referred to Juvenile Court.
- Partnered with the Tennessee Department of Education and Graduation Alliance to implement ENGAGE TN, providing K-12 students and their families with an additional layer of support to enhance school engagement and promote both academic and personal success throughout the school year.
- Established Enrollment Hubs throughout the community for multilingual families and Pre-K students, offering comprehensive wraparound services to create a strong support system and ensure students are fully prepared for school.



### **Fiscal Year 2025-2026 Initiatives**

- Recruit, Retain and Reclaim to address the decline in student enrollment in traditional schools
- Show Up, Stand Out, Succeed (formerly C.O.M.E to Win) to promote attendance awareness and increase family engagement
- Attend & Achieve (formerly REACH 180) to reduce student truancy and dropout rates and connect with external resources.
- To combat chronic absenteeism and drop-out rates, investments are needed to improve data tracking, intervention, and outreach services that directly support schools, students, and families. The proposed investments include an Attendance and Truancy Advisor, two Attendance Analysts, six Senior Truancy Prevention Specialists, and 41 Attendance Liaisons.

### **Measures of Success**

- Reduction in chronic absenteeism and overall drop-out rates
- Improved data accuracy through error-free attendance reporting to maximize TISA funding.
- More proactive intervention through enhanced tracking and outreach

### **RESEARCH & PERFORMANCE MANAGEMENT**

The Department of Research and Performance Management (RPM) ensures District and school leadership, staff, and teachers have access to the data and insights they need to make informed and research-based decisions. RPM works closely with all stakeholders to set up programs and initiatives for success, share data and emerging insights as they occur, and evaluate outcomes and Return on Investment (ROI) using rigorous quantitative and qualitative methods. Our work highlights success stories and areas for improvement so decisions regarding the structure and funding of programs are grounded in insights from data analysis and best practices from recent research.

### **Fiscal Year 2024-25 Performance Highlights**

2024-25 was a pivotal year for RPM, with many new initiatives and reports representing academic and business operations with which the department has not previously engaged:

- Reporting current status on all active contracts (of a cost of at least \$1 or more) across the District, as well as MOUs with specific District partners in the Quarterly Contracts Impact Report.
- The District began its C.O.M.E. to Win attendance supports strategy, designed to award students with high attendance and reduce both truancy and chronic absenteeism. RPM tracked students during each 20-day reporting period and shared student-level files with Communications to publicly post the names of Champions (students with greater than 95% attendance) on our District's website and made files available to the Information Technology (IT) team for indication student statuses on progress reports and report cards.
- Another high-priority project RPM supported in 2024-25 was tracking high school students' progress toward on-time graduation. Our initial Compass 360 report was designed, built, and released in an unprecedented one-month period – at least one-third of the time regularly required for such a task. The report in Compass 360 helps inform school Counselors and Graduation Coaches of the real-time status of their students and assist in targeting interventions for specific





students and increasing our graduation rate, which has already risen at least one full percentage point each year since 2020-21.

- RPM has also continued reporting on ESSER-funded initiatives. While the funds sunset in 2024, evaluations of those funded programs are still being released. We have reported on Specialized Education Assistants (SEAs), Specialized Reading Assistants (SRAs), Proximity Learning, Tutoring (including grade 4 state-required tutoring), and numerous other programs led by departments across all functional areas of MSCS.
- To assist with MSCS data quality, RPM has developed 7 data quality reports, with another 5 planned for release by the end of FY24-25. These reports help Student Information Systems (SIS) identify inaccurate or invalid data in PowerSchool, which helps increase our ADM and ensure more students are accurately provisioned for TCAP and other state-mandated assessments. These reports are also used to support the work of specific programs (e.g., SLA, Tutoring, Attendance Reconciliation) and ensure their data are accurate and reliable for state reporting and our own internal evaluation efforts.
- RPM began reporting for Achieving Campus Excellence (ACE) Talks and ACE Days. These events occur three times each year and allow school leadership to meet with network leaders and then the Superintendent to review success metrics and address pain points for their schools. Each report consists of about 40 topic areas resulting in over 8,900 data points across schools and topics.
- RPM supported research efforts in and across the community, including both internal MSCS staff seeking graduate level training and external partners of MSCS hosting grant-funded or non-profit initiatives through our Research Application Process, in which the RPM faculty serves as an internal institutional review board.

### **Fiscal Year 2025-2026 Initiatives**

- For 2025-26, RPM will continue to improve in all reporting areas, ensuring reports remain accurate and up to date with changing state legislation and District needs.
- With the sunset of ESSER funds and the publication of the last ESSER-related evaluations, one major focus for 2025-26 will be the return of a regular research agenda. RPM had to make a drastic shift in 2020-21, focusing efforts on evaluating ESSER-funded initiatives. We will now be able to focus more closely on important District programs and have the flexibility to include input from Senior Leaders and our own internal experts as we develop a 2025-26 research agenda. This will help us inform District leaders and staff of the effectiveness and ROI of our most important programs.
- The Data Quality Dashboard will expand from 12 to 15 reports, supporting data cleanliness and reporting efforts for functional areas across the District.
- The Quarterly Contracts Impact Report will be published at the Board meeting the month after the end of each quarter, both summarizing the status of contracts and providing specific information for each contract. As the demand for research efforts grows, RPM will refine the Research Application process to clarify Data Requests versus Active Research requests, communicate with community and internal partners throughout the season, and formalize approval processes.
- RPM will develop an automated process to report out on key District data each 20-day reporting period.



### Measures of Success

- RPM will have a Senior-Leader approved research agenda in place by July 1, 2025. RPM will have at least 15 active data quality dashboard reports by June 30, 2026.
- RPM will publish a quarterly contract report no later than the Board meeting one month after the end of each quarter.
- RPM will reduce the response time for Research Applications from ~30 business days to 15 business days, unless Superintendent approval is required.
- RPM will provide consistent, automated reports covering Enrollment and Attendance data to be published no more than 10 school days following each 20-day reporting period.

### STRATEGIC PROGRAMMING & INNOVATION

Strategic Programming and Innovation (SPI) is a value-added service group that directly supports the work of other central office teams and users in schools, acting as an in-house consulting firm to manage programs of work, build capacity and tools for project management, develop technical solutions (apps/automation/analytics) to address problems of practice, and provide a catalyst and pathway for innovative work that ultimately improves organizational efficiency and overall outcomes. The major goals of the Strategic Programming and Innovation team are

- Drive effective execution of projects and programs
- Deliver custom solutions and data pathways to help capture, measure, and analyze complex problems
- Partner across MSCS to drive commitment to transparency in our work
- Increase responsiveness to performance management
- Raise visibility of spending and Return on Investment (ROI) as the driver of our work
- Activate stakeholder voice at all levels as the driver for innovation in our District
- Leverage institutional knowledge of central office programs and deep understanding of schools to identify technical solutions that can help lead transformational work

### Fiscal Year 2024-25 Performance Highlights

- Built custom project management solution for Major Construction department, saving significant funds previously spent on an outside contract
- Built Threat Assessment and Crisis Intervention tools for district-wide crisis management
- Built Power BI dashboard and related data pathways to track over 20 district-wide roles in schools to enable better tracking and measurement of the impact of these roles
- Built district-wide Instructional Coaching solution and dashboard used to document all district-wide walkthroughs, coaching interactions, PLC records, etc.
- Built district-wide event request system and calendar for Communications
- Built custom project management solution for IT Project Management team
- Built custom school audit reporting solution for School Compliance team
- Built custom tools for Senior Leaders as needed to help execute the strategic goals of the District
- Maintained over 30 custom solutions and related automations for central office teams and schools
- Managed user access and support for all active Power Apps solutions across the organization



### **Fiscal Year 2025-2026 Initiatives**

- Implement new documentation and application lifecycle management systems
- Implement automation error-handling system across all managed applications
- Grow the Power Platform Center of Excellence to build capacity with citizen developers
- Streamline development process and implement new project timelines
- Prepare for FY25-26 rollover beginning end of FY24-25 Q3
- Streamline portal user management

### **Measures of Success**

- Number of custom applications developed and managed to support central office teams and schools
- Number of process maps created and process improvements implemented
- Savings to the district from creating custom solutions in house versus paying for software from outside vendors
- Customer satisfaction ratings for process improvements, applications and automations developed, and user support
- Increased documentation of error handling and bug fixing leading to fewer automation failures and shorter bug fix times

### **STUDENT INFORMATION SERVICES**

The Department of Student Information Services' mission is to manage the core student information system (PowerSchool SIS) and its related components, which include ensuring district compliance with federal, state, and local requirements, and monitoring, analyzing, and determining appropriate corrective actions to ensure accuracy of state reporting data which impacts funding from federal, state and local sources for the district. Services provided include the following:

- Monitoring, analyzing, and correcting, as needed, required state and federal data
- Ensuring Average Daily Membership (ADM) and other funding data are accurate such that the District receives all appropriate funding
- Ensuring all students are provisioned for state testing
- Providing PowerSchool SIS training for school and district staff
- Providing PowerSchool SIS support (i.e. documentation, data cleanup sessions with schools, etc.)
- Maintaining student records and transcripts and processing requests for these records
- Monitoring and providing assistance and training related to report card and transcript edits
- Supporting academic records compliance
- Collaborating with and assisting District offices with state and federal reporting needs (e.g., Exceptional Education, CTE, ESL, Transportation, Nutrition Services, Homeless, Early Childhood, etc.)

### **Fiscal Year 2024-25 Performance Highlights**

- Continual improvement in ADM data for maximum funding
- Provisioning of students in grades 2-12 for state testing
- 95% of records/transcript requests processed within 7 days

- Provided transcript training to all high school counselors
- Compliance with state reporting
- Minimal discrepancies between PowerSchool SIS and EIS data

**Fiscal Year 2025-2026 Initiatives**

- Transition successfully to the Tennessee Department of Education's new reporting system (TEDS)
- Ensure ADM comparison of PowerSchool SIS data to state systems is greater than 99%
- Ensure all students in grades 2-12 are provisioned for state testing
- Ensure at least 95% of records/transcript requests are processed within 7 days
- Ensure minimal discrepancies between PowerSchool SIS and state reporting systems
- Support academic records compliance

**Measures of Success**

- Comparing PowerSchool SIS data to corresponding state and federal data on at least a weekly basis to ensure accuracy
- Analyzing data within the student records request system on a regular basis to monitor and improve timely processing







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# CAPITAL PROJECTS FUND



FY2026 District Proposed Budget



This section includes the following information:

- Budget for Capital Projects Fund

## **ii. CAPITAL PROJECTS FUND**

The Capital Projects Fund budget is defined to account for financial resources used for the acquisition or construction of major capital facilities as well as major repairs of existing facilities. The total cost to complete a project is appropriate at the time the individual project is approved by the Shelby County Board of Education and Shelby County Commission.

Memphis-Shelby County Schools ensure that students have the appropriate learning environment to excel by maintaining and repairing over 200 school buildings. With appropriate and timely capital investments, disruptions to student learning can be prevented and a culture of excellence and care can be reinforced. The District is dedicated to examining our portfolio of school buildings in ensuring our footprint promotes quality education, efficiency, and equity.

### **BUDGET FOR CAPITAL PROJECTS FUND**

The Capital Projects Fund has various prior year projects that will carry over into fiscal year 2025-26 from fiscal year 2023-24 and fiscal year 2024-25 appropriations. The notable carry forward project includes the design of the New Frayser High School.



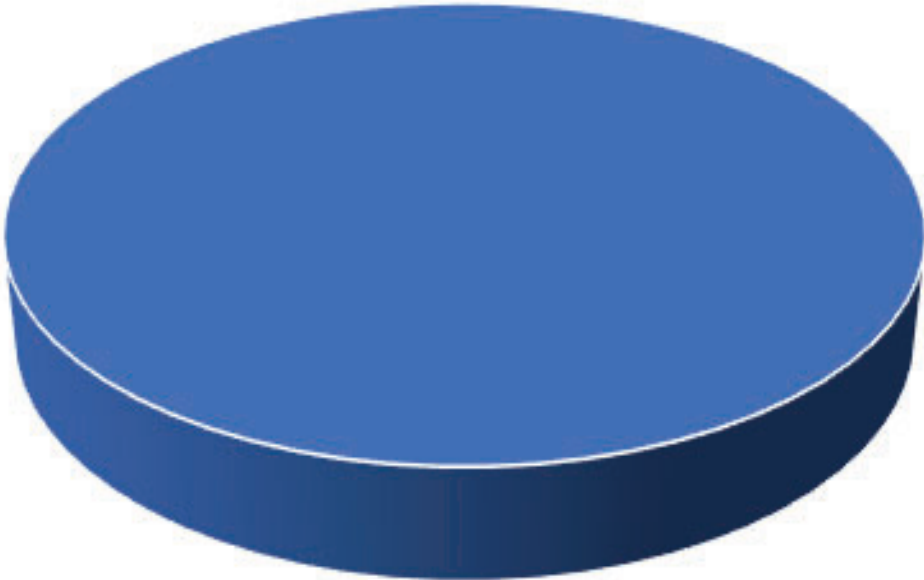


Where the Money Comes From



■ Shelby County  
\$68,923,763

....and Where the Money Goes



■ Capital Outlay  
\$71,332,731





Below is the Proposed Capital Projects Fund Budget by function for fiscal year 2025-26.

**FISCAL YEAR 2025-26  
CAPITAL PROJECTS FUND BY FUNCTION**

	2021-22 Actual	2022-23 Actuals	2023-24 Actuals	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Shelby County	\$ 47,009,922	\$ 26,023,815	\$ 22,788,893	\$ 98,421,885	\$ 68,923,763	\$ (29,498,122)	-30.0%
Other Local Sources	1,661,834	1,817,695	1,290,563	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 48,671,756</b>	<b>\$ 27,841,510</b>	<b>\$ 24,079,456</b>	<b>\$ 98,421,885</b>	<b>\$ 68,923,763</b>	<b>\$ (29,498,122)</b>	<b>-30.0%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 53,159,922	\$ 28,181,591	\$ 24,962,899	\$ 102,447,934	\$ 71,332,731	\$ (31,115,203)	-30.4%
<b>Total Expenditures</b>	<b>\$ 53,159,922</b>	<b>\$ 28,181,591</b>	<b>\$ 24,962,899</b>	<b>\$ 102,447,934</b>	<b>\$ 71,332,731</b>	<b>\$ (31,115,203)</b>	<b>-30.4%</b>
Excess (deficiency) of revenues over expenditure	(4,488,166)	(340,081)	(883,443)	(4,026,048)	(2,408,968)		
Approved use of Fund balance	4,488,166	340,081	883,443	4,026,048	2,408,968		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





Below is the Proposed Capital Projects Fund Budget by object for fiscal year 2025-26.

**FISCAL YEAR 2025-26  
CAPITAL PROJECTS FUND BY OBJECT**

	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Shelby County	\$ 47,009,922	\$ 26,023,815	\$ 22,788,893	\$ 98,421,885	\$ 68,923,763	\$ (29,498,122)	-30.0%
Other Local Sources	1,661,834	1,817,695	1,290,563	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 48,671,756</b>	<b>\$ 27,841,510</b>	<b>\$ 24,079,456</b>	<b>\$ 98,421,885</b>	<b>\$ 68,923,763</b>	<b>\$ (29,498,122)</b>	<b>-30.0%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 44,958	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Contracted Services	7,875,946	1,790,316	4,567,088	10,044,949	-	(10,044,949)	-100.0%
Capital Outlay	45,239,019	26,391,275	20,395,810	92,402,985	71,332,731	(21,070,254)	-22.8%
<b>Total Expenditures</b>	<b>\$ 53,159,922</b>	<b>\$ 28,181,591</b>	<b>\$ 24,962,899</b>	<b>\$ 102,447,934</b>	<b>\$ 71,332,731</b>	<b>\$ (31,115,203)</b>	<b>-30.4%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(4,488,166)</b>	<b>(340,081)</b>	<b>(883,443)</b>	<b>(4,026,048)</b>	<b>(2,408,968)</b>		
<b>Approved use of Fund balance</b>	<b>4,488,166</b>	<b>340,081</b>	<b>883,443</b>	<b>4,026,048</b>	<b>2,408,968</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





## SUMMARY OF THE CAPITAL PROJECTS FUND BY PROJECT

The following list highlights the estimated start date that begins with design, completion date, and annual project costs for the fiscal year 2025-26 Memphis-Shelby County Schools proposed capital projects.

<b>Project Number:</b>	C771
<b>Project Name:</b>	New Frayser Area High School
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	June 2027
<b>Description:</b>	Design Services Only for a new high school campus in the Frayser area
<b>FY25-26 Project Costs:</b>	\$33,819,866.33
<b>Project Number:</b>	C945
<b>Project Name:</b>	New East Region High School
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2026
<b>Description:</b>	Design/ Build Services for New High School
<b>FY25-26 Project Costs:</b>	\$20,835,346.70
<b>Project Name:</b>	Germantown HS Replace Fire Detection System
<b>Start Date:</b>	April 2025
<b>Estimated Completion Date:</b>	June 2026
<b>Description:</b>	Design & Construction Services for Fire Alarm
<b>FY25-26 Project Costs:</b>	\$690,742.50
<b>Project Name:</b>	Georgian Hills MS Roof Replacement
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	June 2025
<b>Description:</b>	Design/ Build Services for Roof Replacement
<b>FY25-26 Project Costs:</b>	\$1,050,711.20



**Project Name:** Bolton HS Roof Replacement  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Design/ Build Services for Roof Replacement  
**FY25-26 Project Costs:** \$2,951,757.20

**Project Name:** Westwood HS Roof Replacement  
**Start Date:** July 2024  
**Estimated Completion Date:** June 2026  
**Description:** Design/ Build Services for Roof Replacement  
**FY25-26 Project Costs:** \$1,894,746.99

**Project Name:** AB Hill ES Roof Replacement  
**Start Date:** July 2024  
**Estimated Completion Date:** June 2026  
**Description:** Design/ Build Services for Roof Replacement  
**FY25-26 Project Costs:** \$5822,849.14

**Project Name:** Dexter ES Roof Replacement  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Design/ Build Services for Roof Replacement  
**FY25-26 Project Costs:** \$1,532,745.20

**Project Name:** Treadwell K8 Renovation  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Roof Replacement/ Auditorium Renovation  
**FY25-26 Project Costs:** \$2,643,267.05





**Project Name:** Richland ES Building Envelope  
**Start Date:** July 2025  
**Estimated Completion Date:** June 2026  
**Description:** Design/ Build Services for Roof Replacement  
**FY25-26 Project Costs:** \$310,219.28

**Project Name:** Booker T Washington HS Roof  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Roof Replacement  
**FY25-26 Project Costs:** \$1,722,146.81

**Project Name:** Booker T Washington HS Windows  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Window Replacement  
**FY25-26 Project Costs:** \$1,604,645.84

**Project Name:** Cordova HS Paving  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Entire Lot  
**FY25-26 Project Costs:** \$2,010,068.90

**Project Name:** Cordova MS Paving  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Entire Lot  
**FY25-26 Project Costs:** \$448,457.56



**Project Name:** Cromwell ES HVAC  
**Start Date:** July 2024  
**Estimated Completion Date:** June 2026  
**Description:** Replace Chiller, Boiler, Pumps, RTU, UV, Controls  
**FY25-26 Project Costs:** \$1,357,063.40

**Project Name:** Crump Stadium Athletics  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Track resurfacing  
**FY25-26 Project Costs:** \$401,555.00

**Project Name:** Dunbar ES Windows  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Window Replacement  
**FY25-26 Project Costs:** \$1,116,908.17

**Project Name:** East HS Windows  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Window Replacement  
**FY25-26 Project Costs:** \$4,486,913.65

**Project Name:** Egypt ES HVAC  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Replace Chiller, Boiler, UV, RTU, Pumps, Controls  
**FY25-26 Project Costs:** \$1,870,545.04



<b>Project Name:</b>	Ford Road ES HVAC
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Chiller (2), CT (2), Boiler (2), RTU, Controls
<b>FY25-26 Project Costs:</b>	\$2,043,573.00
<b>Project Name:</b>	Fox Meadows ES Roof
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Roof Replacement
<b>FY25-26 Project Costs:</b>	\$717,401.62
<b>Project Name:</b>	Frayser-Corning ES Foundation
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Repair NW Exterior Stairwell
<b>FY25-26 Project Costs:</b>	\$318,640.00
<b>Project Name:</b>	Geeter K8 Roof
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Roof Replacement
<b>FY25-26 Project Costs:</b>	\$1,327,575.66
<b>Project Name:</b>	Gordon Alternative HVAC
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Water cooled chiller, CT, Boiler, Pumps, Controls
<b>FY25-26 Project Costs:</b>	\$909,653.12



**Project Name:** Grandview MS Roof  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Roof Replacement  
**FY25-26 Project Costs:** \$1,473,688.24

**Project Name:** Hollywood Admin. Fire/Life Safety  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Replace Fire Detection System  
**FY25-26 Project Costs:** \$339,735.38

**Project Name:** Holmes Rd. ES HVAC  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Replace Chiller, Boiler, Cooling Tower and Pumps, Controls  
**FY25-26 Project Costs:** \$1,319,689.00

**Project Name:** Invictus Academy (Airways) Windows  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Window Replacement  
**FY25-26 Project Costs:** \$442,799.98

**Project Name:** Kingsbury HS HVAC  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Replace SCUUs, Chiller, AHU, RTU, Controls  
**FY25-26 Project Costs:** \$3,852,721.42





<b>Project Name:</b>	Kingsbury MS/HS Plumbing
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Replace Gas Line
<b>FY25-26 Project Costs:</b>	\$534,618.00
<b>Project Name:</b>	Norris Achievement Academy Windows
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Window Replacement
<b>FY25-26 Project Costs:</b>	\$1,436,240.12
<b>Project Name:</b>	Oakshire ES HVAC
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Chiller (2), Boiler (2), Pumps, UV, Controls
<b>FY25-26 Project Costs:</b>	\$2,146,824.40
<b>Project Name:</b>	Overton HS Paving
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Entire Lot
<b>FY25-26 Project Costs:</b>	\$600,000.00
<b>Project Name:</b>	Raleigh Egypt MS HVAC
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Replace Chiller, CT, Controls
<b>FY25-26 Project Costs:</b>	\$715,820.56



**Project Name:** Raleigh Bartlett ES Roof  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Roof Replacement  
**FY25-26 Project Costs:** \$1,170,729.21

**Project Name:** Ridgeway HS Paving  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** 605 of Lot  
**FY25-26 Project Costs:** \$631,326.40

**Project Name:** Rozelle ES Foundation  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Repair Lower Floor Walls (east end)  
**FY25-26 Project Costs:** \$174,023.50

**Project Name:** Shady Grove PK Roof  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Roof Replacement  
**FY25-26 Project Costs:** \$645,366.40

**Project Name:** Sheffield HS Roof  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Roof Replacement  
**FY25-26 Project Costs:** \$1,250,200.00



<b>Project Name:</b>	Shrine School HVAC
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Replace Boilers, Pumps, Chillers, Controls
<b>FY25-26 Project Costs:</b>	\$630,899.20
<b>Project Name:</b>	Snowden K8 Paving
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Entire Lot
<b>FY25-26 Project Costs:</b>	\$265,661.93
<b>Project Name:</b>	Southwind HS Athletics
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	Outdoor Lighting (softball, baseball, soccer)
<b>FY25-26 Project Costs:</b>	\$735,000.00
<b>Project Name:</b>	Southwind HS Electric
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	LED Lighting Upgrade-Gym
<b>FY25-26 Project Costs:</b>	\$241,901.80
<b>Project Name:</b>	Springdale ES HVAC
<b>Start Date:</b>	July 2024
<b>Estimated Completion Date:</b>	August 2025
<b>Description:</b>	UV, RTU, AHU, Boiler, Pump, Chiller, Controls
<b>FY25-26 Project Costs:</b>	\$1,696,451.26



**Project Name:** Sheffield HS Fire Life Safety  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Replace Fire Detection System  
**FY25-26 Project Costs:** \$477,666.00

**Project Name:** Germantown HS Athletics  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Gym Floor Replacement  
**FY25-26 Project Costs:** \$154,288.40

**Project Name:** Wells Station ES  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Foundation Repair  
**FY25-26 Project Costs:** \$268,149.00

**Project Name:** Overton HS Paving  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Entire Lot  
**FY25-26 Project Costs:** \$456,015.00

**Project Name:** Overton HS Paving  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Entire Lot  
**FY25-26 Project Costs:** \$456,015.00





**Project Name:** Keystone ES Roof Replacement  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Roof Replacement  
**FY25-26 Project Costs:** \$1,013,427.10

**Project Name:** Riverview ES Renovation  
**Start Date:** July 2024  
**Estimated Completion Date:** August 2025  
**Description:** Department of Energy Grant (Energy Efficiency)  
**FY25-26 Project Costs:** \$10,093,995.00

# SPECIAL REVENUE FUND



FY 2026 District Proposed Budget



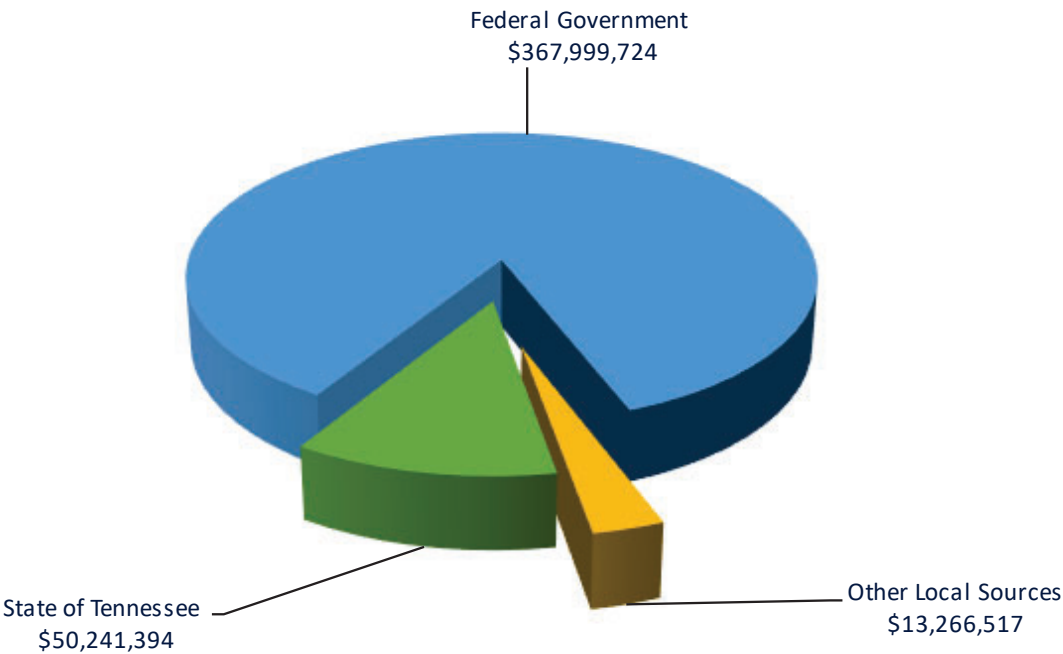
This section includes the following information for Special Revenue Funds:

- Special Revenue Funds Revenues
- Special Revenue Funds Expenditures
- Special Revenue Funds By Function
- Special Revenue Funds By Object
- All Special Revenue Funds by Function (Non-Federal, Food Services, and Federal Programs)
- All Special Revenue Funds by Object (Non-Federal, Food Services, and Federal Programs)
- Special Revenue Funds Categorically Aided By Function (Non-Federal Programs and Federal Programs)
- Special Revenue Funds Categorically Aided By Object (Non-Federal Programs and Federal Programs)

iii. SPECIAL REVENUE FUNDS

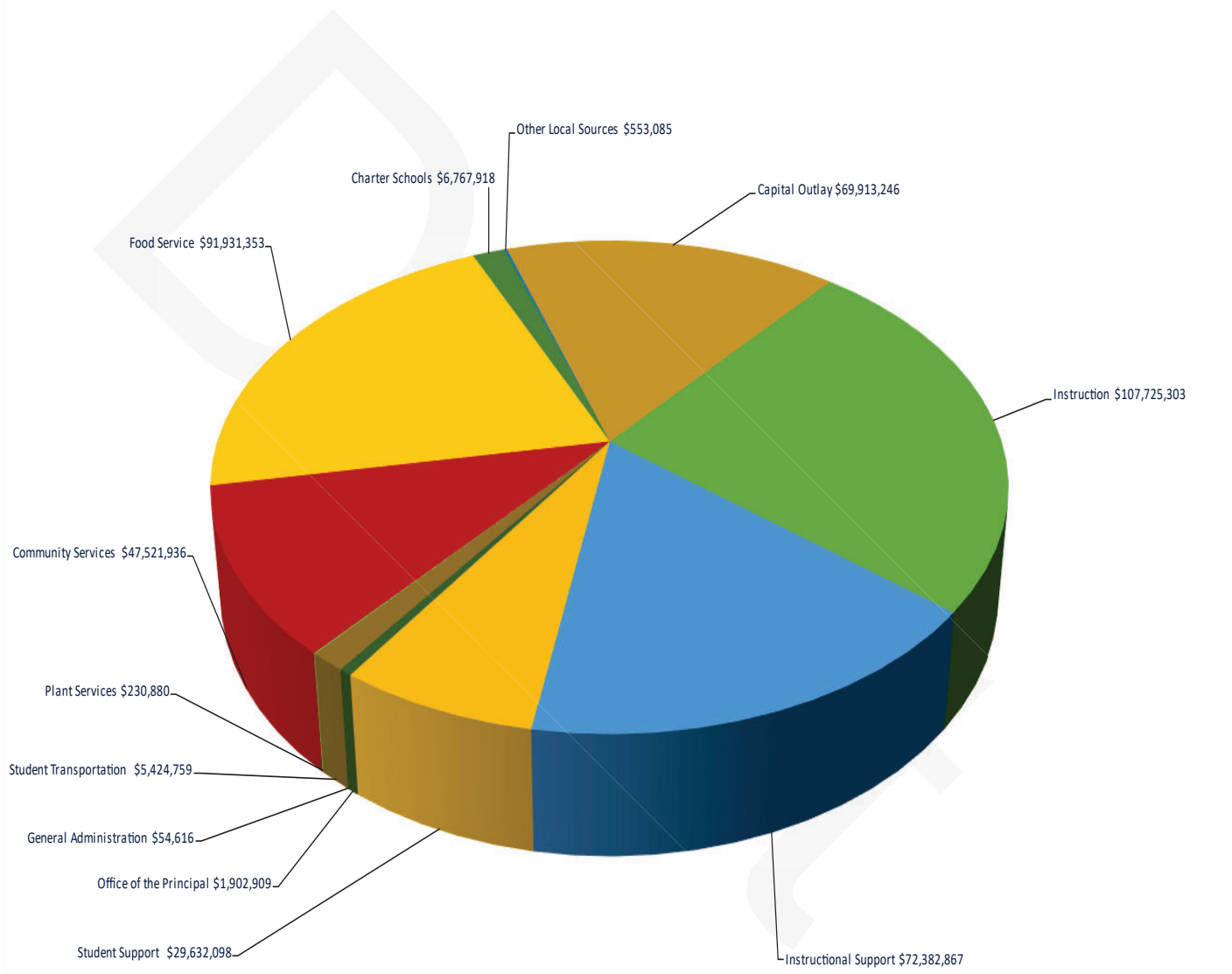
2025-26 SPECIAL REVENUE FUNDS

Revenues





2025-26 SPECIAL REVENUE FUNDS  
Expenditures





**SPECIAL REVENUE FUNDS BY FUNCTION**  
**FISCAL YEAR 2025-26 BUDGET**  
**With Comparative Information for Fiscal Years 2021-22 through 2025-26**

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 10,976,009	\$ 10,003,897	\$ 15,264,665	\$ 61,855,127	\$ 50,241,394	\$ (11,613,733)	-18.8%
Federal Government	440,713,237	543,916,098	426,589,428	408,966,658	367,999,724	(40,966,934)	-10.0%
Other Local Sources	9,851,654	20,990,118	13,057,170	13,333,103	13,266,517	(66,587)	-0.5%
<b>Total Revenues</b>	<b>\$ 461,540,900</b>	<b>\$ 574,910,113</b>	<b>\$ 454,911,263</b>	<b>\$ 484,154,889</b>	<b>\$ 431,507,635</b>	<b>\$ (52,647,254)</b>	<b>-10.9%</b>
<b>Expenditures</b>							
Instruction	\$ 151,229,688	\$ 210,481,627	\$ 133,843,354	\$ 146,837,238	\$ 107,725,302	\$ (39,111,936)	-26.6%
Instructional Support	72,601,221	84,973,245	91,028,116	83,047,269	72,392,866	(10,654,402)	-12.8%
Student Support	43,453,458	35,592,364	30,197,551	36,818,798	30,175,183	(6,643,615)	-18.0%
Office of the Principal	-	1,130,756	4,045,743	2,751,921	1,902,909	(849,012)	-30.9%
General Administration	114,860	-	22,388	64,216	54,616	(9,600)	-14.9%
Business Administration	719,752	768,743	489,175	14,638	-	(14,638)	-100.0%
Student Transportation	5,522,130	870,275	5,075,006	5,652,519	5,424,759	(227,760)	-4.0%
Plant Services	775,694	604,997	1,742,798	260,045	230,880	(29,165)	-11.2%
Charter Schools	16,382,165	-	25,673,631	12,735,427	6,767,918	(5,967,509)	-46.9%
Community Services	39,934,712	44,144,417	42,480,439	46,701,213	47,521,936	820,723	1.8%
Food Service	70,783,084	78,877,515	81,782,490	88,705,837	91,931,353	3,225,516	3.6%
Other Local Sources	-	4,216,391	-	-	-	-	100.0%
Capital Outlay	44,596,394	118,004,400	44,459,203	70,929,867	69,913,246	(1,016,621)	-1.4%
<b>Total Expenditures</b>	<b>\$ 446,113,158</b>	<b>\$ 579,664,731</b>	<b>\$ 460,839,894</b>	<b>\$ 494,518,989</b>	<b>\$ 434,040,969</b>	<b>\$ (60,478,020)</b>	<b>-12.2%</b>
<b>Excess (deficiency) of revenues</b>	<b>\$ 15,427,742</b>	<b>\$ (4,754,618)</b>	<b>\$ (5,928,631)</b>	<b>\$ (10,364,100)</b>	<b>\$ (2,533,334)</b>		
<b>Approved use of fund balance</b>	<b>(15,427,742)</b>	<b>4,754,618</b>	<b>5,928,631</b>	<b>10,364,100</b>	<b>2,533,334</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		







**SPECIAL REVENUE FUNDS BY OBJECT**  
**FISCAL YEAR 2025-26 BUDGET**  
**With Comparative Information for Fiscal Years 2021-22 through 2025-26**

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 10,976,009	\$ 10,003,897	\$ 15,264,665	\$ 61,855,127	\$ 50,241,394	\$ (11,613,733)	-18.8%
Federal Government	440,713,237	543,916,098	426,589,428	408,966,658	367,999,724	(40,966,934)	-10.0%
Other Local Sources	9,851,654	20,990,118	13,057,170	13,333,103	13,266,517	(66,587)	-0.5%
<b>Total Revenues</b>	<b>\$ 461,540,900</b>	<b>\$ 574,910,113</b>	<b>\$ 454,911,263</b>	<b>\$ 484,154,889</b>	<b>\$ 431,507,635</b>	<b>\$ (52,647,254)</b>	<b>-10.9%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 178,875,911	\$ 213,911,853	\$ 204,354,110	\$ 203,803,869	\$ 182,833,905	\$ (20,969,964)	-10.3%
Contracted Services	91,185,826	98,194,496	92,374,113	90,594,220	74,779,738	(15,814,482)	-17.5%
Supplies and Materials	79,008,689	79,092,414	61,964,998	60,099,889	63,212,820	3,112,932	5.2%
Capital Outlay	74,978,769	155,213,092	65,592,995	112,691,782	83,760,781	(28,931,002)	-25.7%
Leases	-	4,216,391	5,105,195	486,837	746,868	260,031	53.4%
Other Charges	22,063,963	29,036,484	31,448,483	26,842,392	28,706,857	1,864,465	6.9%
<b>Total Expenditures</b>	<b>\$ 446,113,158</b>	<b>\$ 579,664,731</b>	<b>\$ 460,839,894</b>	<b>\$ 494,518,989</b>	<b>\$ 434,040,969</b>	<b>\$ (60,478,020)</b>	<b>-12.2%</b>
<b>Excess (deficiency) of revenues</b>	<b>\$ 15,427,742</b>	<b>\$ (4,754,618)</b>	<b>\$ (5,928,631)</b>	<b>\$ (10,364,100)</b>	<b>\$ (2,533,334)</b>		
<b>Approved use of fund balance</b>	<b>15,427,742</b>	<b>4,754,618</b>	<b>5,928,631</b>	<b>10,364,100</b>	<b>2,533,334</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





**SPECIAL REVENUE FUNDS BY FUNCTION  
FISCAL YEAR 2025-26 BUDGET**

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
<b>Revenues</b>				
State of Tennessee	\$ 49,781,394	\$ 460,000	\$ -	\$ 50,241,394
Federal Government	-	89,615,750	278,383,974	367,999,724
Other local sources	11,410,914	1,855,603	-	13,266,517
<b>Total Revenues</b>	<b>\$ 61,192,308</b>	<b>\$ 91,931,353</b>	<b>\$ 278,383,974</b>	<b>\$ 431,507,635</b>
<b>Expenditures</b>				
Instruction	\$ 28,040,451	\$ -	\$ 79,684,852	\$ 107,725,302
Instructional Support	6,602,302	-	65,790,565	72,392,866
Student Support	5,730,451	-	24,444,732	30,175,183
Office of the Principal	-	-	1,902,909	1,902,909
General Administration	34,616	-	20,000	54,616
Business Administration	-	-	-	-
Student Transportation	20,002	-	5,404,757	5,424,759
Plant Services	230,880	-	-	230,880
Community Service	18,173,623	-	29,348,313	47,521,936
Charter Schools	543,923	-	6,223,995	6,767,918
Food Service	-	91,931,353	-	91,931,353
Capital Outlay	4,349,394	-	65,563,852	69,913,246
Other Local Services	-	-	-	-
<b>Total Expenditures</b>	<b>\$ 63,725,641</b>	<b>\$ 91,931,353</b>	<b>\$ 278,383,974</b>	<b>\$ 434,040,969</b>
<b>Excess (deficiency) of revenues over expenditures</b>	(2,533,334)	-	-	(2,533,334)
<b>Approved use of fund balance</b>	2,533,334	-	-	2,533,334
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>





**ALL SPECIAL REVENUE FUNDS BY OBJECT  
FISCAL YEAR 2025-26 BUDGET**

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
<b>Revenues</b>				
State of Tennessee	\$ 49,781,394	\$ 460,000	\$ -	\$ 50,241,394
Federal Government	-	89,615,750	278,383,974	367,999,724
Other Local Sources	11,410,914	1,855,603	-	13,266,517
<b>Total Revenues</b>	<b>\$ 61,192,308</b>	<b>\$ 91,931,353</b>	<b>\$ 278,383,974</b>	<b>\$ 431,507,635</b>
<b>Expenditures</b>				
Salaries and Benefits	\$ 17,070,049	\$ 49,051,430	\$ 116,712,426	\$ 182,833,905
Contracted Services	19,938,626	1,975,388	52,865,724	74,779,738
Supplies and Materials	5,200,591	31,501,471	26,510,758	63,212,820
Capital Outlay	15,511,421	6,809,250	61,440,110	83,760,781
Leases	55,783	138,000	553,085	746,868
Other Charges	5,949,171	2,455,815	20,301,871	28,706,857
<b>Total Expenditures</b>	<b>\$ 63,725,641</b>	<b>\$ 91,931,353</b>	<b>\$ 278,383,974</b>	<b>\$ 434,040,969</b>
<b>Excess (deficiency) of revenues</b>	<b>\$ (2,533,334)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (2,533,334)</b>
<b>Approved use of fund balance</b>	<b>2,533,334</b>	<b>-</b>	<b>-</b>	<b>2,533,334</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>





**SPECIAL REVENUE FUNDS  
CATEGORICALLY AIDED BY FUNCTION  
FISCAL YEAR 2025-26 BUDGET**

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
<b>Revenues</b>			
State of Tennessee	\$ 49,781,394	\$ 460,000	\$ 50,241,394
Federal Government	-	367,999,724	367,999,724
Other Local Sources	11,410,914	1,855,603	13,266,517
<b>Total Revenues</b>	<b>\$ 61,192,308</b>	<b>\$ 370,315,327</b>	<b>\$ 431,507,635</b>
<b>Expenditures</b>			
Instruction	\$ 28,040,451	\$ 79,684,852	\$ 107,725,302
Instructional Support	6,602,302	65,790,565	72,392,866
Student Support	5,730,451	24,444,732	30,175,183
Office of the Principal	-	1,902,909	1,902,909
General Administration	34,616	20,000	54,616
Business Administration	-	-	-
Student Transportation	20,002	5,404,757	5,424,759
Plant Services	230,880	-	230,880
Community Service	18,173,623	29,348,313	47,521,936
Charter Schools	543,923	6,223,995	6,767,918
Food Service	-	91,931,353	91,931,353
Capital Outlay	4,349,394	65,563,852	69,913,246
Other Local Sources	-	-	-
<b>Total Expenditures</b>	<b>\$ 63,725,641</b>	<b>\$ 370,315,327</b>	<b>\$ 434,040,969</b>
<b>Excess (deficiency) of revenues</b>	<b>\$ (2,533,334)</b>	<b>\$ -</b>	<b>\$ (2,533,334)</b>
<b>Approved use of fund balance</b>	<b>2,533,334</b>	<b>-</b>	<b>2,533,334</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>







**SPECIAL REVENUE FUNDS  
CATEGORICALLY AIDED BY OBJECT  
FISCAL YEAR 2025-26 BUDGET**

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
<b>Revenues</b>			
State of Tennessee	\$ 49,781,394	\$ 460,000	\$ 50,241,394
Federal Government	-	367,999,724	367,999,724
Other Local Sources	11,410,914	1,855,603	13,266,517
<b>Total Revenues</b>	<b>\$ 61,192,308</b>	<b>\$ 370,315,327</b>	<b>\$ 431,507,635</b>
<b>Expenditures</b>			
Salaries and Benefits	\$ 17,070,049	\$ 165,763,856	\$ 182,833,905
Contracted Services	19,938,626	54,841,112	74,779,738
Supplies and Materials	5,200,591	58,012,229	63,212,820
Capital Outlay	15,511,421	68,249,360	83,760,781
Leases	55,783	691,085	746,868
Other Charges	5,949,171	22,757,686	28,706,857
<b>Total Expenditures</b>	<b>\$ 63,725,641</b>	<b>\$ 370,315,327</b>	<b>\$ 434,040,969</b>
<b>Excess (deficiency) of revenues</b>	<b>\$ (2,533,334)</b>	<b>\$ -</b>	<b>\$ (2,533,334)</b>
<b>Approved use of fund balance</b>	<b>2,533,334</b>	<b>-</b>	<b>2,533,334</b>
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>







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# FEDERAL PROGRAMS



FY2026 District Proposed Budget



## FEDERAL PROGRAMS

This section includes the following information:

- I. Needs of Memphis-Shelby County Schools Students
  - a. Poverty
  - b. Special Learning Needs
- II. Budget Summary of the Federal Programs Fund
- III. Summary of Major Federal Grants

Memphis-Shelby County Schools provides quality educational learning opportunities to a population of students who often face significant challenges such as intergenerational poverty, inner city violence, and limited access to basic life necessities. The needs of our students have continued to grow. Federal grants provide additional resources to minimize the impact of the many hurdles our students face on their journey towards academic achievement. In general, federal grants are not provided to supplement academic services funded by local and state funds. Instead, they are used to supplement current academic services.

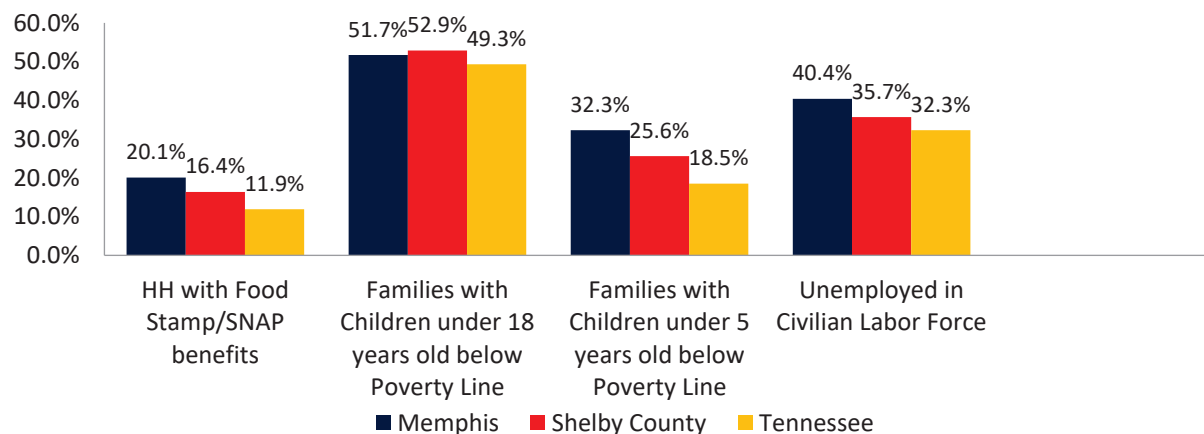
### I. NEEDS OF MEMPHIS-SHELBY COUNTY SCHOOLS STUDENTS

Most of the District's federal grants are dedicated to the provision of additional support to students who live in poverty and have special learning needs. This section highlights the obstacles that our families and students must overcome to reach their full academic potential.

#### a. Poverty

Memphis-Shelby County Schools serves some of the most vulnerable students in the State. Nearly 80% of all MSCS students live within the city of Memphis, which is one of the poorest major US metropolitan cities. According to the latest US Census estimates, over 50% of the children under 18 years old in Memphis lived below the poverty line in 2021.

In the chart below, several socio-economic measures showcase higher levels of poverty in Shelby County and Memphis relative to that of Tennessee.



Source: 2021 Estimates from US Census Bureau, 2021 American Community Survey



Specifically, almost one-quarter of households in Memphis and a fifth of households in Shelby County relied on the Supplemental Nutrition Assistance Program (SNAP) benefits in 2021. Also, a third of families with children under 5 years old lived below the poverty line. Unemployment in Memphis and Shelby County outpaced that of Tennessee in 2021. TN Department of Education (TDOE) has redefined ‘economically disadvantaged’ to differentiate needs, particularly under the Community Eligibility Provision. Previously, the term ‘economically disadvantaged’ was defined as students from families who met the eligibility requirements for free or reduced school meals. In school year 2016-17, the definition changed to reflect students who are direct-certified to receive free lunches based on their families receiving certain government assistance. Migrants, homeless, runaway, and foster students also are directly certified as economically disadvantaged. Under the new definition of ‘economically disadvantaged,’ 56.9% of students in Shelby County Schools were considered economically disadvantaged in school year 2018-19.

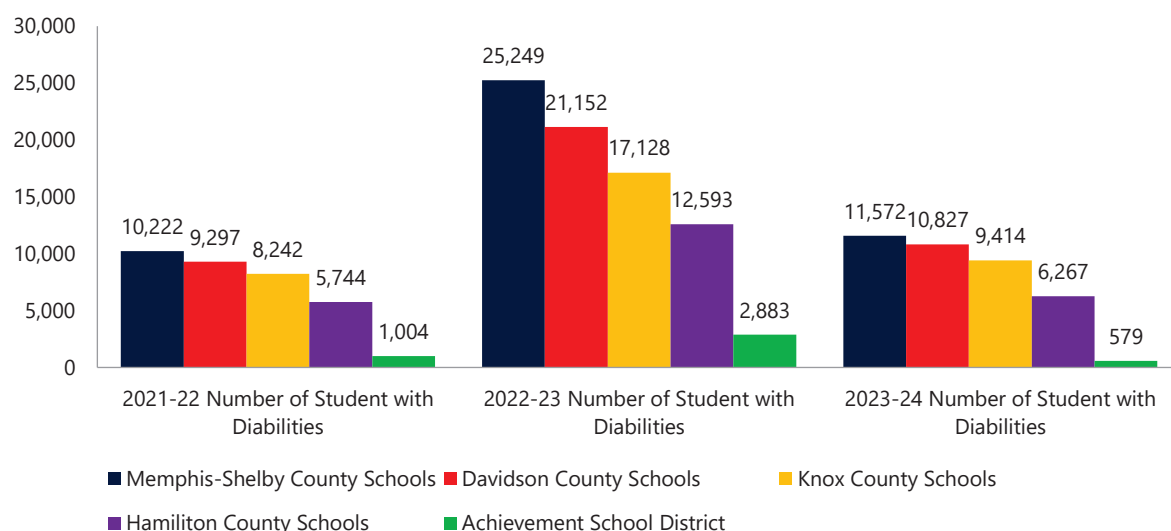
b. Special Learning Needs

Our students arrive at our schools with different needs. Daily, Memphis-Shelby County Schools serves students who have physical, emotional, mental, and behavioral disabilities; students who speak English as a second language, and younger students who lack the wraparound services and academic support to establish a strong educational foundation.

c. Students with Disabilities

Memphis-Shelby County Schools provides quality education to all students, regardless of socio-economic status, race, ethnicity, nationality, and disability. Each child with a disability must have an Individualized Education Plan (IEP) to ensure that their unique needs are met. Specifically, an IEP is a legal document that outlines the child’s learning needs, the services that the district will provide, and how progress will be measured.

The District served approximately 11,572 students with disabilities in the school year 2023-24, which was 13,677 less than that in school year 2022-23. This is the largest number of students with disabilities among the large urban school districts in Tennessee, which is illustrated in the chart below.

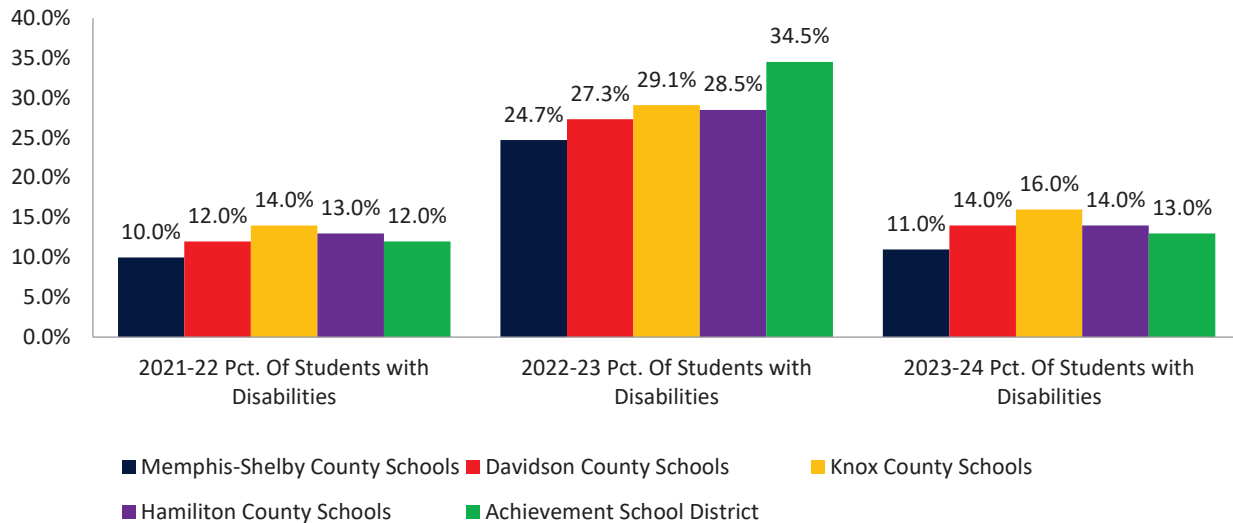


\*Data Source: State Report Card, School Years 2021-22, 2022-23, and 2023-24.  
URL: <https://tdepublicschools.ondemand.sas.com/districts>





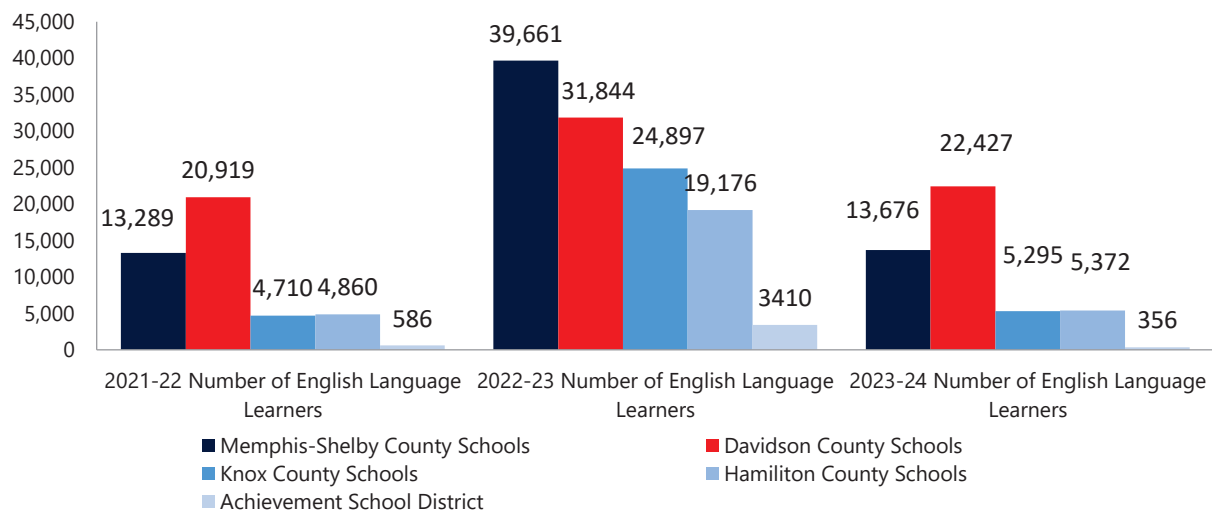
On a relative basis, slightly 11% of the District's student population had at least one disability in school year 2023-24. In the chart below, Memphis-Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



\*Data Source: State Report Card, School Years 2021-22, 2022-23, and 2023-24.  
URL: <https://tdepublicschools.ondemand.sas.com/districts>

### English Language Learners

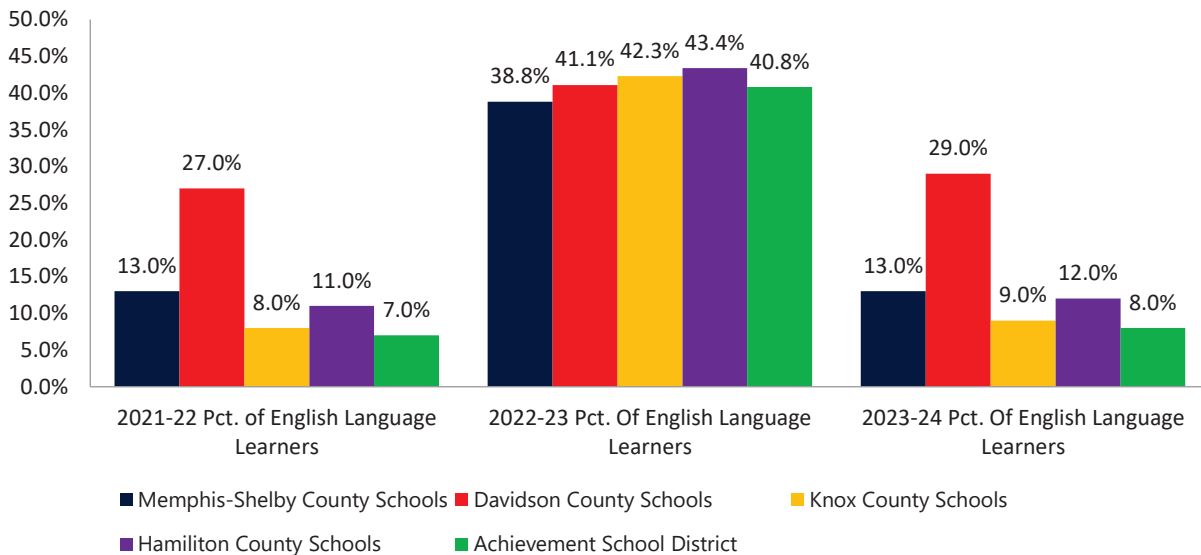
In school year 2023-24, Memphis-Shelby County Schools had nearly 13,676 English Language Learners, which is 25,985 students less than that in the previous school year. Davidson County Schools had the largest share of English Language Learners (ELL) among the large urban school districts in Tennessee. Fifty languages were represented among these students.



\*Data Source: State Report Card, School Years 2021-22, 2022-23, and 2023-24.  
URL: <https://tdepublicschools.ondemand.sas.com/districts>



The relative share of ELL students shows a decrease, standing at 13.0% in the school year 2023-24. MSCS continues to invest in the ELL program to maintain a 1:35 teacher-to-student ratio and to provide sufficient program capacity.



\*Data Source: State Report Card, School Years 2021-22, 2022-23, and 2023-24.  
URL: <https://tdepublicschools.ondemand.sas.com/districts>

## Early Childhood Intervention

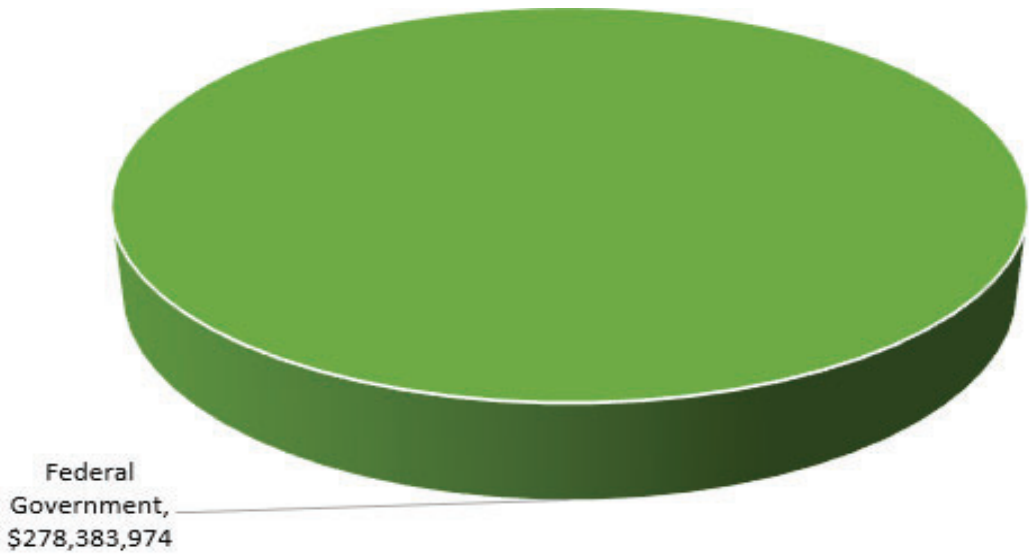
Early learning and early literacy are critical for a child's long-term success. In a 2011 study, children who do not read on grade level by 3rd grade are four times more likely to not have a high school diploma by age 19. Also, 3rd grade reading proficiency is a stronger predictor of high school dropouts than poverty. Hence, when a low-income student can read by 3rd grade, the student has approximately a 90% chance of graduating from high school.



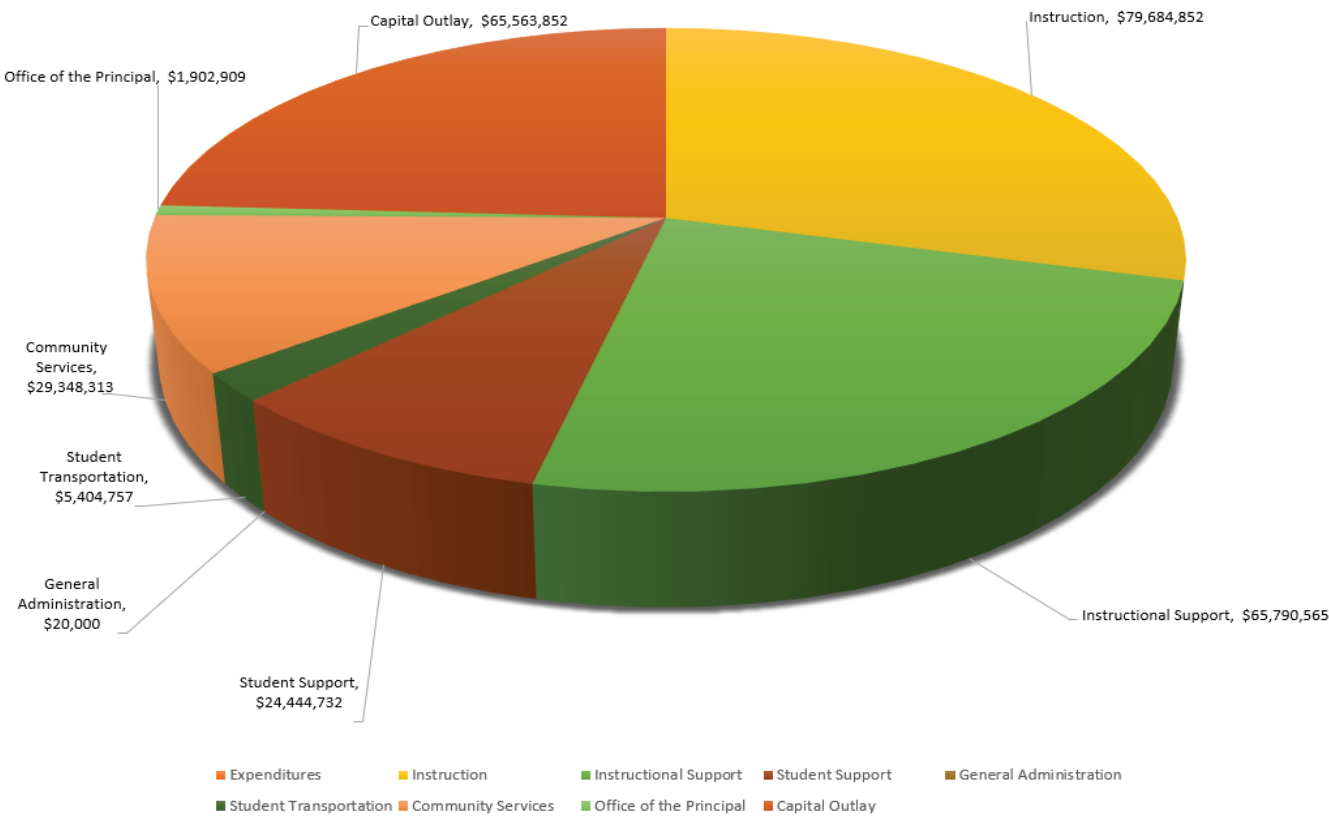


II. BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

Where the Money Comes From ...



...And Where the Money Goes





The financial statement below represents the Proposed Federal Programs Fund budget by state function.

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 356,782,688	\$ 474,031,893	\$ 354,313,629	\$ 332,498,479	\$ 278,383,974	\$ (54,114,505)	-16.3%
Other local sources	-	9,490,460	-	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ (54,114,505)</b>	<b>-16.3%</b>
<b>Expenditures</b>							
Instruction	\$ 150,411,851	\$ 209,878,252	\$ 130,547,275	\$ 107,705,373	\$ 79,684,852	\$ (28,020,522)	-26.0%
Instructional Support	72,246,684	84,704,866	90,137,347	79,389,722	65,790,565	(13,599,157)	-17.1%
Student Support	43,095,451	34,796,712	27,448,617	29,807,819	24,444,732	(5,363,087)	-18.0%
Business Administration	719,752	742,142	489,175	14,638	-	(14,638)	-100.0%
General Administration	-	-	22,388	29,600	20,000	(9,600)	-32.4%
Student Transportation	5,522,130	870,275	5,068,196	5,632,628	5,404,757	(227,871)	-4.0%
Plant Services	529,375	584,064	1,589,587	29,165	-	(29,165)	-100.0%
Charter Schools	16,382,165	-	24,881,917	12,191,504	6,223,995	(5,967,509)	-48.9%
Community Services	23,278,886	28,604,685	25,719,602	28,541,273	29,348,313	807,040	2.8%
Office of the Principal	-	1,130,756	4,045,743	2,576,284	1,902,909	(673,375)	-26.1%
Capital Outlay	44,596,394	118,004,400	44,363,783	66,580,473	65,563,852	(1,016,621)	-1.5%
Other Local Sources	-	4,206,201	-	-	-	-	100.0%
<b>Total Expenditures</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ (54,114,505)</b>	<b>-16.3%</b>

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B (Individuals with Disabilities Education Act), Head Start, and Carl Perkins. Title I fund's aim to bridge the gap between low-income students and other students by providing each child with fair and equal opportunities to achieve an exceptional education. IDEA ensures students living with disabilities receive a free appropriate public education. Head Start is a comprehensive program designed to foster the healthy development of young children

The Federal Programs Fund budget stands at \$278.4 million for fiscal year 2025-26, which represents a \$54.1 million budget decrease compared to the prior fiscal year's budget. Below are the factors that resulted in the net decrease in federal funds:

- ESSER 3.0 funding ended in 2024-25 fiscal year. The 56.7 million budgeted in 2025-26 reflects a 14-month extension granted to Districts to fully liquidate obligations.
- Title IV funds were utilized to purchase band equipment in the 2024-25 fiscal year thus decreasing the estimated carryover in 2025-26 school year.
- The Innovative Schools Model Grant is managed in Fund 8 for fiscal year 2025-26.



The financial statement below represents the Proposed Federal Programs Fund budget by object.

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 356,782,688	\$ 474,031,893	\$ 354,313,629	\$ 332,498,479	\$ 278,383,974	\$ (54,114,505)	-16.3%
Other local sources	-	9,490,460	-	-	-	-	-
<b>Total Revenues</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ (54,114,505)</b>	<b>-16.3%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 134,584,797	\$ 168,965,499	\$ 157,161,056	\$ 141,202,934	\$ 116,712,426	\$ (24,490,508)	-17.3%
Contracted Services	87,097,381	94,601,600	86,656,097	67,469,828	52,865,724	(14,604,104)	-21.6%
Supplies and Materials	42,091,385	38,229,427	19,306,837	18,850,831	26,510,758	7,659,927	40.6%
Equipment	74,171,505	151,820,123	58,648,505	82,548,904	61,440,110	(21,108,794)	-25.6%
Leases	-	4,206,201	5,098,571	351,426	553,085	201,659	57.4%
Other Charges	18,837,621	25,699,502	27,442,564	22,074,556	20,301,871	(1,772,685)	-8.0%
<b>Total Expenditures</b>	<b>\$ 356,782,688</b>	<b>\$ 483,522,353</b>	<b>\$ 354,313,629</b>	<b>\$ 332,498,479</b>	<b>\$ 278,383,974</b>	<b>\$ (54,114,505)</b>	<b>-16.3%</b>

The reductions in salaries and benefits and capital outlay are related to ESSER 3.0 ending in fiscal year 2024-25. Capital decreases include improving existing HVAC equipment, window and roof replacements. Decreases in contracted services are due to Innovative Schools Model grant being accounted for in Fund 8 next fiscal year. The contracts are for CCTE instruction. Decreases to other charges include print and digital materials for extended learning programs and expanded tutoring opportunities to address learning loss.







### III. Summary of Major Federal Grants

Below is the Federal Programs Proposed budget by project, for fiscal year 2025-26.

PROJECT	PROJECT NAME	FY2024-25 AMENDED BUDGET	FY2025-26 PROPOSED BUDGET	BUDGET VARIANCE CHANGE
0016	Consolidated Administration	\$ 4,204,371	4,112,445	(91,926)
0137	ATSI 2022	520	-	(520)
0138	ATSI 2023	450,000	184,877	(265,123)
0139	ATSI 2024	-	200,000	200,000
1005	Title I, Part A, Improving Academic Achievement	88,421,520	89,191,418	769,898
1006	Title 1 A, Neglected	763,667	702,159	(61,508)
1450	Title I, Part C	34,236	59,963	25,727
1505	Title I, Part D, Subpart 1, Neglected	345,572	289,499	(56,073)
2005	Title II, Part A, Training & Recruiting	13,515,150	14,407,173	892,023
3005	Title III, Part A, English Language Acquisition	2,419,921	1,651,577	(768,344)
3006	Title III Immigrant Grant	39,977	39,977	-
3741	HQIM Literacy Implementation Network Grant	87,800	87,800	-
3940	Stronger Connections	1,086,304	779,000	(307,304)
5011	Title IV	14,189,584	7,581,830	(6,607,754)
5014	21st CCLC Cohort 2023	365,000	365,000	-
5024	21st CCLC Cohort 2022	180,158	180,158	-
5025	21st CCLC Cohort 2024	195,000	195,000	-
5520	Libraries in the Blend	933,840	933,840	-
7006	Title IX Homeless	363,484	363,484	-
7056	ARP Homeless 1.0	132,941	-	(132,941)
7057	ARP Homeless 2.0	547,757	-	(547,757)
7070	ARP Homeless System Navigator	11,179	-	(11,179)
8005	Carl Perkins	2,987,809	3,075,420	87,612
8054	School Turnaround Pilot Program Grant	250,000	-	(250,000)
8057	Turnaround Action Grant 3.0 (TAG 3.0)	2,082,707	-	(2,082,707)
8058	Turnaround Action Grant 4.0 (TAG 4.0)	7,883,338	1,100,000	(6,783,338)
8059	Turnaround Action Grant (TAG) 5.0	-	8,242,164	8,242,164
8709	STOP Sch Violence Threat Assessment	158,791	-	(158,791)
8710	STOP Sch Violence Prev and Mental Health Training	408,218	231,506	(176,712)
8711	OJJDP Reducing Risk for Girls (FY25)	226,335	186,380	(39,955)
8712	OJJDP Reducing Risk for Girls (FY26)	-	180,556	180,556
8811	Resilient School Communities (RSC)	109,976	54,988	(54,988)
9005	IDEA, Part B	40,630,442	40,666,156	35,714
9017	Substance Abuse Prevention & Treatment	75,600	75,600	-
9033	Transition School to Work (FY24)	47,562	-	(47,562)
9034	Transition School to Work Grant (FY25)	190,249	190,249	-
9105	IDEA, Preschool	564,218	872,866	308,648
9210	MSCS Project AWARE	1,532,217	1,532,217	-
9211	Project AWARE	1,532,716	1,507,716	(25,000)
9212	MSCS Project AWARE Year 3	1,800,000	1,800,000	-
9424	Head Start	18,378,061	-	(18,378,061)
9425	Head Start Jan-Dec 2025	11,406,685	29,784,746	18,378,061
9523	Model Preschool District Grant	91,387	-	(91,387)
9709	CDCP HIV/STD Prevention	52,384	-	(52,384)
9711	CDCP HIV/STD Prevention (FY2023)	16,828	-	(16,828)
9712	CDCP HIV/STD Prevention (FY2024)	109,503	-	(109,503)
9713	CDCP HIV/STD Prevention (FY 2025)	367,500	269,000	(98,500)
9714	CDCP HIV/STD Prevention (FY 2026)	-	360,000	360,000
9790	CDC Mental Health Supplement 2	8,028	-	(8,028)
9904	Enhancing School Capacity to Address Youth Violence	734,052	672,015	(62,037)
9931	Renew Americas Schools (Riverview)	9,514,046	-	(9,514,046)
9985	ESSER 3.0	97,514,710	56,743,155	(40,771,555)
9931	Renew Americas Schools (Riverview)	-	9,514,043	9,514,043
D982	Innovative School Models	5,537,141	-	(5,537,141)
<b>GRAND TOTAL</b>		<b>\$332,498,479</b>	<b>278,383,974</b>	<b>(54,114,505)</b>





Below are details for federal grants with a budget of \$1 million or greater in the FY2025-26 budget.

Every Student Succeeds Act (ESSA) Title I, Part A, Improving Academic Achievement (Project 1005): Title I Part A grants provide financial assistance to local educational agencies and schools with high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I Part A funds are also used for activities designed to increase the achievement of low-achieving students and ensure all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments. Title I Part A funds also support teachers' professional development by providing an Instructional Support Advisor team dedicated to support teachers in core content areas.

Title I Part A funds supplement state and local funds and are allocated through statutory formulas based on census poverty estimates and the cost of education in Tennessee. Each school conducts a comprehensive needs assessment and implements a school plan. Additional details regarding Title I Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2024-25:* All, except for eight of the District run schools, are Title I eligible schools. The District also provides Title I services for eligible students who attend participating private schools.
- *Estimated number of students served in FY2024-25:* 103,000

Individuals with Disabilities Education Act (IDEA), Part B (Project 9005): IDEA Part B provides funds to state educational agencies which flow to local educational agencies. These funds assist in ensuring that children with disabilities, including children ages three through five, have access to a free appropriate public education to meet each child's unique needs and prepare each child for further education, employment, and independent living. The grant supplements state and local funds for special education services. Additional details regarding IDEA, Part B can be found on the website: <https://www2.ed.gov/programs/osepgts/index.html>

- *Participating Schools in FY2024-25:* All Schools
- *Estimated number of students served in FY2024-25:* 13,600

ESSA Title II, Part A, Preparing, Training & Recruiting High Quality Teachers, Principals and School Leaders Supporting Effective Instruction (Project 2005): Title II, Part A, Training and Recruiting grants provide supplemental funding to improve student achievement. The funds are used to develop and implement initiatives to prepare, train, and recruit effective teachers, principals and school leaders. The program uses professional development, interventions, and holds districts and schools accountable for improvements in student academic performance. Additional details regarding Title II, Part A can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2024-25:* All SCS District run schools, charter schools, and participating non-public/private schools
- *Estimated number of teachers and school leaders affected:* All teachers and school leaders in District run MSCS schools, charter schools, and participating private schools



Carl D. Perkins Career and Technical Education Basic Grants (Project 8005): Carl D. Perkins Career and Technical Education grants support secondary and postsecondary programs that build the academic, career, and technical skills of young people and adults. The funds can be used to support critical components of career pathways initiatives, including curriculum development, program development, and support services. Federal funding is distributed through Title I or Perkins IV, which supports career and technical education (CTE) activities for both youth and adults. Additional details about the Perkins grants can be found on the website: <http://www2.ed.gov/policy/sectech/leg/perkins/index.html>

- *Participating Schools in FY2024-25: 70 schools*
- *Estimated number of students served in FY2024-25: 19,438*

Consolidated Administration (Project 0016): Consolidated Administration is the administrative portion of several federal grants, which are used to support the grant.

- *Participating Schools in FY2024-25: Not Applicable*
- *Estimated number of students served in FY2024-25: Not Applicable*

Title III, Part A, Language Instruction for English Learners and Immigrant Students (Project 3005): Title III, Part A aims to ensure that English Language Learners (ELL) and immigrant students attain English language proficiency and meet the state's challenging academic achievement standards. The funds are used by schools to implement language instruction educational programs designed to help Limited English Proficient (LEP) students achieve these standards. Title III funds must be used for effective approaches and methodologies for teaching ELL. Local Educational Agencies (LEA) may develop and implement new language instruction programs and expand or enhance existing programs. LEAs also may implement school-wide programs within individual schools or implement system-wide programs to restructure, reform, or upgrade all programs, activities, or operations related to the education of their LEP students. Additional details about the Title III, Part A grants can be found on the website: <https://www2.ed.gov/documents/essa-act-of-1965.pdf>

- *Participating Schools in FY2024-25: 143 Schools*
- *Estimated number of students served in FY2024-25: 12,291*

Head Start (Project 9424): The main objective of Head Start is to promote school readiness by enhancing the social and cognitive development of low-income children through the provision of comprehensive health, educational, nutritional, social and other services. Another objective is to involve parents in their child's learning and to help parents make progress toward their educational, literacy and employment goals. Head Start supports the District's first strategic priority under its Destination 2025 plan, Strengthen Early Literacy, by encouraging family engagement and early childhood reading and development. Data reveals a need for strong early learning programs to strengthen literacy and numeracy skills in young children. Additional details about Head Start can be found on the website: <http://www.acf.hhs.gov/programs/ohs>

- *Participating Schools in FY2024-25: 63 school-based sites, 12 center-based sites*
- *Estimated number of students served in FY2024-25: 3,200*

ESSA Title IV, Part A, Student Support and Academic Enrichment (Project 5011): Title IV grants provide supplemental funds to improve students' academic achievement by increasing the capacity of States, local educational agencies, schools, and local communities to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Additional details about Title IV, Part A can be found on the website:

<https://www2.ed.gov/documents/essa-act-of-1965.pdf>



- *Participating Schools in FY2024-25:* All District managed schools and participating non-public/private schools
- *Estimated number of students served in FY2024-25:* All students

ARP Homeless 2.0 (ARP 2.0) (Project 7057): The purpose of the grant is to supplement existing McKinney-Vento subgrants interventions and supports. The existing program provides support for students in grades pre-K thru 12 who are experiencing homelessness or are unaccompanied. This award helps with the removal of barriers to education access for children and youths experiencing homeless, education stability for youths, reconnect families and youths to schools, reengage families and youth to the education processes and provides emergency housing assistance for families.

- *Participating Schools in FY2024-25:* All Schools
- *Estimated number of students served in FY2024-25:* 2,620 students

Title IV – 21<sup>st</sup> Century Community Learning (Project 5013): The goal of the 21st Century Community Learning Centers (21st CCLC) program is to provide students—particularly students who attend schools in need of improvement—with academic enrichment opportunities and support services to help them meet state and local standards in the core content areas. 21stCCLC provide students with opportunities for academic enrichment, youth development, and family support during non-school hours or during periods when school is not in session.

- *Participating Schools in FY2024-25:* Alcy, Berclair, Cromwell, Dunbar, Egypt, Getwell, Hamilton K-8, Levi, Sharpe, Westhaven, Winchester, Power Center Academy Elementary, Middle, High School and Southeast Campus.
- *Estimated number of students served in FY2024-25:* 940 students

Turnaround Action Grant 3.0 (TAG 3.0) (Project 8057): through Title I, Part A 1003, school improvement funds, is provided to districts that are geographically diverse and serve priority and Comprehensive Support and Improvement (CSI) schools. Priority is given to districts that:

- serve a high number of priority and CSI schools or a percentage of priority/CSI schools that are implementing comprehensive support and improvement plans under ESSA Section 1111(d),
- demonstrate the greatest need for funds and, demonstrate the strongest commitment to using the funds to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround.

In order for the district to receive an allotment of TAG 3.0 funds, the district must utilize a comprehensive support and improvement plan (approved District Turnaround Plan and school turnaround plan) based on a school level needs assessment to:

- select evidence-based strategies/interventions aligned to the identified prioritized needs
- develop a detailed process to monitor implementation and effectiveness of turnaround strategy/interventions used to support priority/CSI school's improvement plans toward increasing student achievement and
- create a budget to support the evidence-based strategies/interventions that are in compliance with federal requirements of allowability under Education Department General Administrative Regulations.



Turnaround Action Grant (TAG 2.0) (Project 8055): through Title I, Part A school improvement funds, provides districts serving priority and Comprehensive Support and Improvement (CSI) schools with the resources to invest in the implementation of evidence-based strategies/interventions focused on proven levers of change to facilitate rapid school turnaround.

- *Participating Schools in FY2024-25:* American Way MS, City University Girls Charter, Craigmont MS, Dunbar ES, Freedom Prep, Geeter MS, Georgian Hill MS, Getwell ES, Granville T. Woods Academy of Innovation Charter, MCS Northwest Prep, Memphis Delta Preparatory Charter, Hamilton HS, Hawkins Mills ES, Manassas HS, Robert R. Church ES, Sheffield ES, Sheffield HS, Trezevant HS, Westwood HS, Winchester ES, Woodstock MS, Wooddale HS
- *Estimated number of students served in FY2024-25:* 9,212

Enhancing School Capacity to Address Youth Violence (Project 9904): is an evidence-based collaborative that will increase safety in five high-need MSCS schools by preventing and reducing school violence, with a special focus on expanding the district's collaboration with community-based organizations (CBOs) that have expertise in dealing with the root causes of violence and serving communities historically underserved, marginalized, and adversely affected by inequality. The major services provided to schools are: intervention and prevention, social skills training, anger management, and moral reasoning skills, diversion programs to reduce suspensions and expulsions, mental health training, positive behavioral interventions, and support.

- *Participating Schools in FY 2022-23:* Hamilton Middle, Hamilton High, Raleigh Egypt High, Raleigh Egypt Middle and Sherwood Middle
- *Estimated number of students served in FY2024-25:* minimum of 150

Elementary and Secondary School Emergency Relief Funding (ESSER 3.0) (Project 9985): The grant was awarded as a part of the American Rescue Plan Act. The purpose of ESSER 3.0 is to help safely reopen and sustain the safe operations of schools and address the impact of the Coronavirus pandemic on the nation's students. The three focus areas include addressing learning loss through the implementation of evidence-based interventions, ensuring that those interventions respond to students' social, emotional, and academic needs, and addressing the disproportionate impact of COVID-19 on underrepresented student subgroups. This reservation is for the regular school year, summer learning, extended day, or extended school year programs. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

- *Participating Schools in FY2024-25:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2024-25:* All MSCS students

The Epidemiology and Laboratory Capacity (COVID Testing) Grant (Project 9986): is intended to support the reopening and in-person instruction of K-12 schools through supporting comprehensive screening testing for K-12 schools (public, including charter schools, and non-public).

- *Participating Schools in FY2024-25:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2024-25:* All MSCS students

TN All Corps (Project 9940): tutoring program ensures students have access to high dosage low student/adult ratio tutoring. Tutor to student ratio in grades 1-5 is 1:3 and 1:4 for students in grades 6-8. Students received tutoring sessions 3 times per week. Each session was for 30 to 45 mins.

- *Participating Schools in FY2024-25:* All school-based sites



Innovative High School Grant (Project D982): Bolton AgriSTEM High school with increased academic rigor, post-secondary access, career exposure, and work-based learning experiences. This innovative model expands student exposure to careers typically not available in schools such as data analytics, national experts, and university-based educators. The model provides students with handheld sensors, collaborative workspaces, access to post-secondary certifications, updated laboratories, and outdoor learning spaces. The grant supports more than 650 enrolled students.

- *Participating School in FY2024-25: 1 school-based site*

Innovative Approaches to Literacy (IAL) Libraries in the Blend (Project 5520): is designed to support the Memphis-Shelby County School's literacy improvement initiatives by increasing students' and educators' access to current and diverse library resources. It is intended to 1) provide more than 19,000 K-8 students access to current and engaging diverse literacy materials (i.e. promoting greater representations of race, ethnicity, culture, disability status, language development, and gender in digital and print); (2) integrate school librarians in the design of high-quality English Language Arts (ELA) and literacy-infused classroom resources for blended learning in schools with high numbers of fragile students (including support for new digital resources that will be made available to all of the District's 75,000+ Pre-K-8 students), and (3) increase the percentage of students on-track for readiness in ELA in 27 high-need elementary and middle schools. Schools identified for this grant include:

- *Participating Schools in FY2024-25: Brownsville Road, Bruce, Chimneyrock, Crump, Egypt, Ford Road, Fox Meadows, Oakhaven, Ross, Shelby Oaks, Sherwood, Treadwell, Wells Station, Westhaven, and Willow Oaks, A. Maceo Walker, Bellevue, Colonial, Craigmont, Hickory Ridge, Highland Oaks, Kate Bond, Kingsbury, Sherwood, and Treadwell, Lowrance and Snowden*
- *Estimated number of students served in FY2024-25: 75,000+ Pre-K – 8 students*





# NON- FEDERAL PROGRAMS



FY 2026 District Proposed Budget



## FINANCIAL SUMMARY OF THE NON-FEDERAL PROGRAMS FUND

### NON-FEDERAL PROGRAMS

This section includes the following information:

- I. Needs of Memphis-Shelby County Schools Students
- II. Financial Summary of the Non-Federal Programs Fund
- III. Non-Federal Grant Summary by Project

#### I. Needs of Memphis-Shelby County Schools Students

Memphis-Shelby County Schools supports students in becoming academic scholars and productive citizens. The District provides academic enrichment programs to complement academic learning in the classroom. Most of the special revenue funds are dedicated to enhancing academic learning and innovation. Nurturing and growing the whole child are a critical endeavor for the District, with a focus on four developmental areas to ensure our students are productive citizens: Cognitive, Physical, Social and Emotional.

In the 2015 book *Off to a Good Start*, the Urban Child Institute reported that for children to succeed into adulthood, “they must be able to problem solve, to develop resilience and handle stress, and to interact appropriately with peers and adults. While there is significant focus on the racial/ethnic and economic disparities in academic achievement and other cognitive outcomes, far less attention has been paid to the capacities that help build social and emotional skills.”<sup>1</sup> The Urban Child Institute and the RAND Corporation explored the social and emotional well-being of children in Memphis and Shelby County and determined these key findings:

- Social and emotional development is a child's growing understanding of who they are, what they feel, and how they interact with others.
- In Shelby County, about 25 percent of one-year-olds show problem behaviors that are related to difficulties regulating their emotions.
- Many children in Shelby County live in poverty and have mothers who are single, young, and have less than a high school education.
- Both parent-child and provider-child interactions are important to the development of a child's social and emotional skills.
- Shelby County has valuable assets that provide stimulating environments for young children at little to no expense to families. There may be opportunities to further leverage these resources on behalf of children.

<sup>1</sup> *Off to a Good Start: Social and Emotional Development of Memphis Children*. The Urban Child Institute. URL: [www.urbanchildinstitute.org/resources/publications/off-to-a-good-start](http://www.urbanchildinstitute.org/resources/publications/off-to-a-good-start).

## **II. Financial Summary of the Non-Federal Programs Fund**

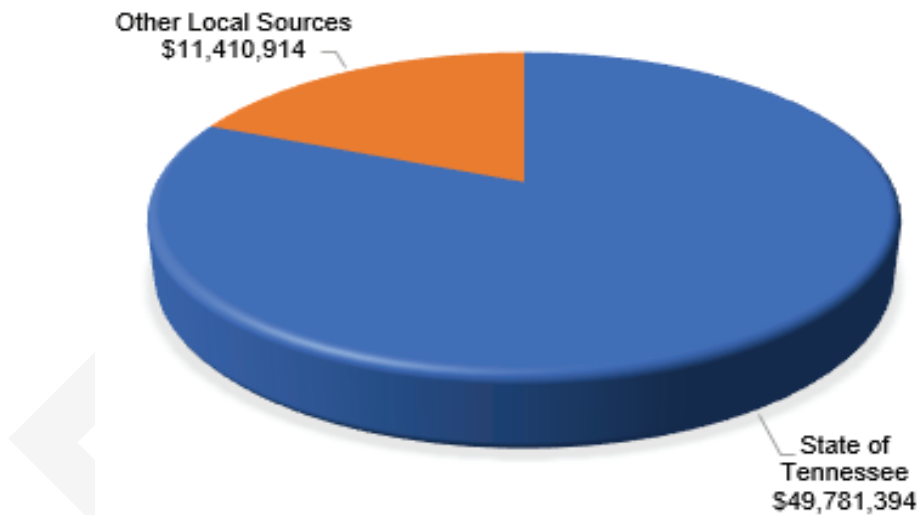
The Non-Federal Program Fund is self-supporting. The resources are generated from grants, donations, and fees from the state of Tennessee and the local community. The fund consists of resources that are spent on cognitive, social, emotional, student achievement and instructional support. Some of the resources supplement the District's student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs, Project Graduation, and other grants/fees have been used to address student achievement through the improvement of instructional support and development. The Non-Federal budget projects a \$9.6 million decrease. The decrease can be attributed to the FY2024-2025 decreases of \$1,917,997 for the State Special Education Preschool Grant, \$6,303,155 for the Public-School Security Grant, \$1,996,176 for the State School Improvement Grant, and \$3,075,615 for Innovative School Models. There was also a decrease for 901 Café of \$537,575.



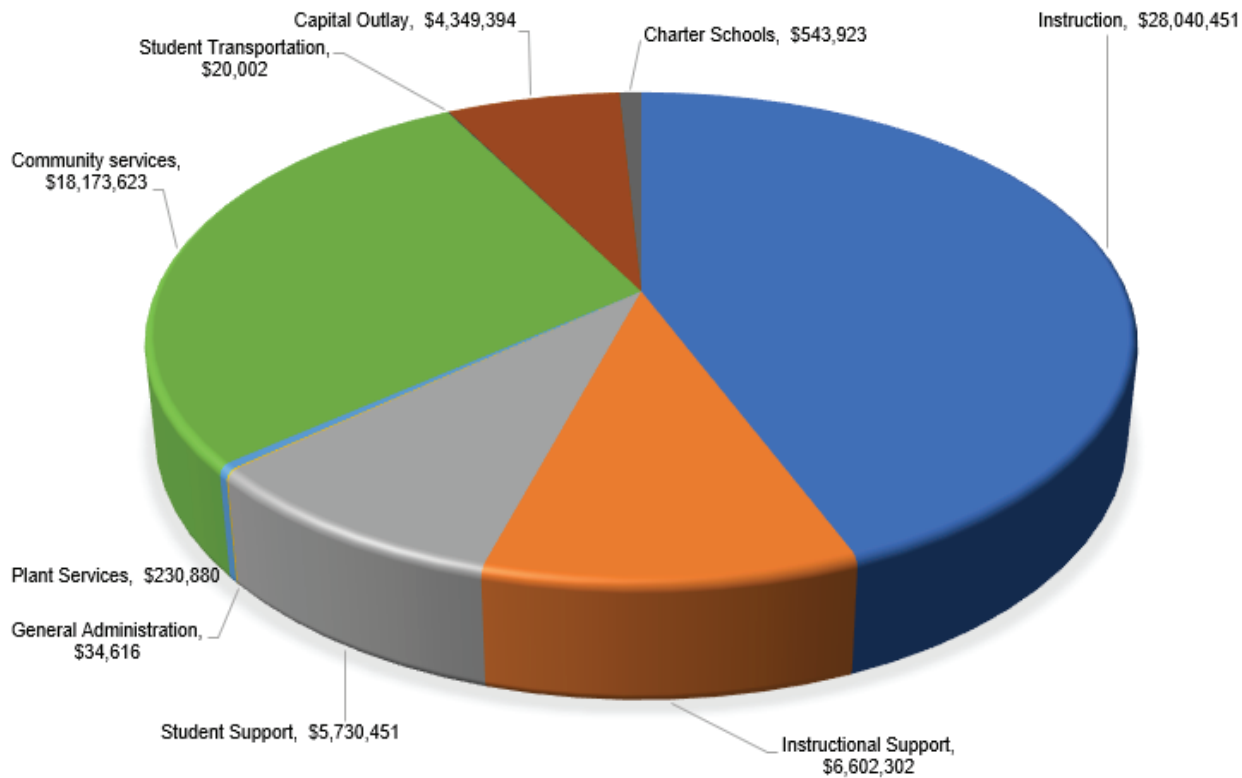




Where the Money Comes From ...



Where the Money Goes....







Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2025-26 by state function.

	2021-2022 Actual	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 10,592,145	\$ 9,547,024	\$ 14,741,406	\$ 61,395,127	\$ 49,781,394	\$ (11,613,733)	-18.9%
Other Local Sources	8,542,850	9,059,627	9,768,646	11,462,461	11,410,914	(51,548)	-0.4%
<b>Total Revenues</b>	<b>\$ 19,134,995</b>	<b>\$ 18,606,651</b>	<b>\$ 24,510,052</b>	<b>\$ 72,857,588</b>	<b>\$ 61,192,308</b>	<b>\$ (11,665,281)</b>	<b>-16.0%</b>
<b>Expenditures</b>							
Instruction	\$ 817,837	\$ 603,375	\$ 3,296,079	\$ 39,131,865	\$ 28,040,451	\$ (11,091,414)	-28.3%
Instructional Support	354,537	268,379	890,770	3,657,547	6,602,302	2,944,755	80.5%
Student Support	358,007	795,652	2,748,934	7,010,979	5,730,451	(1,280,528)	-18.3%
General Administration	114,860	-	-	34,616	34,616	-	0.0%
Business Administration	-	26,601	-	-	-	-	0.0%
Food Services	-	-	-	-	-	-	0.0%
Plant Services	246,319	20,934	153,211	230,880	230,880	-	0.0%
Community Services	16,655,826	15,539,731	16,760,837	18,159,940	18,173,623	13,683	0.1%
Student Transportation	-	-	6,810	19,892	20,002	110	0.6%
Capital Outlay	-	-	50,606	4,349,394	4,349,394	-	0.0%
Charter Schools	-	-	791,714	543,923	543,923	-	0.0%
Office of the Principal	-	-	-	175,637	-	(175,637)	-100.0%
<b>Total Expenditures</b>	<b>\$ 18,547,386</b>	<b>\$ 17,254,673</b>	<b>\$ 24,698,962</b>	<b>\$ 73,314,673</b>	<b>\$ 63,725,641</b>	<b>\$ (9,589,031)</b>	<b>-13.1%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 587,609</b>	<b>\$ 1,351,978</b>	<b>\$ (188,909)</b>	<b>\$ (457,084)</b>	<b>\$ (2,533,334)</b>		
<b>Approved use of Fund balance</b>	<b>(587,609)</b>	<b>(1,351,978)</b>	<b>(188,909)</b>	<b>457,084</b>	<b>2,533,334</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





Below is the Non-Federal Programs Fund Adopted budget for fiscal year 2025-26 by major object.

	2021-2022 Actual	2022-2023 Actual	2023-2024 Actual	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 10,592,145	\$ 9,547,024	\$ 14,741,406	\$ 61,395,127	\$ 49,781,394	\$ (11,613,733)	-18.9%
Other Local Sources	8,542,850	9,059,627	9,768,646	11,462,461	11,410,914	(51,548)	-0.4%
<b>Total Revenues</b>	<b>\$ 19,134,995</b>	<b>\$ 18,606,651</b>	<b>\$ 24,510,052</b>	<b>\$ 72,857,588</b>	<b>\$ 61,192,308</b>	<b>\$ (11,665,281)</b>	<b>-16.0%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 12,601,248	\$ 12,947,235	\$ 14,403,915	\$ 18,313,422	\$ 17,070,049	\$ (1,243,373)	-6.8%
Contracted Services	3,551,685	2,856,513	4,394,983	21,173,016	19,938,626	(1,234,390)	-5.8%
Supplies and Materials	782,916	460,929	778,605	6,644,806	5,200,591	(1,444,215)	-21.7%
Equipment	807,264	160,191	4,000,555	24,697,765	15,511,421	(9,186,344)	-37.2%
Leases	-	-	-	5,385	55,783	50,398	935.9%
Other Charges	804,275	829,804	1,120,903	2,480,278	5,949,171	3,468,893	139.9%
<b>Total Expenditures</b>	<b>\$ 18,547,386</b>	<b>\$ 17,254,673</b>	<b>\$ 24,698,962</b>	<b>\$ 73,314,673</b>	<b>\$ 63,725,641</b>	<b>\$ (9,589,031)</b>	<b>-13.1%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ 587,611</b>	<b>\$ 1,351,978</b>	<b>\$ (188,909)</b>	<b>\$ (457,084)</b>	<b>\$ (2,533,334)</b>		
<b>Approved use of Fund balance</b>	<b>(587,611)</b>	<b>(1,351,978)</b>	<b>188,909</b>	<b>457,084</b>	<b>2,533,334</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





## Financial

This chart categorizes the fiscal year 2025-26 budgeted projects as summarized by different foci. Cognitive, social, and emotional support is a key focus area in the Non-Federal Programs Fund.

CATEGORY	PROJECT	PROJECT NAME	FY2024-2025 AMENDED BUDGET	FY2025-2026 PROPOSED BUDGET	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
Cognitive Social Emotional Support	D090	YMCA Before and After Care	391,230	391,230.00	-	0.0%
	D240	Class Piano Program	71,447	22,516.67	(48,931)	-68.5%
	D485	SCIAA Dues & Fines	646,386	84,228.05	(562,158)	-87.0%
	D525	Pre-K	8,700,779	8,700,779.00	-	0.0%
	D527	First 8 Memphis	6,890,000	6,890,000.00	-	0.0%
	D767	First 8.2 Wraparound Grant	1,822,500	1,822,500.00	-	0.0%
	D768	First 8.1 Coaches Support Grant	350,000	350,000.00	-	0.0%
	D790	State Special Education Preschool Grant	1,917,997	1,917,997.12	-	0.0%
	D011	Lottery for Education Afterschool Programs (LEAPS)	540,000	553,683.43	13,683	2.5%
	D978	SEL- Social and Emotional Learning	-	6,000.00	6,000	100.0%
Cognitive Social Emotional Support			\$ 21,330,339	20,738,934.27	\$ (591,405)	-2.8%
Operational Support	D065	TVAERNOC Demand Response Program	230,880	230,880.00	-	0.0%
	D125	Telecommunications Center US	34,616	34,616.39	-	0.0%
Operational Support			\$ 265,496	265,496.39	\$ -	0.0%
Student Achievement/Instruational Support	D555	Research & Evaluation	126,321	114,519.15	(11,802)	-9.3%
	D730	SOTA Music Program Support	-	10,000.00	10,000	100.0%
	D957	Project Graduation	16,885	16,885.00	-	0.0%
	D966	Bolton High School & TN State Univ Agri-STEM Grant	70,115	7,500.00	(62,615)	-89.3%
Student Achievement/Instruational Support			\$ 213,321	148,904.15	\$ (64,417)	-30.2%
Student Support Services	D205	Adopt a School Seminar	136	136.00	-	0.0%
	D044	Public School Security Grant	4,464,545	4,464,274.83	(270)	0.0%
	D415	Homeless Children & Youth Program	5,359	5,359.00	-	0.0%
	D465	Mental Health Records	64,163	54,000.00	(10,163)	-15.8%
	D466	Mental Health and Substance Abuse Services	236,908	108,044.00	(128,864)	100.0%
	D570	Colonial Hearing & Vision Center	23,322	-	(23,322)	-100.0%
	D670	Adolescent Parenting Program	2,532	12,000.00	9,468	100.0%
	D726	ACEs Innovation Grant	-	59,024.21	59,024	100.0%
	D777	Evening Reporting Center	320,000	123,383.59	(196,616)	-61.4%
	D795	SPED Medicaid Reimbursement	617,953	1,047,025.00	429,072	69.4%
	D907	Project Stand	-	12,000.00	12,000	100.0%
	D953	State School Improvement Grant 2.0	9,695,736	-	(9,695,736)	-100.0%
	D954	State School Improvement Grant	1,448,047	1,799,721.93	351,674	24.3%
	D959	Full Service Community Grant	266,346	266,346.00	-	0.0%
	D981	SPARC 4.0 Grant	23,296	32,501.00	9,205	39.5%
	D982	Innovative School Models	34,337.173	34,588,490.82	251,318	0.7%
			\$ 51,505,516	42,572,306.38	\$ (8,933,209)	-17.3%
Student Support Services			\$ 73,314,673	63,725,641.19	\$ (9,589,031)	-13.1%
Grand Total						



### III. Non-Federal Grant Summary by Project

The Non-Federal Programs Fund is comprised of state grants, local grants, tuition, and fees. State grants are primarily funded based on the entitlement basis. Some grants are competitive and are based on the application. Grant funds are categorical; the revenues are reimbursed based on expenditures that are restricted for specific purposes that cannot supplant the District's general operating fund. Local grants, tuition or fees are derived from outside sources other than State governments. Revenues from local grants may be received through donations or a competitive application process. The project descriptions below are for projects with forecasted activity for fiscal year 2025-26.

DO11 – Lottery for Education After-school Programs (LEAPs): LEAPs address student achievement, improving student behavior, involving parents in the learning process, providing quality professional development, and establishing community learning centers. LEAPs focus on reading and math through a variety of materials, resources, and support activities including tutoring and mentoring. Enrichment projects, field trips and recreational activities ensure the 'total' child is addressed. Resources are research-based with appropriate professional development for teachers and paraprofessionals. Community partners such as the Memphis Museums and community based cultural arts programs provide a variety of opportunities for field trips and supplemental enrichment/academic activities. LEAPs were established at eight schools, which were identified by the State as having the greatest academic need. LEAPs Grants are funded from uncollected lottery winnings. More details about LEAPs can be found on the website: <https://www.tn.gov/education/topic/extended-learning>.

*Number of Students Served in FY2024-25:* 560 (allotted by grant)

*Revenue Classification:* State of Tennessee Grant

FY2024-25 Participating Schools: Aspire Public School, Cherokee Elementary, Douglass School, Goodlett Elementary, Hickory Ridge Elementary, Kingsbury Elementary, Larose Elementary, Raleigh Egypt Middle, Treadwell Middle, and Vollentine Elementary.

DO44 - Public School Security Grant: This is a grant from the State of Tennessee Department of Education that focuses on safety and security. This funding is part of Governor Lee's School Safety Initiative which puts priority on ensuring Tennessee students have a safe school environment to learn, grow, and thrive.

*Number of Students Served in FY2024-25:* All MSCS Students

*Revenue Classification:* State of Tennessee Grant

FY2024-25 Participating Schools: All MSCS Schools

DO90 – YMCA Before and After Care: The Memphis-Shelby County School District receives daily rental fees based on a rental fee structure charge per day for days of operation on each site. Daily rental fees are set by SCBE in consideration of space allocated for licensed capacity. This revenue is then used to fund ELP snacks for various locations.

*Number of Students Served in FY2024-25:* All MSCS Students

*Revenue Classification:* Local Fees and Billing

FY2024-25 Participating Schools: All MSCS Schools





Do65 - TVA ENERNOC Demand Response Program: This is an incentive program offered by the Tennessee Valley Authority in which MSCS agrees to voluntarily reduce our demand for power when called upon. The incentive payments received are based on the electrical load shed during an event and dispersed quarterly. The program includes several energy efficiencies projects such as controls for lighting and HVAC systems, and the installation of higher efficiency mechanical equipment. These projects will contribute toward reduced utility costs and help guard against future rate increases.

*Number of Students Served in FY2024-25:* All MSCS Students

*Revenue Classification:* Local Grant (TVA is a government-owned independent organization).

FY2024-25 Participating Schools: All MSCS Schools

D125 - Telecommunications Center UBS: The Telecommunications Center Underwriting & Broadcast Services (TTC-UBS) budget is funded through underwriting and broadcast services. The funds are used to provide a state-of-the-art broadcasting technology environment to educate and train students enrolled in TV and Radio Broadcasting at the Telecommunications Center. Also, the funds are used to recruit potential students from feeder schools to become graduates/completers of the A/V Production program. Moreover, funds are used to maintain the visibility and credibility of WQOX 88.5FM Radio and C19TV station brands throughout the District, to stakeholders, the community, and underwriting clients. Deposits are credited to this account as underwriting and broadcasting revenue is generated. Expenditures from this account are not to exceed line item budget balance at any time.

*Number of Students Served in FY2024-25:* 90

*Revenue Classification:* Local Donations & Fees from Work in the District

FY2024-25 Participating Schools: Hamilton High, Overton High, Cordova High, Ridgeway High, Douglass High, Craigmont High, Middle College High, Southwind High and Wooddale High

D205 - Adopt A School: The Memphis-Shelby County Schools' Adopt-A-School program has funds that support programs, seminars and luncheons that generate support for Memphis-Shelby County Schools. The events supported by these funds are used to create a better understanding in the community of our public-school system and to establish one-on-one relationships between businesses, faith-based, religious organizations, government agencies, civic groups, and the schools directly.

*Number of Students Served in FY2024-25:* All students at participating schools

*Revenue Classification:* Local Donations

D240 - Class Piano Program: The Class Piano Program offers before and after-school group piano instruction to students in the District beginning in the second grade. Preparatory Piano classes are offered in designated locations for kindergarten and first grade depending upon the availability of time in the piano teacher's schedule. Class Piano offers 60 minutes of weekly instruction in the target content. Class enrollment is limited to twelve students per class. Fees are collected from the students to pay for instruction, equipment, materials, and recital participation.

*Number of Students Served in FY2024-25:* 550

*Revenue Classification:* Local Tuition from Parents

FY2024-25 Participating Schools: Barrett's Chapel; Brownsville Road Elementary; Chimneyrock Elementary; Cordova Elementary; Double Tree Elementary; Downtown Elementary; Germantown Elementary; Grahamwood Elementary; Idlewild Elementary; John P. Freeman Optional School; Kate Bond Elementary; Macon-Hall Elementary; Oak Forest Elementary; Rozelle Elementary; Shady Grove



Elementary; Shelby Oaks Elementary; Southwind Elementary; White Station Elementary; and Willow Oaks Elementary.

D415 - Homeless Children and Youth Program: MSCS Homeless Children and Youth Program provides uninterrupted and continuous resources and services to displaced children, youth and their families in Memphis-Shelby County Schools and meets all mandates consistent with the McKinney-Vento Homeless Education Act. This program is designed to address the problems that displaced children and youth face enrolling, attending, and succeeding in school. The goals of the program are to ensure that each displaced child and teenager has equal access to the same free, appropriate public education, including a public preschool education, as other children, and youth. The following services are provided for displaced/formerly displaced children and youth: assistance with student enrollment, after school tutoring, distribution of school supplies, transportation to school of origin, referrals to other services and service providers, payment of school fees, payment of graduation fees, payment of college admission fees, and the provision of life skills and parenting training.

*Number of Students Served in FY2024-25:* All displaced students and families.  
*Revenue Classification:* Local Donations

FY2024-25 Participating Schools: All Memphis-Shelby County Middle and High Schools

D465 - Mental Health Records: The program provides for the timely review and fulfillment of mental health records requests by external parties and agencies. One full-time staff member has been designated for this purpose. D465 receives all proceeds from administrative fees collected from requesting agencies as permitted by policy and law. Funds from D465 are allocated in proportional yearly installments to meet the discretionary spending needs of Memphis-Shelby County Schools Mental Health Center (MSCSMHC), which operates under the direction of the Office of Student Equity, Enrollment, and Discipline (SEED).

*Number of Students Served in FY2024-25:* 2,677  
*Revenue Classification:* State of Tennessee Fees

FY2024-25 Participating Schools: The Memphis-Shelby County Schools Mental Health Center (MSCSMHC) provides a range of multi-tiered social-emotional and behavioral health services to every District school.

D466 Mental Health and Substance Abuse Services: The Tennessee Department of Mental Health and Substance Abuse Services (TDMHSAS) Grant is to address the need for trauma resilience support and counseling for students and families. The program will be offered to qualifying students with parental permission in all MSCS district schools. Students in grade K-12 impacted by trauma will be able to participate in programs with parental consent during the regular school year and during the summer.

*Number of Students Served in FY2024-25:* All MSCS students are eligible  
*Revenue Classification:* State of Tennessee

FY2024-25 Participating Schools: All MSCS Schools

D485 - SCIAA Dues and Fines: The Memphis-Shelby County Interscholastic Athletic Association (MSCIAA) Dues and Fines are to be used for SCIAA related athletic needs through the collection of money received from imposed fines or penalties for missed meetings by coaches, fines or forfeitures of games, and dues paid by all Middle and High Schools. This revenue covers the cost of athletic programming (i.e. in-services, game day hospitality, and coaches' clinics) and expenses associated with non-revenue sports i.e. track, soccer etc.



*Number of Students Served in FY2024-25:* All student-athletes at MSCS Middle and High Schools  
*Revenue Classification:* Local Fundraising Activities at the Schools

FY2024-25 Participating Schools: All MSCS Schools

D525 - Pre-K (VPK): The program aims to provide high quality early education to promote the cognitive, social, emotional, and physical development of young children by providing services that will maximize kindergarten readiness and empower children to begin their educational journey with an appropriate educational foundation. Major goals of the program include (a) data driven kindergarten readiness; (b) early foundational reading skills; (c) early foundational numeracy skills; (d) curricula and instruction that engages children as active learners; (e) well-trained teachers and ongoing staff supervision and training; and (f) development in areas of language and cognitive, social-emotional and physical well-being, addressed with a balance between direct instruction, group instruction, group activities, and choices of center-based activities.

*Number of Students Served in FY2024-25:* 3,800  
*Revenue Classification:* State of Tennessee Grant

FY2024-25 Participating Schools: A. B. Hill Elementary, Alcy Elementary, Alton Elementary, Bethel Grove Elementary, Bruce Elementary, Cherokee Elementary, Crump Elementary, Cummings Elementary, Delano Elementary, Dexter Elementary, Double Tree Elementary, Douglass Elementary, Egypt Elementary, Evans Elementary, Ford Road Elementary, Fox Meadows Elementary, Gardenview Elementary, Geeter School, Getwell Elementary, Hamilton Elementary, Hickory Ridge Elementary, Holmes Road Elementary, Kate Bond Elementary School, Keystone Elementary, Larose Elementary, Levi Elementary, Lowrance Elementary, Lucie E. Campbell Elementary, Lucy Elementary, Northaven Elementary, Oakshire Elementary, Parkway Village, Ridgeway Middle, Scenic Hills Elementary, Sharpe Elementary, Sheffield Elementary, Sherwood Elementary, South Park Elementary, Springdale Elementary, Wells Station Elementary, Westhaven Elementary, White Station Elementary, Willow Oaks Elementary, Winchester Elementary.

D527 - First 8 Memphis: First 8 Memphis (a subsidiary of Seeding Success) has been selected as the fiscal agent responsible for coordinating the delivery of Pre-K services previously administered through the expired federal Preschool Development Grant, and the Memphis-Shelby County Government funded classrooms, previously administered through the Shelby County Education Foundation (County Commission). These funds afford Memphis-Shelby County Schools the opportunity to provide free, quality Pre-K instruction to economically disadvantaged families. First 8 Memphis programs provide fifty-one classrooms (1,000 seats) with developmentally appropriate instruction, as well as supplies, materials, and professional development opportunities for staff.

*Number of Students Served in FY2024-25:* 1,000  
*Revenue Classification:* Local Grant

FY2024-25 Participating Schools D527 First 8: A. B. Hill, Belle Forest, Berclair, Chimneyrock, Cordova, Dexter, Doubletree, Downtown, Germanshire, Getwell, Highland Oaks, Holmes Road, Kingsbury, Lowrance, Oak Forest, Peabody, Raleigh-Bartlett Meadow, Ridgeway, Sea Isle, Sharpe, Shelby Oaks, Sherwood, Snowden, Southwind, Wells Station, Whitehaven, Winchester.

FY2024-25 Participating Schools D766 First 8.2: Alcy, Alton, Berclair, Bethel Grove, Dunbar, Egypt, Evans, Riverview, Springdale, White Station.



D555 – Research & Evaluation: This revenue comes from a variety of grants and external data and research requests. Sources include grants to provide evaluation support for the Youth Violence Intervention Initiative, Comprehensive School Safety Initiative, GEAR UP and Memphis Teacher Residency as well as application and data processing fees for those wishing to conduct research with Memphis-Shelby County Schools.

*Number of Students Served in FY2024-25*: All MSCS Students

*Revenue Classification*: Various federal and local grants and fees

FY2024-25 Participating Schools: All MSCS Schools

D570 - Colonial Hearing and Vision Center: Colonial Hearing and Vision Center provides speech therapy, vision, and audiology services to MSCS students and other students in the community. These services assist in providing quality education to students with these types of disabilities. Ear molds are necessary for hearing aids and the MSCS Audiologists fit those molds to MSCS students and other students in the community. Some students are members of state-run insurances. Fees are charged for the ear molds and the handling of hearing aid repair.

*Number of Students Served in FY 2023-24*: 200

*Revenue Classification*: State of Tennessee Fees

FY2024-25 Participating Schools: Sea Isle Elementary, White Station Elementary, White Station Middle, White Station High.

D670 - Adolescent Parenting Program: Memphis-Shelby County Schools Adolescent Parenting Program is designed to provide a safe, healthy, educational environment to the student and their child. The program is preventing dropouts by meeting a primary need for teen mothers. Providing childcare will allow students to complete their education. The program offers three areas of focus including fashion merchandising, computer technology and childcare development. Students can continue their studies through our home bound program for six to eight weeks after the baby is born.

*Number of Students Served in FY2024-25*: 200

*Revenue Classification*: Local Donations

FY2024-25 Participating Schools: All MSCS Middle and High Schools are eligible.

D767 -First 8.2 Wraparound Grant: The Early Childhood department provides services that support the mental, social, and emotional development of children. This grant provides wraparound services for fifty (50) First 8 classrooms in twenty locations.

*Number of Students Served in FY2024-25*: 1,000

*Revenue Classification*: Local Grant

FY2024-25 Participating Schools: A.B. Hill Elementary, Alcy Elementary, Belle Forest Community School, Berclair Elementary, Chimney Rock Elementary, Cordova Elementary, Double Tree Elementary, Downtown Elementary, Germanshire Elementary, Highland Oaks Elementary, Holmes Road Elementary, Hope House, Keystone Elementary, Kidazzle Child Care, Oak Forest Elementary, Peabody Elementary, Raleigh-Bartlett Meadows, Red Robin's Academy, Ridgeway Early Learning Center, Shelby Oaks Elementary, Southwind Elementary, White Station Elementary, Whitehaven Elementary, Winchester Elementary.





D726 ACEs Innovation Grant: The ACEs Innovation Grant will strengthen two new Social Emotional Learning (SEL) initiatives targeting MSCS students with discipline problems (the optional SEL Supports program and the mandatory SEL Academy), both offered within the district's three new Family Wellness Centers, one-stop shops for family SEL care. The project will add family engagement components to the SEL initiatives and tie services and dissemination of best practices to the emerging partnership forged through the district's new SAMHSA-funded Project AWARE. The project will also introduce these new resources into pilot SEL clubs in three K-8 schools participating in MSCS's Extended Learning Program, with a goal of preparing club members to be SEL Ambassadors in their schools.

*Number of Students Served in FY2024-25:* 300

*Revenue Classification:* State of Tennessee

FY2024-25 Participating Schools: All MSCS Elementary and Middle Schools are eligible

D730 -SOTA Music Program Support Grant: MSCS was selected to receive funding as part of Tennessee's 'State of the Arts' music grant in partnership with the Country Music Association (CMA) Foundation. This opportunity is focused on expanding students' access to high-quality music and arts education. In MSCS, the grant program will fund initiatives and best teaching strategies that will expand students' access to high-quality music education. Examples of the types of strategies include professional development for music teachers, support for principals and building leaders, and providing equipment to address school community equity challenges throughout the district.

*Number of Students Served in FY2024-25:* All MSCS Students can participate.

*Revenue Classification:* Grant Funding from TN SCORE and donations.

FY2024-25 Participating Schools: All MSCS schools.

D768 -First 8.1 Coaches Support Grant: The Early Childhood department provides services that support the mental, social, and emotional development of children. This grant provides wraparound services for fifty (50) First 8 classrooms in twenty locations.

*Number of Students Served in FY2024-25:* 1,000

*Revenue Classification:* Local Grant

FY2024-25 Participating Schools: A.B. Hill Elementary, Alcy Elementary, Belle Forest Community School, Berclair Elementary, Chimney Rock Elementary, Cordova Elementary, Double Tree Elementary, Downtown Elementary, Germanshire Elementary, Highland Oaks Elementary, Holmes Road Elementary, Hope House, Keystone Elementary, Kidazzle Child Care, Oak Forest Elementary, Peabody Elementary, Raleigh-Bartlett Meadows, Red Robin's Academy, Ridgeway Early Learning Center, Shelby Oaks Elementary, Southwind Elementary, White Station Elementary, Whitehaven Elementary, Winchester Elementary.

D777 - Evening Reporting Center Grant: The Evening Reporting Center, named The Pursuit Center, is a program designed by the Division of Alternative Education (DAE) to reduce the rate of recidivism for pre-adjudicated juveniles. The Pursuit Center will serve local youth who would otherwise be ordered to be held temporarily in the Juvenile Detention Center (JDC). The Center will provide parental support and structured, supervised group activities to cultivate participation, personal responsibility and pro-social skills in at-risk youth while diverting them from substance use and other destructive behaviors. While attending the program, youth are engaged in educational activities, recreational programming, and life



development workshops. Special guests and other individuals with specific expertise in such focus areas as Victim Impact Panels, Violence Prevention, Gang Violence, Art Therapy, Conflict Resolution, Drug Use Education, Health and Hygiene Education, and HIV/AIDS Education and Prevention are frequently used.

*Number of Students Served in FY2024-25: 90*

*Revenue Classification: Shelby Count Government*

FY2024-25 Participating Schools: All MSCS Schools

D790 - State Special Education Preschool Grant: The Tennessee Department of Education is assisting Districts across the State with increasing inclusive practices/classrooms for our Students with Disabilities. To accomplish this, Districts were allocated State Funding.

*Number of Students Served in FY2024-25: 1,000*

*Revenue Classification: State of Tennessee*

FY2024-25 Participating Schools: A. B. Hill, Belle Forest, Berclair, Chimneyrock, Cordova, Dexter, Doubletree, Downtown, Germanshire, Getwell, Highland Oaks, Holmes Road, Kingsbury, Lowrance, Oak Forest, Peabody, Raleigh-Bartlett Meadow, Ridgeway, Sea Isle, Sharpe, Shelby Oaks, Sherwood, Snowden, Southwind, Wells Station, Whitehaven, Winchester.

D795 - SPED Medicaid Reimbursement: The District's Exceptional Children Department bills TennCare (Medicaid) to receive reimbursements for related services provided to students with individualized education programs (IEPs). Related services provided to students with IEPs currently include audiological services including testing and repairs of hearing aids, speech and language therapy, occupational therapy, and physical therapy. However, we are presently engaged in conversations with TennCare, in hopes of obtaining reimbursement for nursing services as well. The program is managed by one employee who works with Public Consulting Group (PCG) to implement TennCare fee for services for the provision of related services for students with IEPs.

*Number of eligible Students in FY2024-25: 1,553*

*Number of Therapists in FY2024-25: 148*

*Revenue Classification: State of Tennessee*

FY2024-25 Participating Schools: All MSCS Schools

D907 – Project STAND: Memphis-Shelby County Schools, Division of Alternative Education's Project STAND is a juvenile justice program that provides mentor-based support focused on building relationships with youth and their families to reduce recidivism. Project STAND creates a culture of mentorship and serves as positive role models for students supporting transition and post-secondary outcomes. This program supports the District's goal to provide equity, education and empowerment to African American Males involved in the juvenile justice system. Project STAND would like to partner with you to allow students to take advantage of life coaching, mentoring, job shadowing and job training options as a positive alternative to violence in the city.

*Number of eligible Students in FY2024-25: 2,000*

*Number of Therapists in FY2024-25: 148*

*Revenue Classification: Local Donations*

FY2024-25 Participating Schools: All MSCS Schools



D953 - State School Improvement Grant 2.0: The State School Improvement Grant 2.0 (SSIG) is a two-year grant provided to districts to support schools with priority or Comprehensive Support and Improvement (CSI) designation. Grant funds must be utilized to support the implementation of school improvement plans.

*Number of Students Served in FY2024-25:* All MSCS Students  
*Revenue Classification:* State of Tennessee

FY2024-25 Participating Schools: All MSCS Schools

D954 - State School Improvement Grant: The State School Improvement Grant (SSIG) is a two-year grant provided to districts to support schools with a priority or Comprehensive Support and Improvement (CSI) designation. Grant funds must be utilized to support the implementation of school improvement plans.

*Number of Students Served in FY2024-25:* All MSCS Students  
*Revenue Classification:* State of Tennessee

FY2024-25 Participating Schools: All MSCS Schools

D959 - Full Service Community Grant: The Full-Service Community School Grant will provide comprehensive academic, social, and health services for Northaven Elementary students, students' family members, and community members that will result in improved educational outcomes for children.

*Number of Students Served in FY2024-25:* All students at Northaven Elementary  
*Revenue Classification:* Local Grant

FY2024-25 Participating Schools: Northaven Elementary School

D966 - Bolton High School & TN State Univ Agri-STEM Grant: This grant helps fund summer programs as well as provides resources for Bolton High School students. It will also provide an opportunity for students to work with industries in Shelby County and exposes students to industry certifications in agriculture through a contract between Tennessee State University and Shelby County Schools. According to the Department of Agriculture and the University of Tennessee Extension Service, agricultural production generates more than \$4.1 billion annually in farm receipts. Memphis area agribusiness related companies employ over 65,000 people with an annual payroll of 850 million dollars, yet there has been a decline in the number of people working or being trained to work in the agricultural field of study.

*Number of Students Served in FY2023-24:* All Bolton High School Students  
*Revenue Classification:* State Department of Education

FY2023-24 Participating Schools: Bolton High School

D978 SEL – Social Emotional Learning Grant: The purpose of SEL-Social and Emotional Learning project is to address the complex social and emotional needs of immigrant students served at the Newcomer International Center (NIC). The NIC offers intensive English to immigrant teens who have lived in the USA less than one year and ages 14-17 with little to no formal schooling. The NIC offers immersion experiences through a wide array of academic, social, and behavioral environments. The S.U.R.E (Student Union Resource and Engagement) initiative seeks to connect immigrant families to a safe, trustworthy school community and resources aimed at easing an oftentimes difficult transition to the United States. The student union will merge school, social, and community resources through designated activity space which promotes healthy integration while bridging cultural norms. We will enhance our family resource center to meet basic needs upon arrival to this country. NIC will provide students and families access to winter 2026 Fiscal Year

DISTRICT PROPOSED BUDGET



clothing and accessories, toiletries, and uniforms. NIC will also provide school incentives for positive student performances including attendance challenge winners, work completion, and parent incentives for parent participation. The NIC school community aims to be a "one stop shop" and provide consistent resources for alleviating social, economic, and cultural barriers to successful assimilation into the Memphis community.

*Number of Students Served in FY2024-25: All MSCS Students*

*Revenue Classification: State of Tennessee*

FY2024-25 Participating Schools: All MSCS Schools

D981 Supporting Post-secondary Access in Rural Communities (SPARC) 4.0 Grant: The Supporting Post-secondary Access in Rural Communities (SPARC) grant allows for the advancement of Career & Technical Education (CTE) programs in schools for students. The SPARC grant initiative is a non-competitive intervention project focused on the advancement of Career & Technical Education (CTE) programs in ninety-one (91) distinct Tennessee counties or communities. The project is a targeted initiative to engage in K-12 leadership and CTE administrators in an effort to bridge, if not resolve, three (3) identified areas of need: a. Current infrastructure and facility modifications necessary to accommodate program and equipment modification; b. Update equipment, program materials, and program supplies for current and developing CTE offerings at the high school(s) selected by THEC that meet the criteria for inclusion in SPARC as outlined in this Section; c. The development and implementation of industry credentialing, work-based learning, and dual enrollment opportunities at high schools or in partnering with the appropriate postsecondary institution partners.

*Number of Students Served in FY2024-25: All MSCS High School Students*

*Revenue Classification: State of Tennessee*

FY2024-25 Participating Schools: All MSCS High Schools

D982 Innovative School Models Grant: The Innovative Schools Model Grant aligns learning opportunities for students in middle and high school with experiences to foster a culture of college and career awareness and readiness. The funds are used to provide more students with additional opportunities to participate in innovative local CCTE programs aligned with Tennessee's highest-demand skills and careers. Increasing innovative options will ensure students are ready for the jobs of today and tomorrow which may look entirely different than a traditional classroom or school experience.

*Number of Students Served in FY2024-25: All MSCS Students*

*Revenue Classification: State of Tennessee*

FY2024-25 Participating Schools: All MSCS Schools



# NUTRITION SERVICES



FY 2026 District Proposed Budget

## **NUTRITION SERVICES**

This section includes the following information:

- Children's Nutritional Needs in Shelby County
- Overview of Nutritional Services Department
- Financial Summary of Nutritional Services Fund
- Summary of Key Nutrition Services Fund Grants

### **INTRODUCTION**

Memphis-Shelby County Schools places healthy children in front of educators ready-to-learn with nutritious meals that support healthy minds and bodies. The District seeks to maximize the number of nutritious meals served to children throughout the year, while operating as a self-supporting operation that relies almost exclusively on US Department of Agriculture (USDA) funds. The District prepares healthy meals not only for our schools, but also for private schools, charter schools, and Achievement School District (ASD) schools.

### **CHILDREN'S NUTRITIONAL NEEDS IN SHELBY COUNTY**

According to Save the Children, hunger, something that more than 1 in 6 children in America struggle with, is robbing too many children of the childhood they deserve. Among the nation's poorest counties, alarmingly large numbers of children miss meals and go to bed hungry on a regular basis. And while we know this is unacceptable, food insecurity rates for children across America remain high. 17% of all children live in households that lack access to adequate food sometime during the year - households that don't have enough nutritious food for every family member.

Hunger and food insecurity among children are significant challenges in Shelby County. Many children skip basic meals, have limited access to healthy food options, and are uncertain when they will eat their next meal. Both hunger and food insecurity are by-products of the significant poverty in the county. When a student has a basic need unmet, such as food, it is unreasonable to expect that the student will reach their fullest learning potential. Memphis-Shelby County Schools understands the importance of addressing these stifling by-products of poverty and guarantees that each student will be provided at least two healthy meals every school day.







KEY ECONOMIC INDICATOR 2023	Shelby County	Davidson County	Hamilton County	Knox County	Tennessee
Child Poverty	33.2%	25.4%	18.1%	15.2%	21.8%
Child Deaths	80	76.3	60.5	59.9	7.1
Child Hunger	20.8%	18.1%	17.6%	16.5%	18.9%
School Dropouts	19.7%	19.9%	15.4%	3.1%	10.2%
Teen Pregnancy	31.8	25.3	21.9	25	25.3
COVID-19 Vulnerability Score	0.78	0.54	0.41	0.43	N/A

Measure	Definition	Data Source
<sup>1</sup> Child Poverty	% of children (aged 0-18) living in poverty**	U.S. Census Bureau, SAIGE Program
<sup>2</sup> Child Mortality	Deaths among children under age 18 per 100,000	CDC WONDER morality data
<sup>3</sup> Child Food Insecurity	% of children (aged 0-18) who lack adequate access to food	Map the Meal Gap
<sup>4</sup> High School Dropouts	% of ninth-grade cohorts that fail to graduate in four years	County Health Rankings and Roadmaps
<sup>5</sup> Teen Births	Births per 1,000 females aged 15-19	National Center for Health Statistics
<sup>6</sup> COVID-19 Vulnerability	Social Vulnerability Index (SVI) Score	CDC Agency for Toxic Substances and Disease Registry

Source: [i] <https://www.savethechildren.org/us/about-us/resource-library/us-childhood-report#>  
 [ii] **2020 U.S. Complement to the Global Childhood Report**

## OVERVIEW OF NUTRITION SERVICES DEPARTMENT

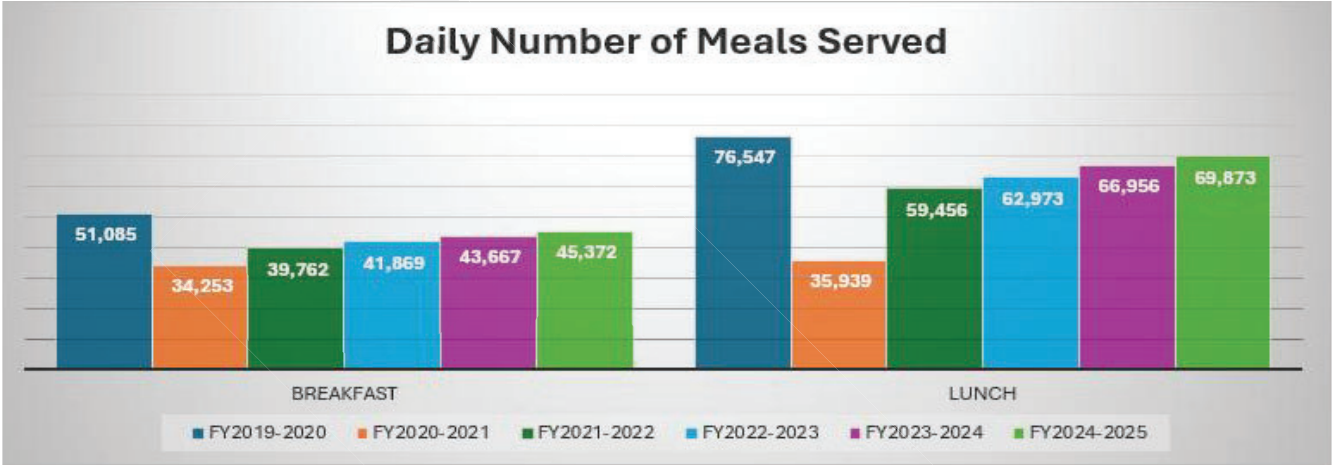
Memphis-Shelby County Schools has provided breakfast and lunches to students under the Community Eligibility Provision (CEP) since the school year 2014-15. CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide free breakfast and lunch to all students. CEP eliminates the burden of collecting household applications to determine eligibility for school meals and relies instead on information that meets one of several eligibility criteria:

- Families who participate in the Supplemental Nutrition Assistance Program (SNAP)
- Families who participate in Temporary Assistance for Needy Families (TANF)
- Students who are foster children or homeless
- Students who participate in Head Start

The US Department of Agriculture (USDA) through the Tennessee Department of Education School Nutrition Program reimburses fully the free meal rate for each eligible meal. CEP has significantly contributed to simplifying program administration and eliminating the stigma associated with free meals for our students. USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP) are our key weapons in the fight against childhood hunger and for improved childhood nutrition. These two meal programs are the heart of Nutrition Services' operations, directly and indirectly providing approximately 95% of the division's revenue in the form of per meal reimbursements, USDA foods, and state matching funds that originate with the USDA.



MSCS Nutrition Services operations provides approximately 45,372 reimbursable breakfast meals and 69,873 reimbursable lunches daily across the District. The ratio of about two breakfast meals to three lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The chart below illustrates a significant decline in student meals served between fiscal years 2020 and 2021, largely due to the impact of the pandemic and the shift to virtual learning. While overall student enrollment has decreased over the past five years, the number of daily meals served to students has steadily increased.



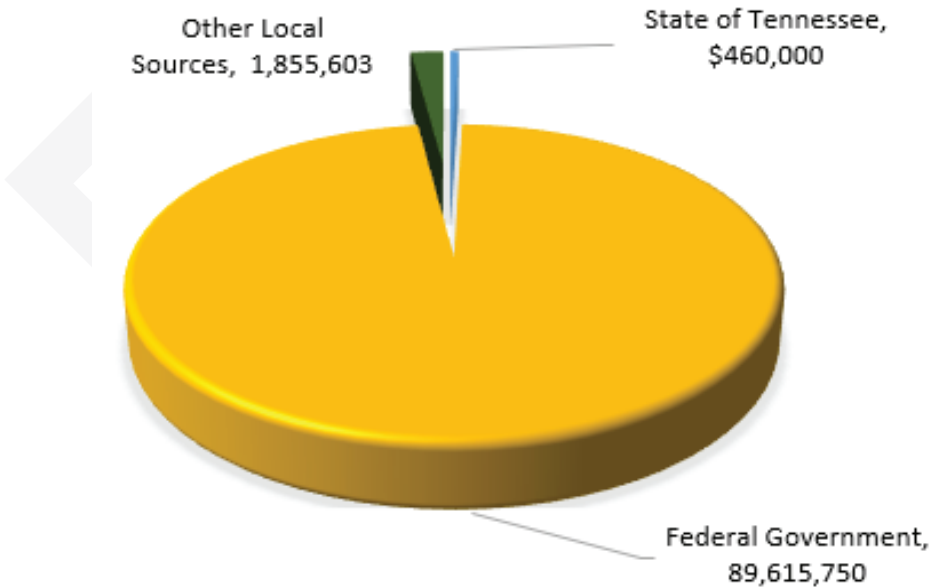




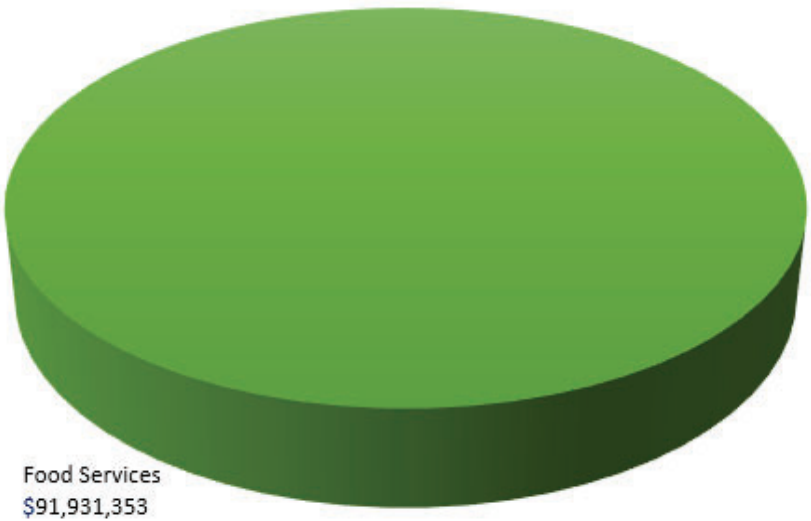
In school year 2025-26, the primary focus will be continuous improvement of both menu offerings and food presentation to increase student satisfaction and participation. The Nutrition Services Department will enhance operating efficiencies, quality, and service to students and schools through the following goals:

- Improve menu choices and minimize substitutions
- Improve efficiencies and accountability in inventory management
- Improve cafeteria surroundings and equipment

Where the Money Comes From....



Where the Money Goes...





## FINANCIAL SUMMARY OF THE NUTRITION SERVICES FUND

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated, and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction.

Revenues for Nutrition Services are budgeted to increase by \$13.1 million (or 16.7%) to \$91.9 million, while expenditures are budgeted to increase by \$3.2 million (or 3.6%) to \$91.9 million for fiscal year 2025-26. The primary reason for the increase in projected expenditure is attributed to the increased cost of food and food supplies. Nutrition Services is not expected to utilize fund balance to increase efficiency in operation.

The chart below is the Nutrition Services Fund budget for fiscal year 2025-26 by program activity.

	2021-2022 Actual	2022-2023 Actuals	2023-2024 Actuals	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 383,864	\$ 456,873	\$ 523,259	\$ 460,000	\$ 460,000	\$ -	0.0%
Federal Government	83,930,549	69,884,205	72,275,799	76,468,179	89,615,750	13,147,571	17.2%
Other Local Sources	1,308,804	2,440,032	3,288,524	1,870,642	1,855,603	(15,039)	-0.8%
<b>Total Revenue</b>	<b>\$ 85,623,218</b>	<b>\$ 72,781,109</b>	<b>\$ 76,087,582</b>	<b>\$ 78,798,821</b>	<b>\$ 91,931,353</b>	<b>\$ 13,132,532</b>	<b>16.7%</b>
<b>Expenditures</b>							
Food Services	\$ 70,783,084	\$ 78,877,515	\$ 81,827,304	\$ 88,705,837	\$ 91,931,353	\$ 3,225,516	3.6%
Capital Outlay	-	10,190	-	-	-	-	0.0%
<b>Total Expenditures</b>	<b>\$ 70,783,084</b>	<b>\$ 78,887,705</b>	<b>\$ 81,827,304</b>	<b>\$ 88,705,837</b>	<b>\$ 91,931,353</b>	<b>\$ 3,225,516</b>	<b>3.6%</b>
<b>Excess (deficiency) of revenues</b>	14,840,134	(6,106,596)	(5,739,722)	(9,907,016)	-		
<b>Approved Use of Fund Balance</b>	(14,840,134)	6,106,596	5,739,722	9,907,016	-		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





The chart below is the Nutrition Services Fund budget for fiscal year 2025-26 by object category.

	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026		
Revenues	Actual	Actual	Actual	Amended Budget	Proposed Budget	Variance	% Change
State of Tennessee	\$ 383,864	\$ 456,873	\$ 523,259	\$ 460,000	\$ 460,000	\$ -	0.0%
Federal Government	83,930,549	69,884,205	72,275,799	76,468,179	89,615,750	13,147,571	17.2%
Other Local Sources	1,308,804	2,440,032	3,288,524	1,870,642	1,855,603	(15,039)	-0.8%
<b>Total Revenue</b>	<b>\$ 85,623,218</b>	<b>\$ 72,781,109</b>	<b>\$ 76,087,582</b>	<b>\$ 78,798,821</b>	<b>\$ 91,931,353</b>	<b>\$ 13,132,532</b>	<b>16.7%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 31,689,870	\$ 31,999,118	\$ 32,789,139	\$ 44,287,513	\$ 49,051,430	\$ 4,763,916	10.8%
Contracted Services	536,760	736,383	1,323,033	1,951,376	1,975,388	24,012	1.2%
Supplies and Materials	31,957,706	40,402,058	41,879,556	34,604,251	31,501,471	(3,102,780)	-9.0%
Equipment	4,176,682	3,232,778	2,943,936	5,445,114	6,809,250	1,364,136	25.1%
Leases	-	10,190	6,625	130,026	138,000	7,974	6.1%
Other Charges	2,422,067	2,507,178	2,885,016	2,287,557	2,455,815	168,258	7.4%
<b>Total Expenditures</b>	<b>\$ 70,783,084</b>	<b>\$ 78,887,705</b>	<b>\$ 81,827,304</b>	<b>\$ 88,705,837</b>	<b>91,931,353</b>	<b>\$ 3,225,516</b>	<b>3.6%</b>
Excess (deficiency) of revenues over expenditures	14,840,134	(6,106,596)	(5,739,722)	(9,907,016)	-		
Approved use of Fund balance	(14,840,134)	6,106,596	5,739,722	9,907,016	-		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		

In the above schedule, the largest budget increase for fiscal year 2025-26 (\$4.8 million) occurs in Salaries, due to the realignment of the Nutrition Services Department. The largest budget decrease (\$3.1 million) for the fiscal year occurs in Supplies and Materials. The decrease resulted from fewer upgrades to cafeteria equipment. Equipment was updated during the fiscal year 2024-25.





## SUMMARY OF KEY NUTRITION SERVICES FUND GRANTS

Unlike other federal grants, most Nutrition Services grant programs are not awarded an established amount for a particular objective. Instead, the Nutrition Services Division receives a reimbursement for each eligible meal served at an annually adjusted rate. Below are details about Nutrition Services grants that make up the fiscal year 2025-26 budget.

*USDA National School Lunch Program (NSLP) and School Breakfast Program (SBP):* These are two federally assisted meal programs, which directly and indirectly provide approximately 96% of the department's revenue in the form of per meal reimbursements, USDA food, and state matching funds which originate with the USDA. More details about USDA NSLP and SBP can be found at: <https://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>

In school year 2014-15, the Nutrition Services Department expanded the number of children served in the CACFP Afterschool program by providing 'at risk' meals in community centers, nonprofit organizations, schools and receiving meal reimbursements directly through the Tennessee DHS. The program served an average of 5,160 suppers each day and an average of 5,139 snacks per day for the fiscal year 2020-2021.

*USDA Summer Food Service Program:* The USDA Summer Food Service Program provides breakfasts, lunches, suppers and snacks in high need communities during the summer. The Nutrition Services Department provides these meals at a wide variety of locations, including community centers, nonprofits and apartment complexes. The Department is reimbursed per meal through the Tennessee DHS.

In the summer of 2021, the District's Summer Food Service Program served 103,812 breakfasts, 126,270 lunches, 1,356 snacks. More details about the USDA Summer Food Service Program can be found at: <https://www.govinfo.gov/content/pkg/FR-1999-07-20/pdf/99-18433.pdf>

The Fresh Fruit and Vegetable Program (FFVP) is a federally assisted program providing free fresh fruits and vegetables to children at eligible elementary schools during the school day. The goal of the FFVP is to introduce children to fresh fruits and vegetables, to include new and different varieties, and to increase overall acceptance and consumption of fresh, unprocessed produce among children. The FFVP also encourages healthier school environments by promoting nutritional education.

To learn more, visit the FFVP webpage: <https://www.fns.usda.gov/ffvp/fresh-fruitand-vegetable-program>.

The Food and Nutrition Service of the United States Department of Agriculture administers the FFVP at the Federal level. At the State level, the FFVP is administered by State agencies, which operate the Program through agreements with local school food authorities. State agencies contact information is available at:

[State/Local Agency | Food and Nutrition Service \(usda.gov\)](#).

Elementary schools in all 50 States, the District of Columbia, and the territories of Guam, Puerto Rico, and the Virgin Islands are eligible to participate. Schools must operate the National School Lunch Program in order to operate the FFVP. Importantly, the FFVP prioritizes schools with the highest percentage of children certified as eligible for free and reduced-price meals. This is because children from low-income families generally have fewer opportunities to consume fresh produce on a regular basis.





Participating elementary schools are required to publicize the availability of the FFVP and must serve the fresh fruits and vegetables outside the National School Lunch Program and School Breakfast Program meal service times. Beyond these requirements, schools have flexibility in determining their implementation plan. Schools may select the type of produce served, decide the number of days per week to serve the produce (though schools are strongly encouraged to serve a minimum of two days per week), and choose the time outside the breakfast and lunch meal service to provide fresh fruits and vegetables for children. The Food and Nutrition Service encourages schools to serve a variety of fresh fruits and vegetables. Because the intent of the FFVP is to introduce children to new and different fresh fruits and vegetables, the produce must be served in a way that is easily identifiable. This encourages children to enjoy fruits and vegetables “as they are.” Schools may purchase produce through wholesalers, brokers, local grocery stores, or other retailers. Schools can also support local agricultural producers by buying fresh produce at farmers’ markets and orchards, or by purchasing directly from growers in their community. In all cases, schools must follow proper procurement procedures. Purchases must be made according to existing local, State, and Federal guidelines, including the Buy American provision.

Selected elementary schools receive \$50 to \$75 per student for each school year. The exact amount of per student funding is determined by the State agency and is based on the total funds allocated to the State and the student enrollment at participating schools. With these funds, schools purchase fresh fruits and vegetables to serve free of charge to children during the school day. Participating schools submit monthly claims for reimbursement, which are reviewed by the school food authority before payment is processed by the State agency. Schools are then reimbursed for the cost of fresh fruit and vegetables, as well as limited non-food costs.

For more information about the FFVP, please contact the State agency responsible for the administration of the Program in your State: [State/Local Agency | Food and Nutrition Service \(usda.gov\)](#).

*USDA CACFP Snacks for Head Start:* For our youngest students, morning and afternoon snacks enhance their educational experience. Recognizing this, Federal Head Start regulations require that these students receive these snacks. The District’s Nutrition Services Department and Early Childhood Education Division work with the Tennessee School Nutrition Program, Tennessee DHS, and the USDA Southeast Regional Office. In school year 2020-21, the Nutrition Services Department provided afternoon snacks to Head Start students, averaging 367 snacks each afternoon. More details about the USDA CACFP Snacks for Head Start Program can be found at: <https://www.fns.usda.gov/cacfp/child-day-care-centers>

*USDA Farm to School:* MSCS is partnering with local, state, regional and national groups to implement and expand Farm-to-School opportunities in Shelby County. Farm-to-School connects schools (K-12) and local farms with the objectives of serving healthy meals in school cafeterias, improving student nutrition, providing agriculture, health and nutrition education opportunities, and supporting local and regional farmers. There are 60 active gardens throughout the district. More details about the USDA Farm to School Program can be found at: <https://www.fns.usda.gov/farmtoschool/farm-school-grant-program>

*Other Revenue Sources:* Programs such as adult meals, a la carte items, meals provided to other school food authorities (3 private schools), and catering comprise 2% of total revenue.



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# INTERNAL SERVICES



## FY 2026 District Proposed Budget





#### iv. Internal Services Fund

Memphis-Shelby County Schools has the following three appropriated Internal Service Funds:

- **Printing Services:** Printing Services provide secure confidential and economical printing for the Memphis-Shelby County School District administrative offices as well as schools and other support divisions.
- **Warehouse (or Supply Chain):** Warehouse Fund provides for planning, implementing, and controlling the operations of the supply chain with the purpose of satisfying customer requirements as efficiently as possible. It encompasses all activities involved in requisitions, receiving, and distribution of needed inventory necessary for the functioning of Memphis-Shelby County Schools. The supplies/materials purchased and distributed include testing materials; textbooks and workbooks; custodial supplies and chemicals (i.e., toilet paper, hand towels, floor wax); duplicating paper; vehicle fuel; and educational and vocational materials.
- **Achievement School District (ASD):** ASD funds account for special education, facilities, security operations (i.e., producing security badges), risk management, and transportation services the District either manages or provides to the ASD. MSCS has a Memorandum of Understanding (MOU) with the ASD, which outlines the responsibilities of both MSCS and the ASD as it relates to services and district-owned properties.

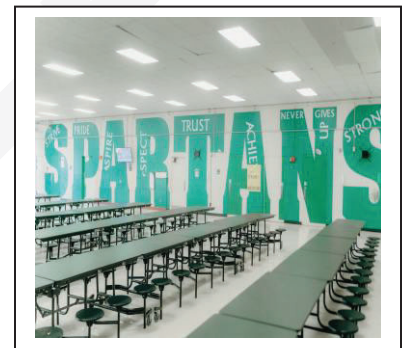


The Warehouse Fund is the largest Internal Service Fund, which along with the Printing Fund operates on a traditional fee and service model. The ASD Fund is driven by Special Education services, which are often in the form of Instruction, Instructional Support, and

medical services.

Budgeting practices for both Printing Services and Warehouse Funds are to ensure that expected revenues and expenditures are balanced for the current year. It is the District's practice for the Printing and Warehouse Funds to have fund balances that include an operating reserve and a designated reserve. The operating reserve provides 90-day cash liquidity to sustain operations in case of an emergency. The designated reserve provides for a specific purpose such as replacing equipment, purchasing vehicles, or completing remodels. After the reserves in each fund are met, a rate is reviewed and adjusted accordingly to ensure funds are self-sustaining.

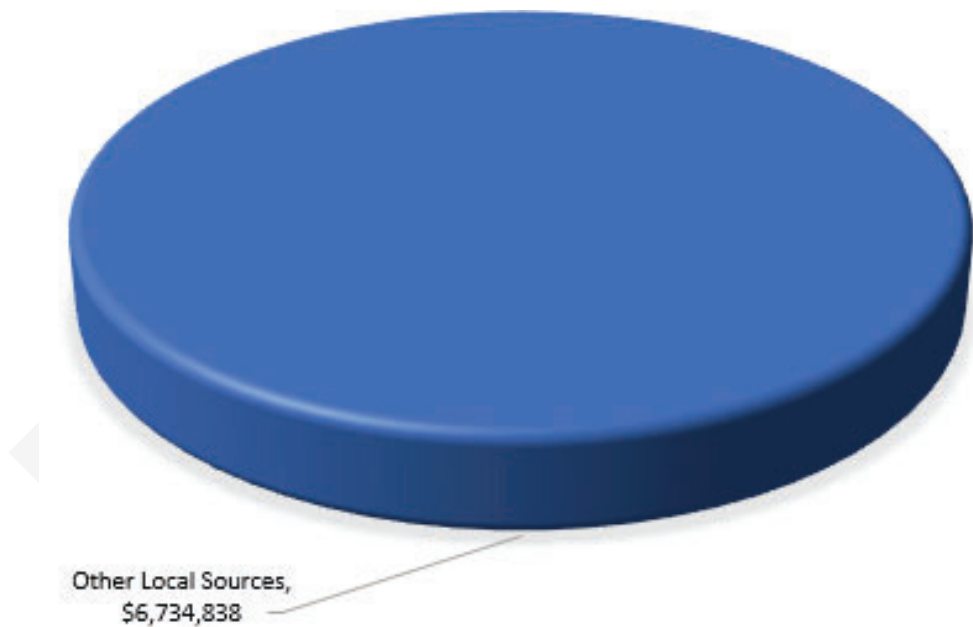
The combined Internal Services Fund budgeted revenues and expenditures are projected to remain the same in fiscal year 2025-26 as \$6.7 million as fiscal year 2024-25.



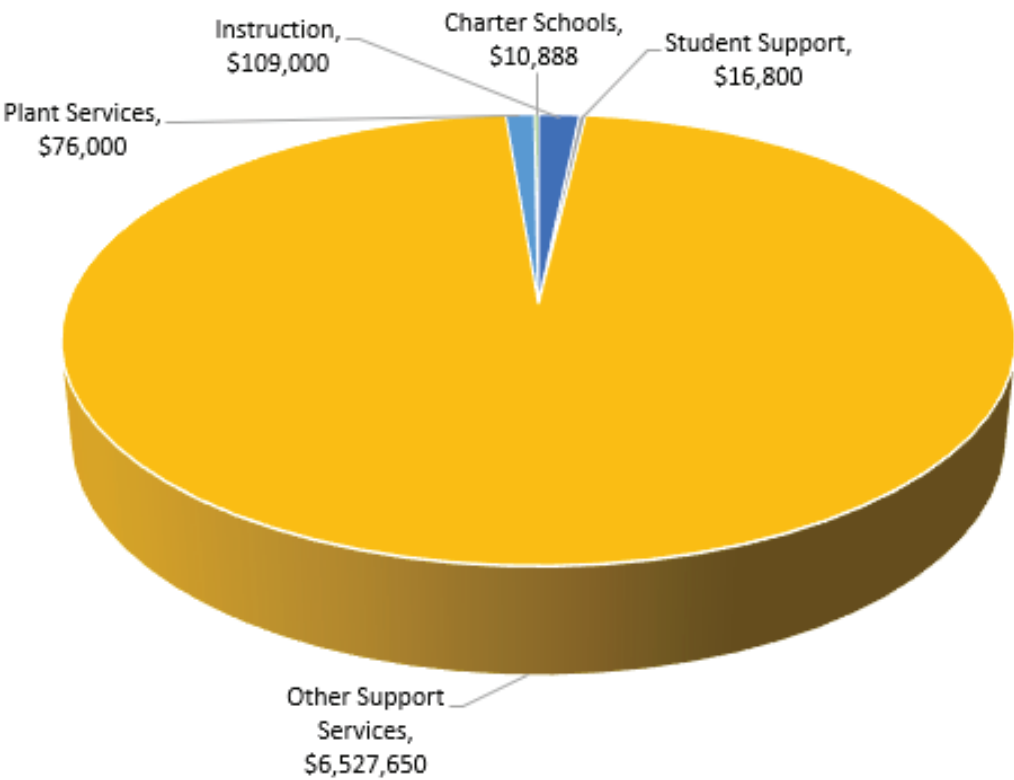




Where the Money Comes From...



....and Where the Money Goes





Below is the fiscal year 2025-26 Adopted budget for each of the three Internal Service Funds shown by program activity and functions.

Fiscal Year 2025-26 Budget  
Internal Service Fund

Internal Service Fund FY2026				
REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Other Local Sources	\$ 207,188	\$ 981,650	\$ 5,546,000	\$ 6,734,838
<b>TOTAL REVENUES</b>	<b>\$ 207,188</b>	<b>\$ 981,650</b>	<b>\$ 5,546,000</b>	<b>\$ 6,734,838</b>
EXPENDITURES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Instruction	\$ 109,000	\$ -	\$ -	\$ 109,000
Instructional Support	-	-	-	-
Student Support	16,800	-	-	16,800
Other Support Services	-	981,650	5,546,000	6,527,650
Plant Services	76,000	-	-	76,000
Charter Schools	10,888	-	-	10,888
<b>TOTAL EXPENDITURES</b>	<b>\$ 212,688</b>	<b>\$ 981,650</b>	<b>\$ 5,546,000</b>	<b>\$ 6,740,338</b>
Excess (deficiency) of revenues over expenditures	(5,500)	-	-	(5,500)
Approved use of Fund balance	5,500	-	-	5,500
Net Change	\$ -	\$ -	\$ -	\$ -





Below is the fiscal year 2025-26 budget for each of the three Internal Service Funds shown by program activity and objects.

Fiscal Year 2025-26 Budget  
Internal Service Fund

Internal Service Fund FY2026

REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Other Local Sources	\$ 207,188	\$ 981,650	\$ 5,546,000	\$ 6,734,838
<b>TOTAL REVENUES</b>	<b>\$ 207,188</b>	<b>\$ 981,650</b>	<b>\$ 5,546,000</b>	<b>\$ 6,734,838</b>
EXPENDITURES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Salaries and Benefits	\$ 111,300	\$ 570,500	\$ 1,433,980	\$ 2,115,780
Contracted Services	10,000	73,178	597,400	680,578
Supplies and Materials	4,500	270,000	300,000	574,500
Equipment	-	6,000	3,196,620	3,202,620
Leases	-	1,500	-	1,500
Other Charges	86,888	60,472	18,000	165,360
<b>TOTAL EXPENDITURES</b>	<b>\$ 212,688</b>	<b>\$ 981,650</b>	<b>\$ 5,546,000</b>	<b>\$ 6,740,338</b>
Excess (deficiency) of revenues over expenditures	(5,500)	-	-	(5,500)
Approved use of Fund balance	5,500	-	-	5,500
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>





Below is the fiscal year 2025-26 budget by program activity and functions, with comparative year data.

In fiscal year 2025-26, the combined Internal Service Fund budgeted revenues are expected to remain the same at approximately \$6.7 million compared to the 2024-2025 amended budget revenues. The combined Internal Service Fund budgeted expenditures are also expected to remain the same at approximately \$6.7 million, which is the same as fiscal year 2024-2025 amended budget expenditures.

Fiscal Year 2025-26 Budget  
Internal Service Fund

	2021-22 Actual	2022-23 Actual	2023-24 Actuals	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Other Local Sources	\$ 2,938,320	\$ 2,488,293	\$ 4,300,366	\$ 6,740,338	\$ 6,734,838	\$ (5,500)	-0.1%
<b>Total Revenues</b>	<b>\$ 2,938,320</b>	<b>\$ 2,488,293</b>	<b>\$ 4,300,366</b>	<b>\$ 6,740,338</b>	<b>\$ 6,734,838</b>	<b>\$ (5,500)</b>	<b>-0.1%</b>
<b>Expenditures</b>							
Instruction	\$ 175,654	\$ 33,524	\$ 249,803	\$ 109,000	\$ 109,000	\$ -	0.0%
Instructional Support	5,077	70	-	-	-	-	0.0%
Student Support	42,558	-	2,176	16,800	16,800	-	0.0%
General Administration	2,386,503	3,373,911	-	-	-	-	0.0%
Other Support Services	-	-	3,378,724	6,527,650	6,527,650	-	0.0%
Student Transportation	96,847	120	31,892	-	-	-	0.0%
Plant Services	231,681	100,878	178,323	76,000	76,000	-	0.0%
Other Local Sources	-	2,080	-	-	-	-	0.0%
Charter Schools	-	-	280,944	10,888	10,888	-	0.0%
<b>Total Expenditures</b>	<b>\$ 2,938,320</b>	<b>\$ 3,510,583</b>	<b>\$ 4,121,862</b>	<b>\$ 6,740,338</b>	<b>\$ 6,740,338</b>	<b>\$ -</b>	<b>0.0%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ -</b>	<b>\$ (1,022,290)</b>	<b>\$ 178,505</b>	<b>\$ -</b>	<b>\$ (5,500)</b>		
<b>Approved use of Fund balance</b>	<b>-</b>	<b>1,022,290</b>	<b>(178,505)</b>	<b>-</b>	<b>5,500</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		







Below is the Internal Service Fund by program activity and object category, with comparative year data.

**Fiscal Year 2025-26 Budget  
Internal Service Fund**

	2021-22 Actual	2022-23 Actual	2023-24 Actual	2024-25 Amended Budget	2025-26 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Other Local Sources	\$ 2,938,320	\$ 2,488,293	\$ 4,300,366	\$ 6,740,338	\$ 6,734,838	\$ (5,500)	-0.1%
<b>Total Revenues</b>	<b>\$ 2,938,320</b>	<b>\$ 2,488,293</b>	<b>\$ 4,300,366</b>	<b>\$ 6,740,338</b>	<b>\$ 6,734,838</b>	<b>\$ (5,500)</b>	<b>-0.1%</b>
<b>Expenditures</b>							
Salaries and Benefits	\$ 1,521,848	\$ 1,758,452	\$ 2,188,851	\$ 2,115,780	\$ 2,115,780	\$ -	0.0%
Contracted Services	1,071,570	897,289	527,207	767,149	680,578	(86,571)	-11.3%
Supplies and Materials	131,490	686,417	443,461	574,500	574,500	-	0.0%
Equipment	59,758	35,367	101,851	3,116,049	3,202,620	86,571	2.8%
Leases	-	2,080	11,695	1,500	1,500	-	0.0%
Other Charges	153,655	130,977	848,798	165,360	165,360	-	0.0%
<b>Total Expenditures</b>	<b>\$ 2,938,320</b>	<b>\$ 3,510,583</b>	<b>\$ 4,121,862</b>	<b>\$ 6,740,338</b>	<b>\$ 6,740,338</b>	<b>\$ -</b>	<b>0.0%</b>
Excess (deficiency) of revenues over expenditures	-	(1,022,290)	178,505	-	(5,500)		
Approved use of Fund balance	-	1,022,290	(178,505)	-	5,500		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





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# INFORMATIONAL



## FY 2026 District Proposed Budget



This section includes the following information:

- I. DISTRICT ENROLLMENT TRENDS
  - i. Enrollment History and Projections by School
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- II. STAFFING TRENDS
  - i. Staffing Formula
  - ii. Staffing Levels
- III. SCHOOLS
  - i. Student Based Budgeting (SBB)
  - ii. SBB Flexibility
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- IV. DEBT RETIREMENT SCHEDULE
- V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE
  - i. Assessed Value and Estimated Actual Value of Taxable Property
  - ii. Impact on Taxpayers
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- VI. TAX RATE TRENDS
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- VII. STATISTICAL AND OTHER INFORMATION
  - i. Income per Capita
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- VIII. DISTRICT PERFORMANCE OBJECTIVES
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- X. POSITION CONTROL AT FUND LEVEL
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- XII. HELPFUL LINKS





## I. DISTRICT ENROLLMENT TRENDS

### i. Enrollment History and Projections by School

School/Building	2021	2022	2023	2024	2025	2026	2027	2028
A. B. Hill ES (1909)	293	348	543	512	443	376	377	378
A. Maceo Walker MS (2003)	796	806	654	688	576	549	551	552
Alcy ES (1970)	874	566	550	644	701	726	728	730
Alton ES (1969)	320	294	-	-	-	-	-	-
American Way MS (2003)	705	697	702	670	632	669	671	673
B.T. Washington HS (1949)	439	459	464	433	443	426	427	428
Barret's Chapel ES (1960)	403	380	324	353	268	260	261	261
Bellevue MS (1928)	598	1,047	548	618	614	606	608	609
Belle Forrest ES	1,017	601	936	886	955	946	949	951
Berclair ES (1953)	598	589	581	574	545	556	558	559
Bethel Grove ES (1932)	168	185	160	200	219	228	229	229
Bolton HS (1960)	620	678	562	725	642	623	625	627
Brownsville Rd ES (1966)	516	484	473	461	470	513	514	516
Bruce ES (1999)	522	530	462	424	442	392	393	394
Caldwell-Guthrie (1998)	-	-	-	-	462	266	267	268
Central HS (1915)	1,431	1,421	1,335	1,313	1,284	1,313	1,317	1,320
Charjean ES (1950)	-	404	-	-	-	-	-	-
Cherokee ES (1951)	429	-	356	372	320	276	277	278
Chickasaw MS (1970)	361	361	297	317	345	319	320	321
Chimneyrock (2011)	878	869	813	833	879	775	777	779
Colonial MS (1954)	1,121	1,100	963	1,026	1,096	1,011	1,014	1,017
Cordova ES (2002)	732	693	672	768	698	747	749	751
Cordova HS (1997)	2,198	2,244	2,028	2,094	2,147	2,191	2,197	2,204
Cordova MS (1993)	788	742	610	612	637	645	646	648
Craigmont HS (1978)	707	726	649	772	981	944	947	949
Craigmont MS (2001)	553	506	453	441	451	484	485	487
Cromwell ES (1963)	457	406	388	387	403	455	456	458
Crump ES (1999)	481	528	563	499	476	536	538	539
Cummings ES (1961)	428	381	275	234	251	379	380	381
Delano ES (1957)	225	247	227	245	272	259	260	260
Dexter K-8	1,134	1,155	1,390	1,444	1,361	1,393	1,397	1,401
Double Tree ES (1977)	368	400	341	342	310	211	212	212
Douglass ES (1964)	441	437	358	479	488	386	387	388
Douglass HS (2008)	612	621	594	651	648	591	593	594
Downtown ES (2003)	684	677	653	693	702	747	749	751
Dunbar ES (1955)	207	219	173	178	178	170	170	171
East HS (1948)	387	615	606	557	622	593	595	596
E.E. Jeter (1949)	506	329	356	377	364	344	345	346
Egypt ES (1964)	458	522	513	485	447	411	412	413
Evans ES (1965)	407	370	395	359	410	416	417	418
Fairley HS (1970)	-	-	-	-	388	470	471	473
Ford Road ES (1952)	475	513	489	502	468	488	489	491
Fox Meadows ES (1965)	491	508	487	403	435	395	396	398
Frayser-Corning Elementary	-	-	339	344	352	320	321	322
Gardenview ES (1967)	298	288	272	231	185	195	196	196
Geeter MS (1961)	657	711	686	555	568	660	662	664
Georgian Hills Elementary	-	-	246	239	221	205	206	206
Georgian Hills MS (1959)	309	296	311	291	240	215	215	216
Germanshire ES (2001)	788	718	660	680	682	627	629	631
Germantown ES (1975)	619	600	557	605	531	504	505	507
Germantown HS (1964)	1,971	1,947	1,765	1,810	1,714	1,654	1,658	1,663
Germantown MS (1979)	799	814	771	708	579	568	570	571



School/Building	2021	2022	2023	2024	2025	2026	2027	2028
Getwell ES (2001)	411	421	439	430	455	494	495	497
Goodlett ES (1964)	808	-	-	-	-	-	-	-
Grahamwood ES (1953)	972	944	886	826	847	828	830	833
Grandview Hts. ES (1953)	358	394	377	348	364	450	451	453
Hamilton HS (1972)	578	625	655	681	573	568	570	571
Hamilton MS (1946)	498	601	597	626	608	615	617	618
Hanley Elementary	-	-	-	547	299	284	285	286
Havenview MS (1960)	768	727	709	682	760	690	692	694
Hawkins Mill ES (1965)	302	286	256	255	294	306	307	308
Hickory Ridge ES (2001)	695	660	663	628	570	530	531	533
Hickory Ridge MS (2001)	852	803	726	808	897	770	772	774
Highland Oaks ES (1993)	817	745	713	730	667	755	757	759
Highland Oaks MS (2009)	589	622	619	611	561	519	520	522
Holmes Road ES (2001)	620	637	557	621	645	558	560	561
Idlewild ES (1903)	515	503	561	610	594	624	626	628
Jackson ES (1957)	303	262	259	270	281	327	328	329
John P. Freeman MS (1973)	630	656	610	543	453	400	401	402
Kate Bond ES (1993)	778	696	689	743	744	655	657	659
Kate Bond MS (2012)	1,122	1,120	1,011	970	972	980	983	986
Keystone ES (1991)	336	381	372	434	324	320	321	322
Kingsbury ES (1959)	517	495	475	430	444	418	419	420
Kingsbury MS (1955)	673	676	587	502	500	522	523	525
Kingsbury HS (1950)	1,332	1,347	1,376	1,304	1,320	1,369	1,372	1,376
Kirby HS (1980)	895	807	829	843	652	653	655	657
Larose ES (1963)	232	187	227	258	284	305	306	307
Levi ES (1992)	406	429	400	392	401	414	415	416
Lowrance K-8 (1995)	841	861	830	877	816	649	650	652
Lucie E. Campbell ES (2002)	483	509	474	567	531	477	478	480
Lucy ES (1921)	352	310	281	282	246	256	257	257
Macon Hall ES (1997)	1,199	1,084	1,036	1,076	1,049	975	978	981
Manassas HS-New (2007)	406	393	307	326	339	326	327	328
Maxine Smith STEAM Academy (2015)	375	364	375	430	440	447	448	450
Melrose HS (1970)	691	752	747	684	660	632	634	636
Mitchell HS (1957,2002)	401	421	377	380	387	343	344	345
Mt. Pisgah Middle (2007)	568	555	629	571	523	502	503	505
Newberry ES (1970)	439	391	340	386	346	371	372	373
Northaven ES (1978)	305	315	299	253	287	285	286	287
Oak Forest ES (1994)	359	388	371	340	339	357	358	359
Oakhaven ES (1957)	530	482	460	525	504	476	477	479
Oakhaven HS (1956)	366	395	379	401	391	365	366	367
Oakhaven MS (1963)	323	322	301	302	279	291	292	293
Oakshire ES (1966)	350	339	383	401	355	398	399	400
Overton HS (1959)	1,260	1,339	1,411	1,453	1,506	1,413	1,416	1,420
Parkway Village (2019)	-	808	783	750	767	822	824	827
Peabody ES (1909)	356	332	318	327	313	281	282	283
Raleigh-Bartlett ES (1976)	477	453	395	386	382	337	338	339
Raleigh-Egypt HS (1969)	548	657	641	698	820	722	724	726
Raleigh-Egypt MS (1969)	464	476	441	521	455	425	426	427



School/Building	2021	2022	2023	2024	2025	2026	2027	2028
Richland ES (1957)	866	802	842	863	868	865	867	870
Ridgeway/Balmoral ES (1970)	308	288	267	236	271	278	279	280
Ridgeway HS (1970)	938	852	813	805	774	627	629	631
Ridgeway MS (2001)	785	784	625	599	489	603	605	606
Riverview MS (1967)	404	404	316	435	630	521	522	524
Riverwood ES (2011)	844	864	861	867	959	919	922	924
Robert R. Church ES (2001)	643	627	497	631	481	517	518	520
Ross ES (1976)	537	545	508	576	535	574	576	577
Rozelle ES (1914)	234	215	188	181	221	214	215	215
Scenic Hills ES (1957)	207	265	268	229	298	350	351	352
Sea Isle ES (1955)	433	413	385	403	399	436	437	438
Shady Grove ES (1962)	386	371	-	-	-	-	-	-
Sharpe ES (1954)	289	286	284	318	280	279	280	281
Sheffield ES (1970)	536	488	508	503	479	334	335	336
Sheffield HS (1966)	511	537	454	490	535	510	511	513
Shelby Oaks ES (1990)	824	739	655	699	702	714	716	718
Sherwood ES (1950)	554	506	479	510	494	480	481	483
Sherwood MS (1957)	773	786	779	667	759	698	700	702
Snowden ES (1909)	1,226	1,272	1,261	1,400	1,276	1,387	1,391	1,395
South Park ES (1998)	453	451	441	443	445	419	420	422
Southwind ES (1990)	616	623	583	579	562	535	537	538
Southwind HS (2007)	1,549	1,463	1,407	1,509	1,639	1,653	1,658	1,662
Springdale ES (1940)	266	272	200	219	196	205	206	206
Treadwell ES (1985)	774	770	736	793	870	935	938	940
Treadwell MS (1948)	602	604	625	641	682	774	776	778
Trezevant HS (1960)	445	512	408	514	736	861	864	866
Vollentine ES (1930)	268	261	299	276	251	229	230	230
Wells Station ES (1954)	710	662	565	566	591	535	537	538
Westhaven ES (1956)	748	750	625	703	633	629	631	633
Westside ES (1952)	337	330	306	328	305	258	259	259
Westwood HS (1958)	345	357	274	298	298	358	359	360
White Station ES (1933)	646	608	602	650	689	683	685	687
White Station HS (1952)	2,035	1,998	1,939	1,791	1,969	2,037	2,042	2,048
White Station MS (1960,2007)	1,259	1,182	1,049	1,058	1,059	1,113	1,116	1,119
Whitehaven ES (1949)	418	400	371	432	392	441	442	443
Whitehaven HS (1931)	1,616	1,522	1,544	1,669	1,482	1,502	1,506	1,510
Whitney Elementary	-	-	206	253	261	260	261	261
William H. Brewster ES (2006)	451	420	396	440	438	483	484	486
Willow Oaks ES (1951)	688	649	644	605	575	600	602	603
Winchester ES (1960)	544	549	376	385	377	287	287	288
Winridge ES (2001)	476	461	448	455	356	390	391	392
Wooddale HS (1967)	606	665	674	656	577	657	659	660
Woodstock Middle (1956)	325	313	266	201	236	231	232	232
<b>Total</b>	<b>84,843</b>	<b>83,865</b>	<b>79,695</b>	<b>81,939</b>	<b>81,858</b>	<b>80,915</b>	<b>81,143</b>	<b>81,372</b>



School/Building	2021	2022	2023	2024	2025	2026	2027	2028
Arrow Academy	89	111	102	95	83	82	87	92
Aspire College Prep Academy (Journey East)	426	426	402	340	382	379	403	429
Aurora Collegiate Academy	327	340	344	323	328	328	349	371
Beacon College Prep	116	125	152	204	293	325	345	367
Believe Memphis Academy	247	387	408	311	401	465	494	526
Circles of Success Learning Academy	229	209	230	218	211	202	215	229
City Girls Prep	141	127	95	84	94	94	100	106
City University School of Independence	14	28	15	14	14	13	14	15
City University School of Liberal Arts	244	254	249	223	197	183	194	207
Compass Binghampton	175	201	223	207	210	205	218	232
Compass Berclair	172	210	233	228	229	236	251	267
Compass Frayser	162	181	208	208	203	209	223	237
Compass Hickory Hill	237	249	268	255	253	248	264	281
Compass Midtown	240	265	307	331	352	381	405	431
Compass Orange Mound	177	200	228	197	186	209	223	237
Crosstown High	399	528	499	470	493	538	572	609
Dubois Elem for Entrepreneurship	331	-	-	-	-	-	-	-
Freedom Prep Academy	1,054	2,189	2,283	2,158	1,929	1,810	1,925	2,048
Freedom Prep Elementary	493	-	-	-	-	-	-	-
Freedom Prep Academy Sherwood	341	-	-	-	-	-	-	-
Granville T. Woods Academy of Innovation	405	403	429	378	374	399	425	452
Grizzlies Academy	341	351	334	338	346	318	338	359
Journey Coleman School	-	-	-	-	611	646	646	646
Journey Northeast Academy	-	-	-	-	-	135	-	-
KIPP Academy at Cypress	1,531	1,695	1,504	1,370	1,078	1,044	1,111	1,182
Kaleidoscope School of Memphis	74	61	-	-	-	-	-	-
Leadership Prep Charter School	346	394	373	417	436	472	502	534
Memphis Academy of Health Sciences MS	278	242	211	-	-	-	-	-
Memphis Academy of Health Sciences HS	448	372	399	-	-	-	-	-
Memphis Academy of Science & Engineering	550	596	538	584	674	697	742	789
Memphis Business Academy ES	304	277	291	267	275	287	305	325
Memphis Business Academy MS	480	481	400	385	423	408	434	462
Memphis Business Academy HS	523	565	573	506	509	533	567	603
Memphis Business Academy Hickory Hill ES	135	109	94	95	138	149	159	169
Memphis Business Academy Hickory Hill MS	89	63	46	52	55	76	80	85
Memphis College Preparatory	265	284	309	254	235	237	252	268
Memphis Delta Preparatory	409	392	420	377	372	344	366	389
Memphis Merit Academy	191	244	247	288	378	444	472	502
Memphis Rise Academy	750	775	788	744	745	777	826	879
Memphis School of Excellence	1,256	1,306	1,468	1,527	1,630	1,744	1,855	1,973
Memphis Stem Elementary	198	292	258	215	232	250	266	283
Perea Elementary	195	320	263	259	362	377	401	426
Power Center Academy	2,253	2,386	2,487	2,503	2,547	2,641	2,809	2,988
Promise Academy	322	319	286	285	254	263	280	298
Soulsville Academy	662	634	702	636	649	664	706	751
Southern Avenue Elementary	375	383	353	333	329	314	334	356
Star Academy	348	304	314	283	358	410	437	464
Tennessee Career Academy						204		
Veritas College Preparatory	178	163	155	144	136	140	149	158
Vision Prep	388	396	392	390	376	389	414	440
Westside Middle School	-	-	-	-	290	293	293	293

**Total Charter School Enrollment**

<b>18,908</b>	<b>19,837</b>	<b>19,879</b>	<b>18,496</b>	<b>19,670</b>	<b>20,563</b>	<b>21,451</b>	<b>22,755</b>
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**District Total Enrollment**

<b>103,751</b>	<b>103,702</b>	<b>99,574</b>	<b>100,435</b>	<b>101,527</b>	<b>101,478</b>	<b>102,593</b>	<b>104,127</b>
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### ii. Enrollment Projection Methodology

Enrollment projections are conducted using a cohort survival methodology. This method involves moving students up from one grade to the next and applying survival ratios to capture an approximate rate of change. Survival ratios are developed using recent trend data to estimate the rate at which a full grade cohort will move from one grade to the next over the course of future years.

Live birth data is used to project kindergarten classes for future years. Birth data, provided by the Memphis and Shelby County Health Department, is available to Memphis-Shelby County Schools by zip code. As with other grades, a survival ratio called the birth-to-kindergarten ratio is developed. Birth-to-kindergarten ratios capture the rate to which births in each zip code will matriculate to kindergarten five years later. Trend data of births versus kindergarten enrollment over the course of several years assists with developing the birth-to-kindergarten ratio.

Classes entering new schools (for example, 6th grade for middle, and 9th grade for high) are estimated by multiplying the total students from zones of feeder schools by a survival ratio developed by examining the likelihood that students from one feeder school will attend the next school in the feeder pattern and the average change in class size from one year to the next for each feeder school. Finally, the percentage of students who may attend from outside of the feeder school boundaries are added to the total to account for transfers.

Cohort survival enrollment projection methodology is the most common process for forecasting future school enrollment. This method is used by many school districts across the country, including some of the largest. New York City, Los Angeles, Chicago and Broward County, Florida are examples of school districts that employ this method. In fact, it is recommended for use by the New York State Education Department.

Use of the cohort analysis model began in the 1950s. However, in the 1970s, school districts began to commonly use this method. Many municipalities and regional governments use cohort survival analysis to forecast population for their respective political geographies.

Benefits to using cohort survival methodology are:

- It is relatively easy to use.
- The method can account for numerous factors (such as migration, retention, population flux, dropouts, failures, etc.).
- It normally demonstrates a high degree of short-term accuracy.

Drawbacks of the methodology are:

- Accuracy is lessened in areas of instability since it assumes the future will be like the past.
- It does not account for single, critical events (e.g., a major employer closing).
- Forecasts beyond five years are less reliable than more short-term periods of time.



## II. STAFFING TRENDS

### i. Staffing Formula

Below and on the following page are the District's school staffing formulas for the school year 2025-26. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

#### *Classroom Teacher Allocations*

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 - 5	1:24.75
6 - 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 - 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

Based on the state average and maximum class size requirements, the District utilizes a smaller student-to-teacher ratio. The chart below reflects the state requirements.

#### State of Tennessee Class Size Requirements

Grade Level	Education Improvement Act Average	Education Improvement Act Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

Source: <https://www.tn.gov/assets/entities/tacir/attachments/InfraAppendixF.pdf>



## ii. Staffing Levels

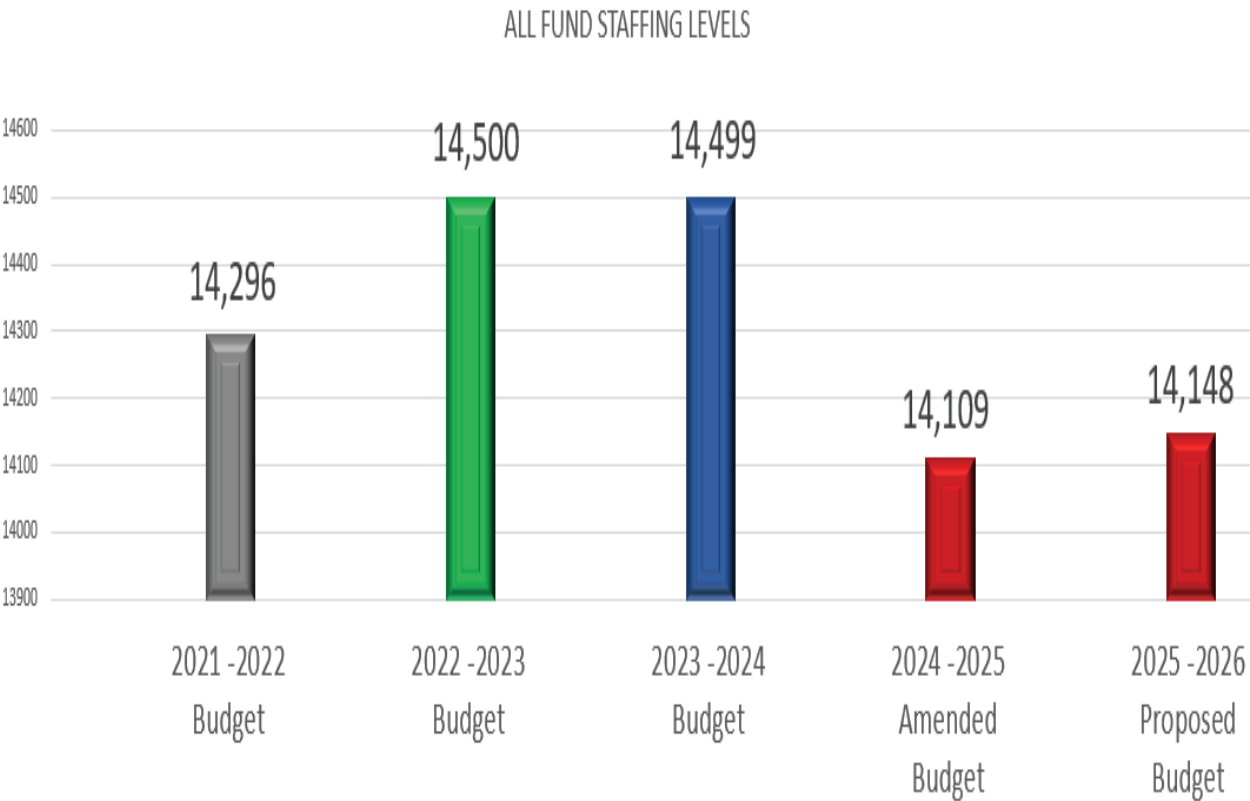
For fiscal year 2025-26, the District has a budget of 14,148 positions, as noted in the graphic below. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 56% of the District's expenditure for the All-Funds budget and 64% of the General Fund budget. The District projects a net increase of 39 positions in All Funds for fiscal year 2025-26. The increase is driven by the increase of Mobile Security Officer, Concrete and Asphalt, Preventative Maintenance Technician, and Classroom Teacher positions.

	2021 -2022	2022 -2023	2023 -2024	2024 -2025	2025 -2026	FY 2025 FY 2025 Amended Budget vs FY 2026 Proposed Budget	FY 2025 Amended Budget vs FY 2026 Proposed Budget
Full-Time Employees	Actual Budget	Actual Budget	Actual Budget	Amended Budget	Proposed Budget	Proposed Budget	Proposed Budget
Officials/Administration/Management	316	339	353	261	258	(3)	-1.1%
Principals	155	154	156	157	157	-	0.0%
Assistant Principals, Non-Teachers	207	218	224	260	245	(15)	-5.8%
Elementary Classroom Teachers	2,219	2,227	2,213	2,185	2,201	16	0.7%
Secondary Classroom Teachers	1,770	1,797	1,708	1,807	1,819	12	0.7%
Other Classroom Teachers	2,307	2,027	2,234	2,261	2,227	(34)	-1.5%
Guidance	278	287	282	289	289	-	0.0%
Psychological	70	68	68	66	66	-	0.0%
Librarian/Audio/Visual	130	133	131	132	133	1	0.8%
Consultants/Supervisors	169	188	192	241	253	12	5.0%
Other Professional	1,079	1,207	1,315	1,082	1,083	1	0.1%
Teachers' Aides	2,748	3,008	2,577	2,444	2,434	(10)	-0.4%
Technicians	137	135	127	125	126	1	0.8%
Clerical/Secretarial	690	714	715	652	649	(3)	-0.5%
Service Workers	1,605	1,610	1,800	1,738	1,778	40	2.3%
Skilled Crafts	117	116	127	128	148	20	15.6%
Laborers Unskilled	276	242	248	255	256	1	0.4%
Professional Instructional	1	1	1	1	1	-	0.0%
All Other	22	29	28	25	25	-	0.0%
<b>Total</b>	<b>14,296</b>	<b>14,500</b>	<b>14,499</b>	<b>14,109</b>	<b>14,148</b>	<b>39</b>	<b>0.3%</b>
<b>Total Full-Time Staff</b>	<b>14,296</b>	<b>14,500</b>	<b>14,499</b>	<b>14,109</b>	<b>14,148</b>	<b>39</b>	<b>0.3%</b>

\*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EE0-5) Report

All Funds Staffing Levels



The chart above reports on the District All Funds budgeted staffing levels for fiscal years 2022 through 2026. Budget Center Managers are responsible for restricting expenditures to remain within the allocated budget.





### III. SCHOOLS

This section includes the following information:

- i. Student Based Budgeting (SBB)
- ii. SBB Flexibility
- iii. Guide on Understanding School Level Information and School Data

Conventional practices tend to be focused on the District, compliance, and program fidelity. Conversely, strategic budgeting practices link resources to academic goals, ensure resources are used to improve student learning, and meet students' needs. Strategic budgeting practices track whether and how resources are used to improve academic achievement. Memphis-Shelby County Schools is providing school leaders with strategic budgeting practices and tools to improve student learning and meet students' needs. These practices are critical to achieving the District's Academic goals and strategic priorities. These practices will equip school leaders with decision-making guidance to achieve high academic achievement with greater school decision flexibility and will enable school leaders to produce high-quality options throughout the District. MSCS Vision serves as our north star. The Academic Strategic Goals and Priorities outline what is needed to realize our vision. Our Theory of Action (Managed Performance Empowerment) establishes a method to fulfill our academic strategic goals and priorities.



As an enabler of our Theory of Action, MSCS launched Student Based Budgeting (SBB) to provide funding equity to students regardless of their zip codes, provide proven school leaders with greater flexibility for their academic goals, and foster high levels of innovation and continued success across the District in school year 2018-19.

#### i. Student Based Budgeting (SBB)

In the school year 2018-19, MSCS implemented two initiatives – Strategic School Design and Student Based Budgeting (SBB). Both initiatives will serve as a mechanism to create more equity, transparency, and flexibility. Student Based Budgeting and school redesign are major levers to transform the District into a nationally recognized model for educational innovation and effectiveness. Student Based Budgeting provides the equitable distribution of funds based upon student enrollment and need.

SBB is a funding model that allocates dollars (instead of staff) to schools based on the number of students enrolled. The model is weighted using objective, measurable facts about each individual student that drives education costs. In simpler terms, with SBB, dollars follow the student and are based on each student's needs. Furthermore, schools may be able to earn more flexibility in deciding what to do with those funds once they reach the school. We believe that schools will work from similar starting points to build increasingly diverse and customized academic plans. The purpose of a school's budget, then, is to support and reflect its academic plan.



### *SBB Methodology & Policies*

In one sense, Student Based Budgeting is very simple: the money follows the student, period. But while this basic principle drives almost every aspect of our new school funding system, there are a handful of other details needed to fully understand how SBB works. In this section, a complete explanation of how Student Based Budgeting works in Memphis-Shelby County Schools will be provided.

### *SBB Pool vs. Non-SBB Pool (a.k.a. Locked and Special Fund Allocations)*

SBB is the District’s primary mechanism for allocating resources to schools, but it is not the only method. Each school will receive most of its dollars through Student Based Budgeting; empowered schools will have discretion to spend those dollars within a set of boundaries and non-empowered schools will use those dollars to purchase their staffing allocations dictated by district staffing ratios. In addition, as in the past, each school will also receive an additional set of staff Full Time Equivalents (FTEs) and supplies according to the District’s objectives (a.k.a. Locked Allocations) and may receive certain grant dollars (e.g., Title I, SIG Grant) according to the terms of the grant (a.k.a. Special Fund Allocations).

**SBB Pool:** The total dollar sum that goes directly through Student-Based Budgeting is known as the **SBB Pool**. How big is the pool? It is the sum of all the resources that schools are responsible for budgeting.

*For example, if schools were only responsible for budgeting for teachers, secretaries, and pencils, and the total cost of teacher compensation was \$150M, secretaries \$15M, and pencils \$100K, the size of the SBB Pool would be \$150M + \$15M + \$100K = \$161.1M.*

Based on the set of resources that schools will budget in school year 2024-25, the size of the pool is \$418 million. Later in this section, more details on which resources are allocated and managed by schools and what makes up the SBB will be shared.

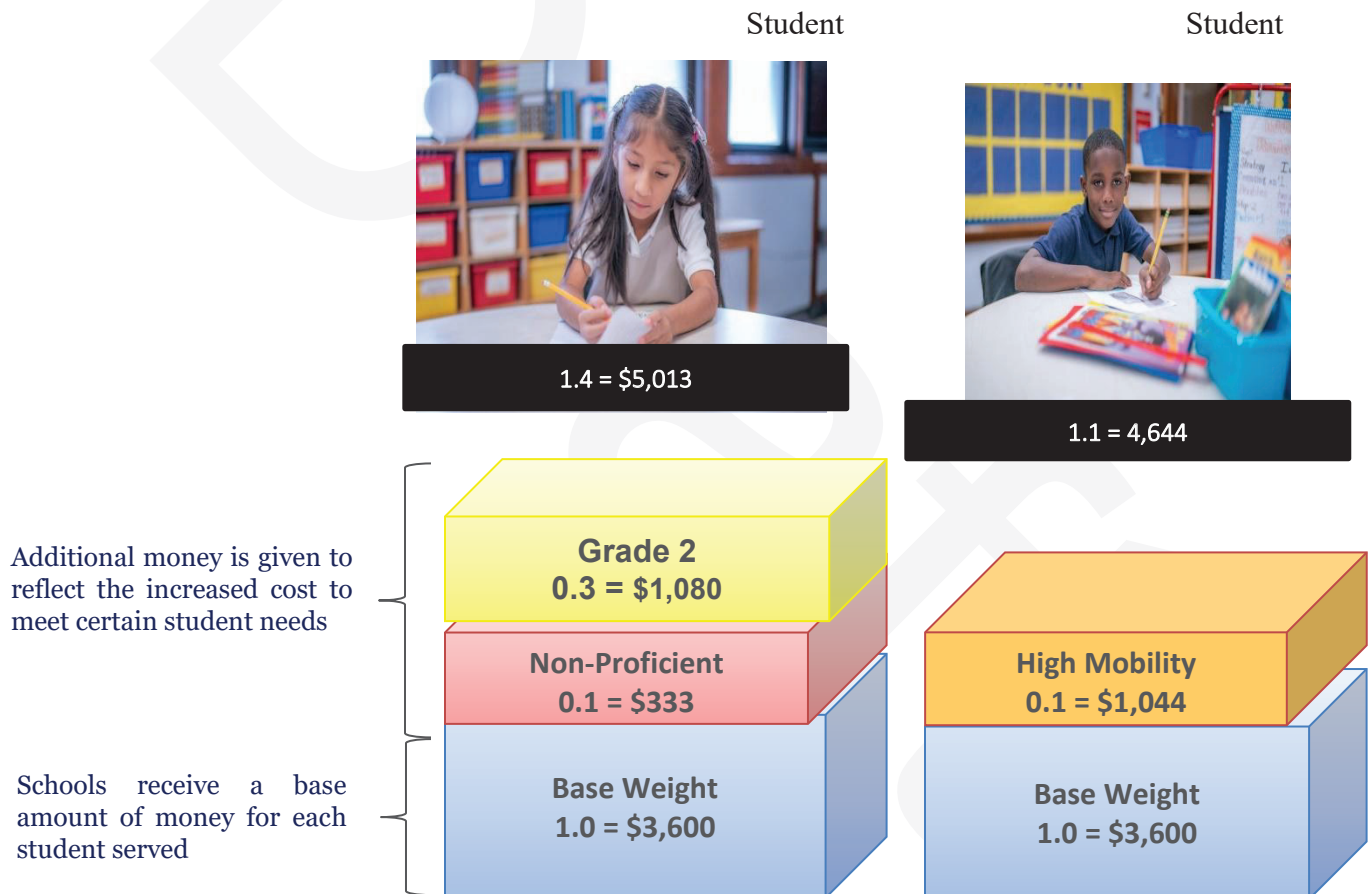
**Special Fund Allocations:** As in previous years, schools will continue to receive some dollars from state and federal grants (e.g., Title I Allocations, SIG Grants, etc.). These dollars are considered “outside of the pool” and do not “follow the student,” but schools often do have control over spending them, depending on the terms of the grant. Schools have the flexibility to seek additional grants.

**Locked Allocations:** As in previous years, schools will receive certain staff FTEs, equipment, and materials according to the District’s support plan (e.g., social workers, special education staff, etc.). Those staff, equipment, and materials that schools are not responsible for budgeting will be allocated to buildings according to the decisions made by their department.

Type of Resource	In the SBB Pool?	Follows the student?	Empowered schools choose how to spend?
<b>SBB Pool Dollars</b>	Yes	Yes	Yes
<b>Special Fund Allocations</b>	No	Depends on the grant terms	Sometimes
<b>Locked Allocations</b>	No	No	No

**Weight Characteristics and Amounts:** The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking the \$448 million in the FY25-26 SBB Pool, dividing by 80,915 students, and sending \$5,545 to each school for every single student on its roster. But a key piece of our strategy is the belief that it costs a different amount of money to provide an appropriate education for different types of students. Although all students meet baseline funding, additional funds must meet qualifying criteria. SBB rubric indicating objective measurable criteria are used to target more resources for certain students who may need more help to learn. Therefore, more resources are provided to the schools with exceptional populations. These dollars are assigned as *categorical weights*.

SBB funding starts with all schools receiving money on behalf of each student which is the sum of the “base weight”—an amount that each student receives—plus special categorical weights for which each student qualifies. In the example below, both students receive the base weight, and each receives a different set of need weights according to their respective attributes.





A set of student characteristics are recommended that the District should prioritize in directing extra resources to the highest need schools. MSCS looks for characteristics that were:

- **Relevant:** The characteristic must represent a real student need that demands more resources to educate.
- **Measurable:** The characteristic must be indisputably and objectively measurable, so we can all agree on which students qualify for it.
- **Student-Based:** The characteristic must be linked to an individual student, not a school's decisions, such that any student will trigger the same funding level regardless of which school he or she attends. For this reason, the District chose "incoming" student characteristics (*e.g., 8<sup>th</sup> grade performance for HS students*) when possible.

Here are the characteristics chosen for the District's SBB formula in **2024-25**

Student Need	Rationale
<b>Base Weight</b>	Base Weight-- \$3,600 for all K12 General Education Setting Students <ul style="list-style-type: none"><li>• Students with Disabilities (SWD) Increment-- \$825 or 0.24 for all SWD self-contained students -- These students do not receive the full base weight because their instructional resources are locked. This means that schools will continue to receive Special Ed teachers/TAs from the Special Ed department, and these students only need an "incremental" amount to cover their share of the school's administrative, operational, and other schoolwide services.</li></ul>
<b><u>Grade Weight:</u></b> <b>K-5 with emphasis on K-2</b>	Grade Level-- \$1,080 or 0.3 for K-2, \$720 or 0.2 for 3-5 <ul style="list-style-type: none"><li>• Based on the resources that have been unlocked to schools, ES need a slightly higher weight to cover their lower-class size requirements. Additionally, many of the locked resources (i.e., athletics, CTE, security, custodial, etc.) are places where Secondary schools are likely to get a higher share than Elementary schools.</li><li>• K-2 is weighted more because literacy is a critical district focus area and highly predictive of future outcomes.</li></ul> <u>DATA USED:</u> 24/25 Projected enrollments by grade
<b><i>Incoming Student Performance (High and Low)</i></b>	Incoming student performance (high and low) – \$360 or 0.1 <ul style="list-style-type: none"><li>• Student performance is one of the most important indicators of student need at a school.</li><li>• Note that this will be calculated as a percentage of proficiency in ELA and Math for each school.</li><li>• <u>DATA USED:</u></li><li>• These are counts of exams and proficiency levels for students that took the TCAP/EOC exams in Spring 2023. If a student took multiple exams in the same subject area (e.g., Algebra I and Geometry), they would be counted separately for each exam taken.</li><li>• These are counts for all valid exams taken in Spring 2023 across all students in all schools in all grades.</li></ul>





**Student  
Mobility**

- Mobility – \$1,044 or 0.29
- Schools with highly mobile populations have greater levels of need. We will weight mobility instead of poverty because mobility is highly correlated to poverty but provides a more nuanced look at need.
- DATA USED: Mobility rate (defined by # of students who transferred into the school after 40th day divided by # of students who ever attended the school, excluding students who attended for less than 1 week) calculated using year-end SY23/24 data.

**English  
Language  
Learner**

- ELL - \$90 or .03 (please note that you will continue to receive ELL resources (e.g. ESL Teachers) outside of SBB. This small weight is meant to alleviate imperfections in the measurement of poverty for the poverty weight).
- DATA USED: The EL data includes students whose ELL data in PowerSchool indicate they are “L” or “W”

**Poverty**

- Direct Certified - \$360 or .10
- DATA USED: The number of students eligible for the Poverty weight is calculated using the 2023-24 Direct Certified %

*Enrollment Projections and Fall Adjustments*

Since school-by-school enrollment cannot be measured until the beginning of the school year but budget planning must begin the previous winter, we rely on *projected* enrollment figures to apply the student weights and generate school budgets. The District puts a high premium on accurate projection numbers to give schools accurate preliminary budgets and enable targeted planning. But since it is nearly impossible to project school enrollments perfectly many months in advance, the District has also developed a policy for adjusting school budgets in a similar manner to how adjustments currently occur in the fall.

*Baseline Services and Baseline Supplement*

Pursuant to the resource flexibility guidelines listed in this document, empowered schools have significant flexibility over what resources they choose to purchase. Outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools what to buy. Nonetheless, the District is committed to ensuring that, *should they choose*, schools have enough money to purchase a standard set of resources that has traditionally been present in most MSCS schools. We refer to that standard set of resources as “baseline services.” It is the minimum set of services that the SBB allocation will provide for all schools, regardless of their size and student characteristics. If a school’s initial SBB allocation (i.e., student enrollment multiplied by student weights) is not sufficient to pay for these services, the District will add money to the school’s allocation, bringing it up to the baseline. The Finance Department will hold a reserve from the SBB Pool sufficient to cover this “baseline supplement.” Very small schools are those most likely to fall short of being able to afford “baseline services” on their own, so the resources listed below should be considered appropriate in the context of a small school (<300 students). Resources that schools are not responsible for paying for are not included in “baseline services;” see resource flexibility section for more detail on which resources schools are responsible for paying.



Note that in the charts below, FTE means Full Time Equivalent.

Position / Service	Grades K-8	Grades 9-12	Source
<b>General Education Teachers</b>	K-3rd: 20:1 4th-6th: 25:1 7th-8th: 30:1	30:1	TN Class Size Requirement
<b>Physical Ed. Teachers</b>	K-4th: 350:1 5th-6th: 265:1 7th-8th: N/A	N/A	Tennessee State Minimum Requirements
<b>Art &amp; Music Teachers</b>	K-6th: 525:1 7th-8th: N/A	N/A	Tennessee State Minimum Requirements
<b>Assistant Principals</b>	1 FTE: 550 to 1,099 1.5 FTE: 1,100 to 1,319 2 FTE: 1,320+	1 FTE: 1 to 649 2 FTE: 650 to 1,249 3 FTE: 1,250 to 1,499 4 FTE: 1,500 to 1,749 5 FTE: 1,750+	K-8th: SCS Staffing Formula* 9th-12th: SCS Staffing Formula**
<b>Librarians</b>	0.5 FTE: 1 to 264 1 FTE: 265+	0.5 FTE: 1 to 299 1 FTE: 300 to 999 2 FTE: 1,000 to 2,249 3 FTE: 2,250 to 3,000	Tennessee State Minimum Requirements
<b>Clerical Assistants</b>	0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every additional 375 students		Tennessee State Minimum Requirements
<b>Financial Secretaries</b>	1 per school		District Requirement
<b>Substitute Teachers</b>	\$45.78 per pupil (pp)		FY19 Short-term sub budget pp
<b>Instructional Supplies</b>	\$300 per teacher		District Requirement
<b>Guidance Counselor</b>	K-5th: 1:500 6th-12th: 1:350		TN SBOE Requirement



### *MSCS Staffing Supplement*

To ease the transition to Student Based Budgeting, in the first year of implementation (School Year or SY2018-19), MSCS ensured that all schools received the amount of funds equivalent to what they would have received under SY18-19 Staffing Ratios. If a school's initial SBB allocation AND baseline supplement were not sufficient to pay for these services, the District added additional money to the school's allocation, bringing it up to the amount required to repurchase MSCS SY17-18 staffing allocations associated with the SBB Pool. The Finance department held a reserve from the SBB Pool sufficient to cover this "MSCS Staffing Supplement." Again, outside of the guidelines outlined in the resource flexibility section, the District will not instruct empowered schools on what to buy.

### *Transition Hold Harmless Policy*

Student Based Budgeting is a very different method of allocating resources than the staffing allocation-based method that MSCS used in prior years. Prior to SBB, there was significant unplanned variation among different schools' per-pupil levels of funding. Small schools tended to receive more (per-pupil) than large schools; underutilized schools tended to receive more than those filled to capacity; and some schools simply received more because of years-old staffing decisions. Excluding temporary SIG grants, schools with higher student need did not necessarily receive more. Under SBB, a more equitable distribution of resources is offered in which all schools are funded at a similar level to one another (on a per-pupil basis), with remaining differences directly tied to differences in student needs.

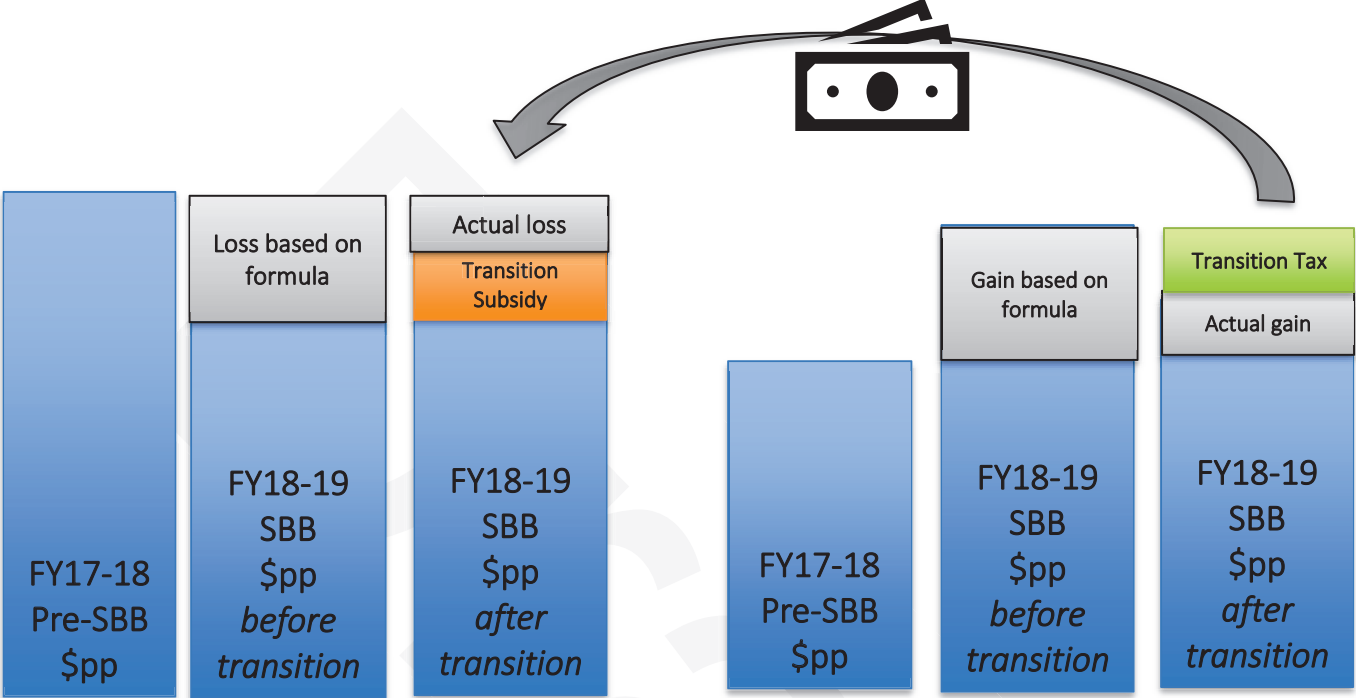
This equitable distribution means, of course, that some schools will receive more than they did in prior years, while others will receive less. In the long term, the District is confident that this new method of apportioning resources will be effective and fair. In the short term, the District will take caution to ensure that schools do not experience swings in funding so dramatic as to disrupt the learning environments that teachers and staff build upon each year. MSCS's transition into SBB includes a **soft-landing** policy by which no school can gain more than 9% or lose more than 8% year over year (excluding special circumstances i.e., changes to a school's capacity, enrollment implications due to rezoning, changes to grade bands served.)





For example, a school may receive a “transition subsidy” provisioning supplemental funds through SBB. Alternatively, a school may be charged a “transition tax” levied so that the District may temporarily subsidize schools losing funds under SBB.

Example of transition hold-harmless policy on two schools:



**School A** was overfunded relative to its enrollment/student need profile, so it will lose money in shift to SBB.

In FY18-19, it will receive a “transition subsidy” to limit its loss is not greater than 8%

**School B** was underfunded relative to its enrollment/student need profile, so it will gain money in shift to SBB.

In FY18-19, it will only experience a maximum gain of 9.0% because it will need to pay a “transition tax” to allow the District to subsidize all the “transition awards” at losing schools.

Q&A: Enrollment and Transition Policy under SBB

How does enrollment impact my budget?

MSCS is anticipating an increase in enrollment next year. Because overall enrollment is increasing, the District’s overall funding is increasing and as a result, schools with increasing enrollment will likely see an increase in their funding. Assuming funding generated based on student characteristics remains relatively consistent.

**KEY TAKEAWAY:** Schools with declining enrollment will see a decrease in their funding that has nothing to do with the transition to SBB. They are losing this money due to enrollment changes NOT due to SBB funding changes.



**But what about the Transition Policy? Isn't there a loss limit or gain limit?**

Yes, but MSCS is only capping the losses and gains that come from the transition to SBB. MSCS does not cap gains and losses due to changes in a school's enrollment. The -8%/+9.0% caps are calculated on a dollar per pupil (\$pp basis) and not on a total \$ basis, to isolate the change due to transition to SBB.

<b>SBB Transition Gain Cap</b>	+9.0% on a \$pp basis
<b>SBB Transition Loss Cap</b>	Lesser of -8% on a \$pp basis

So, for example, in School A who is losing money under the SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000 pp
<b>SY18-19 SBB Allocations \$pp</b>	\$4,500 pp
<b>If no loss limit existed, School A would experience a loss due to the transition to SBB of ....</b>	-\$500 pp or -10% loss on \$pp basis
<b>But with the MSCS transition policy, School A's loss is limited to 2.5% ....</b>	School A will receive a "transition subsidy" of \$175,000 to limits its losses to just -\$150pp or -3% loss on \$pp basis

In School B who is gaining money under the SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000 pp
<b>SY18-19 SBB Allocations \$pp</b>	\$5,500 pp
<b>If no gain limit existed, School A would experience a gain due to the transition to SBB of ....</b>	+\$500 pp or +10% gain on \$pp basis
<b>But with the MSCS transition policy, School A's gain is capped at 7.0% ...</b>	School B will pay a "transition tax" of \$150,000 to cap its gains at +\$450pp or +9.0% gain on \$pp basis.

**Why am I paying a "transition tax" or receiving a "transition subsidy"?**

The transition policy is another policy to ensure stability in the transition to SBB. Under the transition policy, schools will not gain or lose more than a certain % on a \$pp basis in Year 1. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.

**If you are receiving a transition subsidy**, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.

**If you are paying a transition tax**, this means that your school is supposed to gain more under SBB, but your gain is capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools to limit their losses.

**How does this all come together?**

There are a few potential scenarios that your school could fall into:

School A: Increasing enrollment + gaining under SBB

<b>1. Change due to Enrollment</b>	<b>+5%</b>	School A's enrollment is increasing, and its funding is increasing under SBB because it has higher levels of student need relative to other schools in the District. This means School A will experience an increase in overall school funding.
<b>2. Change due to SBB Transition</b>	<b>+5%</b>	
<b>= Total Change to Budget</b>	<b>+10%</b>	

School B: Increasing enrollment + losing under SBB

<b>1. Change due to Enrollment</b>	<b>+5%</b>	School B's enrollment is increasing but its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District.
<b>2. Change due to SBB Transition</b>	<b>-3%</b>	
<b>= Total Change to Budget</b>	<b>+2%</b>	The overall school funding will depend on the relative size of the two factors. In School B, the impact of the change due to Enrollment is greater than the change due to SBB transition, so it will experience a net increase overall.

School C: decreasing enrollment + gaining under SBB

<b>1. Change due to Enrollment</b>	<b>-10%</b>	School C's enrollment is decreasing but its funding is increasing under SBB because it has higher levels of student need relative to other schools in the District.
<b>2. Change due to SBB Transition</b>	<b>+5%</b>	
<b>= Total Change to Budget</b>	<b>-5%</b>	The overall school funding will depend on the relative size of the two factors. School C is losing significant enrollment, so although it does gain under SBB, it's not enough to offset the impact of the budget change due to enrollment.

School D: decreasing enrollment + losing under SBB

<b>1. Change due to Enrollment</b>	<b>-5%</b>	School D's enrollment is decreasing, and its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District. This means School D will experience a decrease in overall school funding.
<b>2. Change due to SBB Transition</b>	<b>-2.5%</b>	
<b>= Total Change to Budget</b>	<b>-7.5%</b>	

School E: no enrollment change + losing under SBB

<b>1. Change due to Enrollment</b>	<b>0%</b>	School E's enrollment is not changing, and its funding is decreasing under SBB because it has lower levels of student need relative to other schools in the District. This means School E will experience a decrease in overall school funding that is entirely due to the SBB formula.
<b>2. Change due to SBB Transition</b>	<b>-2.5%</b>	
<b>= Total Change to Budget</b>	<b>-2.5%</b>	

**Average Salary & Benefits – SBB Pool Only**

Salaries and benefits are calculated based on a District-wide average by position type. Salaries and benefits are not adjusted based on the actual person occupying the position. Therefore, schools are not penalized for higher salaries and schools cannot recoup funds for employees with a salary that is lower than the average salary. Similarly, schools will not recoup any portion of a position's benefits including employees not receiving benefits.

<b><i>Position Title (SBB Pool Only)</i></b>	<b><i>Avg. Compensation used for Budgeting*</i></b>
<b>Classroom Teacher (General Ed)</b>	<b>\$86,335</b>
<b>Assistant Principal</b>	<b>\$125,014</b>
<b>Librarian</b>	<b>\$94,553</b>
<b>Educational Assistant (General Ed)</b>	<b>\$32,095</b>
<b>Financial Secretary</b>	<b>\$65,923</b>
<b>Clerical Assistant</b>	<b>\$50,077</b>
<b>In-School Suspension Assistant</b>	<b>\$32,640</b>
<b>Interventionist</b>	<b>\$89,602</b>
<b>Instructional Facilitator</b>	<b>\$94,757</b>
<b>Graduation Coach</b>	<b>\$92,572</b>
<b>Study Hall Monitor</b>	<b>\$32,617</b>

*\*Note: The District will continue to budget Title I allocations with actual salaries and benefits.*

**ii. SBB Flexibility**

During school year 2019-20, MSCS instituted school-based flexibility. All schools began making decisions around their Strategic School Design Plans to meet the needs of their students. MSCS will phase-in flexibility for school leaders. Schools have been categorized into three groups: Cohorts, Early Adopters, and Traditional Schools. The level of flexibility school leaders receive will depend upon their group. Cohorts and Early Adopters will receive enhanced autonomy. Traditional schools will receive limited or restricted autonomy.

**Guardrails (or Basic Expectations)**

Regardless of the level of flexibility received, all schools must first demonstrate evidence that they are implementing the curriculum with 100% fidelity. School plans should firstly be based on resource decisions aligned with building an Instructional Leadership Team (ILT) whose members have proven expertise in the content area they support and ensuring that teachers have sufficient time for shared content and grade teams to learn and collaborate. Principals must utilize the ILT to develop effective collaborative lesson plans and to participate in the development of Cycles of Professional Learning. In addition, principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In addition to these baseline guardrails, Early adopters, and Cohort principals with their Network Leaders are expected to focus on securing expert support for Cycles of Professional Learning and Cycles of Observation and Coaching. They are also expected to ensure sufficient time exists for collaborative planning in PLCs (90 minutes per grade or content area weekly).



### Traditional School Flexibility

Traditional schools will have baseline flexibilities within the goal of implementing the curriculum with full fidelity. Traditional schools may make cost neutral trades in positions (e.g. an extra teacher in lieu of a librarian). These changes should be adopted during their Strategic Budget Session and discussed and approved by the academic and finance teams. If extra funds remain above the school's staffing plan, principals must provide justifications and alignment to their 60-day plan to apply their resources to the following list.

Level 1	Traditional Schools in Good Standing	Priority Schools/Critical Focus Schools
Trade-Offs	<ul style="list-style-type: none"> <li>Part-time staff</li> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension (ISS)</li> <li>Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Part-time staff</li> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension (ISS)</li> <li>Educational Assistants</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>Substitute Budget</li> <li>Technology (with Chief Information Officer or CIO approval)</li> </ul>	<ul style="list-style-type: none"> <li>Substitute Budget</li> <li>Technology (with CIO approval)</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>
Supports	<ul style="list-style-type: none"> <li>Support for Intervention – Tier II and Tier III students (Teacher Assistants)</li> <li>Support for Before and After School Tutoring (with additional small group supports for accountability subgroups - ELL, SWD)</li> <li>Part-time Clerical Assistant for attendance only to address COOS</li> </ul>	<ul style="list-style-type: none"> <li>Support – Teacher on</li> <li>Assignment to support the process</li> <li>End of Course Support – Teacher Assistant</li> <li>Parental engagement</li> <li>Staffing bonuses</li> <li>ACT Prep teacher allocated to address Ready Graduate Indicator</li> <li>Full-time Family Specialist to address children out of school. The rates at many of these schools are significantly above the district average</li> <li>World -class instructional design and assessment prep materials/ tutoring hours for ELL students</li> <li>Teacher-on-Assignment to assist with culture/climate issues</li> </ul>
Extra Funds Available	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Assistants</li> <li>Assistant Principals</li> <li>Study Hall Monitor</li> <li>ISS Assistant</li> <li>Behavioral Specialist</li> <li>Part-time Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Teacher Assistants</li> <li>Assistant Principals</li> <li>Study Hall Monitor</li> <li>ISS Assistant</li> <li>Behavioral Specialist</li> <li>Part-time Teachers</li> </ul>





Traditional schools must also meet baseline guardrail guidelines to implement the curriculum with 100% fidelity. School plans must show evidence to support a strong ILT, how the ILT develops effective collaborative lesson plans and how the ILT participates in the development of Cycles of Professional Learning. Principals should utilize Instructional Practice Guides during informal observations to provide richer feedback and plan development for teachers.

In keeping with the strategic focus of the District and expressed in the design sessions, schools can use their flexibility to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. In the next chart are examples of the flexibility available to the principal if additional resources are available.

Level 2	Flexibility
Trade-Offs	<ul style="list-style-type: none"> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension</li> <li>Educational Assistants</li> </ul>
Supports	<ul style="list-style-type: none"> <li>Support to improve GOOD FIRST TEACHING</li> <li>Support for Tier II and Tier III students (Teachers, TAs)</li> <li>Wrap-Around Services for High Schools (ACT Tutoring –1/2 credit)</li> <li>Support for Collaborative Planning</li> <li>Support for Parent Engagement (Parent Liaison, Parent Specialist, etc.)</li> <li>Stipends for additional support to support academics</li> <li>Administrative support</li> <li>EOC support</li> <li>Funds to support Speakers, field trips to improve Social Emotional Learning</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>Substitute Budget</li> </ul>
Special Fund Allocations	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>
Level 2	Cohorts
Personnel	<ul style="list-style-type: none"> <li>Create new positions</li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM</li> </ul>
Supplemental Materials	<ul style="list-style-type: none"> <li>Criteria for selecting: Retention of teachers, ILT rating, 2-year trend of TVASS 4 or 5, 3.5 or higher on TEAM, or Assistant Superintendent's recommendations</li> </ul>

Schools must also meet baseline guardrail guidelines and must show evidence of securing expert support for Cycles of PLC of Observation and Coaching and ensuring sufficient time for collaborative planning in PLCs.

Examples of resource options that support expert support and collaborative planning time are as follows:

#### Expert support

- School purchases a literacy specialist position to coach teachers and facilitate ELA PLCs (the ILD previously had an AP with science experience and a PLC coach with math experience; there were no other coaches)
- School exchanges current Assistant Principal position for an instructional leadership position that is targeted to address ELA or math needs.
- School purchases an additional math teaching position to provide two math lead teachers release time to coach teachers, model lessons, and support PLC meeting, planning and facilitation.

#### Collaborative planning time

- School purchases additional instructional aide positions to cover lunch so that recess time can be added adjacent to weekly collaborative planning time. Additionally, instructional aides can be used to provide support at other times during day, provided that instructional time is preserved, to free teachers for planning.
- School purchases additional support position(s) to double supports one day per week for all or targeted grades or content areas so that teachers have a double planning block.
- School purchases time for substitutes to cover classes for two grades or content areas on Fridays every three weeks for 160 consecutive minutes. This time, which teams receive on a rotating basis, added to the 45 minutes per week of regular collaborative planning time equals an average of 90 minutes per week for deep collaborative planning time.
- One of the PLC coaches, Assistant Principals, or other full-time non-teaching position is transformed to a half-time teaching position, thereby enabling changes to the schedule.



### iii. Guide on Understanding School Level Information and School Data

To provide greater transparency of school level spending, the District is providing detailed information of how funds are allocated to individual schools. The District has expanded the level of detailed information provided for school level budgets. This is a continuation of the process started in previous fiscal years. The following pages contain school level information for each school such as academic progress measures, facility details, socio-economic indicators of our students, budgeted school-based position allocations, General Fund and Federal Fund grant allocations.

The school-level information provided is intended to provide an overview of the trajectory of individual schools over the past three years and provide details for projected budgets for the coming year. When reviewing school level details, it is important to note that the information provided includes actual results and data from school years 2022-2023 and 2023-2024, budget data from school year 2024-2025, as well as the proposed budgets for the upcoming 2025-2026 school year. Actual staffing, enrollment, and spending at the school level for the actual 2024-25 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between the school years 2024-2025 and 2025-2026 is not the actual year-over-year impact of financials or staffing by school. In future years, the District will continue to provide actual data as it becomes available.





Below are definitions and details for school level data.

### Staffing Laws

**Teachers** - TN State Board of Education has established rules related to class size for K-12 grades in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.03 Administration of Schools, Requirement B (3)). According to these rules, local boards of education shall have policies providing for class sizes in grades kindergarten through twelve (K-12) as follows:

Grade Level	Average	Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

The average class size for a grade-level unit (e.g., K-3) shall not exceed the stated average, although individual classes within that grade-level unit may exceed the average. No class shall exceed the prescribed maximum size. Class size limits may be exceeded in such areas as typewriting, instrumental, and vocal music classes, provided that the effectiveness of the instructional program in these areas is not impaired.

H.B. 1569 enables any local education agency in the state to use the career academy or smaller learning community model to extend CTE class sizes in grades 9-12 through a waiver from the commissioner of education. Even with the waiver, CTE class sizes will not exceed the maximum class size set for general education classes in grades 7-12.

**Guidance Counselors** – for school year 2024-25, the TN State Board of Education’s School Counseling Model & Standards Policy (5.103) will be effective. TN State Board of Education has recommended current student-to-counselor ratios as calculated in the TN State Board of Education’s School Counseling Model formula as follows:

- Elementary (grades K – 5): 500:1
- Secondary (grades 6 – 12): 350:1

Recognizing the need for school counseling support, MSCS will use these ratios for guidance counselors.

### MSCS Staffing Formulas

Below are the District’s school staffing formulas for school year 2024-25. These staffing formulas are adhered to closely except for smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

### ***Classroom Teacher Allocations***

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 – 5	1:24.75
6 – 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 – 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)





Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

### ***Assistant Principal Allocations***

#### *Elementary*

Enrollment	Assistant Principal Allocation
1 – 549	0
550 – 1,099	1
= or > 1,110	2

#### *Middle and High Schools*

Enrollment	Assistant Principal Allocation
1 – 650	1
651 – 1,249	2
1,250 – 1,499	3
1,500 – 1,750	4
= or > 1,751	5

### ***Librarian Allocations***

TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 *Library Information Center, Requirement E (2)*). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as indicated below:

#### *Elementary & K-8 Schools*

Enrollment	Librarian Allocation
< 400	Auxiliary faculty member may serve as a library information coordinator.
400-549	0.5
= or > 500	1

#### *High Schools*

Enrollment	Librarian Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2



### ***Clerical Staff Allocations***

#### *Elementary Schools*

Enrollment	Clerical Staff Allocation
1 – 749	2
750 – 1,099	3
= or > 1,100	4

#### *Middle and High Schools*

Enrollment	Clerical Staff Allocation
1 – 499	2
500 – 749	3
750 – 1,099	4
1,100 – 1,649	5
1,650 – 2,049	6
= or > 2,050	7





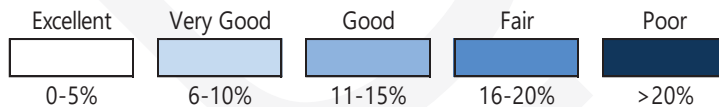
### School Information

**Grade Level** – indicates the grade specific published objectives for learning skill proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

**School Type** – specifies the school type such as Alternative, CTE, Traditional, Optional

### Facility Measures

**Facility Condition Index (FCI)** – a measure of a building’s condition. A higher index indicates worsening conditions of a building. This calculation is equal to “*Total Dollars of Building Repair + Upgrades + Renewal Needs / Current Replacement of the Facility*”. A FCI of 0 - 5% indicates a building in excellent condition; a 6-10% FCI indicates a building in very good condition; an 11-15% FCI indicates a building in good condition; a 16-20% FCI indicates a building in fair condition; and a FCI percentage greater than 20% indicates a building that is in poor condition. The following firms were used to determine FCI for all buildings: OT Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects and All World Project Management.



**Utilization** – rate calculated by dividing the Baseline Enrollment by the Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, the capacity utilization level provides insight into the overall slack that exist in schools at a given point in time. If a school is operating at a 70% capacity utilization rate, it has room to increase production up to a 100% utilization rate without incurring the expensive costs of building a new plant or facility.

**Square Footage** – a measure of the length and width of the building only, including the boiler room and other usable space. This does not include portables and outside lands.

**Student Capacity** – refers to programmatic capacity, which is a measure of how many general education K-12 students will fit in a building. It includes all space utilized as SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, the assumption is that 1,000 students can fit into that building. However, it is not the case. There are various uses that take up classroom space that cannot be used by general K-12 enrollment (baseline enrollment). This measures how many general-education students can fit into a school comfortably with all academic programs operating at their best. Comprehensive Development Classes (CDC) and Pre-K are included in the capacity formula due to differing class sizes, funding, and enrollment reporting methods. CDC and Pre-K are zoned in sections, not by address.

### Student Demographics

**Economically Disadvantaged Students** – for Tennessee school districts participating in Community Eligibility Provision, an alternate definition of “Economically Disadvantaged” (ED) was needed; only students who are direct certified are counted. Based on USDA guidelines, students are considered direct certified through any of the following measures: Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance to Needy Families (TANF), Homeless, Migrants, Runaways, certified foster children, and students enrolled in Head Start or Even Start programs (those operated by the school system). Using the state Accountability and TISA Funding definition, 64% of the District’s student population are considered as Economically Disadvantaged.



**Students with Disabilities** – students who have, have had, or are currently regarded as having a physical or mental impairment which substantially impacts one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks.

**English Language Learners** – Tennessee students speak more than 140 languages. For most of these students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school and are designed to address such challenges.

### Achievement & Proficiency

**ACT 21%** - percentage of students scoring 21 or above on the ACT test.

**Attendance Rate** – student attendance is measured and reported by the department as a rate and is based on a comparison of the number of school days attended to the total possible days attended.

**Average ACT Composite Score** – the ACT composite score or overall ACT score is the average of scores for each test (English, mathematics, reading and science) rounded to the nearest whole number. It ranges from 1 (low) to 36 (high).

**Graduation Rate** – percentage of students who graduated from high school within four years, including a summer for those students who entered the ninth grade four years earlier. The District's graduation rate was 80.1% in school year 2022-23.

**TEM (Teacher Effective Measure)** – teacher evaluation system implemented in the District during the 2015-16 school year. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice that will enable them to continue to improve their practice and ultimately better serve our students.

- TEM 1: Significantly Below Expectations
- TEM 2: Below Expectations
- TEM 3: Meeting Expectations
- TEM 4: Above Expectations
- TEM 5: Significantly Above Expectations

**TNReady** – state student achievement assessment for reading, writing, and math in grades 3 – 11 designed to assess what is being taught in Tennessee's classrooms. TNReady was developed by Tennessee educators to better assess student knowledge, as well as critical thinking and problem-solving skills – in other words, all the things a student will need to succeed following high school.

**TVAAS (Tennessee Value-Added Assessment System)** – measures the impact schools and teachers have on their students' academic progress.

- TVAAS 1 (least effective) – schools whose students are making substantially less progress than the standard for academic growth (the school's index is less than -2).
- TVAAS 2 (approaching average effectiveness) – schools whose students are making less progress than the standard for academic growth (the school's index is equal to or greater than -2 but less than -1).
- TVAAS 3 (average effectiveness) – schools whose students are making the same amount of progress as the standard for academic growth (the school's index is equal to or greater than -1 but less than 1)
- TVAAS 4 (above average effectiveness) – schools whose students are making more progress than the standard for academic growth (the school's index is equal to or greater than 1 but less than 2)
- TVAAS 5 (most effective) – schools whose students are making substantially more progress than the standard for academic growth (the school's index is 2 or greater).





### Enrollment Data

**Enrollment** – the number of students enrolled at a school based on the 20th day attendance period.

**Pre-Kindergarten enrollment** – the number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

**K-12 enrollment** – the number of K-12 students enrolled at a school based on the 20th day attendance period.

### School Staff Position Allocations

**Assistant/Vice Principals** – responsible for the supervision, discipline, and monitoring of students. Under the direction of the Principal, the Assistant/Vice Principal is responsible for executing and enforcing school board policies, administrative rules, and regulations. There is no distinct difference between an Assistant Principal and a Vice Principal; the title is based upon the position HR has assigned to each school in the past.

**Classroom Teachers** – the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating, and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is responsible for each student's overall academic program. Additionally, ESL, CTE and ROTC teachers are included as classroom teachers. The only teachers not included are those teachers not assigned to a classroom.

**Counselors** – renders services to individuals or groups of students by applying the principles, techniques, methods, or procedures of the counseling profession, including appraisal activities (as defined by law), counseling, consulting, and referral activities.

**Education Assistants** – provides additional instructional support in the classroom for teachers.

**Instructional Facilitators** – performs as an instructional specialist in selected schools to increase the effectiveness of onsite programs and to improve utilization of instructional materials. Additionally, the instructional facilitator promotes development, implementation, and coordination of the school's instructional goals.

**Librarians** – works professionally in the school's library to provide access to information. Also provides social or technical programming and instruction for information literacy. Librarians are allocated based upon rules established by the TN State Board of Education for Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)).

**Nutrition** – includes cafeteria nutrition technicians and managers that work in the school cafeteria.

**Other** – clerical and other student support personnel such as In-School Suspension and Study Hall Monitors.

**Principal** – each school has one principal position. Principals are responsible for implementing and enforcing school board policies and administrative rules.

**Special Skills** – teachers for Optional Schools; World Languages; Elementary Music, Art, and Physical Education (MAPS); and Band & Strings.

**Student/Teacher Ratio** – the number of students assigned to a school divided by the number of teachers assigned to the school regardless of the funding source.

### **Financial Information**

**General Fund Expenditures** – the primary expenditure fund of the district which reflects discretionary salaries and other expenses.

**IDEA, Part B Federal Allocation** – Since the enactment of the original legislation – Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-22) receive special education and related services under Part B of IDEA. Part B is so named because it is the second part of the law itself. Part B is Assistance for Education of All Children with Disabilities.  
<http://www.parentcenterhub.org/repository/partb/>

**Other Special Revenue & Federal Funds** – Other local and federal grants (Pre-K, Leap Program, Title III, etc.)

**Title I Allocation** – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

### **Additional Considerations in Analyzing the Data**

Again, there are several considerations in reviewing the data, which are as follows:

- District budgets are prepared using actual salaries and benefits. Therefore, there may be significant variances in dollar amounts with little or no changes in positions.
- Not all IDEA and Pre-K federal funds are allocated to schools due to centralized programmatic decisions. Some funds are retained centrally to be used for all students across the District.
- Federal grants (e.g., Title I and IDEA Part B) allocation amounts reflect the amount in fiscal year 2023-24. The grant amounts for fiscal year 2024-25 are pending the final grant awards, which is determined in the early summer.
- Some schools receive additional teachers and school staffing to provide a full academic schedule. Some position decreases may not be directly linked to enrollment; they may be due to programs moved from one school to another school.





A. B. Hill Elementary  
345 E. Olive, Memphis, TN 38116

Grade Level: PreK-5	School Type iZone	Square Footage 79,293	Student Capacity 574	FY2023-24 Utilization 40	FCI: 7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		348	495	445	443	(2)
Attendance Rate		88%	91%	86%	-	
Student Demographics						
Economically Disadvantaged		72%	86%	81%	81%	
Student with Disability		27%	21%	20%	20%	
English Language Learners		0%	0%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	2	2	-
Classroom Teacher		26	35	32	32	-
Special Skills		2	3	3	3	-
Counselors		1	2	1	1	-
Educational Assistant		26	18	15	15	-
Instructional Facilitator		1	2	2	2	-
librarian		-	1	1	1	-
Nutrition		-	-	-	-	-
other		9	15	7	7	-
School level Funds						
General Fund		2,664,227	3,595,367	5,980,222	2,463,836	(3,516,386)
Title 1		250,162	354,837	444,103	316,240	(127,863)
IDEA, Part 1		163,277	163,277	163,277	114,612	(48,664)
Other Special Revenue & Federal Funds		2,664,227	420,066	116,522	329,623	213,101
Total		5,741,893	4,533,546	6,704,124	3,224,311	(3,479,812)

Total SBB Allocation				\$2,428,944
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,428,944
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,548,188
			Next year (2025) ...	\$2,428,944
			Total Difference	(\$119,244)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		316,240
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,428,944			
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	443	\$1,594,800
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	87	\$93,960
Grade 1		0.3	\$1,080	80	\$86,400
Grade 2		0.3	\$1,080	86	\$92,880
Grade 3		0.2	\$720	81	\$58,320
Grade 4		0.2	\$720	62	\$44,640
Grade 5		0.2	\$720	47	\$33,840
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	357	\$128,675
ELL Weight					
ELL Weight		0.03	\$90	1	\$80
Mobility Weights					
Mobility		0.29	\$1,044	59	\$61,618
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	423	\$152,244
Incoming High Proficiency		0.1	\$360	20	\$7,236
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	90	\$74,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,428,944
2	SBB Transition Supplements	\$0			
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$5,483	\$5,726	(\$243)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-4.44%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0





Balmoral/Ridgeway Elementary  
5905 Grosvenor, 38119

Grade Level: K-5	School Type Optional	Square Footage 38,940	Student Capacity 254	FY2023-24 Utilization 114	FCI: 27	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		288	242	270	271	1
Attendance Rate		93%	93%	93%	-	
Student Demographics						
Economically Disadvantaged		43%	46%	44%	44%	
Student with Disability		4%	6%	6%	6%	
English Language Learners		7%	7%	7%	7%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		17	15	16	16	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		6	3	2	2	-
Instructional Facilitator		1	1	1	1	-
librarian		-	1	-	-	-
Nutrition		-	-	-	-	-
other		9	4	4	4	-
School level Funds						
General Fund		2,074,784	1,966,861	1,943,572	1,630,625	(312,947)
Title 1		162,837	228,002	136,301	173,530	37,229
IDEA, Part 1		24,293	24,293	24,293	54,585	30,292
Other Special Revenue & Federal Funds		2,074,784	93,768	77,236	78,333	1,097
Total		4,336,698	2,312,924	2,181,401	1,937,073	(244,329)

Total SBB Allocation				\$1,605,262
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,605,262
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding   <				



Section B: Detailed Breakdown					
1	SBB Allocations			\$1,605,262	
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	271	\$975,600
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	46	\$49,680
Grade 1		0.3	\$1,080	45	\$48,600
Grade 2		0.3	\$1,080	54	\$58,320
Grade 3		0.2	\$720	45	\$32,400
Grade 4		0.2	\$720	45	\$32,400
Grade 5		0.2	\$720	36	\$25,920
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	119	\$42,999
ELL Weight					
ELL Weight		0.03	\$90	18	\$1,626
Mobility Weights					
Mobility		0.29	\$1,044	28	\$29,199
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	164	\$58,968
Incoming High Proficiency		0.1	\$360	107	\$38,592
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$196,934
SBB Allocations Total					\$1,605,262
2	SBB Transition Supplements			\$0	
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			\$5,923	\$5,407	\$516
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			8.71%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Barrets Chapel School  
10280 Godwin Rd., Memphis, TN 38002

Grade Level: K-8	School Type Traditional	Square Footage 87,165	Student Capacity 640	FY2023-24 Utilization 98	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-8		380	345	289	268	(21)
Attendance Rate		95%	94%	95%	-	
Student Demographics						
Economically Disadvantaged		40%	51%	50%	50%	
Student with Disability		13%	16%	19%	19%	
English Language Learners		2%	3%	3%	3%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		31	30	32	32	-
Special Skills		2	2	2	2	-
Counselors		2	2	2	2	-
Educational Assistant		13	11	11	11	-
Instructional Facilitator		-	2	1	1	-
librarian		1	-	1	1	-
Nutrition		-	-	-	-	-
other		13	4	4	4	-
School level Funds						
General Fund		3,591,631	3,765,784	3,404,731	2,873,809	(530,922)
Title 1		223,489	295,121	207,855	188,940	(18,915)
IDEA, Part 1		65,150	65,150	65,150	129,929	64,779
Other Special Revenue & Federal Funds		3,591,631	108,778	385,939	395,771	9,832
Total		7,471,902	4,234,834	4,063,675	3,588,449	(475,225)

Total SBB Allocation					\$2,846,274
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,846,274
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now	This Year (2024) ...	\$2,869,471	
			Next year (2025) ...	\$2,846,274	
			Total Difference	(\$23,197)	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to			188,940
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by			Not shown in this workbook.



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<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td colspan="5">Base Weight</td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>268</td><td>\$964,800</td></tr><tr><td colspan="5">Grade Weights</td></tr><tr><td></td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>27</td><td>\$29,160</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>25</td><td>\$27,000</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>28</td><td>\$30,240</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>32</td><td>\$23,040</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>34</td><td>\$24,480</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>37</td><td>\$26,640</td></tr><tr><td colspan="5">Poverty Weight</td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>134</td><td>\$48,082</td></tr><tr><td colspan="5">ELL Weight</td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>7</td><td>\$633</td></tr><tr><td colspan="5">Mobility Weights</td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>23</td><td>\$23,982</td></tr><tr><td colspan="5">Academic Performance Weights</td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>210</td><td>\$75,726</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>58</td><td>\$20,754</td></tr><tr><td colspan="5">Increments for Locked Students</td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>54</td><td>\$44,550</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$1,507,187</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$2,846,274</td></tr></table>					SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	268	\$964,800	Grade Weights						Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	27	\$29,160	Grade 1	0.3	\$1,080	25	\$27,000	Grade 2	0.3	\$1,080	28	\$30,240	Grade 3	0.2	\$720	32	\$23,040	Grade 4	0.2	\$720	34	\$24,480	Grade 5	0.2	\$720	37	\$26,640	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	134	\$48,082	ELL Weight					ELL Weight	0.03	\$90	7	\$633	Mobility Weights					Mobility	0.29	\$1,044	23	\$23,982	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	210	\$75,726	Incoming High Proficiency	0.1	\$360	58	\$20,754	Increments for Locked Students					SWD Self-Contained	0.23	\$825	54	\$44,550	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$1,507,187	SBB Allocations Total				\$2,846,274
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Belle Forest Community School  
3135 Ridgeway Rd., Memphis, TN 38115

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
PreK-5	Traditional	106,000	913	123	1

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
PreK-5	1,017	919	947	955	8
Attendance Rate	91%	91%	92%	-	
Student Demographics					
Economically Disadvantaged	52%	63%	57%	57%	
Student with Disability	10%	12%	11%	11%	
English Language Learners	10%	11%	17%	17%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	58	55	57	57	-
Special Skills	6	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	32	12	14	15	1
Instructional Facilitator	2	2	3	4	1
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	31	12	13	13	-
School level Funds					
General Fund	5,683,100	5,685,502	5,835,232	5,093,541	(741,691)
Title 1	703,854	894,548	700,521	672,680	(27,841)
IDEA, Part 1	208,249	208,249	271,519	418,057	146,539
Other Special Revenue & Federal Funds	5,683,100	1,429,290	220,329	343,197	122,868
Total	12,278,304	8,217,589	7,027,601	6,527,475	(500,125)

Total SBB Allocation					\$5,026,972
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$5,026,972
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,865,365	
			Next year (2025) ...	\$5,026,972	
			Total Difference	\$161,607	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			672,680
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1				SBB Allocations		\$5,026,972
SBB Weights		Weight	Amount per Student	Enrollment	Total	
Base Weight						
All Students		1	\$3,600	955	\$3,438,000	
Grade Weights		Weight	Amount per Student	Enrollment	Total	
Grade K		0.3	\$1,080	175	\$189,000	
Grade 1		0.3	\$1,080	163	\$176,040	
Grade 2		0.3	\$1,080	151	\$163,080	
Grade 3		0.2	\$720	164	\$118,080	
Grade 4		0.2	\$720	158	\$113,760	
Grade 5		0.2	\$720	144	\$103,680	
Poverty Weight						
Poverty (Direct Certified)		0.1	\$360	546	\$196,705	
ELL Weight						
ELL Weight		0.03	\$90	159	\$14,311	
Mobility Weights						
Mobility		0.29	\$1,044	84	\$87,192	
Academic Performance Weights						
Incoming Low Proficiency		0.1	\$360	786	\$283,048	
Incoming High Proficiency		0.1	\$360	169	\$60,752	
Increments for Locked Students						
SWD Self-Contained		0.23	\$825	101	\$83,325	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0	
SBB Allocations Total					\$5,026,972	
2				SBB Transition Supplements		\$0
SCS Staffing Supplement						
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0	
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024- 2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			\$5,264	\$5,138	\$126	
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis						
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.						
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			2.40%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0	



**Berclair Elementary**  
810 N. Perkins, Memphis, TN 38122

Grade Level: PreK-5	School Type Traditional	Square Footage 76,722	Student Capacity 636	FY2023-24 Utilization 93	FCI: 28	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		589	586	556	545	(11)
Attendance Rate		91%	92%	93%	-	
Student Demographics						
Economically Disadvantaged		44%	50%	45%	45%	
Student with Disability		10%	12%	11%	11%	
English Language Learners		47%	50%	54%	54%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	-	-	-
Classroom Teacher		42	42	41	41	-
Special Skills		4	4	4	4	-
Counselors		2	2	2	2	-
Educational Assistant		21	11	12	13	1
Instructional Facilitator		2	3	3	3	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	14	6	6	-
School level Funds						
General Fund		4,047,607	4,077,257	3,951,190	2,915,094	(1,036,096)
Title 1		359,088	546,195	388,254	350,410	(37,844)
IDEA, Part 1		107,153	107,153	107,153	149,368	42,215
Other Special Revenue & Federal Funds		4,047,607	555,998	265,479	239,540	(25,939)
Total		8,561,456	5,286,604	4,712,075	3,654,412	(1,057,663)

Total SBB Allocation					\$2,875,236
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,875,236
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,972,971	
			Next year (2025) ...	\$2,875,236	
			Total Difference	(\$97,735)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			350,410
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



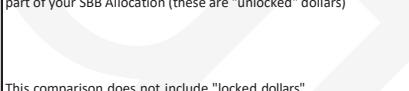
Section B: Detailed Breakdown					
1	SBB Allocations			\$2,875,236	
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	545	\$1,962,000
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	85	\$91,800
Grade 1		0.3	\$1,080	85	\$91,800
Grade 2		0.3	\$1,080	80	\$86,400
Grade 3		0.2	\$720	106	\$76,320
Grade 4		0.2	\$720	97	\$69,840
Grade 5		0.2	\$720	92	\$66,240
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	245	\$88,273
ELL Weight					
ELL Weight		0.03	\$90	293	\$26,399
Mobility Weights					
Mobility		0.29	\$1,044	50	\$51,803
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	457	\$164,531
Incoming High Proficiency		0.1	\$360	88	\$31,669
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	62	\$51,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$17,012
SBB Allocations Total					\$2,875,236
2	SBB Transition Supplements			\$0	
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			\$5,276	\$5,347	(\$71)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			-1.35%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0





Bethel Grove Elementary  
2459 Arlington, Memphis, TN 38114

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
PreK-5	Traditional	54,324	398	59	12	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
PreK-5		185	193	213	219	6
Attendance Rate		93%	96%	94%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		78%	78%	74%	74%	
Student with Disability		21%	31%	37%	37%	
English Language Learners		2%	2%	2%	2%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		14	16	16	16	-
Special Skills		2	2	2	2	-
Counselors		1	1	1	1	-
Educational Assistant		15	12	11	11	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		11	4	6	6	-
<b>School level Funds</b>						
General Fund		1,698,889	1,754,630	2,039,734	1,466,990	(572,744)
Title 1		138,082	172,529	183,717	173,530	(10,187)
IDEA, Part 1		91,911	91,911	91,911	137,912	46,001
Other Special Revenue & Federal Funds		1,698,889	204,067	292,096	277,979	(14,116)
Total		3,627,770	2,223,137	2,607,457	2,056,411	(551,046)

Total SBB Allocation				\$1,445,760	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,445,760
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?		This Year (2024) ...	\$1,411,113	
			Next year (2025) ...	\$1,445,760	
			Total Difference	\$34,647	
			This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			173,530
	4 Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$1,445,760	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	219	\$788,400
	Grade Weights				
		Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	32	\$34,560
	Grade 1	0.3	\$1,080	31	\$33,480
	Grade 2	0.3	\$1,080	44	\$47,520
	Grade 3	0.2	\$720	35	\$25,200
	Grade 4	0.2	\$720	41	\$29,520
	Grade 5	0.2	\$720	36	\$25,920
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	162	\$58,220
	ELL Weight				
	ELL Weight	0.03	\$90	5	\$455
	Mobility Weights				
	Mobility	0.29	\$1,044	24	\$24,833
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	196	\$70,496
	Incoming High Proficiency	0.1	\$360	23	\$8,344
	Increments for Locked Students				
SWD Self-Contained	0.23	\$825	78	\$64,350	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$234,462	
SBB Allocations Total				\$1,445,760	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar <u>per Pupil</u> Next Year (2024-2025)	Dollar <u>per Pupil</u> This Year (2023-2024)	Difference in Dollar <u>per Pupil</u>	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$6,602	\$6,625	(\$23)	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.35%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL			\$0	



**Brownsville Road Elementary**  
5292 Banbury, Memphis, TN 38134

Grade Level: K-5	School Type Optional	Square Footage 66,545	Student Capacity 654	FY2023-24 Utilization 88	FCI: 14	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		484	468	466	585	119
Attendance Rate		90%	91%	92%	-	
Student Demographics						
Economically Disadvantaged		58%	68%	58%	58%	
Student with Disability		10%	10%	10%	10%	
English Language Learners		5%	4%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	-	-	1	1
Classroom Teacher		32	30	29	37	8
Special Skills		3	3	3	4	1
Counselors		1	2	1	1	-
Educational Assistant		18	8	7	13	6
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		17	5	6	6	-
School level Funds						
General Fund		3,308,980	3,490,015	3,105,258	3,205,092	99,835
Title 1		342,990	490,168	365,103	310,210	(54,893)
IDEA, Part 1		61,135	61,135	61,135	51,392	(9,742)
Other Special Revenue & Federal Funds		3,308,980	6,647,872	2,122,699	180,761	(1,941,938)
Total		7,022,086	10,689,190	5,654,195	3,747,456	(1,906,740)

Total SBB Allocation					\$3,161,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,161,943
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,399,441	
			Next year (2025) ...	\$3,161,943	
			Total Difference	\$762,502	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			310,210
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$3,161,943	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	585	\$2,106,720
	Grade Weights				
		Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	112	\$120,744
	Grade 1	0.3	\$1,080	105	\$113,832
	Grade 2	0.3	\$1,080	103	\$110,808
	Grade 3	0.2	\$720	92	\$65,952
	Grade 4	0.2	\$720	77	\$55,728
	Grade 5	0.2	\$720	96	\$69,408
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	340	\$122,442
	ELL Weight				
	ELL Weight	0.03	\$90	24	\$2,138
	Mobility Weights				
	Mobility	0.29	\$1,044	45	\$46,996
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	442	\$159,233
	Incoming High Proficiency	0.1	\$360	143	\$51,439
	Increments for Locked Students				
SWD Self-Contained	0.23	\$825	47	\$38,775	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$97,728	
SBB Allocations Total				\$3,161,943	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,403	\$5,149	\$254	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	4.70%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL			\$0	



Bruce Elementary

581 South Bellevue Blvd., Memphis, TN 38104

Grade Level: PreK-5	School Type Traditional	Square Footage 68,491	Student Capacity 522	FY2023-24 Utilization 68	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		530	436	429	442	13
Attendance Rate		90%	92%	92%	-	
Student Demographics						
Economically Disadvantaged		59%	73%	63%	63%	
Student with Disability		9%	8%	7%	7%	
English Language Learners		10%	11%	12%	12%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		31	29	30	30	-
Special Skills		3	3	3	3	-
Counselors		2	1	1	1	-
Educational Assistant		17	8	8	8	-
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		14	5	4	4	-
School level Funds						
General Fund		2,986,745	3,030,295	2,920,319	2,388,993	(531,327)
Title 1		321,983	426,062	337,130	284,750	(52,380)
IDEA, Part 1		105,272	105,272	105,272	79,837	(25,436)
Other Special Revenue & Federal Funds		2,986,745	453,398	302,426	163,320	(139,107)
Total		6,400,745	4,015,028	3,665,148	2,916,899	(748,249)

Total SBB Allocation				\$2,354,825
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,354,825
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,324,275
			Next year (2025) ...	\$2,354,825
			Total Difference	\$30,550
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		284,750
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown

1	SBB Allocations	\$2,354,825																																																																																																																			
	<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td>Base Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>442</td><td>\$1,591,200</td></tr><tr><td>Grade Weights</td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>76</td><td>\$82,080</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>76</td><td>\$82,080</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>80</td><td>\$86,400</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>78</td><td>\$56,160</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>69</td><td>\$49,680</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>63</td><td>\$45,360</td></tr><tr><td>Poverty Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>280</td><td>\$100,825</td></tr><tr><td>ELL Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>51</td><td>\$4,583</td></tr><tr><td>Mobility Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>70</td><td>\$72,587</td></tr><tr><td>Academic Performance Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>378</td><td>\$136,044</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>64</td><td>\$23,076</td></tr><tr><td>Increments for Locked Students</td><td></td><td></td><td></td><td></td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>30</td><td>\$24,750</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$0</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$2,354,825</td></tr></table>	SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	442	\$1,591,200	Grade Weights	Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	76	\$82,080	Grade 1	0.3	\$1,080	76	\$82,080	Grade 2	0.3	\$1,080	80	\$86,400	Grade 3	0.2	\$720	78	\$56,160	Grade 4	0.2	\$720	69	\$49,680	Grade 5	0.2	\$720	63	\$45,360	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	280	\$100,825	ELL Weight					ELL Weight	0.03	\$90	51	\$4,583	Mobility Weights					Mobility	0.29	\$1,044	70	\$72,587	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	378	\$136,044	Incoming High Proficiency	0.1	\$360	64	\$23,076	Increments for Locked Students					SWD Self-Contained	0.23	\$825	30	\$24,750	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0	SBB Allocations Total				\$2,354,825	
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Cherokee Elementary

3061 Kimball, Memphis, TN 38114

Grade Level: PreK-5	School Type Traditional	Square Footage 61,286	Student Capacity 608	FY2023-24 Utilization 78	FCI: 4	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		404	372	331	320	(11)
Attendance Rate		86%	87%	89%	-	
Student Demographics						
Economically Disadvantaged		66%	82%	69%	69%	
Student with Disability		7%	6%	5%	5%	
English Language Learners		4%	6%	10%	10%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		22	23	20	20	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		13	5	5	6	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		25	7	5	5	-
School level Funds						
General Fund		2,070,160	2,302,451	5,899,310	1,820,949	(4,078,361)
Title 1		291,878	362,983	293,866	231,150	(62,716)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,070,160	329,859	251,398	318,307	66,910
Total		4,432,199	2,995,293	6,444,573	2,370,406	(4,074,167)

Total SBB Allocation					\$1,796,665
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,796,665
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,824,961	
			Next year (2025) ...	\$1,796,665	
			Total Difference	(\$28,296)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			231,150
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$1,796,665				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	320	\$1,152,000	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	56	\$60,480	
	Grade 1	0.3	\$1,080	57	\$61,560	
	Grade 2	0.3	\$1,080	60	\$64,800	
	Grade 3	0.2	\$720	41	\$29,520	
	Grade 4	0.2	\$720	45	\$32,400	
	Grade 5	0.2	\$720	61	\$43,920	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	220	\$79,242	
	ELL Weight					
	ELL Weight	0.03	\$90	32	\$2,913	
	Mobility Weights					
	Mobility	0.29	\$1,044	41	\$42,519	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	303	\$108,966	
	Incoming High Proficiency	0.1	\$360	17	\$6,234	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	17	\$14,025	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$98,086
	SBB Allocations Total					\$1,796,665
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,615	\$5,513	\$101	
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



Chimneyrock Elementary School  
8601 Chimneyrock Blvd., Memphis, TN 38016

Grade Level: PreK-5	School Type Traditional	Square Footage 105,775	Student Capacity 861	FY2023-24 Utilization 98	FCI: 11	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		869	821	862	879	17
Attendance Rate		93%	93%	92%	-	
Student Demographics						
Economically Disadvantaged		31%	43%	41%	41%	
Student with Disability		10%	11%	9%	9%	
English Language Learners		9%	13%	16%	16%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		47	48	52	53	1
Special Skills		6	6	6	6	-
Counselors		1	2	1	2	1
Educational Assistant		28	13	10	14	4
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		23	8	8	8	-
School level Funds						
General Fund		4,800,698	4,889,879	5,207,157	4,677,768	(529,389)
Title 1		381,092	480,402	443,652	507,190	63,538
IDEA, Part 1		79,381	79,381	79,381	144,900	65,519
Other Special Revenue & Federal Funds		4,800,698	383,563	166,745	304,185	137,440
Total		10,061,870	5,833,226	5,896,935	5,634,043	(262,892)

Total SBB Allocation					\$4,614,163
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,614,163
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,338,848	
			Next year (2025) ...	\$4,614,163	
			Total Difference	\$275,315	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			507,190
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$4,614,163	
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	879	\$3,164,400
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	154	\$166,320
Grade 1		0.3	\$1,080	156	\$168,480
Grade 2		0.3	\$1,080	163	\$176,040
Grade 3		0.2	\$720	154	\$110,880
Grade 4		0.2	\$720	125	\$90,000
Grade 5		0.2	\$720	127	\$91,440
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	362	\$130,362
ELL Weight					
ELL Weight		0.03	\$90	140	\$12,590
Mobility Weights					
Mobility		0.29	\$1,044	117	\$122,036
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	652	\$234,695
Incoming High Proficiency		0.1	\$360	227	\$81,745
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	79	\$65,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,614,163
2	SBB Transition Supplements			\$0	
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			\$5,249	\$5,033	\$216
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			4.11%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0





Cordova Elementary  
750 Sanga Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type Optional	Square Footage 104,994	Student Capacity 837	FY2023-24 Utilization 97	FCI: 3	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		693	748	702	698	(4)
Attendance Rate		92%	92%	92%	-	
Student Demographics						
Economically Disadvantaged		29%	43%	41%	41%	
Student with Disability		13%	12%	11%	11%	
English Language Learners		9%	9%	11%	11%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	2	2	-
Classroom Teacher		43	46	43	43	-
Special Skills		6	6	6	6	-
Counselors		2	1	2	2	-
Educational Assistant		23	17	16	16	-
Instructional Facilitator		1	2	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		22	7	7	7	-
School level Funds						
General Fund		4,445,212	4,495,233	4,731,028	3,688,231	(1,042,797)
Title 1		329,002	425,176	394,509	419,420	24,911
IDEA, Part 1		125,809	125,809	125,809	153,783	27,974
Other Special Revenue & Federal Funds		4,445,212	334,335	286,113	261,904	(24,210)
Total		9,345,235	5,380,553	5,537,459	4,523,338	(1,014,121)

Total SBB Allocation				\$3,635,314
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,635,314
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,669,801
			Next year (2025) ...	\$3,635,314
			Total Difference	(\$34,487)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		419,420
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$3,635,314	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	698	\$2,512,800
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	126	\$136,080
	Grade 1	0.3	\$1,080	121	\$130,680
	Grade 2	0.3	\$1,080	101	\$109,080
	Grade 3	0.2	\$720	126	\$90,720
	Grade 4	0.2	\$720	111	\$79,920
	Grade 5	0.2	\$720	113	\$81,360
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	284	\$102,348
	ELL Weight				
	ELL Weight	0.03	\$90	77	\$6,971
	Mobility Weights				
	Mobility	0.29	\$1,044	67	\$69,725
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	555	\$199,863
	Incoming High Proficiency	0.1	\$360	143	\$51,417
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	78	\$64,350
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$3,635,314	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,208	\$5,228	(\$19)	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.37%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL				\$0



Cromwell Elementary

4989 Cromwell, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,580	Student Capacity 593	FY2023-24 Utilization 86	FCI: 9	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		406	400	390	403	13
Attendance Rate		99%	96%	92%	-	
Student Demographics						
Economically Disadvantaged		53%	67%	61%	61%	
Student with Disability		15%	18%	18%	18%	
English Language Learners		15%	15%	19%	19%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		28	26	26	26	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		19	13	12	12	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		23	13	5	5	-
School level Funds						
General Fund		3,155,142	2,883,735	2,760,286	2,203,307	(556,979)
Title 1		339,486	381,600	337,103	298,820	(38,283)
IDEA, Part 1		92,355	92,355	92,355	133,955	41,600
Other Special Revenue & Federal Funds		3,155,142	418,494	457,183	252,061	(205,122)
Total		6,742,126	3,776,184	3,646,927	2,888,144	(758,784)

Total SBB Allocation					\$2,171,878
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,171,878
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,152,556	
			Next year (2025) ...	\$2,171,878	
			Total Difference	\$19,322	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			298,820
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,171,878				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	403	\$1,450,800	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	87	\$93,960	
	Grade 1	0.3	\$1,080	81	\$87,480	
	Grade 2	0.3	\$1,080	53	\$57,240	
	Grade 3	0.2	\$720	60	\$43,200	
	Grade 4	0.2	\$720	64	\$46,080	
	Grade 5	0.2	\$720	58	\$41,760	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	245	\$88,220	
	ELL Weight					
	ELL Weight	0.03	\$90	77	\$6,892	
	Mobility Weights					
	Mobility	0.29	\$1,044	50	\$52,592	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	323	\$116,117	
	Incoming High Proficiency	0.1	\$360	80	\$28,963	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	71	\$58,575	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
	SBB Allocations Total					\$2,171,878
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil		
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,389	\$5,519	(\$130)		
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars		
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-2.41%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		
	SBB Transition Supplements TOTAL					\$0



**Crump Elementary**  
4405 Crump Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 60,483	Student Capacity 732	FY2023-24 Utilization 87	FCI: 25	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		528	524	495	476	(19)
Attendance Rate		92%	92%	93%	-	
Student Demographics						
Economically Disadvantaged		57%	69%	61%	61%	
Student with Disability		10%	11%	13%	13%	
English Language Learners		18%	18%	20%	20%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	1	1	1	-
Classroom Teacher		35	33	32	32	-
Special Skills		4	4	4	4	-
Counselors		2	2	2	2	-
Educational Assistant		17	8	6	6	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		32	7	6	6	-
School level Funds						
General Fund		3,713,408	3,822,587	3,398,759	2,560,014	(838,745)
Title 1		357,262	508,314	437,619	333,660	(103,959)
IDEA, Part 1		24,376	24,376	24,376	35,242	10,865
Other Special Revenue & Federal Funds		3,713,408	1,953,006	448,899	410,028	(38,871)
Total		7,808,453	6,308,283	4,309,654	3,338,944	(970,710)

Total SBB Allocation					\$2,524,272
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,524,272
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,633,821	
			Next year (2025) ...	\$2,524,272	
			Total Difference	(\$109,549)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			333,660
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown

1	SBB Allocations	\$2,524,272																																																																																																																								
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td colspan="5">Base Weight</td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>476</td><td>\$1,713,600</td></tr><tr><td colspan="5">Grade Weights</td></tr><tr><td></td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>87</td><td>\$93,960</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>86</td><td>\$92,880</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>66</td><td>\$71,280</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>86</td><td>\$61,920</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>81</td><td>\$58,320</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>70</td><td>\$50,400</td></tr><tr><td colspan="5">Poverty Weight</td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>289</td><td>\$104,065</td></tr><tr><td colspan="5">ELL Weight</td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>95</td><td>\$8,585</td></tr><tr><td colspan="5">Mobility Weights</td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>43</td><td>\$45,102</td></tr><tr><td colspan="5">Academic Performance Weights</td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>388</td><td>\$139,843</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>88</td><td>\$31,517</td></tr><tr><td colspan="5">Increments for Locked Students</td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>64</td><td>\$52,800</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$0</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$2,524,272</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	476	\$1,713,600	Grade Weights						Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	87	\$93,960	Grade 1	0.3	\$1,080	86	\$92,880	Grade 2	0.3	\$1,080	66	\$71,280	Grade 3	0.2	\$720	86	\$61,920	Grade 4	0.2	\$720	81	\$58,320	Grade 5	0.2	\$720	70	\$50,400	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	289	\$104,065	ELL Weight					ELL Weight	0.03	\$90	95	\$8,585	Mobility Weights					Mobility	0.29	\$1,044	43	\$45,102	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	388	\$139,843	Incoming High Proficiency	0.1	\$360	88	\$31,517	Increments for Locked Students					SWD Self-Contained	0.23	\$825	64	\$52,800	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0	SBB Allocations Total				\$2,524,272
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**Delano Elementary**  
1716 Delano Rd., Memphis, TN 38127

Grade Level: K-5	School Type Optional	Square Footage 34,000	Student Capacity 234	FY2023-24 Utilization 115	FCI: 37	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		247	245	263	272	9
Attendance Rate		93%	93%	94%	-	
Student Demographics						
Economically Disadvantaged		70%	66%	54%	54%	
Student with Disability		3%	2%	2%	2%	
English Language Learners		0%	1%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		15	15	17	17	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		10	4	5	5	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	-	1	1
Nutrition		-	-	-	-	-
other		7	4	5	5	-
School level Funds						
General Fund		2,071,969	2,007,284	2,057,330	1,547,484	(509,846)
Title 1		172,296	207,206	196,577	169,510	(27,067)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,071,969	4,473,230	251,494	163,900	(87,594)
Total		4,316,234	6,687,721	2,505,400	1,880,893	(624,507)

Total SBB Allocation					\$1,525,511
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,525,511
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,540,576	
			Next year (2025) ...	\$1,525,511	
			Total Difference	(\$15,065)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			169,510
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$1,525,511	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	272	\$979,200
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	69	\$74,520
	Grade 1	0.3	\$1,080	49	\$52,920
	Grade 2	0.3	\$1,080	46	\$49,680
	Grade 3	0.2	\$720	45	\$32,400
	Grade 4	0.2	\$720	35	\$25,200
	Grade 5	0.2	\$720	28	\$20,160
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	146	\$52,726
	ELL Weight				
	ELL Weight	0.03	\$90	2	\$188
	Mobility Weights				
	Mobility	0.29	\$1,044	3	\$3,408
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	160	\$57,758
	Incoming High Proficiency	0.1	\$360	112	\$40,163
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	6	\$4,950
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$132,239
	SBB Allocations Total				\$1,525,511
	2	SBB Transition Supplements			\$0
		SCS Staffing Supplement			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0		
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$5,608	\$5,858	(\$249)	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
-4.44%		N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		
SBB Transition Supplements TOTAL				\$0	



Double Tree Elementary

4560 Double Tree, Memphis, TN 38109

Grade Level: PreK-5	School Type Optional	Square Footage 51,144	Student Capacity 463	FY2023-24 Utilization 71	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		400	347	326	310	(16)
Attendance Rate		94%	93%	91%	-	
Student Demographics						
Economically Disadvantaged		64%	74%	74%	74%	
Student with Disability		9%	9%	6%	6%	
English Language Learners		1%	1%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		22	21	20	20	-
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		16	6	3	3	-
Instructional Facilitator		2	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		23	6	6	6	-
School level Funds						
General Fund		2,334,522	2,180,123	2,153,521	1,776,746	(376,775)
Title 1		263,461	330,368	264,270	203,680	(60,590)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,334,522	379,354	91,986	345,431	253,445
Total		4,932,504	2,889,845	2,509,778	2,325,857	(183,921)

Total SBB Allocation					\$1,752,681
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,730,577
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$22,104
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,818,076	
			Next year (2025) ...	\$1,752,681	
		This comparison does not include "locked dollars"	Total Difference	(\$65,395)	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			203,680
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$1,730,577																																																																																																																			
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td>Base Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>310</td><td>\$1,116,000</td></tr><tr><td>Grade Weights</td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>50</td><td>\$54,000</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>48</td><td>\$51,840</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>58</td><td>\$62,640</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>50</td><td>\$36,000</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>55</td><td>\$39,600</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>49</td><td>\$35,280</td></tr><tr><td>Poverty Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>229</td><td>\$82,380</td></tr><tr><td>ELL Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>1</td><td>\$88</td></tr><tr><td>Mobility Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>44</td><td>\$45,423</td></tr><tr><td>Academic Performance Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>280</td><td>\$100,730</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>30</td><td>\$10,870</td></tr><tr><td>Increments for Locked Students</td><td></td><td></td><td></td><td></td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>19</td><td>\$15,675</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$80,051</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$1,730,577</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	310	\$1,116,000	Grade Weights	Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	50	\$54,000	Grade 1	0.3	\$1,080	48	\$51,840	Grade 2	0.3	\$1,080	58	\$62,640	Grade 3	0.2	\$720	50	\$36,000	Grade 4	0.2	\$720	55	\$39,600	Grade 5	0.2	\$720	49	\$35,280	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	229	\$82,380	ELL Weight					ELL Weight	0.03	\$90	1	\$88	Mobility Weights					Mobility	0.29	\$1,044	44	\$45,423	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	280	\$100,730	Incoming High Proficiency	0.1	\$360	30	\$10,870	Increments for Locked Students					SWD Self-Contained	0.23	\$825	19	\$15,675	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051	SBB Allocations Total				\$1,730,577
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Downtown Elementary  
10 N. Fourth, Memphis, TN 38103

Grade Level: PreK-5	School Type Optional	Square Footage 84,070	Student Capacity 702	FY2023-24 Utilization 92	FCI: 5	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		677	690	688	702	14
Attendance Rate		91%	91%	92%	-	
Student Demographics						
Economically Disadvantaged		43%	62%	60%	60%	
Student with Disability		5%	7%	7%	7%	
English Language Learners		0%	1%	2%	2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	2	1
Classroom Teacher		40	42	41	41	-
Special Skills		6	6	6	6	-
Counselors		1	2	2	2	-
Educational Assistant		23	11	12	14	2
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	4	4	5	1
School level Funds						
General Fund		3,944,004	4,094,481	4,279,319	3,698,195	(581,123)
Title 1		371,399	521,671	485,324	471,010	(14,314)
IDEA, Part 1		-	-	-	41,766	41,766
Other Special Revenue & Federal Funds		3,944,004	1,262,859	172,105	310,926	138,821
Total		8,259,407	5,879,011	4,936,747	4,521,898	(414,849)

Total SBB Allocation					\$3,648,095
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,648,095
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,538,990	
			Next year (2025) ...	\$3,648,095	
			Total Difference	\$109,105	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			471,010
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1		SBB Allocations			\$3,648,095
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	702	\$2,527,200
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	115	\$124,200
Grade 1		0.3	\$1,080	111	\$119,880
Grade 2		0.3	\$1,080	106	\$114,480
Grade 3		0.2	\$720	141	\$101,520
Grade 4		0.2	\$720	107	\$77,040
Grade 5		0.2	\$720	122	\$87,840
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	418	\$150,488
ELL Weight					
ELL Weight		0.03	\$90	11	\$983
Mobility Weights					
Mobility		0.29	\$1,044	52	\$54,619
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	547	\$196,941
Incoming High Proficiency		0.1	\$360	155	\$55,779
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	45	\$37,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$3,648,095
2		SBB Transition Supplements			\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			\$5,197	\$5,144	\$53
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
			1.02%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Dunbar Elementary  
2606 Select, Memphis, TN 38114

Grade Level: PreK-5	School Type iZone	Square Footage 56,155	Student Capacity 379	FY2023-24 Utilization 77	FCI: 33	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		219	180	183	178	(5)
Attendance Rate		91%	90%	93%	-	
Student Demographics						
Economically Disadvantaged		71%	82%	74%	74%	
Student with Disability		9%	12%	10%	10%	
English Language Learners		4%	4%	2%	2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		16	15	14	14	-
Special Skills		1	1	1	1	-
Counselors		1	1	1	1	-
Educational Assistant		9	4	2	2	-
Instructional Facilitator		1	1	1	1	-
librarian		-	-	-	1	1
Nutrition		-	-	-	-	-
other		16	12	3	3	-
School level Funds						
General Fund		1,641,973	1,767,122	1,681,928	1,383,890	(298,039)
Title 1		151,301	185,746	158,690	129,310	(29,380)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		1,641,973	337,396	176,860	326,987	150,127
Total		3,435,248	2,290,264	2,017,478	1,840,186	(177,292)

Total SBB Allocation					\$1,366,309
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,366,309
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,168,777	
			Next year (2025) ...	\$1,366,309	
		This comparison does not include "locked dollars"	Total Difference	\$197,532	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			129,310
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$1,366,309				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	178	\$640,800	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	26	\$28,080	
	Grade 1	0.3	\$1,080	24	\$25,920	
	Grade 2	0.3	\$1,080	28	\$30,240	
	Grade 3	0.2	\$720	37	\$26,640	
	Grade 4	0.2	\$720	29	\$20,880	
	Grade 5	0.2	\$720	34	\$24,480	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	132	\$47,543	
	ELL Weight					
	ELL Weight	0.03	\$90	4	\$345	
	Mobility Weights					
	Mobility	0.29	\$1,044	20	\$21,038	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	156	\$56,138	
	Incoming High Proficiency	0.1	\$360	22	\$7,942	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	19	\$15,675	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$420,589
	SBB Allocations Total					\$1,366,309
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$7,676	\$6,387	\$1,289	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		16.79%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



Egypt Elementary  
4160 Karen Cove, Memphis, TN 38128

Grade Level: PreK-5	School Type Traditional	Square Footage 57,636	Student Capacity 598	FY2023-24 Utilization 87	FCI: 32	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		522	495	466	447	(19)
Attendance Rate		94%	93%	91%	-	
Student Demographics						
Economically Disadvantaged		61%	66%	66%	66%	
Student with Disability		6%	7%	7%	7%	
English Language Learners		16%	16%	19%	19%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		28	27	25	25	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		15	7	5	5	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		41	17	8	8	-
School level Funds						
General Fund		2,522,402	2,895,566	2,804,804	2,405,473	(399,331)
Title 1		344,498	498,230	384,903	297,480	(87,423)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,522,402	380,494	370,602	293,787	(76,815)
Total		5,389,302	3,774,290	3,560,309	2,996,740	(563,569)

Total SBB Allocation					\$2,371,041
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,371,041
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,399,713	
			Next year (2025) ...	\$2,371,041	
			Total Difference	(\$28,672)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			297,480
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown

1	SBB Allocations	\$2,371,041				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	447	\$1,609,200	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	73	\$78,840	
	Grade 1	0.3	\$1,080	66	\$71,280	
	Grade 2	0.3	\$1,080	81	\$87,480	
	Grade 3	0.2	\$720	80	\$57,600	
	Grade 4	0.2	\$720	64	\$46,080	
	Grade 5	0.2	\$720	83	\$59,760	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	296	\$106,471	
	ELL Weight					
	ELL Weight	0.03	\$90	84	\$7,543	
	Mobility Weights					
	Mobility	0.29	\$1,044	55	\$57,817	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	370	\$133,355	
	Incoming High Proficiency	0.1	\$360	77	\$27,565	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	34	\$28,050	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
	SBB Allocations Total					\$2,371,041
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,304	\$5,150	\$155	
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



Evans Elementary  
4949 Cottonwood, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 67,246	Student Capacity 508	FY2023-24 Utilization 88	FCI: 14	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		370	368	411	410	(1)
Attendance Rate		94%	92%	92%	-	
Student Demographics						
Economically Disadvantaged		56%	60%	57%	57%	
Student with Disability		7%	8%	7%	7%	
English Language Learners		19%	28%	31%	31%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		26	25	26	26	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		13	5	6	8	2
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		16	5	6	6	-
School level Funds						
General Fund		2,487,624	2,445,524	2,507,928	2,179,945	(327,983)
Title 1		291,087	350,870	261,082	271,350	10,268
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,487,624	651,487	366,487	408,316	41,830
Total		5,266,335	3,447,881	3,135,497	2,859,611	(275,886)

Total SBB Allocation				\$2,148,582
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,148,582
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,137,378
			Next year (2025) ...	\$2,148,582
			Total Difference	\$11,204
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		271,350
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$2,148,582
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	410
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	81
	Grade 1	0.3	\$1,080	73
	Grade 2	0.3	\$1,080	62
	Grade 3	0.2	\$720	68
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	74
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	232
	ELL Weight			
	ELL Weight	0.03	\$90	128
	Mobility Weights			
	Mobility	0.29	\$1,044	33
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	336
	Incoming High Proficiency	0.1	\$360	74
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	27
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,148,582
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,240	\$5,200	\$40
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	0.76%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



**Ford Road Elementary**

3336 Ford Rd, Memphis, TN 38109

Grade Level: PreK-5	School Type Traditional	Square Footage 78,213	Student Capacity 598	FY2023-24 Utilization 93	FCI: 12	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		513	491	477	471	(6)
Attendance Rate		89%	92%	90%	-	
Student Demographics						
Economically Disadvantaged		71%	86%	77%	77%	
Student with Disability		12%	14%	13%	13%	
English Language Learners		0%	0%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	1	-	1	1
Classroom Teacher		31	32	30	31	1
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		21	14	12	13	1
Instructional Facilitator		3	3	3	3	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		14	5	4	4	-
School level Funds						
General Fund		2,650,302	3,083,643	3,363,070	2,572,029	(791,040)
Title 1		396,986	545,951	410,201	363,810	(46,391)
IDEA, Part 1		161,460	161,460	161,460	146,728	(14,733)
Other Special Revenue & Federal Funds		2,650,302	483,702	130,598	252,243	121,646
Total		5,859,051	4,274,756	4,065,329	3,334,810	(730,518)

Total SBB Allocation					\$2,536,832
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,536,832
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,468,913	
			Next year (2025) ...	\$2,536,832	
			Total Difference	\$67,919	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			363,810
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,536,832			
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	471	\$1,695,600
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	72	\$77,760
Grade 1		0.3	\$1,080	72	\$77,760
Grade 2		0.3	\$1,080	95	\$102,600
Grade 3		0.2	\$720	102	\$73,440
Grade 4		0.2	\$720	66	\$47,520
Grade 5		0.2	\$720	64	\$46,080
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	363	\$130,558
ELL Weight					
ELL Weight		0.03	\$90	5	\$413
Mobility Weights					
Mobility		0.29	\$1,044	63	\$66,041
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	439	\$158,064
Incoming High Proficiency		0.1	\$360	32	\$11,496
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	60	\$49,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,536,832
2	SBB Transition Supplements	\$0			
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$5,386	\$5,176	\$210	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0





Fox Meadows Elementary  
2960 Emerald, Memphis, TN 38115

Grade Level: PreK-5	School Type Traditional	Square Footage 93,872	Student Capacity 698	FY2023-24 Utilization 81	FCI: 5	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		508	423	457	435	(22)
Attendance Rate		92%	91%	92%	-	
Student Demographics						
Economically Disadvantaged		57%	71%	61%	61%	
Student with Disability		14%	14%	12%	12%	
English Language Learners		8%	11%	11%	11%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		31	30	28	28	-
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		24	14	12	12	-
Instructional Facilitator		2	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		15	6	9	9	-
School level Funds						
General Fund		3,039,637	3,411,421	3,053,703	2,348,952	(704,751)
Title 1		381,903	533,847	346,523	312,890	(33,633)
IDEA, Part 1		286,641	286,641	298,684	394,327	95,643
Other Special Revenue & Federal Funds		3,039,637	1,440,855	388,760	282,912	(105,848)
Total		6,747,817	5,672,764	4,087,670	3,339,081	(748,589)

Total SBB Allocation					\$2,311,889
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,310,025
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$1,864
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,512,923	
			Next year (2025) ...	\$2,311,889	
			Total Difference	(\$201,034)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			312,890
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$2,310,025
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	435
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	77
	Grade 1	0.3	\$1,080	67
	Grade 2	0.3	\$1,080	75
	Grade 3	0.2	\$720	75
	Grade 4	0.2	\$720	80
	Grade 5	0.2	\$720	61
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	266
	ELL Weight			
	ELL Weight	0.03	\$90	49
	Mobility Weights			
	Mobility	0.29	\$1,044	47
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	358
	Incoming High Proficiency	0.1	\$360	77
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	56
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,310,025
2	SBB Transition Supplements			\$1,864
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,315	\$5,499	(\$184)
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-3.46%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$1,864
	SBB Transition Supplements TOTAL			\$1,864



**Frayser-Corning Elementary**  
1602 Dellwood Ave, Memphis, TN 38127

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
PreK-5	iZone	-	-	0	0

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>					
PreK-5	-	322	313	352	39
Attendance Rate	0%	88%	87%	-	
<b>Student Demographics</b>					
Economically Disadvantaged	-	0.86	75%	75%	
Student with Disability	0	-	4%	4%	
English Language Learners	-	0.01	1%	1%	
<b>Key School Positions-All Funding Sources</b>					
Principal	-	1	1	1	-
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	-	18	16	17	1
Special Skills	-	2	2	2	-
Counselors	-	1	1	1	-
Educational Assistant	-	4	5	5	-
Instructional Facilitator	-	2	3	3	-
librarian	-	1	1	1	-
Nutrition	-	-	-	-	-
other	-	5	5	5	-
<b>School level Funds</b>					
General Fund	-	2,558,776	1,863,424	1,926,439	63,016
Title 1	-	282,366	261,846	227,800	(34,046)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	52,383	327,451	111,846	(215,605)
Total	-	2,893,525	2,452,721	2,266,085	(186,635)

Total SBB Allocation					\$1,894,880
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,896,301
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			(\$1,421)
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,738,422	
			Next year (2025) ...	\$1,894,880	
		This comparison does not include "locked dollars"	Total Difference	\$156,458	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			227,800
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, Prek Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$1,896,301
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	352
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	53
	Grade 1	0.3	\$1,080	58
	Grade 2	0.3	\$1,080	74
	Grade 3	0.2	\$720	57
	Grade 4	0.2	\$720	56
	Grade 5	0.2	\$720	54
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	264
	ELL Weight			
	ELL Weight	0.03	\$90	3
	Mobility Weights			
	Mobility	0.29	\$1,044	73
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	338
	Incoming High Proficiency	0.1	\$360	14
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	13
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$1,896,301
2	SBB Transition Supplements			(\$1,421)
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,383	\$5,554	(\$171)
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-3.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	(\$1,421)
	SBB Transition Supplements TOTAL			(\$1,421)



Gardenview Elementary

4075 Hartz Drive, Memphis, TN 38116

Grade Level: PreK-5	School Type Traditional	Square Footage 55,570	Student Capacity 419	FY2023-24 Utilization 69	FCI: 29	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		288	245	208	185	(23)
Attendance Rate		89%	90%	92%	-	
Student Demographics						
Economically Disadvantaged		68%	73%	61%	61%	
Student with Disability		17%	19%	19%	19%	
English Language Learners		0%	0%	5%	5%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		21	19	17	17	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		20	11	7	7	-
Instructional Facilitator		1	1	1	1	-
librarian		-	-	-	-	-
Nutrition		-	-	-	-	-
other		13	4	4	6	2
School level Funds						
General Fund		1,931,872	1,854,184	1,796,609	1,477,171	(319,439)
Title 1		208,509	291,632	220,439	152,090	(68,349)
IDEA, Part 1		135,383	135,383	135,383	90,072	(45,311)
Other Special Revenue & Federal Funds		1,931,872	877,783	131,734	205,711	73,976
Total		4,207,636	3,158,982	2,284,166	1,925,043	(359,122)

Total SBB Allocation					\$1,459,843
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,446,360
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$13,483
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,412,762	
			Next year (2025) ...	\$1,459,843	
			Total Difference	\$47,081	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			152,090
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown

1	SBB Allocations	\$1,446,360			
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	185	\$666,000
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	45	\$48,600
Grade 1		0.3	\$1,080	37	\$39,960
Grade 2		0.3	\$1,080	31	\$33,480
Grade 3		0.2	\$720	23	\$16,560
Grade 4		0.2	\$720	18	\$12,960
Grade 5		0.2	\$720	31	\$22,320
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	112	\$40,488
ELL Weight					
ELL Weight		0.03	\$90	10	\$880
Mobility Weights					
Mobility		0.29	\$1,044	21	\$21,796
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	153	\$55,146
Incoming High Proficiency		0.1	\$360	32	\$11,454
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	39	\$32,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$444,540
SBB Allocations Total					\$1,446,360
2	SBB Transition Supplements	\$13,483			
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$7,891	\$6,792	\$1,099	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		13.93%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$13,483	
SBB Transition Supplements TOTAL					\$13,483



Georgian Hills Elementary  
3930 Leveir St, Memphis, TN 38127

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
PreK-5	iZone	-	-	0	0

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
PreK-5	-	236	228	221	(7)
Attendance Rate	0%	85%	88%	-	
Student Demographics					
Economically Disadvantaged	-	0.80	68%	68%	
Student with Disability	0	-	16%	16%	
English Language Learners	-	0.01	3%	3%	
Key School Positions-All Funding Sources					
Principal	-	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	-	15	17	17	-
Special Skills	-	2	2	2	-
Counselors	-	1	1	1	-
Educational Assistant	-	8	7	7	-
Instructional Facilitator	-	2	2	2	-
librarian	-	1	1	1	-
Nutrition	-	-	-	-	-
other	-	3	5	5	-
School level Funds					
General Fund	-	2,394,098	1,736,547	1,522,544	(214,003)
Title 1	-	215,179	198,444	171,520	(26,924)
IDEA, Part 1	-	-	-	119,799	119,799
Other Special Revenue & Federal Funds	-	230,720	197,374	69,492	(127,882)
Total	-	2,839,998	2,132,365	1,883,355	(249,010)

Total SBB Allocation					\$1,498,660
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,446,060
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$52,600
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,541,967	
			Next year (2025) ...	\$1,498,660	
			Total Difference	(\$43,306)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			171,520
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$1,446,060
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	221
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	42
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	45
	Grade 3	0.2	\$720	32
	Grade 4	0.2	\$720	24
	Grade 5	0.2	\$720	38
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	150
	ELL Weight			
	ELL Weight	0.03	\$90	6
	Mobility Weights			
	Mobility	0.29	\$1,044	45
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	197
	Incoming High Proficiency	0.1	\$360	24
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	37
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$234,349
SBB Allocations Total				\$1,446,060
2	SBB Transition Supplements			\$52,600
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$6,781	\$6,763	\$18
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	0.27%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$52,600
	SBB Transition Supplements TOTAL			\$52,600



Germanshire Elementary  
3965 S.Germantown Rd., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 89,228	Student Capacity 717	FY2023-24 Utilization 114	FCI: 2	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		718	705	677	682	5
Attendance Rate		94%	93%	94%	-	
Student Demographics						
Economically Disadvantaged		36%	51%	50%	50%	
Student with Disability		9%	8%	8%	8%	
English Language Learners		11%	11%	12%	12%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		44	42	40	41	1
Special Skills		5	5	5	5	-
Counselors		2	2	2	2	-
Educational Assistant		23	9	8	8	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		19	7	7	7	-
School level Funds						
General Fund		4,456,758	4,264,526	4,139,580	3,595,424	(544,156)
Title 1		401,524	549,429	457,777	448,230	(9,547)
IDEA, Part 1		84,520	84,520	84,520	121,374	36,853
Other Special Revenue & Federal Funds		4,456,758	391,627	119,999	316,294	196,294
Total		9,399,560	5,290,103	4,801,877	4,481,321	(320,556)

Total SBB Allocation				\$3,544,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,544,943
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,489,564
			Next year (2025) ...	\$3,544,943
		This comparison does not include "locked dollars"	Total Difference	\$55,379
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Other Resources Outside of SBB		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		448,230
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$3,544,943
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	682
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	102
	Grade 1	0.3	\$1,080	102
	Grade 2	0.3	\$1,080	121
	Grade 3	0.2	\$720	114
	Grade 4	0.2	\$720	113
	Grade 5	0.2	\$720	130
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	340
	ELL Weight			
	ELL Weight	0.03	\$90	83
	Mobility Weights			
	Mobility	0.29	\$1,044	44
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	471
	Incoming High Proficiency	0.1	\$360	211
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	57
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$13,512
	SBB Allocations Total			\$3,544,943
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,198	\$5,154	\$43
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	0.84%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0





Germantown Elementary  
2730 Cross Country Dr., Germantown, TN 38138

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
K-5	Optional	84,584	602	105	13

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>					
K-5	600	605	528	531	3
Attendance Rate	94%	94%	95%	-	
<b>Student Demographics</b>					
Economically Disadvantaged	28%	37%	36%	36%	
Student with Disability	10%	9%	7%	7%	
English Language Learners	6%	6%	7%	7%	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	33	31	31	-
Special Skills	7	7	7	7	-
Counselors	1	2	2	2	-
Educational Assistant	18	7	6	6	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	15	4	4	4	-
<b>School Level Funds</b>					
General Fund	4,059,018	3,788,651	3,764,223	2,798,097	(966,125)
Title 1	216,529	330,918	269,580	277,380	7,800
IDEA, Part 1	145,434	145,434	145,434	132,868	(12,565)
Other Special Revenue & Federal Funds	4,059,018	134,341	111,343	113,570	2,227
Total	8,479,998	4,399,344	4,290,579	3,321,915	(968,663)

Total SBB Allocation				\$2,758,236
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,715,734
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$42,502
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,998,083
			Next year (2025) ...	\$2,758,236
			Total Difference	(\$239,847)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		277,380
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

## Section B: Detailed Breakdown

1

SBB Allocations

\$2,715,734

SBB Weights	Weight	Amount per Student	Enrollment	Total
Base Weight				
All Students	1	\$3,600	531	\$1,911,600
Grade Weights	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	78	\$84,240
Grade 1	0.3	\$1,080	86	\$92,880
Grade 2	0.3	\$1,080	83	\$89,640
Grade 3	0.2	\$720	96	\$69,120
Grade 4	0.2	\$720	103	\$74,160
Grade 5	0.2	\$720	85	\$61,200
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	193	\$69,544
ELL Weight				
ELL Weight	0.03	\$90	40	\$3,582
Mobility Weights				
Mobility	0.29	\$1,044	28	\$28,909
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	374	\$134,744
Incoming High Proficiency	0.1	\$360	157	\$56,416
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	37	\$30,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$9,174
SBB Allocations Total				\$2,715,734

2

SBB Transition Supplements

\$42,502

SCS Staffing Supplement			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
<p>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</p> <ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$5,194	\$5,678	(\$484)
	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<p>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</p>	-9.31%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$42,502
SBB Transition Supplements TOTAL			\$42,502



Getwell Elementary

2795 Getwell Rd., Memphis, TN 38118

Grade Level: PreK-5	School Type iZone	Square Footage 87,025	Student Capacity 683	FY2023-24 Utilization 48	FCI: 8	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		421	422	436	455	19
Attendance Rate		93%	90%	91%	-	
Student Demographics						
Economically Disadvantaged		67%	71%	62%	62%	
Student with Disability		19%	18%	17%	17%	
English Language Learners		13%	20%	21%	21%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		32	32	31	33	2
Special Skills		2	2	2	2	-
Counselors		1	1	1	1	-
Educational Assistant		28	20	18	18	-
Instructional Facilitator		1	2	1	2	1
librarian		-	-	1	1	-
Nutrition		-	-	-	-	-
other		31	18	6	6	-
School level Funds						
General Fund		2,842,642	3,146,036	4,362,662	2,503,761	(1,858,900)
Title 1		322,207	400,020	402,636	337,680	(64,956)
IDEA, Part 1		246,198	246,198	246,198	438,850	192,652
Other Special Revenue & Federal Funds		2,842,642	559,641	514,119	353,882	(160,236)
Total		6,253,689	4,351,895	5,525,614	3,634,173	(1,891,441)

Total SBB Allocation					\$2,468,134
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,468,134
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,322,833	
			Next year (2025) ...	\$2,468,134	
			Total Difference	\$145,301	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			337,680
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$2,468,134
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	455
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	103
	Grade 1	0.3	\$1,080	78
	Grade 2	0.3	\$1,080	60
	Grade 3	0.2	\$720	76
	Grade 4	0.2	\$720	59
	Grade 5	0.2	\$720	79
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	283
	ELL Weight			
	ELL Weight	0.03	\$90	94
	Mobility Weights			
	Mobility	0.29	\$1,044	76
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	407
	Incoming High Proficiency	0.1	\$360	48
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	75
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,468,134
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,424	\$5,328	\$97
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	1.79%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Hawkins Mill Elementary

4295 Mountain Terrace, Memphis, TN 38127

Grade Level: PreK-5	School Type iZone	Square Footage 67,350	Student Capacity 499	FY2023-24 Utilization 63	FCI: 11	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		286	251	283	294	11
Attendance Rate		92%	97%	96%	-	
Student Demographics						
Economically Disadvantaged		79%	82%	72%	72%	
Student with Disability		9%	9%	7%	7%	
English Language Learners		0%	0%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		17	16	17	18	1
Special Skills		2	2	2	2	-
Counselors		1	1	1	1	-
Educational Assistant		11	6	5	5	-
Instructional Facilitator		1	1	1	1	-
librarian		-	1	1	1	-
Nutrition		-	-	-	-	-
other		10	3	3	3	-
School level Funds						
General Fund		2,171,400	2,021,355	2,016,511	1,709,864	(306,646)
Title 1		187,168	244,477	211,739	182,910	(28,829)
IDEA, Part 1		67,689	67,689	67,689	105,036	37,347
Other Special Revenue & Federal Funds		2,171,400	327,081	218,307	76,912	(141,395)
Total		4,597,658	2,660,601	2,514,246	2,074,723	(439,523)

Total SBB Allocation					\$1,685,013
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,685,013
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,541,888	
			Next year (2025) ...	\$1,685,013	
			Total Difference	\$143,125	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			182,910
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





1	SBB Allocations	\$1,685,013																																																																																																																			
	<table> <tr> <th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr> <tr> <td><b>Base Weight</b></td><td></td><td></td><td></td><td></td></tr> <tr> <td>All Students</td><td>1</td><td>\$3,600</td><td>294</td><td>\$1,058,400</td></tr> <tr> <td><b>Grade Weights</b></td><td><b>Weight</b></td><td><b>Amount per Student</b></td><td><b>Enrollment</b></td><td><b>Total</b></td></tr> <tr> <td>Grade K</td><td>0.3</td><td>\$1,080</td><td>62</td><td>\$66,960</td></tr> <tr> <td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>58</td><td>\$62,640</td></tr> <tr> <td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>37</td><td>\$39,960</td></tr> <tr> <td>Grade 3</td><td>0.2</td><td>\$720</td><td>59</td><td>\$42,480</td></tr> <tr> <td>Grade 4</td><td>0.2</td><td>\$720</td><td>34</td><td>\$24,480</td></tr> <tr> <td>Grade 5</td><td>0.2</td><td>\$720</td><td>44</td><td>\$31,680</td></tr> <tr> <td><b>Poverty Weight</b></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>211</td><td>\$75,871</td></tr> <tr> <td><b>ELL Weight</b></td><td></td><td></td><td></td><td></td></tr> <tr> <td>ELL Weight</td><td>0.03</td><td>\$90</td><td>1</td><td>\$95</td></tr> <tr> <td><b>Mobility Weights</b></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Mobility</td><td>0.29</td><td>\$1,044</td><td>42</td><td>\$43,848</td></tr> <tr> <td><b>Academic Performance Weights</b></td><td></td><td></td><td></td><td></td></tr> <tr> <td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>231</td><td>\$83,044</td></tr> <tr> <td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>63</td><td>\$22,796</td></tr> <tr> <td><b>Increments for Locked Students</b></td><td></td><td></td><td></td><td></td></tr> <tr> <td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>21</td><td>\$17,325</td></tr> <tr> <td colspan="4"><b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$115,435</td></tr> <tr> <td colspan="4"><b>SBB Allocations Total</b></td><td><b>\$1,685,013</b></td></tr> </table>	SBB Weights	Weight	Amount per Student	Enrollment	Total	<b>Base Weight</b>					All Students	1	\$3,600	294	\$1,058,400	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	Grade K	0.3	\$1,080	62	\$66,960	Grade 1	0.3	\$1,080	58	\$62,640	Grade 2	0.3	\$1,080	37	\$39,960	Grade 3	0.2	\$720	59	\$42,480	Grade 4	0.2	\$720	34	\$24,480	Grade 5	0.2	\$720	44	\$31,680	<b>Poverty Weight</b>					Poverty (Direct Certified)	0.1	\$360	211	\$75,871	<b>ELL Weight</b>					ELL Weight	0.03	\$90	1	\$95	<b>Mobility Weights</b>					Mobility	0.29	\$1,044	42	\$43,848	<b>Academic Performance Weights</b>					Incoming Low Proficiency	0.1	\$360	231	\$83,044	Incoming High Proficiency	0.1	\$360	63	\$22,796	<b>Increments for Locked Students</b>					SWD Self-Contained	0.23	\$825	21	\$17,325	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$115,435	<b>SBB Allocations Total</b>				<b>\$1,685,013</b>	
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Hickory Ridge Elementary  
3890 Hickory Hill Rd., Memphis, TN 38115

Grade Level: K-5	School Type Traditional	Square Footage 83,060	Student Capacity 672	FY2023-24 Utilization 123	FCI: 4	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		660	632	569	570	1
Attendance Rate		93%	91%	91%	-	
Student Demographics						
Economically Disadvantaged		59%	69%	61%	61%	
Student with Disability		6%	6%	7%	7%	
English Language Learners		19%	19%	22%	22%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		39	40	36	36	-
Special Skills		5	5	5	5	-
Counselors		2	2	2	2	-
Educational Assistant		21	10	7	7	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		36	9	8	9	1
School level Funds						
General Fund		4,092,990	4,123,460	4,010,634	3,124,749	(885,885)
Title 1		448,888	588,790	504,467	383,240	(121,227)
IDEA, Part 1		121,978	121,978	121,978	165,193	43,214
Other Special Revenue & Federal Funds		4,092,990	351,717	270,621	328,063	57,442
Total		8,756,846	5,185,946	4,907,700	4,001,244	(906,456)

Total SBB Allocation					\$3,082,192
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,082,192
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,152,459	
			Next year (2025) ...	\$3,082,192	
			Total Difference	(\$70,267)	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			383,240
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$3,082,192				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	570	\$2,052,000	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	95	\$102,600	
	Grade 1	0.3	\$1,080	94	\$101,520	
	Grade 2	0.3	\$1,080	94	\$101,520	
	Grade 3	0.2	\$720	130	\$93,600	
	Grade 4	0.2	\$720	78	\$56,160	
	Grade 5	0.2	\$720	79	\$56,880	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	347	\$124,889	
	ELL Weight					
	ELL Weight	0.03	\$90	127	\$11,410	
	Mobility Weights					
	Mobility	0.29	\$1,044	65	\$67,399	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	478	\$171,911	
	Incoming High Proficiency	0.1	\$360	92	\$33,289	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	37	\$30,525	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$78,490
	SBB Allocations Total					\$3,082,192
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil		
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,407	\$5,540	(\$133)		
	● Gain Limit Cap: +9.0% on a \$pp basis					
	● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars		
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-2.46%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		
	SBB Transition Supplements TOTAL					\$0



Highland Oaks Elementary  
5252 Annandale Dr., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 107,971	Student Capacity 941	FY2023-24 Utilization 89	FCI: 10	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		745	732	690	667	(23)
Attendance Rate		94%	95%	93%	-	
Student Demographics						
Economically Disadvantaged		40%	49%	45%	45%	
Student with Disability		9%	8%	9%	9%	
English Language Learners		6%	5%	6%	6%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		47	45	44	44	-
Special Skills		6	6	6	6	-
Counselors		1	2	2	2	-
Educational Assistant		27	15	13	13	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		20	4	4	4	-
School level Funds						
General Fund		4,324,158	4,580,260	4,216,419	3,593,836	(622,584)
Title 1		415,528	598,159	452,033	456,940	4,907
IDEA, Part 1		51,596	51,596	51,596	125,766	74,169
Other Special Revenue & Federal Funds		4,324,158	355,993	168,781	307,639	138,858
Total		9,115,440	5,586,009	4,888,830	4,484,180	(404,649)

Total SBB Allocation				\$3,545,243
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,545,243
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,750,778
			Next year (2025) ...	\$3,545,243
			Total Difference	(\$205,535)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		456,940
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.







Holmes Road Elementary  
1083 Holmes Rd., Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 84,633	Student Capacity 642	FY2023-24 Utilization 111	FCI: 4	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		637	601	642	625	(17)
Attendance Rate		86%	88%	90%	-	
Student Demographics						
Economically Disadvantaged		59%	77%	69%	69%	
Student with Disability		11%	14%	17%	17%	
English Language Learners		1%	2%	2%	2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	3	1
Classroom Teacher		35	37	40	40	-
Special Skills		5	5	5	5	-
Counselors		2	2	2	2	-
Educational Assistant		29	19	19	19	-
Instructional Facilitator		2	2	2	3	1
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		31	7	9	11	2
School level Funds						
General Fund		3,913,620	3,739,349	4,183,199	3,407,963	(775,236)
Title 1		436,397	564,153	498,667	450,910	(47,757)
IDEA, Part 1		153,472	153,472	153,472	152,892	(580)
Other Special Revenue & Federal Funds		3,913,620	529,823	289,349	380,936	91,587
Total		8,417,109	4,986,797	5,124,687	4,392,701	(731,986)

Total SBB Allocation				\$3,362,554
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,362,554
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,380,631
			Next year (2025) ...	\$3,362,554
			Total Difference	(\$18,077)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		450,910
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$3,362,554
	SBB Weights			
	Base Weight	Weight	Amount per Student	Enrollment
	All Students	1	\$3,600	625
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	110
	Grade 1	0.3	\$1,080	110
	Grade 2	0.3	\$1,080	109
	Grade 3	0.2	\$720	96
	Grade 4	0.2	\$720	80
	Grade 5	0.2	\$720	120
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	433
	ELL Weight			
	ELL Weight	0.03	\$90	15
	Mobility Weights			
	Mobility	0.29	\$1,044	70
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	563
	Incoming High Proficiency	0.1	\$360	62
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	107
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			
SBB Allocations Total				
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,380	\$5,266	\$114
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	2.12%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			



Idlewild Elementary

1950 Linden, Memphis, TN 38104

Grade Level: K-5	School Type Optional	Square Footage 65,025	Student Capacity 473	FY2023-24 Utilization 97	FCI: 28	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		503	578	578	594	16
Attendance Rate		97%	95%	95%	-	
Student Demographics						
Economically Disadvantaged		15%	19%	19%	19%	
Student with Disability		6%	7%	7%	7%	
English Language Learners		1%	2%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		26	33	31	31	-
Special Skills		5	5	5	5	-
Counselors		1	1	1	2	1
Educational Assistant		15	7	7	8	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		14	5	5	6	1
School level Funds						
General Fund		3,085,474	3,858,009	4,692,785	3,206,811	(1,485,975)
Title 1		120,369	10,652	-	155,440	155,440
IDEA, Part 1		-	-	-	47,124	47,124
Other Special Revenue & Federal Funds		3,085,474	119,594	1,756,909	1,232,302	(524,607)
Total		6,291,316	3,988,255	6,449,695	4,641,677	(1,808,018)

Total SBB Allocation					\$3,161,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,161,943
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,973,130	
			Next year (2025) ...	\$3,161,943	
			Total Difference	\$188,813	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			155,440
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$3,161,943	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	594	\$2,138,400
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	96	\$103,680
	Grade 1	0.3	\$1,080	96	\$103,680
	Grade 2	0.3	\$1,080	111	\$119,880
	Grade 3	0.2	\$720	118	\$84,960
	Grade 4	0.2	\$720	83	\$59,760
	Grade 5	0.2	\$720	90	\$64,800
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	110	\$39,776
	ELL Weight				
	ELL Weight	0.03	\$90	21	\$1,916
	Mobility Weights				
	Mobility	0.29	\$1,044	22	\$22,550
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	261	\$94,002
	Incoming High Proficiency	0.1	\$360	333	\$119,838
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	40	\$33,000
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$175,701
SBB Allocations Total				\$3,161,943	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,323	\$5,144	\$179	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	3.37%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0	



Jackson Elementary  
3925 Wales, Memphis, TN 38108

Grade Level: K-5	School Type Traditional	Square Footage 44,568	Student Capacity 243	FY2023-24 Utilization 139	FCI: 37	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		262	261	277	281	4
Attendance Rate		93%	94%	95%	-	
Student Demographics						
Economically Disadvantaged		43%	54%	47%	47%	
Student with Disability		8%	11%	12%	12%	
English Language Learners		46%	58%	66%	66%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		19	19	20	21	1
Special Skills		2	2	2	2	-
Counselors		1	1	1	1	-
Educational Assistant		8	4	4	4	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		12	4	4	4	-
School level Funds						
General Fund		2,333,629	2,205,154	2,220,136	1,629,105	(591,031)
Title 1		169,153	244,491	140,861	146,730	5,869
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,333,629	284,386	181,458	225,484	44,026
Total		4,836,411	2,734,031	2,542,455	2,001,319	(541,136)

Total SBB Allocation					\$1,605,262
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,605,262
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,541,755	
			Next year (2025) ...	\$1,605,262	
			Total Difference	\$63,507	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			146,730
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown					
1	SBB Allocations			\$1,605,262	
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	281	\$1,011,600
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	45	\$48,600
Grade 1		0.3	\$1,080	45	\$48,600
Grade 2		0.3	\$1,080	54	\$58,320
Grade 3		0.2	\$720	51	\$36,720
Grade 4		0.2	\$720	42	\$30,240
Grade 5		0.2	\$720	44	\$31,680
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	131	\$47,231
ELL Weight					
ELL Weight		0.03	\$90	184	\$16,566
Mobility Weights					
Mobility		0.29	\$1,044	38	\$39,696
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	208	\$74,977
Incoming High Proficiency		0.1	\$360	73	\$26,183
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	32	\$26,400
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$108,448
SBB Allocations Total					\$1,605,262
2	SBB Transition Supplements			\$0	
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			\$5,713	\$5,566	\$147
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			2.57%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Kate Bond Elementary School  
2727 Kate Bond Rd., Memphis, TN 38133

Grade Level: PreK-5	School Type Traditional	Square Footage 107,748	Student Capacity 811	FY2023-24 Utilization 120	FCI: 9	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
PreK-5		696	731	737	744	7
Attendance Rate		93%	94%	94%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		35%	43%	40%	40%	
Student with Disability		10%	9%	10%	10%	
English Language Learners		33%	34%	32%	32%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		49	48	47	47	-
Special Skills		6	6	6	6	-
Counselors		2	2	2	2	-
Educational Assistant		23	13	12	16	4
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		19	6	7	8	1
<b>School level Funds</b>						
General Fund		4,903,914	4,464,258	4,547,732	3,904,352	(643,379)
Title 1		335,317	456,571	396,481	491,780	95,299
IDEA, Part 1		176,486	176,486	176,486	250,389	73,904
Other Special Revenue & Federal Funds		4,903,914	367,872	264,763	275,591	10,829
Total		10,319,630	5,465,187	5,385,461	4,922,113	(463,348)

Total SBB Allocation				\$3,851,658
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,851,658
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,891,673
			Next year (2025) ...	\$3,851,658
			Total Difference	(\$40,015)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		491,780
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$3,851,658
SBB Weights		
Base Weight		
All Students	1	\$3,600
744		\$2,678,400
Grade Weights		
Weight	Amount per Student	Enrollment
Total		
Grade K	0.3	\$1,080
131		\$141,480
Grade 1	0.3	\$1,080
127		\$137,160
Grade 2	0.3	\$1,080
126		\$136,080
Grade 3	0.2	\$720
128		\$92,160
Grade 4	0.2	\$720
114		\$82,080
Grade 5	0.2	\$720
118		\$84,960
Poverty Weight		
Poverty (Direct Certified)	0.1	\$360
301		\$108,193
ELL Weight		
ELL Weight	0.03	\$90
237		\$21,321
Mobility Weights		
Mobility	0.29	\$1,044
38		\$40,109
Academic Performance Weights		
Incoming Low Proficiency	0.1	\$360
580		\$208,839
Incoming High Proficiency	0.1	\$360
164		\$59,001
Increments for Locked Students		
SWD Self-Contained	0.23	\$825
75		\$61,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$0
SBB Allocations Total		\$3,851,658
2	SBB Transition Supplements	\$0
SCS Staffing Supplement		
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0
Transition Policy Tax or Subsidy		
Dollar per Pupil Next Year (2024-2025)		Dollar per Pupil This Year (2023-2024)
Difference in Dollar per Pupil		
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		
% Change in Dollar per Pupil		Transition Policy Type
Transition Policy Dollars		
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		
-2.00%		N/A - You are not gaining or losing enough to be affected by the transition policy
\$0		
SBB Transition Supplements TOTAL		\$0



Keystone Elementary  
4301 Old Allen Rd., Memphis, TN 38128

Grade Level: PreK-5	School Type Optional	Square Footage 84,641	Student Capacity 522	FY2023-24 Utilization 95	FCI: 20	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		381	422	341	324	(17)
Attendance Rate		89%	89%	90%	-	
Student Demographics						
Economically Disadvantaged		63%	76%	69%	69%	
Student with Disability		24%	23%	23%	23%	
English Language Learners		0%	1%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		27	29	27	27	-
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		20	15	12	12	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		16	7	8	8	-
School level Funds						
General Fund		2,779,685	2,799,500	6,943,374	1,954,369	(4,989,005)
Title 1		272,782	400,296	426,118	255,270	(170,848)
IDEA, Part 1		166,030	166,030	166,030	132,089	(33,941)
Other Special Revenue & Federal Funds		2,779,685	282,293	467,995	467,475	(521)
Total		5,998,182	3,648,119	8,003,518	2,809,203	(5,194,315)

Total SBB Allocation					\$1,928,486
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,796,665
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$131,821
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,096,180	
			Next year (2025) ...	\$1,928,486	
			Total Difference	(\$167,694)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			255,270
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1		SBB Allocations			\$1,796,665
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	324	\$1,166,400
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	58	\$62,640
Grade 1		0.3	\$1,080	59	\$63,720
Grade 2		0.3	\$1,080	52	\$56,160
Grade 3		0.2	\$720	54	\$38,880
Grade 4		0.2	\$720	51	\$36,720
Grade 5		0.2	\$720	50	\$36,000
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	222	\$80,024
ELL Weight					
ELL Weight		0.03	\$90	4	\$369
Mobility Weights					
Mobility		0.29	\$1,044	30	\$31,672
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	266	\$95,827
Incoming High Proficiency		0.1	\$360	58	\$20,813
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	79	\$65,175
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$42,265
SBB Allocations Total					\$1,796,665
2		SBB Transition Supplements			\$131,821
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$5,952	\$6,147	(\$195)	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-3.28%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$131,821	
SBB Transition Supplements TOTAL					\$131,821





Kingsbury Elementary  
4055 Bayliss, Memphis, TN 38108

Grade Level: PreK-6	School Type Traditional	Square Footage 65,250	Student Capacity 358	FY2023-24 Utilization 152	FCI: 10	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-6		495	445	456	444	(12)
Attendance Rate		91%	90%	92%	-	
Student Demographics						
Economically Disadvantaged		48%	58%	50%	50%	
Student with Disability		18%	21%	22%	22%	
English Language Learners		50%	52%	58%	58%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		38	36	36	36	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		22	11	11	12	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		24	8	6	7	1
School level Funds						
General Fund		3,286,451	3,306,747	3,397,402	2,416,799	(980,603)
Title 1		309,404	424,385	327,657	319,590	(8,067)
IDEA, Part 1		205,616	205,616	205,616	279,461	73,845
Other Special Revenue & Federal Funds		3,286,451	508,798	301,801	431,564	129,763
Total		7,087,922	4,445,546	4,232,477	3,447,414	(785,063)

Total SBB Allocation					\$2,382,706
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,382,706
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,472,554	
			Next year (2025) ...	\$2,382,706	
			Total Difference	(\$89,848)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			319,590
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,382,706			
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	444	\$1,598,400
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	77	\$83,160
Grade 1		0.3	\$1,080	75	\$81,000
Grade 2		0.3	\$1,080	63	\$68,040
Grade 3		0.2	\$720	82	\$59,040
Grade 4		0.2	\$720	70	\$50,400
Grade 5		0.2	\$720	77	\$55,440
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	223	\$80,253
ELL Weight					
ELL Weight		0.03	\$90	255	\$22,977
Mobility Weights					
Mobility		0.29	\$1,044	40	\$41,656
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	383	\$138,055
Incoming High Proficiency		0.1	\$360	61	\$21,785
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	100	\$82,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$2,382,706
2	SBB Transition Supplements	\$0			
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$5,366	\$5,422	(\$56)	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-1.04%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



LaRose Elementary

864 S. Wellington Street, Memphis, TN 38126

Grade Level: PreK-5	School Type iZone	Square Footage 94,426	Student Capacity 503	FY2023-24 Utilization 73	FCI: 7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		187	249	276	284	8
Attendance Rate		87%	89%	88%	-	
Student Demographics						
Economically Disadvantaged		77%	87%	77%	77%	
Student with Disability		6%	6%	4%	4%	
English Language Learners		0%	0%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	1	1	-
Classroom Teacher		13	14	14	18	4
Special Skills		2	2	2	2	-
Counselors		1	1	1	1	-
Educational Assistant		10	6	4	4	-
Instructional Facilitator		1	1	1	1	-
librarian		-	-	-	-	-
Nutrition		-	-	-	-	-
other		21	6	6	7	1
School level Funds						
General Fund		1,605,460	1,649,555	1,668,185	1,822,062	153,877
Title 1		144,908	215,961	206,465	183,580	(22,885)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		1,605,460	397,943	260,275	274,875	14,600
Total		3,355,828	2,263,458	2,134,925	2,280,516	145,592

Total SBB Allocation					\$1,796,665
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,796,665
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,542,030	
			Next year (2025) ...	\$1,796,665	
			Total Difference	\$254,635	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			183,580
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$1,796,665
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	284
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	52
	Grade 1	0.3	\$1,080	53
	Grade 2	0.3	\$1,080	51
	Grade 3	0.2	\$720	51
	Grade 4	0.2	\$720	44
	Grade 5	0.2	\$720	33
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	219
	ELL Weight			
	ELL Weight	0.03	\$90	0
	Mobility Weights			
	Mobility	0.29	\$1,044	28
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	276
	Incoming High Proficiency	0.1	\$360	8
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	12
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$293,452
SBB Allocations Total				\$1,796,665
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$6,326	\$5,587	\$739
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	11.68%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Levi Elementary  
135 W. Levi Road, Memphis, TN 38109

Grade Level: PreK-5	School Type Traditional	Square Footage 71,179	Student Capacity 413	FY2023-24 Utilization 118	FCI: 16	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		429	388	395	401	6
Attendance Rate		85%	84%	88%	-	
Student Demographics						
Economically Disadvantaged		69%	83%	70%	70%	
Student with Disability		11%	10%	7%	7%	
English Language Learners		0%	0%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		24	23	23	23	-
Special Skills		4	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		10	6	4	5	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		24	11	3	4	1
School level Funds						
General Fund		2,451,191	2,523,156	2,322,072	2,179,366	(142,706)
Title 1		298,072	376,106	303,644	281,400	(22,244)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,451,191	334,448	255,703	209,020	(46,683)
Total		5,200,455	3,233,710	2,881,419	2,669,786	(211,633)

Total SBB Allocation				\$2,148,153
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,148,153
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,139,249
			Next year (2025) ...	\$2,148,153
		This comparison does not include "locked dollars"	Total Difference	\$8,904
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Other Resources Outside of SBB		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		281,400
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown					
1	SBB Allocations			\$2,148,153	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	401	\$1,443,600
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	82	\$88,560
	Grade 1	0.3	\$1,080	78	\$84,240
	Grade 2	0.3	\$1,080	70	\$75,600
	Grade 3	0.2	\$720	71	\$51,120
	Grade 4	0.2	\$720	44	\$31,680
	Grade 5	0.2	\$720	56	\$40,320
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	282	\$101,481
	ELL Weight				
	ELL Weight	0.03	\$90	4	\$357
	Mobility Weights				
	Mobility	0.29	\$1,044	63	\$65,385
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	378	\$136,147
	Incoming High Proficiency	0.1	\$360	23	\$8,213
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	26	\$21,450
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,148,153	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,357	\$5,416	(\$59)	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-1.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL				\$0



Lucie E. Campbell Elementary  
3232 Birchfield, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 84,740	Student Capacity 573	FY2023-24 Utilization 84	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		509	535	530	531	1
Attendance Rate		87%	87%	87%	-	
Student Demographics						
Economically Disadvantaged		70%	82%	73%	73%	
Student with Disability		17%	14%	15%	15%	
English Language Learners		1%	1%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		34	35	33	33	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		29	20	16	18	2
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	16	7	9	2
School level Funds						
General Fund		3,033,686	3,335,767	3,385,608	2,920,861	(464,747)
Title 1		392,916	572,981	459,429	387,930	(71,499)
IDEA, Part 1		205,980	205,980	205,980	235,754	29,774
Other Special Revenue & Federal Funds		3,033,686	1,892,106	403,234	267,895	(135,339)
Total		6,666,268	6,006,834	4,454,251	3,812,440	(641,811)

Total SBB Allocation					\$2,881,576
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,881,576
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,733,704	
			Next year (2025) ...	\$2,881,576	
			Total Difference	\$147,872	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			387,930
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,881,576				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	531	\$1,911,600	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	77	\$83,160	
	Grade 1	0.3	\$1,080	81	\$87,480	
	Grade 2	0.3	\$1,080	97	\$104,760	
	Grade 3	0.2	\$720	94	\$67,680	
	Grade 4	0.2	\$720	96	\$69,120	
	Grade 5	0.2	\$720	86	\$61,920	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	390	\$140,295	
	ELL Weight					
	ELL Weight	0.03	\$90	6	\$582	
	Mobility Weights					
	Mobility	0.29	\$1,044	93	\$96,994	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	514	\$185,105	
	Incoming High Proficiency	0.1	\$360	17	\$6,055	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	81	\$66,825	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
	SBB Allocations Total					\$2,881,576
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil		
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,427	\$5,158	\$269		
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars		
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	4.95%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		
	SBB Transition Supplements TOTAL					\$0



Lucy Elementary  
6269 Amherst Rd., Millington, TN 38053

Grade Level: PreK-5	School Type Traditional	Square Footage 102,446	Student Capacity 768	FY2023-24 Utilization 51	FCI: 12	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		310	289	256	246	(10)
Attendance Rate		96%	93%	93%	-	
Student Demographics						
Economically Disadvantaged		53%	65%	56%	56%	
Student with Disability		10%	10%	12%	12%	
English Language Learners		4%	5%	8%	8%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		22	19	16	16	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		17	9	7	7	-
Instructional Facilitator		2	2	1	1	-
librarian		-	-	-	-	-
Nutrition		-	-	-	-	-
other		10	5	5	7	2
School level Funds						
General Fund		2,115,122	2,074,934	2,107,681	1,467,990	(639,692)
Title 1		213,551	272,125	244,662	178,220	(66,442)
IDEA, Part 1		57,274	57,274	57,274	103,721	46,446
Other Special Revenue & Federal Funds		2,115,122	281,803	218,348	224,494	6,146
Total		4,501,070	2,686,136	2,627,966	1,974,425	(653,541)

Total SBB Allocation					\$1,445,760
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,445,760
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,494,838	
			Next year (2025) ...	\$1,445,760	
		This comparison does not include "locked dollars"	Total Difference	(\$49,078)	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			178,220
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$1,445,760	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	246	\$885,600
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	43	\$46,440
	Grade 1	0.3	\$1,080	39	\$42,120
	Grade 2	0.3	\$1,080	38	\$41,040
	Grade 3	0.2	\$720	37	\$26,640
	Grade 4	0.2	\$720	43	\$30,960
	Grade 5	0.2	\$720	46	\$33,120
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	137	\$49,274
	ELL Weight				
	ELL Weight	0.03	\$90	18	\$1,665
	Mobility Weights				
	Mobility	0.29	\$1,044	22	\$23,137
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	223	\$80,406
	Incoming High Proficiency	0.1	\$360	23	\$8,154
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	31	\$25,575
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$151,629
	SBB Allocations Total				\$1,445,760
	2	SBB Transition Supplements			\$0
		SCS Staffing Supplement			
		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
		Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
		The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$5,877	\$5,839	\$38	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		0.64%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL			\$0		





Macon-Hall Elementary

9800 Macon Rd., Cordova, TN 38018

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
PreK-5	Traditional	93,481	971	116	13

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>					
PreK-5	1,084	1,056	1,105	1,049	(56)
Attendance Rate	94%	94%	94%	-	
<b>Student Demographics</b>					
Economically Disadvantaged	23%	33%	33%	33%	
Student with Disability	11%	12%	13%	13%	
English Language Learners	6%	7%	7%	7%	
<b>Key School Positions-All Funding Sources</b>					
Principal	2	2	1	1	-
Vice/Assistant Principal	2	2	3	3	-
Classroom Teacher	66	66	66	66	-
Special Skills	8	8	8	8	-
Counselors	3	2	2	2	-
Educational Assistant	40	19	22	23	1
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	29	6	8	8	-
<b>School Level Funds</b>					
General Fund	6,866,929	6,548,517	6,879,705	5,532,037	(1,347,668)
Title 1	348,432	512,293	417,406	553,420	136,014
IDEA, Part 1	54,312	54,312	54,312	85,565	31,253
Other Special Revenue & Federal Funds	6,866,929	7,054,799	2,046,087	395,349	(1,650,738)
Total	14,136,602	14,169,920	9,397,510	6,566,371	(2,831,139)

Total SBB Allocation					\$5,459,387
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$5,459,387
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$5,863,706	
			Next year (2025) ...	\$5,459,387	
			Total Difference	(\$404,319)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			553,420
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$5,459,387				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	1049	\$3,776,400	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	187	\$201,960	
	Grade 1	0.3	\$1,080	201	\$217,080	
	Grade 2	0.3	\$1,080	198	\$213,840	
	Grade 3	0.2	\$720	157	\$113,040	
	Grade 4	0.2	\$720	159	\$114,480	
	Grade 5	0.2	\$720	147	\$105,840	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	343	\$123,560	
	ELL Weight					
	ELL Weight	0.03	\$90	71	\$6,352	
	Mobility Weights					
	Mobility	0.29	\$1,044	86	\$89,570	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	783	\$281,757	
	Incoming High Proficiency	0.1	\$360	266	\$95,883	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	145	\$119,625	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
	SBB Allocations Total					\$5,459,387
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil		
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,204	\$5,307	(\$102)		
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars		
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.					
	SBB Transition Supplements TOTAL					\$0



**Newberry Elementary**  
5540 Newberry, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,170	Student Capacity 308	FY2023-24 Utilization 143	FCI: 14	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		391	378	349	346	(3)
Attendance Rate		97%	93%	93%	-	
Student Demographics						
Economically Disadvantaged		52%	63%	56%	56%	
Student with Disability		8%	8%	10%	10%	
English Language Learners		13%	17%	25%	25%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	1	1
Classroom Teacher		23	24	23	23	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		15	6	9	9	-
Instructional Facilitator		2	2	2	2	-
librarian		-	1	1	1	-
Nutrition		-	-	-	-	-
other		11	4	5	5	-
School level Funds						
General Fund		2,220,051	2,333,723	2,524,566	1,930,746	(593,821)
Title 1		258,468	389,341	301,502	241,870	(59,632)
IDEA, Part 1		86,163	86,163	86,163	76,859	(9,303)
Other Special Revenue & Federal Funds		2,220,051	153,755	238,875	131,051	(107,824)
Total		4,784,734	2,962,981	3,151,105	2,380,526	(770,580)

Total SBB Allocation				\$1,903,054
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,903,054
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,852,192
			Next year (2025) ...	\$1,903,054
			Total Difference	\$50,862
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		241,870
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Northaven Elementary  
5157 North Circle Rd., Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 70,350	Student Capacity 583	FY2023-24 Utilization 51	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		315	259	289	287	(2)
Attendance Rate		87%	89%	90%	-	
Student Demographics						
Economically Disadvantaged		70%	85%	75%	75%	
Student with Disability		12%	17%	15%	15%	
English Language Learners		1%	2%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		23	22	21	21	-
Special Skills		1	1	1	1	-
Counselors		1	1	1	1	-
Educational Assistant		13	10	8	8	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		9	4	4	4	-
School level Funds						
General Fund		2,504,628	2,445,734	2,356,936	1,653,531	(703,405)
Title 1		219,073	280,592	221,708	211,050	(10,658)
IDEA, Part 1		87,670	87,670	87,670	90,794	3,124
Other Special Revenue & Federal Funds		2,504,628	1,063,525	210,761	321,247	110,486
Total		5,316,000	3,877,521	2,877,076	2,276,623	(600,454)

Total SBB Allocation				\$1,629,179
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,629,179
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,621,756
			Next year (2025) ...	\$1,629,179
			Total Difference	\$7,423
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		211,050
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown

1	SBB Allocations	\$1,629,179
SBB Weights		
Base Weight		
All Students	1	\$3,600
Grade Weights		
Grade K	0.3	\$1,080
Grade 1	0.3	\$1,080
Grade 2	0.3	\$1,080
Grade 3	0.2	\$720
Grade 4	0.2	\$720
Grade 5	0.2	\$720
Poverty Weight		
Poverty (Direct Certified)	0.1	\$360
ELL Weight		
ELL Weight	0.03	\$90
Mobility Weights		
Mobility	0.29	\$1,044
Academic Performance Weights		
Incoming Low Proficiency	0.1	\$360
Incoming High Proficiency	0.1	\$360
Increments for Locked Students		
SWD Self-Contained	0.23	\$825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$80,051
SBB Allocations Total		\$1,629,179
2	SBB Transition Supplements	\$0
SCS Staffing Supplement		
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0
Transition Policy Tax or Subsidy		
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		
Dollar per Pupil Next Year (2024-2025)		Dollar per Pupil This Year (2023-2024)
5,677		5,612
Difference in Dollar per Pupil		65
% Change in Dollar per Pupil		Transition Policy Type
1.14%		N/A - You are not gaining or losing enough to be affected by the transition policy
Transition Policy Dollars		0
SBB Transition Supplements TOTAL		0



Oak Forest Elementary  
7440 Nonconnah View Cove, Memphis, TN 38119

Grade Level: K-5	School Type Optional	Square Footage 87,550	Student Capacity 473	FY2023-24 Utilization 100	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		388	345	344	339	(5)
Attendance Rate		93%	93%	93%	-	
Student Demographics						
Economically Disadvantaged		34%	42%	40%	40%	
Student with Disability		19%	22%	21%	21%	
English Language Learners		10%	11%	10%	10%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		27	25	26	26	-
Special Skills		5	5	5	5	-
Counselors		1	1	1	1	-
Educational Assistant		20	8	8	8	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		16	5	5	5	-
School level Funds						
General Fund		2,892,656	2,711,958	2,639,209	1,903,377	(735,832)
Title 1		206,793	261,550	221,703	226,460	4,757
IDEA, Part 1		137,204	137,204	137,204	157,765	20,561
Other Special Revenue & Federal Funds		2,892,656	351,518	147,542	248,553	101,011
Total		6,129,310	3,462,231	3,145,658	2,536,155	(609,503)

Total SBB Allocation				\$1,876,416
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,876,416
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,896,481
			Next year (2025) ...	\$1,876,416
		This comparison does not include "locked dollars"	Total Difference	(\$20,065)
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		226,460
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Oakhaven Elementary  
3795 Bishops Bridge, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 74,500	Student Capacity 562	FY2023-24 Utilization 111	FCI: 7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		482	515	496	504	8
Attendance Rate		88%	89%	91%	-	
Student Demographics						
Economically Disadvantaged		64%	74%	64%	64%	
Student with Disability		5%	5%	6%	6%	
English Language Learners		17%	18%	20%	20%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		26	29	28	29	1
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		9	1	1	1	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		20	8	6	6	-
School level Funds						
General Fund		2,885,290	3,097,266	3,133,963	2,679,959	(454,004)
Title 1		335,610	445,100	406,654	353,760	(52,894)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,885,290	269,932	132,867	124,089	(8,778)
Total		6,106,190	3,812,297	3,673,484	3,157,808	(515,676)

Total SBB Allocation				\$2,642,724
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,642,724
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,518,747
			Next year (2025) ...	\$2,642,724
			Total Difference	\$123,977
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		353,760
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$2,642,724
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	504
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	81
	Grade 1	0.3	\$1,080	77
	Grade 2	0.3	\$1,080	76
	Grade 3	0.2	\$720	80
	Grade 4	0.2	\$720	83
	Grade 5	0.2	\$720	107
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	325
	ELL Weight			
	ELL Weight	0.03	\$90	103
	Mobility Weights			
	Mobility	0.29	\$1,044	47
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	443
	Incoming High Proficiency	0.1	\$360	61
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	30
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,642,724
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,244	\$5,078	\$165
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	3.15%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0





Oakshire Elementary

1765 E. Holmes, Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 51,892	Student Capacity 428	FY2023-24 Utilization 98	FCI: 30	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		339	387	380	355	(25)
Attendance Rate		89%	90%	92%	-	
Student Demographics						
Economically Disadvantaged		59%	80%	67%	67%	
Student with Disability		10%	9%	8%	8%	
English Language Learners		1%	1%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		21	22	23	23	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		15	12	11	11	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		15	3	5	5	-
School level Funds						
General Fund		2,813,367	2,733,072	2,801,823	1,905,772	(896,051)
Title 1		245,181	391,959	299,169	227,130	(72,039)
IDEA, Part 1		25,556	25,556	25,556	68,254	42,699
Other Special Revenue & Federal Funds		2,813,367	328,707	278,744	244,803	(33,941)
Total		5,897,470	3,479,293	3,405,291	2,445,959	(959,332)

Total SBB Allocation					\$1,876,695
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,876,695
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,012,972	
			Next year (2025) ...	\$1,876,695	
			Total Difference	(\$136,277)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			227,130
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$1,876,695				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	355	\$1,278,000	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	54	\$58,320	
	Grade 1	0.3	\$1,080	52	\$56,160	
	Grade 2	0.3	\$1,080	71	\$76,680	
	Grade 3	0.2	\$720	63	\$45,360	
	Grade 4	0.2	\$720	60	\$43,200	
	Grade 5	0.2	\$720	55	\$39,600	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	238	\$85,567	
	ELL Weight					
	ELL Weight	0.03	\$90	3	\$275	
	Mobility Weights					
	Mobility	0.29	\$1,044	38	\$40,157	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	289	\$104,030	
	Incoming High Proficiency	0.1	\$360	66	\$23,770	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	31	\$25,575	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$1,876,695	
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,286	\$5,297	(\$11)	
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



Peabody Elementary

2086 Young Ave., Memphis, TN 38104

Grade Level: PreK-5	School Type Optional	Square Footage 53,997	Student Capacity 383	FY2023-24 Utilization 97	FCI: 21	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		332	333	325	313	(12)
Attendance Rate		95%	94%	94%	-	
Student Demographics						
Economically Disadvantaged		44%	52%	52%	52%	
Student with Disability		7%	9%	10%	10%	
English Language Learners		1%	1%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	1	1	-
Classroom Teacher		20	20	19	19	-
Special Skills		6	6	6	6	-
Counselors		1	1	1	1	-
Educational Assistant		9	2	2	2	-
Instructional Facilitator		1	1	1	1	-
librarian		1	-	-	-	-
Nutrition		-	-	-	-	-
other		14	5	4	4	-
School level Funds						
General Fund		2,329,688	2,258,975	4,866,843	1,775,202	(3,091,641)
Title 1		192,321	260,830	204,338	183,580	(20,758)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,329,688	4,419,815	79,066	215,929	136,864
Total		4,851,697	6,939,620	5,150,247	2,174,711	(2,975,536)

Total SBB Allocation					\$1,748,814
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,748,814
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,736,317	
			Next year (2025) ...	\$1,748,814	
			Total Difference	\$12,497	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			183,580
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$1,748,814				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	313	\$1,126,800	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	45	\$48,600	
	Grade 1	0.3	\$1,080	44	\$47,520	
	Grade 2	0.3	\$1,080	47	\$50,760	
	Grade 3	0.2	\$720	66	\$47,520	
	Grade 4	0.2	\$720	49	\$35,280	
	Grade 5	0.2	\$720	62	\$44,640	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	162	\$58,193	
	ELL Weight					
	ELL Weight	0.03	\$90	1	\$93	
	Mobility Weights					
	Mobility	0.29	\$1,044	8	\$8,599	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	232	\$83,467	
	Incoming High Proficiency	0.1	\$360	81	\$29,213	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	33	\$27,225	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$140,904
	SBB Allocations Total					\$1,748,814
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,587	\$5,343	\$245	
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		4.38%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



Raleigh-Bartlett Meadows Elementary  
5195 Twin Woods, Memphis, TN 38134

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
PreK-5	Traditional	51,891	348	130	7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		453	397	393	382	(11)
Attendance Rate		89%	90%	91%	-	
Student Demographics						
Economically Disadvantaged		57%	71%	61%	61%	
Student with Disability		7%	7%	5%	5%	
English Language Learners		5%	5%	7%	7%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		23	23	23	23	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		11	8	5	5	-
Instructional Facilitator		1	1	1	1	-
librarian		-	-	-	1	1
Nutrition		-	-	-	-	-
other		15	6	7	8	1
School level Funds						
General Fund		2,551,620	2,509,788	2,437,511	2,026,733	(410,779)
Title 1		305,596	385,137	317,195	268,670	(48,525)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,551,620	321,907	220,592	252,593	32,002
Total		5,408,835	3,216,832	2,975,298	2,547,996	(427,302)

Total SBB Allocation					\$1,996,746
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,996,746
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,993,753	
			Next year (2025) ...	\$1,996,746	
			Total Difference	\$2,992	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			268,670
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, Prek Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown

1	SBB Allocations	\$1,996,746																																																																																																																								
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td colspan="5">Base Weight</td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>382</td><td>\$1,375,200</td></tr><tr><td colspan="5">Grade Weights</td></tr><tr><td></td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>61</td><td>\$65,880</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>61</td><td>\$65,880</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>77</td><td>\$83,160</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>61</td><td>\$43,920</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>57</td><td>\$41,040</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>65</td><td>\$46,800</td></tr><tr><td colspan="5">Poverty Weight</td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>235</td><td>\$84,521</td></tr><tr><td colspan="5">ELL Weight</td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>26</td><td>\$2,338</td></tr><tr><td colspan="5">Mobility Weights</td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>32</td><td>\$33,161</td></tr><tr><td colspan="5">Academic Performance Weights</td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>332</td><td>\$119,432</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>50</td><td>\$18,088</td></tr><tr><td colspan="5">Increments for Locked Students</td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>21</td><td>\$17,325</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$0</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$1,996,746</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	382	\$1,375,200	Grade Weights						Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	61	\$65,880	Grade 1	0.3	\$1,080	61	\$65,880	Grade 2	0.3	\$1,080	77	\$83,160	Grade 3	0.2	\$720	61	\$43,920	Grade 4	0.2	\$720	57	\$41,040	Grade 5	0.2	\$720	65	\$46,800	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	235	\$84,521	ELL Weight					ELL Weight	0.03	\$90	26	\$2,338	Mobility Weights					Mobility	0.29	\$1,044	32	\$33,161	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	332	\$119,432	Incoming High Proficiency	0.1	\$360	50	\$18,088	Increments for Locked Students					SWD Self-Contained	0.23	\$825	21	\$17,325	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0	SBB Allocations Total				\$1,996,746
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Richland Elementary

5440 Rich Rd., Memphis, TN 38120

Grade Level: PreK-5	School Type Traditional	Square Footage 59,833	Student Capacity 512	FY2023-24 Utilization 156	FCI: 1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		802	838	871	868	(3)
Attendance Rate		96%	95%	96%	-	
Student Demographics						
Economically Disadvantaged		15%	17%	16%	16%	
Student with Disability		16%	16%	16%	16%	
English Language Learners		4%	4%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	1	2	2	-
Classroom Teacher		50	46	54	54	-
Special Skills		5	5	5	5	-
Counselors		2	2	2	2	-
Educational Assistant		31	13	16	17	1
Instructional Facilitator		-	-	-	2	2
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		23	4	3	3	-
School level Funds						
General Fund		5,617,891	5,546,703	5,624,676	4,478,284	(1,146,392)
Title 1		-	-	-	237,180	237,180
IDEA, Part 1		36,528	36,528	36,528	99,769	63,241
Other Special Revenue & Federal Funds		5,617,891	157,138	131,507	134,137	2,630
Total		11,272,309	5,740,369	5,792,711	4,949,371	(843,340)

Total SBB Allocation				\$4,412,517
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,412,517
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,449,666
			Next year (2025) ...	\$4,412,517
			Total Difference	(\$37,149)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		237,180
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$4,412,517	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	868	\$3,124,800
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	164	\$177,120
	Grade 1	0.3	\$1,080	142	\$153,360
	Grade 2	0.3	\$1,080	146	\$157,680
	Grade 3	0.2	\$720	151	\$108,720
	Grade 4	0.2	\$720	133	\$95,760
	Grade 5	0.2	\$720	132	\$95,040
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	142	\$51,209
	ELL Weight				
	ELL Weight	0.03	\$90	34	\$3,048
	Mobility Weights				
	Mobility	0.29	\$1,044	15	\$15,325
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	267	\$96,240
	Incoming High Proficiency	0.1	\$360	601	\$216,240
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	143	\$117,975
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				
SBB Allocations Total					\$4,412,517
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,084	\$5,109	(\$25)	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.49%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL				\$0



Riverwood Elementary School  
1330 Stern Lane Cordova, TN 38016

Grade Level: PreK-5	School Type Optional	Square Footage 107,565	Student Capacity 786	FY2023-24 Utilization 124	FCI: 1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		864	877	945	959	14
Attendance Rate		95%	95%	95%	-	
Student Demographics						
Economically Disadvantaged		21%	27%	27%	27%	
Student with Disability		9%	9%	10%	10%	
English Language Learners		9%	11%	11%	11%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	2	1
Classroom Teacher		54	54	57	57	-
Special Skills		7	7	7	7	-
Counselors		2	2	2	2	-
Educational Assistant		31	12	14	14	-
Instructional Facilitator		3	3	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	4	5	7	2
School level Funds						
General Fund		5,863,785	5,970,760	5,925,798	4,964,816	(960,982)
Title 1		266,963	363,249	307,957	402,000	94,043
IDEA, Part 1		54,784	54,784	54,784	62,206	7,423
Other Special Revenue & Federal Funds		5,863,785	218,194	165,113	168,415	3,302
Total		12,049,316	6,606,986	6,453,651	5,597,438	(856,213)

Total SBB Allocation				\$4,898,210
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,898,210
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding   <				



Section B: Detailed Breakdown					
1	SBB Allocations			\$4,898,210	
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	959	\$3,452,400
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	162	\$174,960
Grade 1		0.3	\$1,080	163	\$176,040
Grade 2		0.3	\$1,080	143	\$154,440
Grade 3		0.2	\$720	159	\$114,480
Grade 4		0.2	\$720	165	\$118,800
Grade 5		0.2	\$720	167	\$120,240
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	258	\$92,990
ELL Weight					
ELL Weight		0.03	\$90	108	\$9,709
Mobility Weights					
Mobility		0.29	\$1,044	60	\$62,186
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	585	\$210,435
Incoming High Proficiency		0.1	\$360	374	\$134,805
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	93	\$76,725
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total				\$4,898,210	
2	SBB Transition Supplements			\$0	
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			\$5,108	\$5,047	\$60
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			1.18%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0	





Robert R. Church Elementary  
4100 Mill Branch Rd. Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 81,500	Student Capacity 662	FY2023-24 Utilization 99	FCI: 7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		627	604	498	481	(17)
Attendance Rate		84%	86%	90%	-	
Student Demographics						
Economically Disadvantaged		63%	76%	69%	69%	
Student with Disability		7%	6%	6%	6%	
English Language Learners		5%	4%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		30	35	30	30	-
Special Skills		4	4	4	4	-
Counselors		3	2	2	2	-
Educational Assistant		18	7	6	7	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		32	15	7	8	1
School level Funds						
General Fund		3,704,291	3,610,861	5,426,926	2,846,017	(2,580,910)
Title 1		465,765	507,091	560,820	322,940	(237,880)
IDEA, Part 1		49,791	49,791	49,791	109,163	59,372
Other Special Revenue & Federal Funds		3,704,291	499,509	521,569	231,636	(289,933)
Total		7,924,138	4,667,252	6,559,107	3,509,756	(3,049,351)

Total SBB Allocation				\$2,809,158
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,556,992
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$252,166
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,053,433
			Next year (2025) ...	\$2,809,158
			Total Difference	(\$244,275)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		322,940
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown

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Ross Elementary  
4890 Ross Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 137,162	Student Capacity 1,097	FY2023-24 Utilization 70	FCI: 21	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
PreK-5		545	580	532	535	3
Attendance Rate		93%	95%	94%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		50%	61%	52%	52%	
Student with Disability		10%	14%	17%	17%	
English Language Learners		7%	9%	9%	9%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		33	38	37	37	-
Special Skills		5	3	3	3	-
Counselors		1	2	2	2	-
Educational Assistant		17	18	13	13	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	5	5	5	-
<b>School level Funds</b>						
General Fund		3,880,331	4,048,543	3,993,842	2,879,995	(1,113,847)
Title 1		390,717	431,298	486,020	393,960	(92,060)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		3,880,331	260,809	251,938	171,970	(79,968)
Total		8,151,380	4,740,651	4,731,800	3,445,925	(1,285,875)

Total SBB Allocation					\$2,839,885
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,839,885
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,749,157	
			Next year (2025) ...	\$2,839,885	
		This comparison does not include "locked dollars"	Total Difference	\$90,728	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			393,960
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$2,839,885
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	535
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	103
	Grade 1	0.3	\$1,080	89
	Grade 2	0.3	\$1,080	89
	Grade 3	0.2	\$720	87
	Grade 4	0.2	\$720	86
	Grade 5	0.2	\$720	81
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	280
	ELL Weight			
	ELL Weight	0.03	\$90	49
	Mobility Weights			
	Mobility	0.29	\$1,044	54
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	436
	Incoming High Proficiency	0.1	\$360	99
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	89
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$0
	SBB Allocations Total			\$2,839,885
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,308	\$5,168	\$141
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	2.65%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Rozelle Elementary  
993 Roland, Memphis, TN 38114

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
K-5	Optional	58,750	379	65	38
School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
K-5	215	190	210	221	11
Attendance Rate	93%	93%	93%	-	
Student Demographics					
Economically Disadvantaged	52%	66%	58%	58%	
Student with Disability	9%	8%	7%	7%	
English Language Learners	0%	0%	0%	0%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	15	15	14	15	1
Special Skills	4	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	7	4	2	2	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	9	4	4	-
School level Funds					
General Fund	2,066,767	2,113,532	2,177,327	1,385,362	(791,965)
Title 1	148,174	184,949	145,642	145,390	(252)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,066,767	132,807	179,576	73,588	(105,988)
Total	4,281,709	2,431,289	2,502,545	1,604,340	(898,205)

Total SBB Allocation					\$1,366,009
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,366,009
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,413,507	
			Next year (2025) ...	\$1,366,009	
			Total Difference	(\$47,498)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			145,390
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





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	Incoming Low Proficiency	0.1	\$360	190	\$68,564																																																																																																																
	Incoming High Proficiency	0.1	\$360	31	\$10,996																																																																																																																
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	SWD Self-Contained	0.23	\$825	14	\$11,550																																																																																																																
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$214,735																																																																																																																
SBB Allocations Total				\$1,366,009																																																																																																																	
2	SBB Transition Supplements	\$0																																																																																																																			
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Sea Isle Elementary  
5250 Sea Isle Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 79,703	Student Capacity 468	FY2023-24 Utilization 94	FCI: 16	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		413	415	404	399	(5)
Attendance Rate		93%	93%	94%	-	
Student Demographics						
Economically Disadvantaged		32%	44%	40%	40%	
Student with Disability		19%	20%	19%	19%	
English Language Learners		8%	7%	7%	7%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		33	32	32	32	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		24	16	17	17	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		12	7	4	4	-
School level Funds						
General Fund		3,786,629	3,595,629	3,838,458	2,186,747	(1,651,711)
Title 1		237,992	286,699	229,104	246,560	17,457
IDEA, Part 1		137,127	137,127	137,127	152,012	14,886
Other Special Revenue & Federal Funds		3,786,629	179,590	82,252	218,758	136,506
Total		7,948,377	4,199,045	4,286,940	2,804,077	(1,482,863)

Total SBB Allocation					\$2,156,844
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,156,844
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,110,402	
			Next year (2025) ...	\$2,156,844	
			Total Difference	\$46,442	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			246,560
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,156,844				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	399	\$1,436,400	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	67	\$72,360	
	Grade 1	0.3	\$1,080	64	\$69,120	
	Grade 2	0.3	\$1,080	65	\$70,200	
	Grade 3	0.2	\$720	69	\$49,680	
	Grade 4	0.2	\$720	58	\$41,760	
	Grade 5	0.2	\$720	76	\$54,720	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	161	\$58,132	
	ELL Weight					
	ELL Weight	0.03	\$90	28	\$2,535	
	Mobility Weights					
	Mobility	0.29	\$1,044	16	\$16,371	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	285	\$102,710	
	Incoming High Proficiency	0.1	\$360	114	\$40,930	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	75	\$61,875	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$80,051
	SBB Allocations Total					\$2,156,844
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,406	\$5,224	\$182	
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.36%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



Sharpe Elementary

3431 Sharpe, Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 47,130	Student Capacity 279	FY2023-24 Utilization 126	FCI: 40	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
PreK-5		286	315	283	280	(3)
Attendance Rate		90%	92%	93%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		52%	60%	51%	51%	
Student with Disability		7%	4%	5%	5%	
English Language Learners		47%	55%	54%	54%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		19	21	22	22	-
Special Skills		2	2	2	2	-
Counselors		1	1	1	1	-
Educational Assistant		14	8	5	6	1
Instructional Facilitator		1	1	1	1	-
librarian		-	-	-	-	-
Nutrition		-	-	-	-	-
other		21	14	6	7	1
<b>School level Funds</b>						
General Fund		2,075,983	2,205,729	2,314,183	1,710,180	(604,002)
Title 1		234,406	263,528	217,194	194,970	(22,224)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,075,983	289,557	210,956	344,897	133,941
Total		4,386,373	2,758,814	2,742,333	2,250,048	(492,285)

Total SBB Allocation					\$1,685,613
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,685,613
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,644,000	
			Next year (2025) ...	\$1,685,613	
		This comparison does not include "locked dollars"	Total Difference	\$41,613	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			194,970
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$1,685,613	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	280	\$1,008,000
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	46	\$49,680
	Grade 1	0.3	\$1,080	44	\$47,520
	Grade 2	0.3	\$1,080	48	\$51,840
	Grade 3	0.2	\$720	51	\$36,720
	Grade 4	0.2	\$720	53	\$38,160
	Grade 5	0.2	\$720	38	\$27,360
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	144	\$51,781
	ELL Weight				
	ELL Weight	0.03	\$90	152	\$13,722
	Mobility Weights				
	Mobility	0.29	\$1,044	28	\$29,316
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	256	\$92,211
	Incoming High Proficiency	0.1	\$360	24	\$8,589
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	15	\$12,375
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$218,340
	SBB Allocations Total				\$1,685,613
	2	SBB Transition Supplements			\$0
		SCS Staffing Supplement			
		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
		Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
		The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$6,020	\$5,809	\$211	
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		3.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL			\$0		





Sheffield Elementary

4290 Chuck, Memphis, TN 38118

Grade Level: PreK-5	School Type iZone	Square Footage 47,000	Student Capacity 453	FY2023-24 Utilization 131	FCI: 22	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		488	507	486	479	(7)
Attendance Rate		94%	93%	94%	-	
Student Demographics						
Economically Disadvantaged		42%	48%	40%	40%	
Student with Disability		5%	6%	5%	5%	
English Language Learners		53%	63%	67%	67%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	-	-	-	-
Classroom Teacher		34	36	34	34	-
Special Skills		4	4	5	5	-
Counselors		1	1	1	1	-
Educational Assistant		14	7	4	4	-
Instructional Facilitator		2	3	3	3	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		23	12	4	4	-
School level Funds						
General Fund		3,266,279	3,599,618	3,457,953	2,529,345	(928,608)
Title 1		309,842	383,803	292,525	237,850	(54,675)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		3,266,279	6,248,239	1,908,739	376,111	(1,532,628)
Total		6,842,399	10,231,659	5,659,216	3,143,306	(2,515,910)

Total SBB Allocation				\$2,493,112
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,493,112
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,554,605
			Next year (2025) ...	\$2,493,112
			Total Difference	(\$61,493)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		237,850
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,493,112																																																																																																																								
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td colspan="5">Base Weight</td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>479</td><td>\$1,724,400</td></tr><tr><td colspan="5">Grade Weights</td></tr><tr><td></td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>79</td><td>\$85,320</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>77</td><td>\$83,160</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>74</td><td>\$79,920</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>80</td><td>\$57,600</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>87</td><td>\$62,640</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>82</td><td>\$59,040</td></tr><tr><td colspan="5">Poverty Weight</td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>192</td><td>\$69,191</td></tr><tr><td colspan="5">ELL Weight</td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>321</td><td>\$28,860</td></tr><tr><td colspan="5">Mobility Weights</td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>48</td><td>\$49,917</td></tr><tr><td colspan="5">Academic Performance Weights</td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>416</td><td>\$149,680</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>63</td><td>\$22,760</td></tr><tr><td colspan="5">Increments for Locked Students</td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>25</td><td>\$20,625</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$0</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$2,493,112</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	479	\$1,724,400	Grade Weights						Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	79	\$85,320	Grade 1	0.3	\$1,080	77	\$83,160	Grade 2	0.3	\$1,080	74	\$79,920	Grade 3	0.2	\$720	80	\$57,600	Grade 4	0.2	\$720	87	\$62,640	Grade 5	0.2	\$720	82	\$59,040	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	192	\$69,191	ELL Weight					ELL Weight	0.03	\$90	321	\$28,860	Mobility Weights					Mobility	0.29	\$1,044	48	\$49,917	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	416	\$149,680	Incoming High Proficiency	0.1	\$360	63	\$22,760	Increments for Locked Students					SWD Self-Contained	0.23	\$825	25	\$20,625	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0	SBB Allocations Total				\$2,493,112
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ELL Weight																																																																																																																										
ELL Weight	0.03	\$90	321	\$28,860																																																																																																																						
Mobility Weights																																																																																																																										
Mobility	0.29	\$1,044	48	\$49,917																																																																																																																						
Academic Performance Weights																																																																																																																										
Incoming Low Proficiency	0.1	\$360	416	\$149,680																																																																																																																						
Incoming High Proficiency	0.1	\$360	63	\$22,760																																																																																																																						
Increments for Locked Students																																																																																																																										
SWD Self-Contained	0.23	\$825	25	\$20,625																																																																																																																						
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0																																																																																																																						
SBB Allocations Total				\$2,493,112																																																																																																																						
2	SBB Transition Supplements	\$0																																																																																																																								
<table><tr><td colspan="4">SCS Staffing Supplement</td></tr><tr><td colspan="4">This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.</td><td>\$0</td></tr><tr><td colspan="2">Transition Policy Tax or Subsidy</td><td>Dollar per Pupil Next Year (2024-2025)</td><td>Dollar per Pupil This Year (2023-2024)</td><td>Difference in Dollar per Pupil</td></tr><tr><td colspan="2">The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</td><td>\$5,205</td><td>\$5,256</td><td>(\$52)</td></tr><tr><td colspan="2"></td><td>% Change in Dollar per Pupil</td><td>Transition Policy Type</td><td>Transition Policy Dollars</td></tr><tr><td colspan="2">If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</td><td>-0.99%</td><td>N/A - You are not gaining or losing enough to be affected by the transition policy</td><td>\$0</td></tr><tr><td colspan="4">SBB Transition Supplements TOTAL</td><td>\$0</td></tr></table>			SCS Staffing Supplement				This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		\$5,205	\$5,256	(\$52)			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.99%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	SBB Transition Supplements TOTAL				\$0																																																																																						
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		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars																																																																																																																						
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SBB Transition Supplements TOTAL				\$0																																																																																																																						



Shelby Oaks Elementary  
6053 Summer Avenue Memphis, TN 38134

Grade Level: PreK-5	School Type Traditional	Square Footage 74,069	Student Capacity 637	FY2023-24 Utilization 136	FCI: 11	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		739	681	728	702	(26)
Attendance Rate		91%	92%	93%	-	
Student Demographics						
Economically Disadvantaged		47%	57%	51%	51%	
Student with Disability		8%	9%	8%	8%	
English Language Learners		12%	14%	13%	13%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	2	2	-
Classroom Teacher		42	41	42	42	-
Special Skills		6	6	6	6	-
Counselors		2	2	2	2	-
Educational Assistant		24	15	11	11	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		20	6	7	8	1
School level Funds						
General Fund		4,330,336	4,056,953	4,199,833	3,733,137	(466,695)
Title 1		477,168	572,884	499,950	475,700	(24,250)
IDEA, Part 1		27,423	27,423	27,423	13,715	(13,708)
Other Special Revenue & Federal Funds		4,330,336	423,152	231,026	330,586	99,560
Total		9,165,263	5,080,413	4,958,233	4,553,139	(405,094)

Total SBB Allocation				\$3,683,115
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,683,115
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,616,564
			Next year (2025) ...	\$3,683,115
			Total Difference	\$66,551
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		475,700
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$3,683,115
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	702
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	116
	Grade 1	0.3	\$1,080	127
	Grade 2	0.3	\$1,080	126
	Grade 3	0.2	\$720	113
	Grade 4	0.2	\$720	109
	Grade 5	0.2	\$720	111
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	361
	ELL Weight			
	ELL Weight	0.03	\$90	93
	Mobility Weights			
	Mobility	0.29	\$1,044	73
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	577
	Incoming High Proficiency	0.1	\$360	125
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	61
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$3,683,115
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,247	\$4,968	\$279
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	5.31%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Sherwood Elementary

1156 Robin Hood Lane Memphis, TN 38111

Grade Level: PreK-5	School Type Optional	Square Footage 94,516	Student Capacity 562	FY2023-24 Utilization 116	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		506	513	486	494	8
Attendance Rate		90%	90%	90%	-	
Student Demographics						
Economically Disadvantaged		56%	69%	60%	60%	
Student with Disability		7%	7%	7%	7%	
English Language Learners		21%	24%	27%	27%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		30	33	29	31	2
Special Skills		5	5	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		14	9	8	8	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	9	8	8	-
School level Funds						
General Fund		3,130,173	3,197,749	3,493,846	2,656,747	(837,099)
Title 1		366,239	671,264	466,032	343,710	(122,322)
IDEA, Part 1		24,533	24,533	24,533	35,691	11,158
Other Special Revenue & Federal Funds		3,130,173	1,511,685	401,299	464,838	63,540
Total		6,651,119	5,405,231	4,385,710	3,500,987	(884,723)

Total SBB Allocation				\$2,619,820
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,619,820
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,451,356
			Next year (2025) ...	\$2,619,820
			Total Difference	\$168,464
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		343,710
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown					
1	SBB Allocations			\$2,619,820	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	494	\$1,778,400
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	78	\$84,240
	Grade 1	0.3	\$1,080	81	\$87,480
	Grade 2	0.3	\$1,080	86	\$92,880
	Grade 3	0.2	\$720	102	\$73,440
	Grade 4	0.2	\$720	77	\$55,440
	Grade 5	0.2	\$720	70	\$50,400
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	296	\$106,704
	ELL Weight				
	ELL Weight	0.03	\$90	133	\$11,973
	Mobility Weights				
	Mobility	0.29	\$1,044	71	\$73,798
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	450	\$162,116
	Incoming High Proficiency	0.1	\$360	44	\$15,724
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	33	\$27,225
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,619,820	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,303	\$5,044	\$259	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	4.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL				\$0	



South Park Elementary  
1736 Getwell Road Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 77,075	Student Capacity 438	FY2023-24 Utilization 123	FCI: 4	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		451	479	439	445	6
Attendance Rate		93%	92%	93%	-	
Student Demographics						
Economically Disadvantaged		52%	63%	52%	52%	
Student with Disability		10%	14%	15%	15%	
English Language Learners		46%	43%	48%	48%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		34	34	33	33	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		24	15	10	10	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		14	7	6	6	-
School level Funds						
General Fund		3,335,912	3,200,687	3,351,450	2,385,132	(966,318)
Title 1		303,745	408,266	363,787	304,180	(59,607)
IDEA, Part 1		90,501	90,501	90,501	72,931	(17,570)
Other Special Revenue & Federal Funds		3,335,912	357,491	346,741	251,082	(95,659)
Total		7,066,070	4,056,944	4,152,479	3,013,325	(1,139,154)

Total SBB Allocation				\$2,351,034
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,351,034
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,323,647
			Next year (2025) ...	\$2,351,034
			Total Difference	\$27,387
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		304,180
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,351,034			
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	<b>Base Weight</b>				
	All Students	1	\$3,600	445	\$1,602,000
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	81	\$87,480
	Grade 1	0.3	\$1,080	85	\$91,800
	Grade 2	0.3	\$1,080	70	\$75,600
	Grade 3	0.2	\$720	90	\$64,800
	Grade 4	0.2	\$720	63	\$45,360
	Grade 5	0.2	\$720	56	\$40,320
	<b>Poverty Weight</b>				
	Poverty (Direct Certified)	0.1	\$360	232	\$83,416
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	215	\$19,371
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	26	\$27,063
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	409	\$147,171
	Incoming High Proficiency	0.1	\$360	36	\$13,029
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.23	\$825	65	\$53,625
	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				
<b>SBB Allocations Total</b>					<b>\$2,351,034</b>
2	SBB Transition Supplements	\$0			
	<b>SCS Staffing Supplement</b>				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,283	\$5,293	(\$10)	
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.19%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	<b>SBB Transition Supplements TOTAL</b>				



Southwind Elementary  
8155 Meadowvale Drive, Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 108,000	Student Capacity 937	FY2023-24 Utilization 78	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		623	578	575	562	(13)
Attendance Rate		96%	96%	96%	-	
Student Demographics						
Economically Disadvantaged		35%	42%	40%	40%	
Student with Disability		10%	11%	9%	9%	
English Language Learners		7%	7%	9%	9%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		42	38	39	39	-
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		28	18	16	16	-
Instructional Facilitator		3	3	3	3	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	6	4	4	-
School level Funds						
General Fund		3,977,087	4,009,186	3,785,041	3,030,554	(754,487)
Title 1		320,951	391,157	300,917	314,900	13,983
IDEA, Part 1		100,552	100,552	100,552	45,285	(55,267)
Other Special Revenue & Federal Funds		3,977,087	4,201,982	3,528,678	3,645,736	117,058
Total		8,375,676	8,702,878	7,715,188	7,036,476	(678,713)

Total SBB Allocation					\$2,986,491
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,986,491
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,052,442	
			Next year (2025) ...	\$2,986,491	
			Total Difference	(\$65,951)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			314,900
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.







Springdale Elementary  
880 North Hollywood Memphis, TN 38108

Grade Level: PreK-5	School Type Optional	Square Footage 58,986	Student Capacity 279	FY2023-24 Utilization 92	FCI: 35	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		272	218	201	196	(5)
Attendance Rate		89%	88%	89%	-	
Student Demographics						
Economically Disadvantaged		71%	88%	76%	76%	
Student with Disability		6%	8%	9%	9%	
English Language Learners		0%	2%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		14	16	14	15	1
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		9	5	3	4	1
Instructional Facilitator		1	1	1	1	-
Librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		19	12	4	4	-
School level Funds						
General Fund		1,901,796	1,852,063	2,135,277	1,493,958	(641,319)
Title 1		175,223	235,703	180,394	139,360	(41,034)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		1,901,796	364,570	220,720	338,455	117,735
Total		3,978,814	2,452,336	2,536,391	1,971,773	(564,618)

Total SBB Allocation					\$1,476,550
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,446,060
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$30,490
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,517,934	
			Next year (2025) ...	\$1,476,550	
			Total Difference	(\$41,384)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			139,360
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$1,446,060	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	196	\$705,600
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	39	\$42,120
	Grade 1	0.3	\$1,080	38	\$41,040
	Grade 2	0.3	\$1,080	36	\$38,880
	Grade 3	0.2	\$720	26	\$18,720
	Grade 4	0.2	\$720	33	\$23,760
	Grade 5	0.2	\$720	24	\$17,280
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	149	\$53,598
	ELL Weight				
	ELL Weight	0.03	\$90	0	\$0
	Mobility Weights				
	Mobility	0.29	\$1,044	25	\$26,254
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	133	\$47,962
	Incoming High Proficiency	0.1	\$360	63	\$22,598
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	18	\$14,850
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$393,398
SBB Allocations Total				\$1,446,060	
2	SBB Transition Supplements			\$30,490	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$7,533	\$7,552	(\$18)	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$30,490	
	SBB Transition Supplements TOTAL			\$30,490	



Treadwell Elementary  
3538 Given Ave. Memphis, TN 38122

Grade Level: K-5	School Type Optional	Square Footage 55,512	Student Capacity 618	FY2023-24 Utilization 104	FCI: 36	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		770	777	812	870	58
Attendance Rate		93%	93%	92%	-	
Student Demographics						
Economically Disadvantaged		51%	55%	45%	45%	
Student with Disability		4%	4%	4%	4%	
English Language Learners		26%	46%	50%	50%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		47	50	52	54	2
Special Skills		7	7	7	7	-
Counselors		2	2	2	2	-
Educational Assistant		24	16	16	21	5
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		31	15	6	6	-
School level Funds						
General Fund		4,470,847	4,923,611	5,286,260	4,596,818	(689,442)
Title 1		502,180	645,150	518,003	481,060	(36,943)
IDEA, Part 1		-	-	-	33,434	33,434
Other Special Revenue & Federal Funds		4,470,847	196,316	221,383	102,340	(119,043)
Total		9,443,874	5,765,077	6,025,646	5,213,652	(811,994)

Total SBB Allocation					\$4,536,175
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,536,175
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,171,130	
			Next year (2025) ...	\$4,536,175	
		This comparison does not include "locked dollars"	Total Difference	\$365,045	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			481,060
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$4,536,175	
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	870	\$3,132,000
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	145	\$156,600
Grade 1		0.3	\$1,080	144	\$155,520
Grade 2		0.3	\$1,080	128	\$138,240
Grade 3		0.2	\$720	178	\$128,160
Grade 4		0.2	\$720	136	\$97,920
Grade 5		0.2	\$720	139	\$100,080
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	393	\$141,604
ELL Weight					
ELL Weight		0.03	\$90	437	\$39,292
Mobility Weights					
Mobility		0.29	\$1,044	100	\$104,683
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	767	\$276,014
Incoming High Proficiency		0.1	\$360	103	\$37,186
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	35	\$28,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
SBB Allocations Total					\$4,536,175
2	SBB Transition Supplements			\$0	
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			\$5,214	\$5,137	\$77
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			1.48%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Vollentine Elementary

1682 Vollintine, Memphis, TN 38107

Grade Level: PreK-5	School Type Optional	Square Footage 75,100	Student Capacity 514	FY2023-24 Utilization 45	FCI: 14	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		261	268	258	251	(7)
Attendance Rate		94%	93%	93%	-	
Student Demographics						
Economically Disadvantaged		62%	79%	73%	73%	
Student with Disability		22%	25%	22%	22%	
English Language Learners		2%	3%	2%	2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		21	22	20	21	1
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		24	15	15	15	-
Instructional Facilitator		2	1	2	2	-
librarian		-	-	-	-	-
Nutrition		-	-	-	-	-
other		22	6	6	6	-
School level Funds						
General Fund		2,334,368	2,313,142	2,113,613	1,551,787	(561,826)
Title 1		203,650	317,337	243,077	205,690	(37,387)
IDEA, Part 1		290,792	290,792	290,792	446,937	156,144
Other Special Revenue & Federal Funds		2,334,368	4,735,536	293,512	195,615	(97,896)
Total		5,163,178	7,656,807	2,940,994	2,400,029	(540,965)

Total SBB Allocation				\$1,529,020
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,525,811
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$3,209
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,574,966
			Next year (2025) ...	\$1,529,020
			Total Difference	(\$45,946)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		205,690
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.







Wells Station Elementary

1610 Wells Station Road Memphis, TN 38108

Grade Level: PreK-5	School Type Traditional	Square Footage 100,258	Student Capacity 747	FY2023-24 Utilization 96	FCI: 12	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		662	579	587	591	4
Attendance Rate		94%	94%	94%	-	
Student Demographics						
Economically Disadvantaged		38%	42%	35%	35%	
Student with Disability		5%	7%	6%	6%	
English Language Learners		55%	56%	60%	60%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	1	1	-
Classroom Teacher		48	46	45	48	3
Special Skills		5	4	4	5	1
Counselors		2	2	1	1	-
Educational Assistant		24	10	7	9	2
Instructional Facilitator		2	2	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		30	16	6	7	1
School level Funds						
General Fund		4,603,633	4,551,877	4,169,785	3,204,585	(965,199)
Title 1		416,239	389,051	295,657	334,330	38,673
IDEA, Part 1		122,472	122,472	122,472	106,660	(15,812)
Other Special Revenue & Federal Funds		4,603,633	540,613	763,429	802,917	39,489
Total		9,745,976	5,604,012	5,351,343	4,448,493	(902,849)

Total SBB Allocation				\$3,161,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,161,943
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,051,796
			Next year (2025) ...	\$3,161,943
			Total Difference	\$110,147
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		334,330
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$3,161,943	
	SBB Weights	Weight	Amount per Student	Enrollment	Total
	Base Weight				
	All Students	1	\$3,600	591	\$2,127,600
	Grade Weights	Weight	Amount per Student	Enrollment	Total
	Grade K	0.3	\$1,080	104	\$112,320
	Grade 1	0.3	\$1,080	107	\$115,560
	Grade 2	0.3	\$1,080	88	\$95,040
	Grade 3	0.2	\$720	100	\$72,000
	Grade 4	0.2	\$720	95	\$68,400
	Grade 5	0.2	\$720	97	\$69,840
	Poverty Weight				
	Poverty (Direct Certified)	0.1	\$360	210	\$75,449
	ELL Weight				
	ELL Weight	0.03	\$90	353	\$31,735
	Mobility Weights				
	Mobility	0.29	\$1,044	34	\$35,426
	Academic Performance Weights				
	Incoming Low Proficiency	0.1	\$360	433	\$156,042
	Incoming High Proficiency	0.1	\$360	158	\$56,718
	Increments for Locked Students				
	SWD Self-Contained	0.23	\$825	37	\$30,525
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$115,288
SBB Allocations Total				\$3,161,943	
2	SBB Transition Supplements			\$0	
	SCS Staffing Supplement				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,350	\$5,199	\$151	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	2.83%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL			\$0	



Westside Elementary  
3347 Dawn Drive Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 49,474	Student Capacity 423	FY2023-24 Utilization 73	FCI: 17	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
PreK-5		330	328	313	305	(8)
Attendance Rate		94%	94%	95%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		74%	83%	72%	72%	
Student with Disability		6%	9%	7%	7%	
English Language Learners		3%	4%	3%	3%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		19	19	18	18	-
Special Skills		2	2	2	2	-
Counselors		1	1	1	1	-
Educational Assistant		7	5	6	6	-
Instructional Facilitator		1	1	1	1	-
librarian		1	-	-	-	-
Nutrition		-	-	-	-	-
other		12	4	4	4	-
<b>School level Funds</b>						
General Fund		2,272,179	2,129,554	2,144,708	1,709,830	(434,878)
Title 1		236,894	287,439	257,483	213,060	(44,423)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,272,179	4,226,728	124,969	136,159	11,190
Total		4,781,251	6,643,721	2,527,160	2,059,049	(468,111)

Total SBB Allocation					\$1,685,013
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,685,013
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,705,770	
			Next year (2025) ...	\$1,685,013	
		This comparison does not include "locked dollars"	Total Difference	(\$20,757)	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		Other Resources Outside of SBB			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			213,060
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.

## Section B: Detailed Breakdown

1

SBB Allocations

\$1,685,013

SBB Weights	Weight	Amount per Student	Enrollment	Total
Base Weight				
All Students	1	\$3,600	305	\$1,098,000
Grade Weights				
	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	56	\$60,480
Grade 1	0.3	\$1,080	63	\$68,040
Grade 2	0.3	\$1,080	50	\$54,000
Grade 3	0.2	\$720	52	\$37,440
Grade 4	0.2	\$720	41	\$29,520
Grade 5	0.2	\$720	43	\$30,960
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	219	\$78,840
ELL Weight				
ELL Weight	0.03	\$90	9	\$810
Mobility Weights				
Mobility	0.29	\$1,044	27	\$27,725
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	273	\$98,151
Incoming High Proficiency	0.1	\$360	32	\$11,649
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	21	\$17,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$72,073
SBB Allocations Total				\$1,685,013

2

SBB Transition Supplements

\$0

SCS Staffing Supplement			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
<p>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</p> <ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul> <p>If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$5,525	\$5,450	\$75
	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<p>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</p>	1.36%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0





Westhaven Elementary

4585 Hodge Rd, Memphis, TN 38109

Grade Level: PK-5	School Type Traditional	Square Footage 90,356	Student Capacity 662	FY2023-24 Utilization 105	FCI: 0	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
PK-5		748	676	639	647	8
Attendance Rate		86%	89%	91%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		65%	75%	73%	73%	
Student with Disability		13%	18%	17%	17%	
English Language Learners		0%	1%	1%	1%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		40	40	39	39	-
Special Skills		4	3	3	3	-
Counselors		2	2	2	2	-
Educational Assistant		29	28	14	14	-
Instructional Facilitator		1	1	2	2	-
librarian		2	2	2	2	-
Nutrition		-	-	-	-	-
other		27	19	9	10	1
<b>School level Funds</b>						
General Fund		4,190,063	4,443,221	4,529,453	3,370,108	(1,159,345)
Title 1		527,242	640,638	564,893	460,960	(103,933)
IDEA, Part 1		-	-	-	202,392	202,392
Other Special Revenue & Federal Funds		4,190,063	6,826,619	2,836,617	727,740	(2,108,878)
Total		8,907,368	11,910,478	7,930,963	4,761,200	(3,169,763)

Total SBB Allocation					\$3,321,445
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,321,445
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,419,129	
			Next year (2025) ...	\$3,321,445	
			Total Difference	(\$97,684)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			460,960
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$3,321,445				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	647	\$2,329,200	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	93	\$100,440	
	Grade 1	0.3	\$1,080	95	\$102,600	
	Grade 2	0.3	\$1,080	115	\$124,200	
	Grade 3	0.2	\$720	124	\$89,280	
	Grade 4	0.2	\$720	116	\$83,520	
	Grade 5	0.2	\$720	104	\$74,880	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	469	\$168,909	
	ELL Weight					
	ELL Weight	0.03	\$90	7	\$670	
	Mobility Weights					
	Mobility	0.29	\$1,044	67	\$70,104	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	0	\$0	
	Incoming High Proficiency	0.1	\$360	0	\$0	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	108	\$89,100	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$88,543
	SBB Allocations Total					\$3,321,445
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,134	\$5,351	(\$217)	
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-4.23%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



White Station Elementary  
4840 Chickasaw Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 76,420	Student Capacity 562	FY2023-24 Utilization 113	FCI: 10	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		608	641	670	689	19
Attendance Rate		96%	95%	95%	-	
Student Demographics						
Economically Disadvantaged		23%	31%	29%	29%	
Student with Disability		13%	12%	13%	13%	
English Language Learners		9%	13%	15%	15%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		46	46	46	46	-
Special Skills		4	4	4	4	-
Counselors		2	2	2	2	-
Educational Assistant		30	17	18	23	5
Instructional Facilitator		2	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		16	2	3	3	-
School level Funds						
General Fund		4,494,423	4,310,732	4,543,020	3,593,795	(949,226)
Title 1		212,042	270,303	232,186	323,610	91,424
IDEA, Part 1		122,743	122,743	122,743	199,676	76,933
Other Special Revenue & Federal Funds		4,494,423	470,740	212,716	317,858	105,141
Total		9,323,632	5,174,518	5,110,666	4,434,938	(675,728)

Total SBB Allocation					\$3,544,943
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,544,943
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,486,827	
			Next year (2025) ...	\$3,544,943	
			Total Difference	\$58,116	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			323,610
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$3,544,943	
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	689	\$2,480,400
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	122	\$131,760
Grade 1		0.3	\$1,080	112	\$120,960
Grade 2		0.3	\$1,080	116	\$125,280
Grade 3		0.2	\$720	114	\$82,080
Grade 4		0.2	\$720	121	\$87,120
Grade 5		0.2	\$720	104	\$74,880
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	200	\$72,000
ELL Weight					
ELL Weight		0.03	\$90	104	\$9,360
Mobility Weights					
Mobility		0.29	\$1,044	24	\$25,020
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	344	\$123,723
Incoming High Proficiency		0.1	\$360	345	\$124,317
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	85	\$70,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$17,918
SBB Allocations Total					\$3,544,943
2	SBB Transition Supplements			\$0	
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			\$5,145	\$5,204	(\$59)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			-1.15%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



Whitehaven Elementary

4783 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: PreK-5	School Type Optional	Square Footage 49,885	Student Capacity 433	FY2023-24 Utilization 106	FCI: 33	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		400	415	382	392	10
Attendance Rate		95%	90%	91%	-	
Student Demographics						
Economically Disadvantaged		54%	64%	55%	55%	
Student with Disability		7%	7%	8%	8%	
English Language Learners		2%	2%	3%	3%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		23	23	20	21	1
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		11	7	6	7	1
Instructional Facilitator		2	2	2	2	-
librarian		-	-	-	-	-
Nutrition		-	-	-	-	-
other		10	6	6	6	-
School level Funds						
General Fund		2,475,997	2,625,847	2,701,741	2,071,688	(630,053)
Title 1		262,240	350,310	306,827	274,700	(32,127)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,475,997	2,506,336	204,072	246,331	42,259
Total		5,214,233	5,482,493	3,212,639	2,592,719	(619,920)

Total SBB Allocation				\$2,040,891
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,040,891
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,064,347
			Next year (2025) ...	\$2,040,891
		This comparison does not include "locked dollars"	Total Difference	(\$23,456)
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Other Resources Outside of SBB		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		274,700
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown				
1	SBB Allocations			\$2,040,891
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	392
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	65
	Grade 1	0.3	\$1,080	67
	Grade 2	0.3	\$1,080	69
	Grade 3	0.2	\$720	71
	Grade 4	0.2	\$720	63
	Grade 5	0.2	\$720	57
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	214
	ELL Weight			
	ELL Weight	0.03	\$90	12
	Mobility Weights			
	Mobility	0.29	\$1,044	29
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	295
	Incoming High Proficiency	0.1	\$360	97
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	31
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,040,891
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,206	\$5,404	(\$198)
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-3.80%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



Whitney Elementary  
1219 Whitney Ave, Memphis, TN 38127

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
PreK-5	iZone	-	-	0	0

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>					
PreK-5	-	230	244	261	17
Attendance Rate	0%	86%	85%	-	
<b>Student Demographics</b>					
Economically Disadvantaged	-	0.83	64%	64%	
Student with Disability	0	-	7%	7%	
English Language Learners	-	-	0%	0%	
<b>Key School Positions-All Funding Sources</b>					
Principal	-	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	-	14	16	16	-
Special Skills	-	2	2	2	-
Counselors	-	1	1	1	-
Educational Assistant	-	3	13	13	-
Instructional Facilitator	-	2	2	2	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	-	4	9	9	-
<b>School level Funds</b>					
General Fund	-	2,077,622	1,938,868	1,631,904	(306,964)
Title 1	-	203,004	197,376	170,850	(26,526)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	120,326	544,244	81,454	(462,790)
Total	-	2,400,952	2,680,487	1,884,208	(796,279)

Total SBB Allocation					\$1,605,262
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,605,262
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,461,931	
			Next year (2025) ...	\$1,605,262	
			Total Difference	\$143,331	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			170,850
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, Prek Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$1,605,262
	SBB Weights	Weight	Amount per Student	Total
	Base Weight			
	All Students	1	\$3,600	261
				\$939,600
	Grade Weights	Weight	Amount per Student	Total
	Grade K	0.3	\$1,080	56
	Grade 1	0.3	\$1,080	46
	Grade 2	0.3	\$1,080	46
	Grade 3	0.2	\$720	45
	Grade 4	0.2	\$720	35
	Grade 5	0.2	\$720	33
				\$23,760
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	168
				\$60,325
	ELL Weight			
	ELL Weight	0.03	\$90	0
				\$0
	Mobility Weights			
	Mobility	0.29	\$1,044	43
				\$45,113
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	234
	Incoming High Proficiency	0.1	\$360	27
				\$9,858
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	18
				\$14,850
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$210,215
	SBB Allocations Total			\$1,605,262
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$6,150	\$5,992	\$159
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	2.58%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0



William Herbert Brewster Elementary School  
2605 Sam Cooper Blvd. 38112

Grade Level: PreK-5	School Type Optional	Square Footage 95,220	Student Capacity 528	FY2023-24 Utilization 77	FCI: 1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-5		420	424	432	438	6
Attendance Rate		95%	94%	94%	-	
Student Demographics						
Economically Disadvantaged		55%	68%	60%	60%	
Student with Disability		14%	15%	14%	14%	
English Language Learners		23%	26%	26%	26%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		28	30	30	32	2
Special Skills		4	4	4	4	-
Counselors		1	1	1	1	-
Educational Assistant		18	10	10	13	3
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	13	6	7	1
School level Funds						
General Fund		2,892,654	2,751,439	2,992,227	2,349,454	(642,773)
Title 1		286,654	369,033	343,284	312,890	(30,394)
IDEA, Part 1		88,798	88,798	88,798	125,200	36,402
Other Special Revenue & Federal Funds		2,892,654	398,365	349,311	292,095	(57,215)
Total		6,160,760	3,607,635	3,773,620	3,079,639	(693,981)

Total SBB Allocation				\$2,315,810
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,315,810
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,222,783
			Next year (2025) ...	\$2,315,810
			Total Difference	\$93,027
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		312,890
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$2,315,810
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			
	All Students	1	\$3,600	438
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	70
	Grade 1	0.3	\$1,080	61
	Grade 2	0.3	\$1,080	88
	Grade 3	0.2	\$720	72
	Grade 4	0.2	\$720	77
	Grade 5	0.2	\$720	70
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	265
	ELL Weight			
	ELL Weight	0.03	\$90	114
	Mobility Weights			
	Mobility	0.29	\$1,044	31
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	342
	Incoming High Proficiency	0.1	\$360	96
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	60
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				\$2,315,810
2	SBB Transition Supplements			\$0
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,287	\$5,145	\$142
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	2.68%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	SBB Transition Supplements TOTAL			\$0





Willow Oaks Elementary  
4417 Willow Rd., Memphis, TN 38117

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
K-5	Optional	71,759	547	121	3

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>					
K-5	649	622	575	575	-
Attendance Rate	92%	94%	95%	-	
<b>Student Demographics</b>					
Economically Disadvantaged	53%	54%	52%	52%	
Student with Disability	6%	8%	9%	9%	
English Language Learners	36%	40%	44%	44%	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	41	39	37	37	-
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	17	4	2	3	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	30	16	7	7	-
<b>School level Funds</b>					
General Fund	3,633,436	3,919,511	3,711,916	3,124,284	(587,633)
Title 1	430,656	668,866	471,537	399,990	(71,547)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	3,633,436	6,868,197	2,956,724	587,156	(2,369,568)
Total	7,697,529	11,456,574	7,140,177	4,111,429	(3,028,748)

Total SBB Allocation					\$3,082,192
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,082,192
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,974,776	
			Next year (2025) ...	\$3,082,192	
			Total Difference	\$107,416	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			399,990
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$3,082,192
SBB Weights		
Base Weight		
All Students	1	\$3,600
Grade Weights	Weight	Amount per Student
Grade K	0.3	\$1,080
Grade 1	0.3	\$1,080
Grade 2	0.3	\$1,080
Grade 3	0.2	\$720
Grade 4	0.2	\$720
Grade 5	0.2	\$720
Poverty Weight		
Poverty (Direct Certified)	0.1	\$360
ELL Weight		
ELL Weight	0.03	\$90
Mobility Weights		
Mobility	0.29	\$1,044
Academic Performance Weights		
Incoming Low Proficiency	0.1	\$360
Incoming High Proficiency	0.1	\$360
Increments for Locked Students		
SWD Self-Contained	0.23	\$825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$79,003
SBB Allocations Total		\$3,082,192
2	SBB Transition Supplements	\$0
SCS Staffing Supplement		
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,360	\$5,174
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		
	% Change in Dollar per Pupil	Transition Policy Type
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	3.49%	N/A - You are not gaining or losing enough to be affected by the transition policy
SBB Transition Supplements TOTAL		\$0



Winchester Elementary  
3587 Boeingshire, Memphis, TN 38116

Grade Level: PreK-5	School Type iZone	Square Footage 82,664	Student Capacity 462	FY2023-24 Utilization 143	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
PreK-5		549	377	368	377	9
Attendance Rate		91%	87%	89%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		67%	83%	71%	71%	
Student with Disability		4%	9%	12%	12%	
English Language Learners		5%	5%	6%	6%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		25	22	22	23	1
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		16	7	6	6	-
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		27	14	5	5	-
<b>School level Funds</b>						
General Fund		2,798,367	2,555,565	2,489,602	2,063,812	(425,791)
Title 1		329,223	375,580	308,000	248,570	(59,430)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,798,367	464,882	208,732	390,832	182,100
Total		5,925,957	3,396,027	3,006,334	2,703,213	(303,120)

Total SBB Allocation					\$2,034,090
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,034,090
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed		Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,951,514	
			Next year (2025) ...	\$2,034,090	
			Total Difference	\$82,576	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			248,570
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown

1	SBB Allocations	\$2,034,090				
	SBB Weights	Weight	Amount per Student	Enrollment	Total	
	Base Weight					
	All Students	1	\$3,600	377	\$1,357,200	
	Grade Weights	Weight	Amount per Student	Enrollment	Total	
	Grade K	0.3	\$1,080	53	\$57,240	
	Grade 1	0.3	\$1,080	57	\$61,560	
	Grade 2	0.3	\$1,080	72	\$77,760	
	Grade 3	0.2	\$720	77	\$55,440	
	Grade 4	0.2	\$720	60	\$43,200	
	Grade 5	0.2	\$720	58	\$41,760	
	Poverty Weight					
	Poverty (Direct Certified)	0.1	\$360	267	\$96,180	
	ELL Weight					
	ELL Weight	0.03	\$90	21	\$1,870	
	Mobility Weights					
	Mobility	0.29	\$1,044	68	\$70,685	
	Academic Performance Weights					
	Incoming Low Proficiency	0.1	\$360	354	\$127,565	
	Incoming High Proficiency	0.1	\$360	23	\$8,155	
	Increments for Locked Students					
	SWD Self-Contained	0.23	\$825	43	\$35,475	
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
	SBB Allocations Total					\$2,034,090
2	SBB Transition Supplements	\$0				
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
	● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis		\$5,395	\$5,303	\$92	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.71%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL					\$0



Winridge Elementary  
3500 Ridgeway Road Memphis, TN 38115

Grade Level: K-5	School Type Traditional	Square Footage 84,214	Student Capacity 638	FY2023-24 Utilization 81	FCI: 3	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-5		461	449	366	356	(10)
Attendance Rate		92%	94%	91%	-	
Student Demographics						
Economically Disadvantaged		57%	65%	60%	60%	
Student with Disability		14%	14%	16%	16%	
English Language Learners		8%	8%	9%	9%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		27	29	26	26	-
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		19	10	10	11	1
Instructional Facilitator		3	3	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		27	14	7	7	-
School level Funds						
General Fund		3,034,478	2,970,099	3,051,669	2,190,654	(861,015)
Title 1		365,267	429,921	372,547	277,380	(95,167)
IDEA, Part 1		162,412	162,412	162,412	211,427	49,014
Other Special Revenue & Federal Funds		3,034,478	746,701	217,198	117,458	(99,741)
Total		6,596,636	4,309,133	3,803,827	2,796,919	(1,006,908)

Total SBB Allocation				\$2,163,206
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,058,276
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$104,931
	How has my funding changed	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,177,287
			Next year (2025) ...	\$2,163,206
			Total Difference	(\$14,081)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		277,380
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown				
1	SBB Allocations			\$2,058,276
	SBB Weights	Weight	Amount per Student	Enrollment
	Base Weight			Total
	All Students	1	\$3,600	356
	Grade Weights	Weight	Amount per Student	Enrollment
	Grade K	0.3	\$1,080	66
	Grade 1	0.3	\$1,080	63
	Grade 2	0.3	\$1,080	49
	Grade 3	0.2	\$720	70
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	56
	Poverty Weight			
	Poverty (Direct Certified)	0.1	\$360	212
	ELL Weight			
	ELL Weight	0.03	\$90	32
	Mobility Weights			
	Mobility	0.29	\$1,044	40
	Academic Performance Weights			
	Incoming Low Proficiency	0.1	\$360	238
	Incoming High Proficiency	0.1	\$360	118
	Increments for Locked Students			
	SWD Self-Contained	0.23	\$825	57
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$160,102
SBB Allocations Total				\$2,058,276
2	SBB Transition Supplements			\$104,931
	SCS Staffing Supplement			
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$6,076	\$5,949	\$128
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	2.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$104,931
	SBB Transition Supplements TOTAL			\$104,931



A. Maceo Walker Middle  
1900 East Raines Rd., Memphis, TN 38116

Grade Level: 6-8	School Type Empowerment	Square Footage 136,253	Student Capacity 878	FY2023-24 Utilization 75	FCI: 5	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
6-8		806	688	583	576	(7)
Attendance Rate		86%	87%	87%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		65%	74%	78%	78%	
Student with Disability		11%	13%	19%	19%	
English Language Learners		2%	3%	5%	5%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	3	3	3	-
Classroom Teacher		39	41	34	36	2
Special Skills		-	-	-	-	-
Counselors		2	2	3	3	-
Educational Assistant		8	16	12	12	-
Instructional Facilitator		1	2	1	1	-
librarian		1	1	1	1	-
Nutrition		4	-	-	-	-
other		4	8	8	8	-
<b>School level Funds</b>						
General Fund		\$4,003,792	3,810,063	3,654,751	2,990,149	(664,602)
Title 1		\$328,722	765,262	573,097	436,840	(136,257)
IDEA, Part 1		\$214,377	278,844	278,844	316,350	37,506
Other Special Revenue & Federal Funds		\$0	441,732	373,640	495,601	121,962
Total		\$4,546,892	5,295,901	4,880,332	4,238,941	(641,391)

Total SBB Allocation				\$2,948,247
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,948,247
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,780,670
			Next year (2025) ...	\$2,948,247
			Total Difference	\$167,577
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		436,840
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

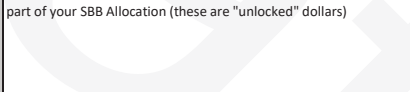


1	SBB Allocations	\$2,948,247		
<b>SBB Weights</b>				
<b>Base Weight</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
All Students	1	\$3,600	576	\$2,073,600
<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	447	\$160,883
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	27	\$2,438
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	91	\$94,662
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	532	\$191,578
Incoming High Proficiency	0.1	\$360	44	\$15,782
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	108	\$89,100
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$320,204
<b>SBB Allocations Total</b>				<b>\$2,948,247</b>
2	SBB Transition Supplements	\$0		
<b>SCS Staffing Supplement</b>				
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  <b>If you are receiving a transition subsidy</b> , this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,118	\$4,770	\$349	
	<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
<b>If you are paying a transition tax</b> , this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	6.82%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



American Way Middle  
3805 American Way, Memphis, TN 38118

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
6-8	iZone	140,970	878	79	5
<b>School Measures</b>					
		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed
					FY24 vs. FY25 Variance
<b>Enrollment</b>					
6-8		697	664	658	632
Attendance Rate		91%	93%	90%	-
					(26)
<b>Student Demographics</b>					
Economically Disadvantaged		59%	65%	64%	64%
Student with Disability		13%	12%	9%	9%
English Language Learners		21%	23%	27%	27%
<b>Key School Positions-All Funding Sources</b>					
Principal		1	1	1	1
Vice/Assistant Principal		2	2	2	2
Classroom Teacher		42	44	41	41
Special Skills		-	-	-	-
Counselors		1	3	3	3
Educational Assistant		4	10	9	10
Instructional Facilitator		2	2	2	2
librarian		1	1	1	1
Nutrition		4	-	-	-
other		6	9	9	10
					1
<b>School Level Funds</b>					
General Fund		\$3,895,343	4,261,798	3,972,726	2,925,496
Title 1		\$408,350	669,265	537,961	444,210
IDEA, Part 1		\$94,980	106,501	106,501	254,235
Other Special Revenue & Federal Funds		\$87,396	7,993,040	4,603,558	2,615,283
Total		\$4,486,070	13,030,605	9,220,746	6,239,224
					(1,047,230)
					(93,751)
					147,734
					(1,988,275)
					(2,981,521)

Total SBB Allocation					\$2,878,968
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,878,968
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?		This Year (2024) ...	\$2,940,808	
			Next year (2025) ...	\$2,878,968	
			Total Difference	(\$61,840)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			444,210
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$2,878,968			
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	632	\$2,275,200
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	0	\$0
Grade 1		0.3	\$1,080	0	\$0
Grade 2		0.3	\$1,080	0	\$0
Grade 3		0.2	\$720	0	\$0
Grade 4		0.2	\$720	0	\$0
Grade 5		0.2	\$720	0	\$0
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	408	\$146,722
ELL Weight					
ELL Weight		0.03	\$90	168	\$15,129
Mobility Weights					
Mobility		0.29	\$1,044	80	\$83,197
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	599	\$215,692
Incoming High Proficiency		0.1	\$360	33	\$11,828
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	62	\$51,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$80,051
SBB Allocations Total					\$2,878,968
2	SBB Transition Supplements	\$0			
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$4,555	\$4,469	\$86	
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		1.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



Barrets Chapel School  
10280 Godwin Rd., Memphis, TN 38002

Grade Level: K-8	School Type Traditional	Square Footage 87,165	Student Capacity 640	FY2023-24 Utilization 98	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-8		380	345	289	268	(21)
Attendance Rate		95%	94%	95%	-	
Student Demographics						
Economically Disadvantaged		40%	51%	50%	50%	
Student with Disability		13%	16%	19%	19%	
English Language Learners		2%	3%	3%	3%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	1	1	1	-
Classroom Teacher		40	30	32	32	-
Special Skills		3	2	2	2	-
Counselors		2	2	2	2	-
Educational Assistant		6	11	11	11	-
Instructional Facilitator		1	2	1	1	-
librarian		1	-	1	1	-
Nutrition		3	-	-	-	-
other		4	4	4	4	-
School level Funds						
General Fund		\$3,513,697	3,765,784	3,404,731	2,873,809	(530,922)
Title 1		\$187,012	295,121	207,855	188,940	(18,915)
IDEA, Part 1		\$75,137	65,150	65,150	129,929	64,779
Other Special Revenue & Federal Funds		\$0	108,778	385,939	395,771	9,832
Total		\$3,775,847	4,234,834	4,063,675	3,588,449	(475,225)

Total SBB Allocation					\$2,846,274
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,846,274
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,869,471	
			Next year (2025) ...	\$2,846,274	
			Total Difference	(\$23,197)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			188,940
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





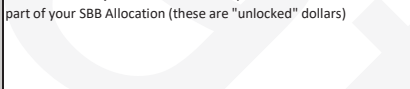
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Bellevue Middle

575 S. Bellevue, Memphis, TN 38104

Grade Level: 6-8	School Type Optional	Square Footage 93,972	Student Capacity 543	FY2023-24 Utilization 96	FCI: 7
School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	601	602	615	614	(1)
Attendance Rate	94%	93%	94%	-	
Student Demographics					
Economically Disadvantaged	47%	52%	59%	59%	
Student with Disability	5%	4%	5%	5%	
English Language Learners	1%	2%	3%	3%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	29	29	29	-
Special Skills	3	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	2	3	2	2	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	5	5	5	-
School level Funds					
General Fund	\$3,253,680	3,043,012	3,173,740	2,674,181	(499,559)
Title 1	\$173,884	472,709	459,129	399,990	(59,139)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	182,380	401,408	506,341	104,934
Total	\$3,427,565	3,698,101	4,034,277	3,580,512	(453,764)

Total SBB Allocation					\$2,630,150
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,630,150
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?		This Year (2024) ...	\$2,665,980	
			Next year (2025) ...	\$2,630,150	
			Total Difference	(\$35,830)	
			This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			399,990
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$2,630,150		
<b>SBB Weights</b>				
<b>Base Weight</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
All Students	1	\$3,600	614	\$2,210,400
<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	360	\$129,487
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	20	\$1,824
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	23	\$24,381
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	501	\$180,535
Incoming High Proficiency	0.1	\$360	113	\$40,505
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	28	\$23,100
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$19,918
<b>SBB Allocations Total</b>				<b>\$2,630,150</b>
2	SBB Transition Supplements	\$0		
<b>SCS Staffing Supplement</b>				
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$4,284	\$4,335	(\$51)	
	<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-1.20%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



Chickasaw Middle  
4060 Westmont, Memphis, TN 38109

Grade Level: 6-8	School Type iZone	Square Footage 138,044	Student Capacity 623	FY2023-24 Utilization 47	FCI: 7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
6-8		361	320	335	345	10
Attendance Rate		87%	88%	89%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		70%	83%	81%	81%	
Student with Disability		14%	14%	15%	15%	
English Language Learners		0%	1%	1%	1%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		19	19	16	17	1
Special Skills		-	-	-	-	-
Counselors		1	1	1	1	-
Educational Assistant		1	3	2	3	1
Instructional Facilitator		1	1	1	1	-
librarian		1	-	-	-	-
Nutrition		3	-	-	-	-
other		4	7	7	8	1
<b>School level Funds</b>						
General Fund		\$1,915,981	1,692,276	1,854,747	1,606,640	(248,107)
Title 1		\$171,430	328,509	279,139	245,890	(33,249)
IDEA, Part 1		\$41,755	59,003	59,003	58,056	(947)
Other Special Revenue & Federal Funds		\$35,594	503,064	332,562	478,908	146,347
Total		\$2,164,761	2,582,851	2,525,451	2,389,494	(135,956)

Total SBB Allocation				\$1,578,779
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,578,779
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,480,560
			Next year (2025) ...	\$1,578,779
			Total Difference	\$98,219
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		245,890
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$1,578,779		
<b>SBB Weights</b>				
<b>Base Weight</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
All Students	1	\$3,600	345	\$1,242,000
<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	279	\$100,592
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	2	\$171
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	67	\$69,741
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	336	\$120,921
Incoming High Proficiency	0.1	\$360	9	\$3,279
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	51	\$42,075
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,578,779</b>
2	SBB Transition Supplements	\$0		
<b>SCS Staffing Supplement</b>				
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$4,576	\$4,420	\$157	
	<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	3.42%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



Colonial Middle  
1370 Colonial Rd., Memphis, TN 38117

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
6-8	Optional	153,438	1,037	102	1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		1,100	996	1,074	1,096	22
Attendance Rate		97%	92%	94%	-	
Student Demographics						
Economically Disadvantaged		47%	52%	56%	56%	
Student with Disability		7%	7%	8%	8%	
English Language Learners		12%	16%	20%	20%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	3	3	-
Classroom Teacher		62	51	54	56	2
Special Skills		5	4	4	4	-
Counselors		3	3	3	3	-
Educational Assistant		8	3	5	8	3
Instructional Facilitator		2	3	2	2	-
librarian		1	1	1	1	-
Nutrition		6	-	-	-	-
other		6	11	10	10	-
School level Funds						
General Fund		\$6,450,639	5,658,299	5,582,149	4,787,895	(794,254)
Title 1		\$371,252	841,724	648,440	682,730	34,290
IDEA, Part 1		\$19,867	65,083	65,083	-	(65,083)
Other Special Revenue & Federal Funds		\$0	192,135	418,508	626,519	208,011
Total		\$6,841,758	6,757,241	6,714,180	6,097,144	(617,036)

Total SBB Allocation					\$4,712,682
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,712,682
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,625,791	
			Next year (2025) ...	\$4,712,682	
			Total Difference	\$86,891	
			This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			682,730
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, Prek Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





1	SBB Allocations	\$4,712,682	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
		1096	
		\$3,945,600	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$0	
SBB Allocations Total		\$4,712,682	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,300	\$4,307	(\$7)
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Cordova Middle  
900 Sanga Rd., Cordova, TN 38018

Grade Level: 6-8	School Type Optional	Square Footage 147,873	Student Capacity 1,160	FY2023-24 Utilization 59	FCI: 14	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		742	624	638	639	1
Attendance Rate		91%	91%	92%	-	
Student Demographics						
Economically Disadvantaged		29%	35%	42%	42%	
Student with Disability		12%	13%	14%	14%	
English Language Learners		4%	7%	10%	10%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	1	1	2	1
Classroom Teacher		38	33	34	34	-
Special Skills		1	1	1	1	-
Counselors		2	2	2	2	-
Educational Assistant		5	8	7	7	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		4	-	-	-	-
other		5	5	5	5	-
School level Funds						
General Fund		\$3,989,720	3,367,029	3,395,493	2,834,826	(560,667)
Title 1		\$156,716	384,699	269,879	346,390	76,511
IDEA, Part 1		\$84,103	79,786	79,786	119,473	39,687
Other Special Revenue & Federal Funds		-	5,262,829	364,974	378,007	13,033
Total		\$4,230,540	9,094,344	4,110,132	3,678,696	(431,437)

Total SBB Allocation					\$2,787,152
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,787,152
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,744,712	
			Next year (2025) ...	\$2,787,152	
			Total Difference	\$42,440	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			346,390
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$2,787,152		
<b>SBB Weights</b>				
<b>Base Weight</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
All Students	1	\$3,600	639	\$2,300,400
<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	267	\$96,167
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	65	\$5,881
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	76	\$79,589
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	533	\$191,824
Incoming High Proficiency	0.1	\$360	106	\$38,216
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	91	\$75,075
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,787,152</b>
2	SBB Transition Supplements	\$0		
<b>SCS Staffing Supplement</b>				
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$4,362	\$4,302	\$60	
	<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	1.37%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



Craigmont Middle  
3455 Covington Pike, Memphis, TN 38128

Grade Level: 6-8	School Type iZone	Square Footage 148,352	Student Capacity 855	FY2023-24 Utilization 69	FCI: 3	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		506	461	452	530	78
Attendance Rate		95%	91%	92%	-	
Student Demographics						
Economically Disadvantaged		52%	60%	66%	66%	
Student with Disability		13%	15%	13%	13%	
English Language Learners		3%	4%	7%	7%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	1	1	1	-
Classroom Teacher		37	27	26	29	3
Special Skills		3	2	2	2	-
Counselors		1	2	2	3	1
Educational Assistant		9	6	6	6	-
Instructional Facilitator		1	1	2	2	-
librarian		1	1	1	1	-
Nutrition		5	-	-	-	-
other		4	5	6	7	1
School level Funds						
General Fund		\$3,731,804	3,172,433	3,042,148	2,372,555	(669,593)
Title 1		\$246,054	422,133	426,785	318,250	(108,535)
IDEA, Part 1		\$71,422	24,533	24,533	32,357	7,824
Other Special Revenue & Federal Funds		\$26,902	3,099,488	545,248	571,027	25,779
Total		\$4,076,184	6,718,588	4,038,715	3,294,190	(744,526)

Total SBB Allocation				\$2,331,757
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,331,757
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,975,520
			Next year (2025) ...	\$2,331,757
			Total Difference	\$356,237
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		318,250
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$2,331,757	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
		530	
		\$1,908,720	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$0	
SBB Allocations Total		\$2,331,757	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,398	\$4,371	\$27
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
	0.62%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Cummings School  
1037 Cummings, Memphis, TN 38106

Grade Level: PreK-8	School Type iZone	Square Footage 120,729	Student Capacity 640	FY2023-24 Utilization 65	FCI: 19	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-8		381	263	263	251	(12)
Attendance Rate		89%	89%	88%	-	
Student Demographics						
Economically Disadvantaged		75%	87%	81%	81%	
Student with Disability		7%	9%	12%	12%	
English Language Learners		0%	0%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		35	25	25	25	-
Special Skills		3	2	2	2	-
Counselors		2	2	2	2	-
Educational Assistant		3	2	1	2	1
Instructional Facilitator		2	2	1	1	-
librarian		1	1	1	1	-
Nutrition		4	-	-	-	-
other		6	4	6	8	2
School level Funds						
General Fund		\$2,910,896	2,687,544	4,325,584	2,550,973	(1,774,611)
Title 1		\$189,224	299,239	258,760	181,570	(77,190)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		\$207,151	5,950,023	296,310	329,028	32,718
Total		\$3,307,272	8,936,806	4,880,655	3,061,571	(1,819,084)

Total SBB Allocation					\$2,526,969
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,526,969
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,528,732	
			Next year (2025) ...	\$2,526,969	
			Total Difference	(\$1,763)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			181,570
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





1	SBB Allocations	\$2,526,969	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$1,272,796	
SBB Allocations Total		\$2,526,969	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$10,068	\$9,615	\$453
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	4.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Douglass School  
1650 Ash St., Memphis, TN 38108

Grade Level: PreK-8	School Type Optional	Square Footage 93,447	Student Capacity 556	FY2023-24 Utilization 62	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-8		437	439	465	488	23
Attendance Rate		90%	88%	89%	-	
Student Demographics						
Economically Disadvantaged		71%	87%	80%	80%	
Student with Disability		9%	8%	8%	8%	
English Language Learners		3%	3%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		36	30	32	32	-
Special Skills		3	3	3	3	-
Counselors		2	2	2	2	-
Educational Assistant		5	9	12	12	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		3	-	-	-	-
other		4	4	5	5	-
School level Funds						
General Fund		\$3,044,975	3,132,615	4,345,494	3,043,509	(1,301,985)
Title 1		\$190,524	359,757	369,912	318,250	(51,662)
IDEA, Part 1		\$52,469	53,704	53,704	88,230	34,526
Other Special Revenue & Federal Funds		\$39,277	231,242	261,651	240,118	(21,533)
Total		\$3,327,247	3,777,319	5,030,761	3,690,107	(1,340,654)

Total SBB Allocation				\$3,005,476
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,005,476
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,036,745
			Next year (2025) ...	\$3,005,476
			Total Difference	(\$31,269)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		318,250
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$3,005,476	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
		488	
		\$1,756,800	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$535,863	
SBB Allocations Total		\$3,005,476	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$6,159	\$6,531	(\$372)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-6.04%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



E.E. Jeter School

7662 Benjestown Rd, Millington, TN 38053

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
K-8	Traditional	70,058	320	118	9
School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
K-8	329	368	362	364	2
Attendance Rate	94%	93%	93%	-	
Student Demographics					
Economically Disadvantaged	26%	31%	31%	31%	
Student with Disability	14%	14%	12%	12%	
English Language Learners	0%	3%	4%	4%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	29	31	31	-
Special Skills	2	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	4	6	7	9	2
Instructional Facilitator	-	2	2	2	-
librarian	1	-	-	1	1
Nutrition	2	-	-	-	-
other	4	3	5	5	-
School level Funds					
General Fund	\$3,023,910	3,000,571	3,688,038	2,958,372	(729,666)
Title 1	\$104,884	165,732	130,785	135,340	4,555
IDEA, Part 1	-	-	-	31,067	31,067
Other Special Revenue & Federal Funds	-	124,982	427,443	389,002	(38,442)
Total	\$3,128,794	3,291,285	4,246,266	3,513,781	(732,485)

Total SBB Allocation					\$2,925,725
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,925,725
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,790,118	
			Next year (2025) ...	\$2,925,725	
			Total Difference	\$135,607	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			135,340
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$2,925,725																																																																																																																			
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td>Base Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>364</td><td>\$1,310,400</td></tr><tr><td>Grade Weights</td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>39</td><td>\$42,120</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>40</td><td>\$43,200</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>30</td><td>\$32,400</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>57</td><td>\$41,040</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>37</td><td>\$26,640</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>33</td><td>\$23,760</td></tr><tr><td>Poverty Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>113</td><td>\$40,768</td></tr><tr><td>ELL Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>15</td><td>\$1,365</td></tr><tr><td>Mobility Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>18</td><td>\$18,514</td></tr><tr><td>Academic Performance Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>240</td><td>\$86,306</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>124</td><td>\$44,734</td></tr><tr><td>Increments for Locked Students</td><td></td><td></td><td></td><td></td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>45</td><td>\$37,125</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$1,177,353</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$2,925,725</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	364	\$1,310,400	Grade Weights	Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	39	\$42,120	Grade 1	0.3	\$1,080	40	\$43,200	Grade 2	0.3	\$1,080	30	\$32,400	Grade 3	0.2	\$720	57	\$41,040	Grade 4	0.2	\$720	37	\$26,640	Grade 5	0.2	\$720	33	\$23,760	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	113	\$40,768	ELL Weight					ELL Weight	0.03	\$90	15	\$1,365	Mobility Weights					Mobility	0.29	\$1,044	18	\$18,514	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	240	\$86,306	Incoming High Proficiency	0.1	\$360	124	\$44,734	Increments for Locked Students					SWD Self-Contained	0.23	\$825	45	\$37,125	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$1,177,353	SBB Allocations Total				\$2,925,725
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\$0																																																																																																																					
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil																																																																																																																		
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$8,038	\$7,708	\$330																																																																																																																		
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars																																																																																																																		
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	4.11%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0																																																																																																																		
SBB Transition Supplements TOTAL																																																																																																																					
\$0																																																																																																																					



Georgian Hills Middle  
3925 Denver Rd., Memphis, TN 38127

Grade Level: 6-8	School Type iZone	Square Footage 87,069	Student Capacity 374	FY2023-24 Utilization 79	FCI: 9	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		296	309	259	240	(19)
Attendance Rate		91%	93%	90%	-	
Student Demographics						
Economically Disadvantaged		75%	84%	76%	76%	
Student with Disability		19%	16%	18%	18%	
English Language Learners		0%	0%	1%	1%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		20	19	19	19	-
Special Skills		-	-	-	-	-
Counselors		1	1	1	1	-
Educational Assistant		4	11	11	11	-
Instructional Facilitator		1	1	1	1	-
librarian		1	-	-	-	-
Nutrition		1	-	-	-	-
other		4	6	6	6	-
School level Funds						
General Fund		\$2,215,672	2,081,804	4,797,944	1,489,362	(3,308,582)
Title 1		\$179,739	292,022	267,725	174,870	(92,855)
IDEA, Part 1		\$112,400	114,733	114,733	93,979	(20,754)
Other Special Revenue & Federal Funds		\$25,426	108,840	209,668	574,183	364,514
Total		\$2,533,238	2,597,400	5,390,071	2,332,394	(3,057,677)

Total SBB Allocation					\$1,461,219
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,461,219
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,479,500	
			Next year (2025) ...	\$1,461,219	
			Total Difference	(\$18,281)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			174,870
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





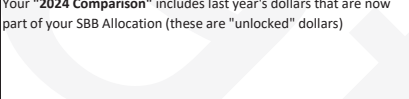
1	SBB Allocations	\$1,461,219	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$367,602	
SBB Allocations Total		\$1,461,219	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$6,088	\$5,712	\$376
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
	6.18%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Germantown Middle

7925 C.D. Smith Rd., Germantown, TN 38138

Grade Level: 6-8	School Type Optional	Square Footage 80,000	Student Capacity 807	FY2023-24 Utilization 78	FCI: 15	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		814	759	628	581	(47)
Attendance Rate		95%	95%	93%	-	
Student Demographics						
Economically Disadvantaged		24%	34%	42%	42%	
Student with Disability		11%	10%	12%	12%	
English Language Learners		2%	2%	3%	3%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		37	42	37	37	-
Special Skills		3	4	4	4	-
Counselors		1	2	1	2	1
Educational Assistant		7	12	10	10	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		3	-	-	-	-
other		5	7	6	7	1
School level Funds						
General Fund		\$4,111,684	3,904,715	3,920,101	3,062,436	(857,665)
Title 1		\$151,929	376,611	306,414	325,620	19,206
IDEA, Part 1		\$215,896	226,124	226,124	346,986	120,862
Other Special Revenue & Federal Funds		-	129,448	169,193	530,961	361,768
Total		\$4,479,510	4,636,898	4,621,833	4,266,004	(355,829)

Total SBB Allocation				\$3,020,193	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,802,099	
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$218,093	
	How has my funding changed under SBB?	 Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,934,770	
			Next year (2025) ...	\$3,020,193	
			Total Difference	\$85,423	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		325,620	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	

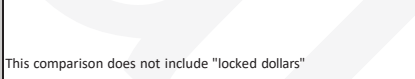


1	SBB Allocations	\$2,802,099	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
		581	
		\$2,091,600	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$320,204	
SBB Allocations Total		\$2,802,099	
2	SBB Transition Supplements	\$218,093	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,198	\$4,673	\$525
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	10.10%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$218,093
SBB Transition Supplements TOTAL			\$218,093



Grandview Heights Middle School  
2342 Clifton, Memphis, TN 38127

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
6-8	iZone	65,810	623	79	12	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		394	361	364	364	-
Attendance Rate		90%	95%	87%	-	
Student Demographics						
Economically Disadvantaged		75%	79%	75%	75%	
Student with Disability		16%	19%	20%	20%	
English Language Learners		1%	1%	2%	2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		70	24	24	24	-
Special Skills		-	-	-	-	-
Counselors		2	1	1	1	-
Educational Assistant		10	10	10	10	-
Instructional Facilitator		4	2	1	1	-
librarian		2	1	-	-	-
Nutrition		7	-	-	-	-
other		10	8	9	12	3
School level Funds						
General Fund		\$2,870,343	2,590,543	2,804,245	1,739,728	(1,064,517)
Title 1		\$256,001	362,592	314,487	288,100	(26,387)
IDEA, Part 1		\$178,796	167,143	167,143	201,755	34,613
Other Special Revenue & Federal Funds		\$0	4,304,762	425,127	753,968	328,841
Total		\$3,375,426	7,425,039	3,711,002	2,983,552	(727,451)

Total SBB Allocation				\$1,710,185
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,710,185
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)    This comparison does not include "locked dollars"	This Year (2024) ...	\$1,731,485
			Next year (2025) ...	\$1,710,185
			Total Difference	(\$21,300)
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Other Resources Outside of SBB		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		288,100
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, Prek Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$1,710,185	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
		364	
		\$1,310,400	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$30,313	
SBB Allocations Total		\$1,710,185	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$4,698	\$4,757	(\$59)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-1.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Hanley Elementary  
680 Hanley St. Memphis, TN 38114

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
K-8	iZone	-	547	0	0	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-8		-	-	480	299	(181)
Attendance Rate		0%	0%	90%	-	
Student Demographics						
Economically Disadvantaged		0%	0%	27%	27%	
Student with Disability		0%	0%	6%	6%	
English Language Learners		0%	0%	3%	3%	
Key School Positions-All Funding Sources						
Principal		-	-	1	1	-
Vice/Assistant Principal		-	-	1	1	-
Classroom Teacher		-	-	35	35	-
Special Skills		-	-	2	2	-
Counselors		-	-	1	1	-
Educational Assistant		-	-	16	17	1
Instructional Facilitator		-	-	2	2	-
librarian		-	-	1	1	-
Nutrition		-	-	-	-	-
other		-	-	9	10	1
School level Funds						
General Fund		-	-	5,102,742	3,226,234	(1,876,509)
Title 1		-	-	472,817	318,250	(154,567)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		-	-	551,883	347,791	(204,092)
Total		-	-	6,127,442	3,892,275	(2,235,167)

Total SBB Allocation					\$1,685,013
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,685,013
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,479,984	
			Next year (2025) ...	\$1,685,013	
			Total Difference	(\$1,794,971)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			318,250
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





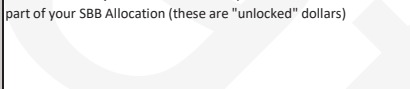
1	SBB Allocations	\$1,685,013	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
299		\$1,076,400	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
30		\$24,750	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$292,293	
SBB Allocations Total		\$1,685,013	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$5,635	\$7,250	(\$1,614)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-28.65%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Hamilton School

1478 Wilson St, Memphis, TN 38106

Grade Level: 6-8	School Type iZone	Square Footage 136,797	Student Capacity 1,197	FY2023-24 Utilization 22	FCI: 14	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		498	615	584	610	26
Attendance Rate		89%	87%	90%	-	
Student Demographics						
Economically Disadvantaged		71%	84%	76%	76%	
Student with Disability		19%	13%	13%	13%	
English Language Learners		4%	5%	6%	6%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	3	3	-
Classroom Teacher		18	38	36	37	1
Special Skills		-	2	2	2	-
Counselors		1	2	2	2	-
Educational Assistant		3	11	10	10	-
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	2	1
Nutrition		3	-	-	-	-
other		4	16	9	10	1
School level Funds						
General Fund		\$2,254,532	4,387,881	4,914,806	3,323,470	(1,591,336)
Title 1		\$0	611,444	554,048	440,860	(113,188)
IDEA, Part 1		\$0	142,326	142,326	62,520	(79,806)
Other Special Revenue & Federal Funds		\$367	464,684	323,431	726,755	403,323
Total		\$2,254,899	5,606,335	5,934,611	4,553,604	(1,381,007)

Total SBB Allocation				\$3,276,629	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,276,629	
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0	
	How has my funding changed under SBB?	 Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,149,756	
			Next year (2025) ...	\$3,276,629	
			Total Difference	\$126,873	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		440,860	
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.	



1	SBB Allocations	\$3,276,629		
<b>SBB Weights</b>				
Base Weight	Weight	Amount per Student	Enrollment	Total
All Students	1	\$3,600	610	\$2,196,000
Grade Weights	Weight	Amount per Student	Enrollment	Total
Grade K	0.3	\$1,080	54	\$58,320
Grade 1	0.3	\$1,080	61	\$65,880
Grade 2	0.3	\$1,080	71	\$76,680
Grade 3	0.2	\$720	69	\$49,680
Grade 4	0.2	\$720	39	\$28,080
Grade 5	0.2	\$720	56	\$40,320
Poverty Weight				
Poverty (Direct Certified)	0.1	\$360	462	\$166,302
ELL Weight				
ELL Weight	0.03	\$90	39	\$3,542
Mobility Weights				
Mobility	0.29	\$1,044	117	\$122,640
Academic Performance Weights				
Incoming Low Proficiency	0.1	\$360	577	\$207,600
Incoming High Proficiency	0.1	\$360	33	\$12,000
Increments for Locked Students				
SWD Self-Contained	0.23	\$825	78	\$64,350
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$185,235
SBB Allocations Total				\$3,276,629
2	SBB Transition Supplements	\$0		
SCS Staffing Supplement				
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0		
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$5,372	\$5,393	(\$22)	
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.41%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL			\$0	



Havenview Middle  
1481 Hester, Memphis, TN 38116

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
6-8	iZone	104,745	827	86	7
School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	727	732	754	760	6
Attendance Rate	99%	95%	94%	-	
Student Demographics					
Economically Disadvantaged	60%	70%	75%	75%	
Student with Disability	8%	8%	8%	8%	
English Language Learners	1%	1%	1%	1%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	2	3	1
Classroom Teacher	41	34	35	35	-
Special Skills	1	1	1	1	-
Counselors	3	3	3	4	1
Educational Assistant	2	4	7	7	-
Instructional Facilitator	5	1	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	6	11	15	17	2
School level Funds					
General Fund	\$4,675,851	3,959,182	5,045,093	3,406,701	(1,638,392)
Title 1	\$331,558	634,271	551,816	503,840	(47,976)
IDEA, Part 1	\$52,413	53,861	53,861	78,361	24,500
Other Special Revenue & Federal Funds	\$9	3,609,912	485,015	737,572	252,557
Total	\$5,059,833	8,257,227	6,135,785	4,726,475	(1,409,311)

Total SBB Allocation					\$3,352,079
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,352,079
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,392,958	
			Next year (2025) ...	\$3,352,079	
			Total Difference	(\$40,879)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			503,840
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$3,352,079	
<b>SBB Weights</b>			
<b>Base Weight</b>			
All Students	1	\$3,600	
		760	
		\$2,734,920	
<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
<b>Poverty Weight</b>			
Poverty (Direct Certified)	0.1	\$360	
		571	
		\$205,663	
<b>ELL Weight</b>			
ELL Weight	0.03	\$90	
		9	
		\$816	
<b>Mobility Weights</b>			
Mobility	0.29	\$1,044	
		58	
		\$60,369	
<b>Academic Performance Weights</b>			
Incoming Low Proficiency	0.1	\$360	
		692	
		\$249,000	
Incoming High Proficiency	0.1	\$360	
		68	
		\$24,492	
<b>Increments for Locked Students</b>			
SWD Self-Contained	0.23	\$825	
		64	
		\$52,800	
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$24,018	
<b>SBB Allocations Total</b>		<b>\$3,352,079</b>	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$4,412	\$4,500	(\$88)
	<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-1.98%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



Hickory Ridge Middle  
3920 Ridgeway Rd., Memphis, TN 38115

Grade Level: 6-8	School Type Traditional	Square Footage 139,685	Student Capacity 803	FY2023-24 Utilization 108	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
6-8		803	801	857	897	40
Attendance Rate		95%	95%	94%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		55%	63%	68%	68%	
Student with Disability		10%	11%	10%	10%	
English Language Learners		5%	7%	10%	10%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		50	41	45	47	2
Special Skills		1	1	1	1	-
Counselors		3	3	3	3	-
Educational Assistant		3	8	8	8	-
Instructional Facilitator		2	2	3	3	-
librarian		1	1	1	1	-
Nutrition		5	-	-	-	-
other		5	10	11	11	-
<b>School level Funds</b>						
General Fund		\$4,698,617	4,196,422	4,587,646	4,007,767	(579,879)
Title 1		\$313,135	682,004	624,586	583,570	(41,016)
IDEA, Part 1		\$50,880	58,458	58,458	128,238	69,781
Other Special Revenue & Federal Funds		\$7,505	178,447	210,927	491,256	280,329
Total		\$5,070,138	5,115,330	5,481,617	5,210,831	(270,786)

Total SBB Allocation				\$3,945,362
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,945,362
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,718,924
			Next year (2025) ...	\$3,945,362
			Total Difference	\$226,438
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		583,570
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, Prek Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





1	SBB Allocations	\$3,945,362	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$0	
SBB Allocations Total		\$3,945,362	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,398	\$4,339	\$59
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	1.34%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Highland Oaks Middle

5600 Meadowbriar Trail, Memphis, TN 38125

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
6-8	Traditional	120,000	1,021	76	1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		622	625	579	561	(18)
Attendance Rate		97%	97%	97%	-	
Student Demographics						
Economically Disadvantaged		40%	47%	51%	51%	
Student with Disability		9%	9%	9%	9%	
English Language Learners		4%	4%	5%	5%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	1	1	1	-
Classroom Teacher		41	34	32	32	-
Special Skills		3	-	-	-	-
Counselors		2	2	2	2	-
Educational Assistant		3	5	5	5	-
Instructional Facilitator		2	1	1	1	-
librarian		1	1	1	1	-
Nutrition		5	-	-	-	-
other		5	7	7	9	2
School level Funds						
General Fund		\$3,540,271	3,392,203	3,368,795	2,529,094	(839,701)
Title 1		\$255,572	541,412	349,342	355,100	5,758
IDEA, Part 1		\$55,301	89,745	89,745	147,464	57,720
Other Special Revenue & Federal Funds		-	312,657	164,093	597,635	433,541
Total		\$3,851,146	4,336,017	3,971,975	3,629,293	(342,681)

Total SBB Allocation					\$2,488,243
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$2,488,243
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,452,202	
			Next year (2025) ...	\$2,488,243	
			Total Difference	\$36,041	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		This comparison does not include "locked dollars"			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			355,100
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$2,488,243																																																																																																																								
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td colspan="5"><b>Base Weight</b></td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>561</td><td>\$2,019,600</td></tr><tr><td colspan="5"><b>Grade Weights</b></td></tr><tr><td></td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td colspan="5"><b>Poverty Weight</b></td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>288</td><td>\$103,569</td></tr><tr><td colspan="5"><b>ELL Weight</b></td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>29</td><td>\$2,589</td></tr><tr><td colspan="5"><b>Mobility Weights</b></td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>38</td><td>\$39,224</td></tr><tr><td colspan="5"><b>Academic Performance Weights</b></td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>487</td><td>\$175,349</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>74</td><td>\$26,611</td></tr><tr><td colspan="5"><b>Increments for Locked Students</b></td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>50</td><td>\$41,250</td></tr><tr><td colspan="4"><b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$80,051</td></tr><tr><td colspan="4"><b>SBB Allocations Total</b></td><td><b>\$2,488,243</b></td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	<b>Base Weight</b>					All Students	1	\$3,600	561	\$2,019,600	<b>Grade Weights</b>						Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	0	\$0	Grade 1	0.3	\$1,080	0	\$0	Grade 2	0.3	\$1,080	0	\$0	Grade 3	0.2	\$720	0	\$0	Grade 4	0.2	\$720	0	\$0	Grade 5	0.2	\$720	0	\$0	<b>Poverty Weight</b>					Poverty (Direct Certified)	0.1	\$360	288	\$103,569	<b>ELL Weight</b>					ELL Weight	0.03	\$90	29	\$2,589	<b>Mobility Weights</b>					Mobility	0.29	\$1,044	38	\$39,224	<b>Academic Performance Weights</b>					Incoming Low Proficiency	0.1	\$360	487	\$175,349	Incoming High Proficiency	0.1	\$360	74	\$26,611	<b>Increments for Locked Students</b>					SWD Self-Contained	0.23	\$825	50	\$41,250	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051	<b>SBB Allocations Total</b>				<b>\$2,488,243</b>
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J. P. Freeman School  
5250 Tulane Rd., Memphis, TN 38109

Grade Level: K-8	School Type Optional	Square Footage 98,000	Student Capacity 685	FY2023-24 Utilization 79	FCI: 30	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-8		656	551	495	453	(42)
Attendance Rate		97%	96%	96%	-	
Student Demographics						
Economically Disadvantaged		35%	43%	46%	46%	
Student with Disability		1%	1%	1%	1%	
English Language Learners		0%	0%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		31	31	30	30	-
Special Skills		5	6	6	6	-
Counselors		2	2	2	2	-
Educational Assistant		1	1	1	1	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		3	-	-	-	-
other		4	5	5	5	-
School level Funds						
General Fund		\$4,079,970	3,824,750	3,531,864	3,044,857	(487,007)
Title 1		\$221,101	443,864	303,595	260,630	(42,965)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		\$2,688	125,827	167,141	446,033	278,892
Total		\$4,303,760	4,394,441	4,002,600	3,751,520	(251,080)

Total SBB Allocation				#N/A
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		#N/A
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		#N/A
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	#N/A
			Next year (2025) ...	#N/A
			Total Difference	#N/A
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		260,630
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			#N/A
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			<b>Total</b>
	All Students	1	\$3,600	#N/A
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	#N/A
	Grade 1	0.3	\$1,080	#N/A
	Grade 2	0.3	\$1,080	#N/A
	Grade 3	0.2	\$720	#N/A
	Grade 4	0.2	\$720	#N/A
	Grade 5	0.2	\$720	#N/A
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	#N/A
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	#N/A
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	#N/A
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	#N/A
	Incoming High Proficiency	0.1	\$360	#N/A
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	#N/A
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				#N/A
SBB Allocations Total				#N/A
2	SBB Transition Supplements			#N/A
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	#N/A	#N/A	#N/A
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	#N/A	N/A - You are not gaining or losing enough to be affected by the transition policy	#N/A
	SBB Transition Supplements TOTAL			#N/A



Kate Bond Middle School  
2737 Kate Bond Rd., Memphis, TN 38133

Grade Level: 6-8	School Type Traditional	Square Footage 165,749	Student Capacity 1,108	FY2023-24 Utilization 102	FCI: 2	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		1,120	991	987	972	(15)
Attendance Rate		92%	93%	94%	-	
Student Demographics						
Economically Disadvantaged		38%	44%	48%	48%	
Student with Disability		10%	11%	11%	11%	
English Language Learners		9%	12%	16%	16%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	3	3	3	-
Classroom Teacher		68	52	55	55	-
Special Skills		1	1	1	1	-
Counselors		3	4	3	3	-
Educational Assistant		9	14	14	14	-
Instructional Facilitator		3	2	2	2	-
librarian		2	1	1	1	-
Nutrition		5	-	-	-	-
other		7	11	10	10	-
School level Funds						
General Fund		\$5,990,609	5,601,852	5,627,448	4,279,321	(1,348,127)
Title 1		\$402,537	725,551	543,784	598,310	54,526
IDEA, Part 1		\$173,895	175,096	175,096	265,638	90,542
Other Special Revenue & Federal Funds		\$0	192,866	225,340	624,006	398,666
Total		\$6,567,042	6,695,364	6,571,668	5,767,275	(804,393)

Total SBB Allocation				\$4,211,035
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,211,035
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,205,496
			Next year (2025) ...	\$4,211,035
			Total Difference	\$5,539
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		598,310
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





1	SBB Allocations	\$4,211,035	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
972		\$3,499,200	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
466		\$167,879	
ELL Weight			
ELL Weight	0.03	\$90	
157		\$14,163	
Mobility Weights			
Mobility	0.29	\$1,044	
88		\$91,599	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
854		\$307,372	
Incoming High Proficiency	0.1	\$360	
118		\$42,548	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
107		\$88,275	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$0	
SBB Allocations Total		\$4,211,035	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,332	\$4,261	\$71
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	1.65%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Kingsbury Middle  
1276 N. Graham, Memphis, TN 38122

Grade Level: 6-8	School Type iZone	Square Footage 219,210	Student Capacity 403	FY2023-24 Utilization 152	FCI: 7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		676	552	490	500	10
Attendance Rate		93%	96%	94%	-	
Student Demographics						
Economically Disadvantaged		49%	54%	54%	54%	
Student with Disability		11%	10%	9%	9%	
English Language Learners		25%	31%	38%	38%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		38	35	30	30	-
Special Skills		-	-	-	-	-
Counselors		1	2	2	2	-
Educational Assistant		2	4	2	4	2
Instructional Facilitator		2	2	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		4	8	8	8	-
School level Funds						
General Fund		\$2,885,295	2,913,288	2,889,956	2,214,464	(675,491)
Title 1		\$321,070	546,780	366,610	349,740	(16,870)
IDEA, Part 1		\$39,413	53,691	53,691	28,003	(25,688)
Other Special Revenue & Federal Funds		\$44,742	46,900	105,314	492,624	387,311
Total		\$3,290,521	3,560,660	3,415,570	3,084,832	(330,738)

Total SBB Allocation				\$2,177,290
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,177,290
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,138,226
			Next year (2025) ...	\$2,177,290
			Total Difference	\$39,064
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		349,740
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$2,177,290	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$0	
SBB Allocations Total		\$2,177,290	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,355	\$4,364	(\$9)
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.21%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Lowrance School  
7740 Lowrance Rd., Memphis, TN 38125

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
K-8	Traditional	112,145	839	97	12	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
K-8		861	856	821	816	(5)
Attendance Rate		93%	94%	94%	-	
Student Demographics						
Economically Disadvantaged		40%	47%	49%	49%	
Student with Disability		9%	8%	9%	9%	
English Language Learners		7%	7%	7%	7%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	3	3	3	-
Classroom Teacher		48	50	48	48	-
Special Skills		5	6	5	5	-
Counselors		2	2	2	2	-
Educational Assistant		6	14	15	15	-
Instructional Facilitator		1	1	1	2	1
librarian		1	1	1	1	-
Nutrition		6	-	-	-	-
other		6	8	9	9	-
School level Funds						
General Fund		\$4,932,150	5,935,178	5,873,467	4,006,257	(1,867,210)
Title 1		\$350,201	762,593	549,948	536,000	(13,948)
IDEA, Part 1		\$48,799	53,811	53,811	111,125	57,314
Other Special Revenue & Federal Funds		\$367,605	490,879	491,372	711,125	219,753
Total		\$5,698,757	7,242,461	6,968,598	5,364,507	(1,604,091)

Total SBB Allocation				\$3,946,733
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,946,733
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your " <b>2024 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$3,995,904
			Next year (2025) ...	\$3,946,733
			Total Difference	(\$49,171)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		536,000
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$3,946,733	
<b>SBB Weights</b>			
Base Weight		Total	
All Students	1	\$3,600816\$2,937,600	
Grade Weights		Total	
Grade K	0.3	\$1,08078\$84,240	
Grade 1	0.3	\$1,08078\$84,240	
Grade 2	0.3	\$1,08067\$72,360	
Grade 3	0.2	\$72088\$63,360	
Grade 4	0.2	\$72080\$57,600	
Grade 5	0.2	\$72083\$59,760	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360401\$144,266	
ELL Weight			
ELL Weight	0.03	\$9058\$5,227	
Mobility Weights			
Mobility	0.29	\$1,04453\$55,481	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360720\$259,285	
Incoming High Proficiency	0.1	\$36096\$34,475	
Increments for Locked Students			
SWD Self-Contained	0.23	\$82577\$63,525	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$25,313	
SBB Allocations Total		\$3,946,733	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$4,837	\$4,867	(\$30)
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
	-0.63%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Mt. Pisgah Middle/High  
1444 Pisgah Rd, Cordova, TN 38016

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
6-9	Traditional	125,900	1,197	42	3
School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-9	555	579	531	523	(8)
Attendance Rate	95%	94%	94%	-	
Student Demographics					
Economically Disadvantaged	25%	33%	41%	41%	
Student with Disability	6%	8%	7%	7%	
English Language Learners	2%	3%	4%	4%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	3	-
Classroom Teacher	28	30	24	24	-
Special Skills	1	1	1	1	-
Counselors	1	3	3	3	-
Educational Assistant	0	4	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	3	6	6	6	-
School level Funds					
General Fund	\$2,593,177	4,348,308	3,222,430	2,459,453	(762,977)
Title 1	\$101,748	263,047	229,255	250,580	21,325
IDEA, Part 1	\$21,708	24,604	24,604	-	(24,604)
Other Special Revenue & Federal Funds	-	326,105	155,967	534,079	378,112
Total	\$2,716,634	4,962,065	3,632,257	3,244,113	(388,145)

Total SBB Allocation				#N/A
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		#N/A
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		#N/A
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	#N/A
			Next year (2025) ...	#N/A
			Total Difference	#N/A
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		250,580
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown				
1	SBB Allocations			#N/A
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			<b>Total</b>
	All Students	1	\$3,600	#N/A
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	#N/A
	Grade 1	0.3	\$1,080	#N/A
	Grade 2	0.3	\$1,080	#N/A
	Grade 3	0.2	\$720	#N/A
	Grade 4	0.2	\$720	#N/A
	Grade 5	0.2	\$720	#N/A
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	#N/A
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	#N/A
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	#N/A
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	#N/A
	Incoming High Proficiency	0.1	\$360	#N/A
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	#N/A
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				#N/A
SBB Allocations Total				#N/A
2	SBB Transition Supplements			#N/A
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$159,502
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	#N/A	#N/A	#N/A
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	#N/A	N/A - You are not gaining or losing enough to be affected by the transition policy	#N/A
	SBB Transition Supplements TOTAL			#N/A



Oakhaven Middle  
3125 Ladbrook Rd., Memphis, TN 38118

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
6-8	iZone	152,940	324	98	11
School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
6-8	322	301	281	279	(2)
Attendance Rate	91%	91%	93%	-	
Student Demographics					
Economically Disadvantaged	68%	74%	72%	72%	
Student with Disability	9%	9%	6%	6%	
English Language Learners	8%	10%	14%	14%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	16	17	16	16	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	1	-	-	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	6	5	6	6	-
School level Funds					
General Fund	\$1,569,973	1,638,513	1,634,757	1,485,078	(149,679)
Title 1	\$176,339	294,915	226,076	188,270	(37,806)
IDEA, Part 1	\$17,333	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	-	3,507	65,022	470,773	405,751
Total	\$1,763,646	1,961,468	1,950,388	2,144,121	193,733

Total SBB Allocation					\$1,461,219
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,461,219
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,479,434	
			Next year (2025) ...	\$1,461,219	
			Total Difference	(\$18,215)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			188,270
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$1,461,219			
SBB Weights					
Base Weight		Weight	Amount per Student	Enrollment	Total
All Students		1	\$3,600	279	\$1,004,400
Grade Weights		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	0	\$0
Grade 1		0.3	\$1,080	0	\$0
Grade 2		0.3	\$1,080	0	\$0
Grade 3		0.2	\$720	0	\$0
Grade 4		0.2	\$720	0	\$0
Grade 5		0.2	\$720	0	\$0
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	202	\$72,643
ELL Weight					
ELL Weight		0.03	\$90	38	\$3,428
Mobility Weights					
Mobility		0.29	\$1,044	45	\$46,506
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	262	\$94,338
Incoming High Proficiency		0.1	\$360	17	\$6,102
Increments for Locked Students					
SWD Self-Contained		0.23	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$219,776
SBB Allocations Total					\$1,461,219
2	SBB Transition Supplements	\$0			
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.		\$5,237	\$5,265	(\$28)	
● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis					
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.		% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.53%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
SBB Transition Supplements TOTAL					\$0



Ridgeway Middle  
6333 Quince Road Memphis, TN 38018

Grade Level: 6-8	School Type Optional	Square Footage 143,000	Student Capacity 855	FY2023-24 Utilization 78	FCI: 6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		784	486	558	490	(68)
Attendance Rate		93%	94%	93%	-	
Student Demographics						
Economically Disadvantaged		41%	53%	60%	60%	
Student with Disability		7%	10%	9%	9%	
English Language Learners		3%	3%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	1	1	1	-
Classroom Teacher		36	33	30	30	-
Special Skills		4	2	2	2	-
Counselors		1	2	2	2	-
Educational Assistant		7	3	3	3	-
Instructional Facilitator		1	2	1	1	-
librarian		1	1	1	1	-
Nutrition		6	-	-	-	-
other		4	7	8	9	1
School level Funds						
General Fund		\$3,698,734	3,406,408	3,187,796	2,514,576	(673,220)
Title 1		\$310,859	477,476	381,121	371,850	(9,271)
IDEA, Part 1		\$109,362	87,787	87,787	92,783	4,996
Other Special Revenue & Federal Funds		-	634,248	207,749	645,581	437,833
Total		\$4,118,957	4,605,919	3,864,452	3,624,790	(239,662)

Total SBB Allocation				\$2,478,311
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,448,350
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$29,961
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,345,768
			Next year (2025) ...	\$2,478,311
			Total Difference	\$132,543
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		371,850
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$2,448,350
	<b>SBB Weights</b>	
	<b>Base Weight</b>	
	All Students	1 \$3,600 490 \$1,764,000
	<b>Grade Weights</b>	
	Weight Amount per Student Enrollment Total	
	Grade K 0.3 \$1,080 0 \$0	
	Grade 1 0.3 \$1,080 0 \$0	
	Grade 2 0.3 \$1,080 0 \$0	
	Grade 3 0.2 \$720 0 \$0	
	Grade 4 0.2 \$720 0 \$0	
	Grade 5 0.2 \$720 0 \$0	
	<b>Poverty Weight</b>	
	Poverty (Direct Certified) 0.1 \$360 293 \$105,398	
	<b>ELL Weight</b>	
	ELL Weight 0.03 \$90 19 \$1,736	
	<b>Mobility Weights</b>	
	Mobility 0.29 \$1,044 37 \$38,537	
	<b>Academic Performance Weights</b>	
	Incoming Low Proficiency 0.1 \$360 435 \$156,524	
	Incoming High Proficiency 0.1 \$360 55 \$19,876	
	<b>Increments for Locked Students</b>	
	SWD Self-Contained 0.23 \$825 51 \$42,075	
	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.	\$320,204
	<b>SBB Allocations Total</b>	<b>\$2,448,350</b>
2	SBB Transition Supplements	\$29,961
	<b>SCS Staffing Supplement</b>	
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.	\$0
	<b>Transition Policy Tax or Subsidy</b>	
	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	
	% Change in Dollar Per Pupil	Transition Policy Type
	16.88%	N/A - You are not gaining or losing enough to be affected by the transition policy
		Transition Policy Dollars
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	
<b>SBB Transition Supplements TOTAL</b>		<b>\$29,961</b>



Riverview School  
241 Majuba Ave, Memphis, TN 38109

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
K-8	iZone	150,850	540	92	15
<b>School Measures</b>					
		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed
					FY24 vs. FY25 Variance
<b>Enrollment</b>					
K-8		404	391	420	446
Attendance Rate		92%	90%	85%	-
					26
<b>Student Demographics</b>					
Economically Disadvantaged		74%	89%	84%	84%
Student with Disability		13%	17%	16%	16%
English Language Learners		1%	1%	2%	2%
<b>Key School Positions-All Funding Sources</b>					
Principal		1	1	1	1
Vice/Assistant Principal		1	2	1	1
Classroom Teacher		33	29	31	31
Special Skills		2	2	2	2
Counselors		2	2	2	2
Educational Assistant		9	6	8	8
Instructional Facilitator		2	2	2	2
librarian		1	1	1	1
Nutrition		4	-	-	-
other		4	6	8	8
<b>School level Funds</b>					
General Fund		\$2,914,642	2,930,134	3,524,855	2,802,290
Title 1		\$221,622	319,841	355,447	302,170
IDEA, Part 1		\$119,036	56,630	56,630	137,096
Other Special Revenue & Federal Funds		\$2,993	187,414	197,323	875,020
Total		\$3,258,294	3,494,020	4,134,255	4,116,576
					(722,565)
					(53,277)
					80,466
					677,697
					(17,678)

Total SBB Allocation				#N/A
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		#N/A
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		#N/A
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	#N/A
			Next year (2025) ...	#N/A
			Total Difference	#N/A
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		302,170
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





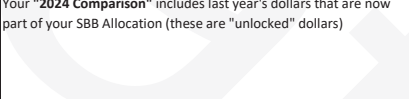
Section B: Detailed Breakdown

1	SBB Allocations	#N/A																																																																																																																			
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td>Base Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Grade Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Poverty Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>#N/A</td><td>#N/A</td></tr><tr><td>ELL Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Mobility Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Academic Performance Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>#N/A</td><td>#N/A</td></tr><tr><td>Increments for Locked Students</td><td></td><td></td><td></td><td></td></tr><tr><td>SWD Self-Contained</td><td>0.23</td><td>\$825</td><td>#N/A</td><td>#N/A</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>#N/A</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>#N/A</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	#N/A	#N/A	Grade Weights					Grade K	0.3	\$1,080	#N/A	#N/A	Grade 1	0.3	\$1,080	#N/A	#N/A	Grade 2	0.3	\$1,080	#N/A	#N/A	Grade 3	0.2	\$720	#N/A	#N/A	Grade 4	0.2	\$720	#N/A	#N/A	Grade 5	0.2	\$720	#N/A	#N/A	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	#N/A	#N/A	ELL Weight					ELL Weight	0.03	\$90	#N/A	#N/A	Mobility Weights					Mobility	0.29	\$1,044	#N/A	#N/A	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	#N/A	#N/A	Incoming High Proficiency	0.1	\$360	#N/A	#N/A	Increments for Locked Students					SWD Self-Contained	0.23	\$825	#N/A	#N/A	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				#N/A	SBB Allocations Total				#N/A
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Sherwood Middle  
3480 Rhodes Avenue Memphis, TN 38111

Grade Level: 6-8	School Type iZone	Square Footage 141,952	Student Capacity 895	FY2023-24 Utilization 92	FCI: 20	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
6-8		786	704	621	762	141
Attendance Rate		90%	94%	89%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		69%	74%	73%	73%	
Student with Disability		13%	13%	13%	13%	
English Language Learners		12%	17%	21%	21%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	3	1
Classroom Teacher		52	41	40	43	3
Special Skills		-	-	-	-	-
Counselors		2	2	2	2	-
Educational Assistant		11	10	10	10	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		5	-	-	-	-
other		5	12	9	12	3
<b>School level Funds</b>						
General Fund		\$4,316,320	4,153,956	3,707,454	3,494,564	(212,890)
Title 1		\$358,044	732,677	549,673	466,990	(82,683)
IDEA, Part 1		\$197,195	229,209	229,209	219,535	(9,674)
Other Special Revenue & Federal Funds		\$8,035	183,249	219,113	637,859	418,747
Total		\$4,879,595	5,299,092	4,705,449	4,818,948	113,499

Total SBB Allocation				\$3,440,989
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,440,989
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?		This Year (2024) ...	\$2,706,029
			Next year (2025) ...	\$3,440,989
			Total Difference	\$734,960
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		466,990
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$3,440,989	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
		762	
		\$2,743,200	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
ELL Weight			
ELL Weight	0.03	\$90	
Mobility Weights			
Mobility	0.29	\$1,044	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
Incoming High Proficiency	0.1	\$360	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$0	
SBB Allocations Total		\$3,440,989	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,516	\$4,358	\$158
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	3.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Snowden School  
1870 N. Parkway, Memphis, TN 31812

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
PreK-8	Optional	199,849	1,268	109	17	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
PreK-8		1,272	1,361	1,277	1,278	1
Attendance Rate		95%	94%	94%	-	
Student Demographics						
Economically Disadvantaged		40%	49%	51%	51%	
Student with Disability		6%	7%	6%	6%	
English Language Learners		5%	6%	7%	7%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		3	4	4	4	-
Classroom Teacher		77	74	70	70	-
Special Skills		9	10	10	10	-
Counselors		3	4	4	4	-
Educational Assistant		8	4	8	9	1
Instructional Facilitator		2	2	2	2	-
librarian		2	2	2	2	-
Nutrition		6	-	-	-	-
other		6	14	9	9	-
School level Funds						
General Fund		\$7,030,100	9,094,331	8,878,045	6,201,110	(2,676,935)
Title 1		\$497,858	907,476	772,803	771,840	(963)
IDEA, Part 1		\$0	-	-	46,119	46,119
Other Special Revenue & Federal Funds		\$77,549	5,430,837	265,072	835,567	570,495
Total		\$7,605,508	15,432,644	9,915,919	7,854,635	(2,061,284)

Total SBB Allocation					\$6,114,088
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$6,114,088
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$6,147,378	
			Next year (2025) ...	\$6,114,088	
			Total Difference	(\$33,290)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			771,840
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, Prek Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$6,114,088	
<b>SBB Weights</b>			
Base Weight			
All Students	1	\$3,600	
1278		\$4,600,800	
Grade Weights	Weight	Amount per Student	
Grade K	0.3	\$1,080	
Grade 1	0.3	\$1,080	
Grade 2	0.3	\$1,080	
Grade 3	0.2	\$720	
Grade 4	0.2	\$720	
Grade 5	0.2	\$720	
Poverty Weight			
Poverty (Direct Certified)	0.1	\$360	
656		\$236,287	
ELL Weight			
ELL Weight	0.03	\$90	
88		\$7,901	
Mobility Weights			
Mobility	0.29	\$1,044	
77		\$80,475	
Academic Performance Weights			
Incoming Low Proficiency	0.1	\$360	
966		\$347,625	
Incoming High Proficiency	0.1	\$360	
312		\$112,455	
Increments for Locked Students			
SWD Self-Contained	0.23	\$825	
83		\$68,475	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.		\$20,350	
SBB Allocations Total		\$6,114,088	
2	SBB Transition Supplements	\$0	
<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0	
Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.	\$4,784	\$4,814	(\$30)
• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis			
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	% Change in Dollar Per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-0.62%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL			\$0



Treadwell Middle School  
920 N. Highland Memphis, TN 38122

Grade Level: 6-8	School Type Traditional	Square Footage 145,870	Student Capacity 598	FY2023-24 Utilization 64	FCI: 10	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		604	627	652	682	30
Attendance Rate		95%	91%	91%	-	
Student Demographics						
Economically Disadvantaged		52%	55%	51%	51%	
Student with Disability		10%	9%	9%	9%	
English Language Learners		22%	33%	42%	42%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	2	2	2	-
Classroom Teacher		26	37	39	40	1
Special Skills		-	-	-	-	-
Counselors		1	2	2	2	-
Educational Assistant		3	6	6	7	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		8	-	-	-	-
other		3	10	10	10	-
School level Funds						
General Fund		\$3,281,728	3,663,386	10,508,954	3,038,954	(7,470,000)
Title 1		\$277,566	576,215	441,752	396,640	(45,112)
IDEA, Part 1		\$93,672	116,489	116,489	183,734	67,245
Other Special Revenue & Federal Funds		\$13,404	276,348	296,496	614,763	318,267
Total		\$3,666,372	4,632,438	11,363,691	4,234,091	(7,129,600)

Total SBB Allocation				\$2,990,370
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,990,370
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$2,858,515
			Next year (2025) ...	\$2,990,370
			Total Difference	\$131,855
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		396,640
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





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White Station Middle

5465 Mason Road Memphis, TN 38120

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
6-8	Optional	144,411	878	147	2	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
6-8		1,182	1,075	1,069	1,061	(8)
Attendance Rate		95%	95%	95%	-	
Student Demographics						
Economically Disadvantaged		20%	25%	29%	29%	
Student with Disability		8%	10%	11%	11%	
English Language Learners		4%	5%	6%	6%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		3	2	3	3	-
Classroom Teacher		75	63	61	61	-
Special Skills		5	4	4	4	-
Counselors		3	4	4	4	-
Educational Assistant		12	7	8	8	-
Instructional Facilitator		1	2	1	1	-
librarian		2	1	1	1	-
Nutrition		4	-	-	-	-
other		6	7	6	7	1
School level Funds						
General Fund		\$7,205,595	6,001,461	6,257,535	4,639,698	(1,617,836)
Title 1		\$270,022	397,136	323,387	411,380	87,993
IDEA, Part 1		\$303,265	293,830	293,830	282,579	(11,250)
Other Special Revenue & Federal Funds		-	122,132	170,447	536,792	366,345
Total		\$7,778,883	6,814,559	7,045,199	5,870,450	(1,174,749)

Total SBB Allocation					\$4,566,334
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,566,334
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$4,625,380	
			Next year (2025) ...	\$4,566,334	
			Total Difference	(\$59,046)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			411,380
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Woodstock Middle School  
5885 Woodstock Cuba Rd., Memphis, TN 38053

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCL:
6-8	iZone	84,850	773	36	16

School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>					
6-8	313	234	227	236	9
Attendance Rate	85%	95%	94%	-	
<b>Student Demographics</b>					
Economically Disadvantaged	64%	72%	73%	73%	
Student with Disability	13%	15%	15%	15%	
English Language Learners	1%	2%	2%	2%	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	18	18	18	18	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	2	3	3	3	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	5	7	7	7	-
<b>School Level Funds</b>					
General Fund	\$2,077,403	1,956,867	1,957,556	1,481,642	(475,914)
Title 1	\$155,275	256,944	184,514	160,800	(23,714)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$0	1,478,288	150,124	557,040	406,916
Total	\$2,232,679	3,692,099	2,292,194	2,199,482	(92,712)

Total SBB Allocation					\$1,461,219
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,461,219
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2024) ...	\$1,474,869	
			Next year (2025) ...	\$1,461,219	
			Total Difference	(\$13,650)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			160,800
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$1,461,219		
<b>SBB Weights</b>				
<b>Base Weight</b>				
All Students	1	\$3,600	236	\$849,600
<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	172	\$61,950
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	5	\$443
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	32	\$33,928
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	217	\$78,217
Incoming High Proficiency	0.1	\$360	19	\$6,743
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	33	\$27,225
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$403,113
<b>SBB Allocations Total</b>				<b>\$1,461,219</b>
2	SBB Transition Supplements	\$0		
<b>SCS Staffing Supplement</b>				
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0		
<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>	
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$6,192	\$6,497	(\$306)	
	<b>% Change in Dollar Per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-4.94%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>	



B. T. Washington High  
715 S. Lauderdale, Memphis, TN 38126

Grade Level: 9 - 12	School Type iZone	Square Footage 202,918	Student Capacity 548	FY2023-24 Utilization 104	FCI: 9	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		459	430	439	443	4
Attendance Rate		95%	97%	95%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		78%	88%	90%	90%	
Student with Disability		15%	15%	11%	11%	
English Language Learners		1%	1%	1%	1%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		33	30	34	35	1
Special Skills		-	-	-	-	-
Counselors		2	2	3	3	-
Educational Assistant		7	7	7	7	-
Instructional Facilitator		1	1	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		18	11	15	16	1
<b>School level Funds</b>						
General Fund		3,437,133	3,281,797	3,983,347	3,137,335	(846,012)
Title 1		342,835	460,134	369,734	296,140	(73,594)
IDEA, Part 1		87,119	87,119	87,119	103,008	15,888
Other Special Revenue & Federal Funds		3,437,133	238,274	777,408	595,558	(181,850)
Total		7,304,220	4,067,324	5,217,608	4,132,041	(1,085,567)

Total SBB Allocation					\$3,100,663
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,100,663
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,130,980	
			Next year (2025) ...	\$3,100,663	
			Total Difference	(\$30,317)	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		This comparison does not include "locked dollars"			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			296,140
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown					
1	SBB Allocations				\$3,100,663
SBB Weights					
Base Weight					
All Students		1	\$3,600	443	\$1,594,800
Grade Weights					
		Weight	Amount per Student	Enrollment	Total
Grade K		0.3	\$1,080	0	\$0
Grade 1		0.3	\$1,080	0	\$0
Grade 2		0.3	\$1,080	0	\$0
Grade 3		0.2	\$720	0	\$0
Grade 4		0.2	\$720	0	\$0
Grade 5		0.2	\$720	0	\$0
Poverty Weight					
Poverty (Direct Certified)		0.1	\$360	397	\$142,970
ELL Weight					
ELL Weight		0.03	\$90	4	\$351
Mobility Weights					
Mobility		0.29	\$1,044	84	\$87,520
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	421	\$151,707
Incoming High Proficiency		0.1	\$360	22	\$7,773
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	50	\$41,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$1,074,291
SBB Allocations Total					\$3,100,663
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil
The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>			\$6,999	\$7,132	(\$133)
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.			-1.90%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



**Bolton High**  
7323 Brunswick Rd., Memphis, TN 38002

Grade Level: 9 - 12	School Type Optional	Square Footage 293,200	Student Capacity 2,019	FY2023-24 Utilization 65	FCI: 9	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		678	709	668	642	(26)
Attendance Rate		91%	92%	92%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		38%	42%	48%	48%	
Student with Disability		12%	12%	10%	10%	
English Language Learners		1%	2%	2%	2%	
<b>Key School Positions-All Funding Sources</b>						
Principal		2	1	1	1	-
Vice/Assistant Principal		3	3	3	3	-
Classroom Teacher		38	33	34	34	-
Special Skills		-	-	-	-	-
Counselors		3	3	2	2	-
Educational Assistant		4	5	5	5	-
Instructional Facilitator		2	2	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		29	13	14	15	1
<b>School level Funds</b>						
General Fund		5,629,115	4,678,951	8,710,972	2,822,988	(5,887,984)
Title 1		369,061	418,225	371,543	383,910	12,367
IDEA, Part 1		88,367	88,367	88,367	92,296	3,929
Other Special Revenue & Federal Funds		5,629,115	7,533,920	752,923	778,674	25,751
Total		11,715,658	12,719,464	9,923,805	4,077,868	(5,845,937)

Total SBB Allocation				\$2,764,632
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,764,632
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,814,064
			Next year (2025) ...	\$2,764,632
			Total Difference	(\$49,432)
			This comparison does not include "locked dollars"	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		383,910
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Central High  
306 S. Bellevue, Memphis, TN 38104

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	Optional	283,230	1,447	109	4	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		1,421	1,315	1,294	1,284	(10)
Attendance Rate		92%	92%	90%	-	
Student Demographics						
Economically Disadvantaged		42%	48%	55%	55%	
Student with Disability		6%	7%	6%	6%	
English Language Learners		2%	4%	5%	5%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		4	4	4	4	-
Classroom Teacher		66	61	62	62	-
Special Skills		5	4	4	4	-
Counselors		5	5	5	5	-
Educational Assistant		3	4	4	4	-
Instructional Facilitator		1	1	1	2	1
librarian		2	2	2	2	-
Nutrition		-	-	-	-	-
other		38	15	14	15	1
School level Funds						
General Fund		7,303,052	7,064,633	7,136,226	5,586,754	(1,549,472)
Title 1		751,305	988,908	767,172	791,270	24,099
IDEA, Part 1		118,177	118,177	118,177	60,537	(57,640)
Other Special Revenue & Federal Funds		7,303,052	4,444,954	3,656,394	1,828,840	(1,827,554)
Total		15,475,586	12,616,671	11,677,968	8,267,401	(3,410,567)

Total SBB Allocation					\$5,499,336
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$5,499,336
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$5,465,708	
			Next year (2025) ...	\$5,499,336	
			Total Difference	\$33,628	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			791,270
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$5,499,336																																																																																																																			
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Cordova High School

1800 Berryhill Rd., Cordova, TN 38018

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	Traditional	278,000	2,151	106	8	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		2,244	2,060	2,154	2,147	(7)
Attendance Rate		91%	90%	90%	-	
Student Demographics						
Economically Disadvantaged		28%	32%	38%	38%	
Student with Disability		11%	11%	9%	9%	
English Language Learners		7%	8%	10%	10%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		6	6	6	6	-
Classroom Teacher		120	101	105	109	4
Special Skills		1	1	1	1	-
Counselors		7	7	7	7	-
Educational Assistant		21	22	19	19	-
Instructional Facilitator		1	2	2	2	-
librarian		2	2	2	2	-
Nutrition		-	-	-	-	-
other		63	25	21	22	1
School level Funds						
General Fund		11,750,647	11,770,196	11,826,030	9,308,339	(2,517,691)
Title 1		1,004,155	1,327,409	817,612	998,300	180,688
IDEA, Part 1		144,317	144,317	144,317	285,572	141,255
Other Special Revenue & Federal Funds		11,750,647	651,754	815,794	849,489	33,696
Total		24,649,765	13,893,676	13,603,753	11,441,700	(2,162,053)

Total SBB Allocation					\$9,161,203
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$9,161,203
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$8,873,335	
			Next year (2025) ...	\$9,161,203	
			Total Difference	\$287,868	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			998,300
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<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,267	\$4,119	\$148																																																																																																																								
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		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars																																																																																																																								
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SBB Transition Supplements TOTAL				\$0																																																																																																																								



Craigmont High  
3333 Covington Pike, Memphis, TN 38128

Grade Level: 9 - 12	School Type Optional	Square Footage 324,517	Student Capacity 1,234	FY2023-24 Utilization 74	FCI: 4	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		726	756	841	981	140
Attendance Rate		91%	90%	88%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		49%	55%	62%	62%	
Student with Disability		15%	13%	11%	11%	
English Language Learners		3%	2%	2%	2%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	3	3	3	-
Classroom Teacher		44	39	40	45	5
Special Skills		1	1	1	1	-
Counselors		2	2	3	4	1
Educational Assistant		11	9	8	8	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		26	17	18	20	2
<b>School level Funds</b>						
General Fund		4,894,746	4,436,470	5,237,152	4,359,913	(877,239)
Title 1		510,581	598,387	542,093	552,080	9,987
IDEA, Part 1		51,957	51,957	51,957	109,804	57,847
Other Special Revenue & Federal Funds		4,894,746	145,038	706,035	665,442	(40,593)
Total		10,352,030	5,231,852	6,537,237	5,687,239	(849,998)

Total SBB Allocation				\$4,293,566
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,293,566
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,428,490
			Next year (2025) ...	\$4,293,566
			Total Difference	\$865,076
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		552,080
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$4,293,566	
	<b>SBB Weights</b>				
	<b>Base Weight</b>				
	All Students	1	\$3,600	981	\$3,531,600
	<b>Grade Weights</b>				
		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	<b>Poverty Weight</b>				
	Poverty (Direct Certified)	0.1	\$360	607	\$218,487
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	20	\$1,831
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	105	\$110,112
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	888	\$319,576
	Incoming High Proficiency	0.1	\$360	93	\$33,584
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.2	\$825	95	\$78,375
	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$4,293,566</b>	
2	SBB Transition Supplements			\$0	
	<b>SCS Staffing Supplement</b>				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,377	\$4,077	\$300
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		6.86%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>	



Douglass High  
3200 Mt. Olive Road, Memphis, TN 38108

Grade Level: 9 - 12	School Type Optional	Square Footage 146,568	Student Capacity 757	FY2023-24 Utilization 67	FCI: 1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		621	641	641	648	7
Attendance Rate		97%	93%	94%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		69%	73%	74%	74%	
Student with Disability		15%	15%	12%	12%	
English Language Learners		9%	10%	10%	10%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		3	3	3	3	-
Classroom Teacher		35	29	32	34	2
Special Skills		1	1	1	1	-
Counselors		2	2	2	2	-
Educational Assistant		6	9	7	7	-
Instructional Facilitator		2	2	1	2	1
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		25	17	16	17	1
<b>School level Funds</b>						
General Fund		3,788,807	3,701,084	4,277,178	2,902,646	(1,374,531)
Title 1		473,715	655,453	513,534	455,600	(57,934)
IDEA, Part 1		180,005	180,005	180,005	242,805	62,800
Other Special Revenue & Federal Funds		3,788,807	160,027	718,653	1,045,090	326,437
Total		8,231,334	4,696,569	5,689,369	4,646,141	(1,043,228)

Total SBB Allocation				\$2,856,761
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,875,234
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		(\$18,472)
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,620,882
			Next year (2025) ...	\$2,856,761
			Total Difference	\$235,879
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		455,600
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





East High  
3206 Poplar, Memphis, TN 38111

Grade Level: 9 - 12	School Type Optional	Square Footage 189,493	Student Capacity 1,338	FY2023-24 Utilization 39	FCI: 8	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		615	568	617	622	5
Attendance Rate		94%	93%	96%	-	
Student Demographics						
Economically Disadvantaged		20%	21%	27%	27%	
Student with Disability		2%	2%	2%	2%	
English Language Learners		0%	0%	0%	0%	
Key School Positions-All Funding Sources						
Principal		2	1	1	1	-
Vice/Assistant Principal		3	3	3	3	-
Classroom Teacher		36	35	36	36	-
Special Skills		1	1	1	1	-
Counselors		1	1	1	1	-
Educational Assistant		-	-	-	-	-
Instructional Facilitator		1	1	1	2	1
Librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		21	10	10	11	1
School level Funds						
General Fund		5,452,332	5,039,382	4,220,580	3,988,604	(231,976)
Title 1		165,143	228,006	3,576	183,580	180,004
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		5,452,332	2,025,377	239,394	1,053,801	814,407
Total		11,069,807	7,292,765	4,463,550	5,225,985	762,435

Total SBB Allocation				\$4,813,352
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,220,385
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$1,592,967
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$4,284,661
			Next year (2025) ...	\$4,813,352
			Total Difference	\$528,691
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		183,580
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





1	SBB Allocations	\$3,220,385																																																																																																																			
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td>Base Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>622</td><td>\$2,239,200</td></tr><tr><td>Grade Weights</td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Poverty Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>168</td><td>\$60,440</td></tr><tr><td>ELL Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>3</td><td>\$273</td></tr><tr><td>Mobility Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>1</td><td>\$1,118</td></tr><tr><td>Academic Performance Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>304</td><td>\$109,556</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>318</td><td>\$114,364</td></tr><tr><td>Increments for Locked Students</td><td></td><td></td><td></td><td></td></tr><tr><td>SWD Self-Contained</td><td>0.2</td><td>\$825</td><td>12</td><td>\$9,900</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$685,534</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$3,220,385</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	622	\$2,239,200	Grade Weights	Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	0	\$0	Grade 1	0.3	\$1,080	0	\$0	Grade 2	0.3	\$1,080	0	\$0	Grade 3	0.2	\$720	0	\$0	Grade 4	0.2	\$720	0	\$0	Grade 5	0.2	\$720	0	\$0	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	168	\$60,440	ELL Weight					ELL Weight	0.03	\$90	3	\$273	Mobility Weights					Mobility	0.29	\$1,044	1	\$1,118	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	304	\$109,556	Incoming High Proficiency	0.1	\$360	318	\$114,364	Increments for Locked Students					SWD Self-Contained	0.2	\$825	12	\$9,900	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$685,534	SBB Allocations Total				\$3,220,385
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Germantown High

7653 Old Poplar Pike, Germantown, TN 38138

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	Optional	272,375	2,028	101	14	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		1,947	1,809	1,755	1,714	(41)
Attendance Rate		93%	93%	93%	-	
Student Demographics						
Economically Disadvantaged		22%	26%	32%	32%	
Student with Disability		6%	6%	7%	7%	
English Language Learners		2%	2%	3%	3%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		5	6	6	6	-
Classroom Teacher		100	87	86	86	-
Special Skills		1	1	1	1	-
Counselors		6	6	6	6	-
Educational Assistant		9	10	10	10	-
Instructional Facilitator		1	1	1	1	-
librarian		2	2	2	2	-
Nutrition		-	-	-	-	-
other		59	21	22	22	-
School level Funds						
General Fund		10,814,086	10,288,046	10,342,756	7,368,247	(2,974,509)
Title 1		570,692	808,441	655,026	730,300	75,274
IDEA, Part 1		209,733	209,733	209,733	374,537	164,804
Other Special Revenue & Federal Funds		10,814,086	247,325	341,940	1,077,449	735,509
Total		22,408,598	11,553,545	11,549,454	9,550,533	(1,998,921)

Total SBB Allocation				\$7,252,822
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$7,252,822
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$7,537,814
			Next year (2025) ...	\$7,252,822
			Total Difference	(\$284,992)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		730,300
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown																																																																																																																												
1	SBB Allocations			\$7,252,822																																																																																																																								
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td colspan="5">Base Weight</td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>1714</td><td>\$6,170,400</td></tr><tr><td colspan="5">Grade Weights</td></tr><tr><td></td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td colspan="5">Poverty Weight</td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>554</td><td>\$199,271</td></tr><tr><td colspan="5">ELL Weight</td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>45</td><td>\$4,020</td></tr><tr><td colspan="5">Mobility Weights</td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>80</td><td>\$83,865</td></tr><tr><td colspan="5">Academic Performance Weights</td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>1384</td><td>\$498,367</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>330</td><td>\$118,673</td></tr><tr><td colspan="5">Increments for Locked Students</td></tr><tr><td>SWD Self-Contained</td><td>0.2</td><td>\$825</td><td>119</td><td>\$98,175</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$80,051</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$7,252,822</td></tr></table>					SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	1714	\$6,170,400	Grade Weights						Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	0	\$0	Grade 1	0.3	\$1,080	0	\$0	Grade 2	0.3	\$1,080	0	\$0	Grade 3	0.2	\$720	0	\$0	Grade 4	0.2	\$720	0	\$0	Grade 5	0.2	\$720	0	\$0	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	554	\$199,271	ELL Weight					ELL Weight	0.03	\$90	45	\$4,020	Mobility Weights					Mobility	0.29	\$1,044	80	\$83,865	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	1384	\$498,367	Incoming High Proficiency	0.1	\$360	330	\$118,673	Increments for Locked Students					SWD Self-Contained	0.2	\$825	119	\$98,175	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051	SBB Allocations Total				\$7,252,822
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Hamilton High  
1363 Person, Memphis, TN 38106

Grade Level: 9 - 12	School Type iZone	Square Footage 336,151	Student Capacity 1,234	FY2023-24 Utilization 61	FCI: 9	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		625	672	612	573	(39)
Attendance Rate		93%	93%	90%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		72%	79%	80%	80%	
Student with Disability		19%	17%	19%	19%	
English Language Learners		2%	2%	3%	3%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		3	3	3	3	-
Classroom Teacher		41	35	37	37	-
Special Skills		-	-	-	-	-
Counselors		2	2	2	2	-
Educational Assistant		14	14	12	12	-
Instructional Facilitator		2	3	2	3	1
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		28	18	17	19	2
<b>School level Funds</b>						
General Fund		4,515,754	4,606,459	4,544,112	2,675,179	(1,868,932)
Title 1		484,587	618,981	561,331	438,180	(123,151)
IDEA, Part 1		250,293	250,293	250,293	331,505	81,211
Other Special Revenue & Federal Funds		4,515,754	606,601	328,190	1,251,990	923,800
Total		9,766,388	6,082,335	5,683,926	4,696,854	(987,072)

Total SBB Allocation				\$2,633,617
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,633,617
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,672,307
			Next year (2025) ...	\$2,633,617
			Total Difference	(\$38,690)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		438,180
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$2,633,617
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SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,600	573	\$2,062,800
<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	0	\$0
Grade 1	0.3	\$1,080	0	\$0
Grade 2	0.3	\$1,080	0	\$0
Grade 3	0.2	\$720	0	\$0
Grade 4	0.2	\$720	0	\$0
Grade 5	0.2	\$720	0	\$0
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	456	\$164,260
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	18	\$1,592
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	100	\$104,635
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	552	\$198,872
Incoming High Proficiency	0.1	\$360	21	\$7,408
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.2	\$825	114	\$94,050
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,633,617</b>

2	SBB Transition Supplements	\$0
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<b>SCS Staffing Supplement</b>			
This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
<p>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.</p> <ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> <p><b>If you are receiving a transition subsidy</b>, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</p>	\$4,596	\$4,367	\$230
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
<p><b>If you are paying a transition tax</b>, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</p>	5.00%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



Kingsbury High  
1270 N. Graham, Memphis, TN 38122

Grade Level: 9 - 12	School Type Optional	Square Footage 219,210	Student Capacity 1,122	FY2023-24 Utilization 114	FCI: 7	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		1,347	1,292	1,310	1,320	10
Attendance Rate		86%	86%	88%	-	
Student Demographics						
Economically Disadvantaged		42%	45%	49%	49%	
Student with Disability		13%	10%	10%	10%	
English Language Learners		27%	29%	29%	29%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		5	5	4	5	1
Classroom Teacher		74	72	74	74	-
Special Skills		1	1	1	1	-
Counselors		5	5	4	4	-
Educational Assistant		14	15	12	13	1
Instructional Facilitator		3	4	4	4	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		59	20	20	21	1
School level Funds						
General Fund		6,881,020	7,487,834	7,242,042	5,874,767	(1,367,275)
Title 1		856,778	1,117,313	764,973	739,680	(25,293)
IDEA, Part 1		201,208	201,208	201,208	228,503	27,295
Other Special Revenue & Federal Funds		6,881,020	9,464,328	651,960	1,362,949	710,989
Total		14,820,026	18,270,683	8,860,184	8,205,899	(654,285)

Total SBB Allocation					\$5,785,128
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$5,785,128
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$5,544,497	
			Next year (2025) ...	\$5,785,128	
			Total Difference	\$240,631	
			This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			739,680
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





1	SBB Allocations	\$5,785,128																																																																																																																			
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Kirby High  
4080 Kirby Parkway, Memphis, TN 38115

Grade Level: 9 - 12	School Type Traditional	Square Footage 206,224	Student Capacity 1,332	FY2023-24 Utilization 81	FCI: 11	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		807	846	635	652	17
Attendance Rate		93%	92%	88%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		50%	59%	59%	59%	
Student with Disability		12%	10%	12%	12%	
English Language Learners		7%	7%	10%	10%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		4	4	4	4	-
Classroom Teacher		45	38	37	37	-
Special Skills		-	-	-	-	-
Counselors		4	4	4	4	-
Educational Assistant		14	13	11	11	-
Instructional Facilitator		2	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		30	19	16	16	-
<b>School level Funds</b>						
General Fund		6,062,312	5,210,965	5,009,961	2,989,987	(2,019,974)
Title 1		538,033	748,980	608,416	469,670	(138,746)
IDEA, Part 1		177,620	177,620	177,620	278,696	101,076
Other Special Revenue & Federal Funds		6,062,312	4,200,355	675,195	1,291,168	615,973
Total		12,840,277	10,337,920	6,471,192	5,029,521	(1,441,672)

Total SBB Allocation				\$2,939,948
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,887,692
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$52,256
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,195,596
			Next year (2025) ...	\$2,939,948
			Total Difference	(\$255,648)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		469,670
4 Locked Resources		Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$2,887,692	
	<b>SBB Weights</b>				
	<b>Base Weight</b>				
	All Students	1	\$3,600	652	\$2,347,200
	<b>Grade Weights</b>				
		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	<b>Poverty Weight</b>				
	Poverty (Direct Certified)	0.1	\$360	387	\$139,418
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	67	\$6,062
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	93	\$96,768
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	588	\$211,637
	Incoming High Proficiency	0.1	\$360	64	\$23,083
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.2	\$825	77	\$63,525
	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,887,692</b>	
2	SBB Transition Supplements			\$52,256	
	<b>SCS Staffing Supplement</b>				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,509	\$5,032	(\$523)
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-11.61%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$52,256
	<b>SBB Transition Supplements TOTAL</b>			<b>\$52,256</b>	



Manassas High

1111 Manassas, Memphis, TN 38107

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	iZone	139,338	659	77	1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		393	329	339	339	-
Attendance Rate		97%	93%	91%	-	
Student Demographics						
Economically Disadvantaged		68%	73%	71%	71%	
Student with Disability		13%	15%	14%	14%	
English Language Learners		0%	1%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		24	21	21	21	-
Special Skills		-	-	-	-	-
Counselors		1	3	2	2	-
Educational Assistant		11	10	8	8	-
Instructional Facilitator		2	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		21	10	10	11	1
School level Funds						
General Fund		2,931,814	2,686,511	2,983,598	1,761,233	(1,222,365)
Title 1		276,692	331,186	278,303	245,220	(33,083)
IDEA, Part 1		188,046	188,046	188,046	187,313	(733)
Other Special Revenue & Federal Funds		2,931,814	361,962	233,212	950,848	717,636
Total		6,328,365	3,567,706	3,683,160	3,144,615	(538,545)

Total SBB Allocation				\$1,732,449
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,732,449
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$1,752,892
			Next year (2025) ...	\$1,732,449
			Total Difference	(\$20,443)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		245,220
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



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SBB Weights	Weight	Amount per Student	Enrollment	Total																																																																																																																	
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All Students	1	\$3,600	339	\$1,220,400																																																																																																																	
Grade Weights	Weight	Amount per Student	Enrollment	Total																																																																																																																	
Grade K	0.3	\$1,080	0	\$0																																																																																																																	
Grade 1	0.3	\$1,080	0	\$0																																																																																																																	
Grade 2	0.3	\$1,080	0	\$0																																																																																																																	
Grade 3	0.2	\$720	0	\$0																																																																																																																	
Grade 4	0.2	\$720	0	\$0																																																																																																																	
Grade 5	0.2	\$720	0	\$0																																																																																																																	
Poverty Weight																																																																																																																					
Poverty (Direct Certified)	0.1	\$360	239	\$86,067																																																																																																																	
ELL Weight																																																																																																																					
ELL Weight	0.03	\$90	1	\$84																																																																																																																	
Mobility Weights																																																																																																																					
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Incoming Low Proficiency	0.1	\$360	320	\$115,040																																																																																																																	
Incoming High Proficiency	0.1	\$360	19	\$7,000																																																																																																																	
Increments for Locked Students																																																																																																																					
SWD Self-Contained	0.2	\$825	48	\$39,600																																																																																																																	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$208,586																																																																																																																	
SBB Allocations Total				\$1,732,449																																																																																																																	
2	SBB Transition Supplements	\$0																																																																																																																			
<table><tr><td colspan="4">SCS Staffing Supplement</td></tr><tr><td colspan="4">This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.</td></tr><tr><td colspan="4">\$0</td></tr><tr><td>Transition Policy Tax or Subsidy</td><td>Dollar per Pupil Next Year (2024-2025)</td><td>Dollar per Pupil This Year (2023-2024)</td><td>Difference in Dollar per Pupil</td></tr><tr><td>The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.</td><td>\$5,110</td><td>\$5,171</td><td>(\$60)</td></tr><tr><td></td><td>% Change in Dollar per Pupil</td><td>Transition Policy Type</td><td>Transition Policy Dollars</td></tr><tr><td>If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.</td><td>-1.18%</td><td>N/A - You are not gaining or losing enough to be affected by the transition policy</td><td>\$0</td></tr><tr><td colspan="4">SBB Transition Supplements TOTAL</td></tr><tr><td colspan="4">\$0</td></tr></table>			SCS Staffing Supplement				This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0				Transition Policy Tax or Subsidy	Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.  ● Gain Limit Cap: +9.0% on a \$pp basis ● Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis  If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$5,110	\$5,171	(\$60)		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-1.18%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	SBB Transition Supplements TOTAL				\$0																																																																																		
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	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars																																																																																																																		
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SBB Transition Supplements TOTAL																																																																																																																					
\$0																																																																																																																					



Melrose High  
2870 Deadrick, Memphis, TN 38114

Grade Level: 9 - 12	School Type iZone	Square Footage 280,000	Student Capacity 1,123	FY2023-24 Utilization 53	FCI: 17	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		752	690	706	660	(46)
Attendance Rate		80%	81%	77%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		68%	75%	77%	77%	
Student with Disability		11%	10%	10%	10%	
English Language Learners		4%	5%	4%	4%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		3	4	3	3	-
Classroom Teacher		42	31	34	34	-
Special Skills		-	-	-	-	-
Counselors		2	2	2	2	-
Educational Assistant		8	7	9	9	-
Instructional Facilitator		2	2	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		28	13	16	16	-
<b>School level Funds</b>						
General Fund		3,991,362	3,921,423	4,488,883	3,036,230	(1,452,653)
Title 1		550,934	743,437	567,311	451,580	(115,731)
IDEA, Part 1		34,043	34,043	34,043	-	(34,043)
Other Special Revenue & Federal Funds		3,991,362	129,426	247,315	800,219	552,903
Total		8,567,701	4,828,329	5,337,553	4,288,029	(1,049,524)

Total SBB Allocation				\$2,989,627
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,989,627
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,027,683
			Next year (2025) ...	\$2,989,627
			Total Difference	(\$38,056)
			This comparison does not include "locked dollars"	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		451,580
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown					
1	SBB Allocations			\$2,989,627	
	<b>SBB Weights</b>				
	<b>Base Weight</b>				
	All Students	1	\$3,600	660	\$2,376,000
	<b>Grade Weights</b>				
	<b>Weight</b>				
	<b>Amount per Student</b>				
	<b>Enrollment</b>				
	<b>Total</b>				
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	<b>Poverty Weight</b>				
	Poverty (Direct Certified)	0.1	\$360	507	\$182,437
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	29	\$2,575
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	125	\$130,790
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	635	\$228,529
	Incoming High Proficiency	0.1	\$360	25	\$9,071
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.2	\$825	73	\$60,225	
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0	
<b>SBB Allocations Total</b>				\$2,989,627	
2	SBB Transition Supplements			\$0	
	<b>SCS Staffing Supplement</b>				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,530	\$4,289	\$241
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		5.33%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			\$0	



Mitchell High  
658 Mitchell, Memphis, TN 38109

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	iZone	117,630	951	55	5	
School Measures						
Enrollment						
9 - 12		421	381	375	387	12
Attendance Rate		91%	94%	95%	-	
Student Demographics						
Economically Disadvantaged		68%	75%	80%	80%	
Student with Disability		15%	12%	13%	13%	
English Language Learners		0%	0%	0%	0%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	2	1
Classroom Teacher		22	22	20	20	-
Special Skills		-	-	-	-	-
Counselors		2	2	2	2	-
Educational Assistant		7	7	4	4	-
Instructional Facilitator		1	1	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		20	10	13	14	1
School level Funds						
General Fund		3,031,182	2,746,209	2,631,733	1,852,232	(779,501)
Title 1		294,538	358,187	286,431	237,180	(49,251)
IDEA, Part 1		49,692	49,692	49,692	89,430	39,738
Other Special Revenue & Federal Funds		3,031,182	1,281,256	225,286	950,198	724,911
Total		6,406,594	4,435,344	3,193,142	3,129,040	(64,102)

Total SBB Allocation				\$1,821,913
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,821,913
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$1,844,785
			Next year (2025) ...	\$1,821,913
			Total Difference	(\$22,872)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		237,180
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown						
1	SBB Allocations			\$1,821,913		
	<b>SBB Weights</b>					
	<b>Base Weight</b>					
	All Students	1	\$3,600	387	\$1,393,200	
	<b>Grade Weights</b>					
		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>	
	Grade K	0.3	\$1,080	0	\$0	
	Grade 1	0.3	\$1,080	0	\$0	
	Grade 2	0.3	\$1,080	0	\$0	
	Grade 3	0.2	\$720	0	\$0	
	Grade 4	0.2	\$720	0	\$0	
	Grade 5	0.2	\$720	0	\$0	
	<b>Poverty Weight</b>					
	Poverty (Direct Certified)	0.1	\$360	310	\$111,456	
	<b>ELL Weight</b>					
	ELL Weight	0.03	\$90	1	\$97	
	<b>Mobility Weights</b>					
	Mobility	0.29	\$1,044	25	\$25,621	
	<b>Academic Performance Weights</b>					
	Incoming Low Proficiency	0.1	\$360	355	\$127,891	
	Incoming High Proficiency	0.1	\$360	32	\$11,429	
	<b>Increments for Locked Students</b>					
	SWD Self-Contained	0.2	\$825	49	\$40,425	
	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$111,794	
	<b>SBB Allocations Total</b>				<b>\$1,821,913</b>	
	2	SBB Transition Supplements			\$0	
		<b>SCS Staffing Supplement</b>				
		This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
		<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
		The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,708	\$4,919	(\$212)		
If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.						
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>		
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-4.50%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0		
<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>			



Oakhaven High  
3125 Ladbrook Rd., Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 152,940	Student Capacity 534	FY2023-24 Utilization 68	FCI: 11	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		395	385	385	391	6
Attendance Rate		96%	96%	96%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		57%	63%	71%	71%	
Student with Disability		10%	11%	10%	10%	
English Language Learners		6%	9%	8%	8%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	1	1	-
Classroom Teacher		22	21	22	22	-
Special Skills		-	-	-	-	-
Counselors		1	1	1	1	-
Educational Assistant		2	1	-	-	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		14	7	9	10	1
<b>School level Funds</b>						
General Fund		2,566,268	2,265,646	2,579,488	1,851,252	(728,236)
Title 1		280,940	360,901	301,389	243,210	(58,179)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		2,566,268	6,355,993	1,528,839	2,166,891	638,052
Total		5,413,475	8,982,541	4,409,716	4,261,353	(148,363)

Total SBB Allocation					\$1,821,913
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,821,913
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$1,845,327	
			Next year (2025) ...	\$1,821,913	
			Total Difference	(\$23,414)	
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
		This comparison does not include "locked dollars"			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			243,210
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			\$1,821,913
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			
	All Students	1	\$3,600	391
				\$1,407,600
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	0
	Grade 1	0.3	\$1,080	0
	Grade 2	0.3	\$1,080	0
	Grade 3	0.2	\$720	0
	Grade 4	0.2	\$720	0
	Grade 5	0.2	\$720	0
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	276
				\$99,249
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	32
				\$2,925
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	42
				\$44,155
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	322
				\$115,887
	Incoming High Proficiency	0.1	\$360	69
				\$24,873
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	37
				\$30,525
	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.			\$96,700
	<b>SBB Allocations Total</b>			<b>\$1,821,913</b>
2	SBB Transition Supplements			\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	\$4,660	\$4,793	(\$133)
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	-2.86%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



Overton High  
1770 Lanier, Memphis, TN 38117

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
9 - 12	Optional	177,940	1,289	93	8
School Measures					
	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,339	1,412	1,472	1,506	34
Attendance Rate	87%	87%	89%	-	
Student Demographics					
Economically Disadvantaged	47%	49%	57%	57%	
Student with Disability	10%	9%	8%	8%	
English Language Learners	18%	18%	19%	19%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	4	-
Classroom Teacher	77	70	72	77	5
Special Skills	5	5	5	5	-
Counselors	4	4	4	4	-
Educational Assistant	6	6	6	6	-
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	46	23	28	29	1
School level Funds					
General Fund	7,956,820	7,946,409	17,161,914	6,616,827	(10,545,087)
Title 1	874,545	1,206,152	828,386	923,930	95,544
IDEA, Part 1	148,320	148,320	148,320	118,732	(29,588)
Other Special Revenue & Federal Funds	7,956,820	425,300	273,021	821,359	548,338
Total	16,936,504	9,726,180	18,411,641	8,480,848	(9,930,793)

Total SBB Allocation					\$6,515,256
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$6,515,256
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$6,201,057	
			Next year (2025) ...	\$6,515,256	
			Total Difference	\$314,199	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			923,930
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.





Section B: Detailed Breakdown						
1	SBB Allocations			\$6,515,256		
	SBB Weights		Weight	Amount per Student	Enrollment	Total
	Base Weight					
	All Students		1	\$3,600	1506	\$5,421,600
	Grade Weights		Weight	Amount per Student	Enrollment	Total
	Grade K		0.3	\$1,080	0	\$0
	Grade 1		0.3	\$1,080	0	\$0
	Grade 2		0.3	\$1,080	0	\$0
	Grade 3		0.2	\$720	0	\$0
	Grade 4		0.2	\$720	0	\$0
	Grade 5		0.2	\$720	0	\$0
	Poverty Weight					
	Poverty (Direct Certified)		0.1	\$360	862	\$310,427
	ELL Weight					
	ELL Weight		0.03	\$90	284	\$25,567
	Mobility Weights					
	Mobility		0.29	\$1,044	112	\$116,502
	Academic Performance Weights					
	Incoming Low Proficiency		0.1	\$360	1314	\$473,204
	Incoming High Proficiency		0.1	\$360	192	\$68,956
	Increments for Locked Students					
	SWD Self-Contained		0.2	\$825	120	\$99,000
	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.					\$0
	SBB Allocations Total					\$6,515,256
2	SBB Transition Supplements			\$0		
	SCS Staffing Supplement					
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0	
	Transition Policy Tax or Subsidy		Dollar per Pupil Next Year (2024-2025)	Dollar per Pupil This Year (2023-2024)	Difference in Dollar per Pupil	
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.					
	<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,326	\$4,213	\$114	
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.					
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		2.62%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
	SBB Transition Supplements TOTAL				\$0	



Raleigh-Egypt High  
3970 Voltaire, Memphis, TN 38128

Grade Level: 6-12	School Type Traditional	Square Footage 145,850	Student Capacity 1,095	FY2023-24 Utilization 83	FCI: 18	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
6-12		657	695	719	820	101
Attendance Rate		88%	91%	89%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		63%	67%	71%	71%	
Student with Disability		16%	13%	12%	12%	
English Language Learners		2%	3%	5%	5%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	3	1
Classroom Teacher		35	34	35	38	3
Special Skills		-	-	-	-	-
Counselors		2	2	2	3	1
Educational Assistant		8	8	8	8	-
Instructional Facilitator		1	2	2	2	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		34	14	15	15	-
<b>School level Funds</b>						
General Fund		3,956,992	4,872,142	12,634,183	3,710,195	(8,923,988)
Title 1		486,042	685,059	551,304	504,510	(46,794)
IDEA, Part 1		135,709	135,709	135,709	134,963	(746)
Other Special Revenue & Federal Funds		3,956,992	481,774	290,173	953,021	662,848
Total		8,535,734	6,174,684	13,611,369	5,302,689	(8,308,680)

Total SBB Allocation				#N/A
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		#N/A
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,063,325
			Next year (2025) ...	#N/A
			Total Difference	#N/A
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		504,510
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown				
1	SBB Allocations			#N/A
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Base Weight			<b>Total</b>
	All Students	1	\$3,600	#N/A
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	#N/A
	Grade 1	0.3	\$1,080	#N/A
	Grade 2	0.3	\$1,080	#N/A
	Grade 3	0.2	\$720	#N/A
	Grade 4	0.2	\$720	#N/A
	Grade 5	0.2	\$720	#N/A
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	#N/A
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	#N/A
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	#N/A
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	#N/A
	Incoming High Proficiency	0.1	\$360	#N/A
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	#N/A
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0
SBB Allocations Total				#N/A
2	SBB Transition Supplements			\$0
	<b>SCS Staffing Supplement</b>			
	This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.			
	• Gain Limit Cap: +9.0% on a \$pp basis • Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis	#N/A	\$4,261	#N/A
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.			
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		#N/A	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL				\$0



Ridgeway High

2009 Ridgeway Rd, Memphis, TN 38119

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	Optional	247,000	1,330	94	6	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		852	801	802	774	(28)
Attendance Rate		88%	90%	91%	-	
Student Demographics						
Economically Disadvantaged		38%	43%	54%	54%	
Student with Disability		10%	9%	8%	8%	
English Language Learners		3%	3%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		3	3	3	3	-
Classroom Teacher		47	40	39	39	-
Special Skills		-	-	-	1	1
Counselors		4	4	4	4	-
Educational Assistant		7	10	7	8	1
Instructional Facilitator		2	2	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		25	10	10	11	1
School level Funds						
General Fund		5,417,683	4,797,060	4,877,178	3,455,196	(1,421,982)
Title 1		502,239	575,243	455,245	455,600	355
IDEA, Part 1		237,801	237,801	237,801	265,871	28,070
Other Special Revenue & Federal Funds		5,417,683	216,967	317,325	981,714	664,389
Total		11,575,405	5,827,071	5,887,549	5,158,381	(729,168)

Total SBB Allocation					\$3,399,480
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$3,399,480
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$3,349,610	
			Next year (2025) ...	\$3,399,480	
			Total Difference	\$49,870	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			455,600
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



1	SBB Allocations	\$3,399,480																																																																																																																			
<table><tr><th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr><tr><td>Base Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>All Students</td><td>1</td><td>\$3,600</td><td>774</td><td>\$2,786,400</td></tr><tr><td>Grade Weights</td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr><tr><td>Grade K</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr><tr><td>Grade 3</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 4</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Grade 5</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr><tr><td>Poverty Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>418</td><td>\$150,569</td></tr><tr><td>ELL Weight</td><td></td><td></td><td></td><td></td></tr><tr><td>ELL Weight</td><td>0.03</td><td>\$90</td><td>31</td><td>\$2,769</td></tr><tr><td>Mobility Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Mobility</td><td>0.29</td><td>\$1,044</td><td>45</td><td>\$47,425</td></tr><tr><td>Academic Performance Weights</td><td></td><td></td><td></td><td></td></tr><tr><td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>653</td><td>\$235,060</td></tr><tr><td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>121</td><td>\$43,580</td></tr><tr><td>Increments for Locked Students</td><td></td><td></td><td></td><td></td></tr><tr><td>SWD Self-Contained</td><td>0.2</td><td>\$825</td><td>65</td><td>\$53,625</td></tr><tr><td colspan="4">Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.</td><td>\$80,051</td></tr><tr><td colspan="4">SBB Allocations Total</td><td>\$3,399,480</td></tr></table>			SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	774	\$2,786,400	Grade Weights	Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	0	\$0	Grade 1	0.3	\$1,080	0	\$0	Grade 2	0.3	\$1,080	0	\$0	Grade 3	0.2	\$720	0	\$0	Grade 4	0.2	\$720	0	\$0	Grade 5	0.2	\$720	0	\$0	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	418	\$150,569	ELL Weight					ELL Weight	0.03	\$90	31	\$2,769	Mobility Weights					Mobility	0.29	\$1,044	45	\$47,425	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	653	\$235,060	Incoming High Proficiency	0.1	\$360	121	\$43,580	Increments for Locked Students					SWD Self-Contained	0.2	\$825	65	\$53,625	Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$80,051	SBB Allocations Total				\$3,399,480
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	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars																																																																																																																		
If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	4.91%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0																																																																																																																		
SBB Transition Supplements TOTAL																																																																																																																					
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Sheffield High  
4315 Sheffield Avenue Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 193,236	Student Capacity 991	FY2023-24 Utilization 76	FCI: 11	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		537	497	519	535	16
Attendance Rate		97%	88%	85%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		54%	57%	55%	55%	
Student with Disability		13%	13%	12%	12%	
English Language Learners		27%	33%	32%	32%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		32	29	29	30	1
Special Skills		-	-	-	-	-
Counselors		2	2	2	2	-
Educational Assistant		7	7	7	8	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		23	12	19	21	2
<b>School level Funds</b>						
General Fund		3,464,439	3,038,001	3,118,192	2,403,056	(715,136)
Title 1		373,461	442,413	360,834	320,260	(40,574)
IDEA, Part 1		86,755	86,755	86,755	214,998	128,243
Other Special Revenue & Federal Funds		3,464,439	172,890	284,452	1,116,550	832,098
Total		7,389,094	3,740,059	3,850,233	4,054,864	204,631

Total SBB Allocation				\$2,363,655
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,363,655
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,212,112
			Next year (2025) ...	\$2,363,655
		This comparison does not include "locked dollars"	Total Difference	\$151,543
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		320,260
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.

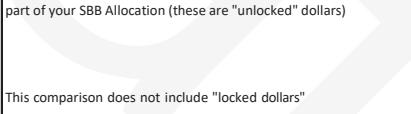






Southwind High  
7900 East Shelby Dr., Memphis, TN 38125

Grade Level: 9 - 12	School Type Traditional	Square Footage 326,926	Student Capacity 2,155	FY2023-24 Utilization 69	FCI: 1	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		1,463	1,507	1,604	1,639	35
Attendance Rate		88%	94%	93%	-	
Student Demographics						
Economically Disadvantaged		32%	42%	49%	49%	
Student with Disability		10%	9%	8%	8%	
English Language Learners		4%	4%	4%	4%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		4	5	5	6	1
Classroom Teacher		82	72	73	75	2
Special Skills		-	-	-	-	-
Counselors		5	5	4	5	1
Educational Assistant		9	12	11	11	-
Instructional Facilitator		1	3	3	3	-
librarian		2	2	3	3	-
Nutrition		-	-	-	-	-
other		50	15	15	18	3
School level Funds						
General Fund		8,039,494	7,917,891	8,395,235	7,120,119	(1,275,116)
Title 1		727,057	907,276	754,112	900,480	146,368
IDEA, Part 1		116,764	116,764	116,764	217,462	100,697
Other Special Revenue & Federal Funds		8,039,494	2,670,793	1,134,203	1,098,967	(35,236)
Total		16,922,810	11,612,725	10,400,314	9,337,028	(1,063,286)

Total SBB Allocation				\$7,010,107
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$7,010,107
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?		ThisYear (2024) ...	\$6,713,568
			Next year (2025) ...	\$7,010,107
			Total Difference	\$296,539
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
		Other Resources Outside of SBB		
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		900,480
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



1	SBB Allocations	\$7,010,107																																																																																																																			
<div> <div></div> <div></div> </div>	<table> <tr> <th>SBB Weights</th><th>Weight</th><th>Amount per Student</th><th>Enrollment</th><th>Total</th></tr> <tr> <td>Base Weight</td><td></td><td></td><td></td><td></td></tr> <tr> <td>All Students</td><td>1</td><td>\$3,600</td><td>1639</td><td>\$5,900,400</td></tr> <tr> <td>Grade Weights</td><td>Weight</td><td>Amount per Student</td><td>Enrollment</td><td>Total</td></tr> <tr> <td>Grade K</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr> <tr> <td>Grade 1</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr> <tr> <td>Grade 2</td><td>0.3</td><td>\$1,080</td><td>0</td><td>\$0</td></tr> <tr> <td>Grade 3</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr> <tr> <td>Grade 4</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr> <tr> <td>Grade 5</td><td>0.2</td><td>\$720</td><td>0</td><td>\$0</td></tr> <tr> <td>Poverty Weight</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Poverty (Direct Certified)</td><td>0.1</td><td>\$360</td><td>802</td><td>\$288,681</td></tr> <tr> <td>ELL Weight</td><td></td><td></td><td></td><td></td></tr> <tr> <td>ELL Weight</td><td>0.03</td><td>\$90</td><td>64</td><td>\$5,795</td></tr> <tr> <td>Mobility Weights</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Mobility</td><td>0.29</td><td>\$1,044</td><td>115</td><td>\$120,416</td></tr> <tr> <td>Academic Performance Weights</td><td></td><td></td><td></td><td></td></tr> <tr> <td>Incoming Low Proficiency</td><td>0.1</td><td>\$360</td><td>1433</td><td>\$515,769</td></tr> <tr> <td>Incoming High Proficiency</td><td>0.1</td><td>\$360</td><td>206</td><td>\$74,271</td></tr> <tr> <td>Increments for Locked Students</td><td></td><td></td><td></td><td></td></tr> <tr> <td>SWD Self-Contained</td><td>0.2</td><td>\$825</td><td>127</td><td>\$104,775</td></tr> <tr> <td colspan="4"> <b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.         </td><td>\$0</td></tr> <tr> <td colspan="4"><b>SBB Allocations Total</b></td><td><b>\$7,010,107</b></td></tr> </table>	SBB Weights	Weight	Amount per Student	Enrollment	Total	Base Weight					All Students	1	\$3,600	1639	\$5,900,400	Grade Weights	Weight	Amount per Student	Enrollment	Total	Grade K	0.3	\$1,080	0	\$0	Grade 1	0.3	\$1,080	0	\$0	Grade 2	0.3	\$1,080	0	\$0	Grade 3	0.2	\$720	0	\$0	Grade 4	0.2	\$720	0	\$0	Grade 5	0.2	\$720	0	\$0	Poverty Weight					Poverty (Direct Certified)	0.1	\$360	802	\$288,681	ELL Weight					ELL Weight	0.03	\$90	64	\$5,795	Mobility Weights					Mobility	0.29	\$1,044	115	\$120,416	Academic Performance Weights					Incoming Low Proficiency	0.1	\$360	1433	\$515,769	Incoming High Proficiency	0.1	\$360	206	\$74,271	Increments for Locked Students					SWD Self-Contained	0.2	\$825	127	\$104,775	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0	<b>SBB Allocations Total</b>				<b>\$7,010,107</b>	
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<div> <div></div> <div></div> </div>	<b>SCS Staffing Supplement</b> This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.	\$0																																																																																																																			
	<table> <tr> <th>Transition Policy Tax or Subsidy</th><th>Dollar <u>per Pupil</u> Next Year (2024-2025)</th><th>Dollar <u>per Pupil</u> This Year (2023-2024)</th><th>Difference in Dollar <u>per Pupil</u></th></tr> <tr> <td>           The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.           <ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul>           If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.         </td><td>\$4,277</td><td>\$4,186</td><td>\$92</td></tr> <tr> <td>           If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.         </td><td>% Change in Dollar per Pupil</td><td>Transition Policy Type</td><td>Transition Policy Dollars</td></tr> <tr> <td></td><td>2.14%</td><td>N/A - You are not gaining or losing enough to be affected by the transition policy</td><td>\$0</td></tr> </table>	Transition Policy Tax or Subsidy	Dollar <u>per Pupil</u> Next Year (2024-2025)	Dollar <u>per Pupil</u> This Year (2023-2024)	Difference in Dollar <u>per Pupil</u>	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students. <ul style="list-style-type: none"> <li>Gain Limit Cap: +9.0% on a \$pp basis</li> <li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li> </ul> If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.	\$4,277	\$4,186	\$92	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars		2.14%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0																																																																																																				
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Trezevant High

3350 Trezevant, Memphis, TN 38127

Grade Level: 9 - 12	School Type iZone	Square Footage 269,765	Student Capacity 1,414	FY2023-24 Utilization 44	FCI: 19	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		512	487	521	736	215
Attendance Rate		92%	92%	87%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		68%	76%	77%	77%	
Student with Disability		21%	25%	18%	18%	
English Language Learners		0%	0%	1%	1%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	3	1
Classroom Teacher		25	28	28	38	10
Special Skills		-	-	-	-	-
Counselors		2	2	2	4	2
Educational Assistant		8	12	12	14	2
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		21	16	16	18	2
<b>School level Funds</b>						
General Fund		3,343,229	2,878,739	4,907,308	3,416,468	(1,490,840)
Title 1		345,154	486,671	425,594	371,180	(54,414)
IDEA, Part 1		150,399	150,399	150,399	186,159	35,759
Other Special Revenue & Federal Funds		3,343,229	644,762	591,304	1,158,529	567,225
Total		7,182,011	4,160,571	6,074,605	5,132,335	(942,269)

Total SBB Allocation				\$3,365,162
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,365,162
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,214,508
			Next year (2025) ...	\$3,365,162
			Total Difference	\$1,150,654
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		371,180
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



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Westwood High  
4480 Westmont Avenue Memphis, TN 38109

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	iZone	181,342	1,003	33	42	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		357	301	314	298	(16)
Attendance Rate		95%	95%	94%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		65%	74%	78%	78%	
Student with Disability		19%	20%	18%	18%	
English Language Learners		1%	0%	0%	0%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	2	2	-
Classroom Teacher		20	17	20	21	1
Special Skills		-	-	-	-	-
Counselors		2	1	2	2	-
Educational Assistant		8	7	7	7	-
Instructional Facilitator		1	1	1	1	-
Librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		17	11	12	12	-
<b>School level Funds</b>						
General Fund		2,569,710	2,416,129	6,132,067	1,758,099	(4,373,968)
Title 1		252,882	270,598	249,864	218,420	(31,444)
IDEA, Part 1		147,706	147,706	147,706	210,602	62,896
Other Special Revenue & Federal Funds		2,569,710	3,411,544	3,260,971	1,962,872	(1,298,099)
Total		5,540,009	6,245,977	9,790,608	4,149,993	(5,640,615)

Total SBB Allocation				\$1,732,449
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,732,449
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
How has my funding changed under SBB?		Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$1,751,604
			Next year (2025) ...	\$1,732,449
			Total Difference	(\$19,155)
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		218,420
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SBB Transition Supplements TOTAL				\$0																																																																																																																	



White Station High

514 S. Perkins Memphis, TN 38117

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:
9 - 12	Optional	247,624	1,991	109	9
School Measures	FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment					
9 - 12	1,998	1,832	1,924	1,969	45
Attendance Rate	92%	94%	94%	-	
Student Demographics					
Economically Disadvantaged	18%	23%	29%	29%	
Student with Disability	8%	8%	8%	8%	
English Language Learners	3%	3%	5%	5%	
Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	4	5	1
Classroom Teacher	101	94	94	96	2
Special Skills	6	6	6	6	-
Counselors	5	5	5	5	-
Educational Assistant	13	14	13	15	2
Instructional Facilitator	2	1	2	5	3
librarian	2	2	2	2	-
Nutrition	-	-	-	-	-
other	46	13	14	17	3
School level Funds					
General Fund	12,044,072	10,420,706	10,330,805	8,365,377	(1,965,428)
Title 1	519,804	621,682	10,415	708,860	698,445
IDEA, Part 1	456,838	503,103	503,103	380,752	(122,350)
Other Special Revenue & Federal Funds	12,044,072	1,625,266	328,768	1,023,947	695,179
Total	25,064,785	13,170,756	11,173,091	10,478,937	(694,154)

Total SBB Allocation				\$8,219,574
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$8,219,574
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$8,094,495
			Next year (2025) ...	\$8,219,574
			Total Difference	\$125,079
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		708,860
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.



Section B: Detailed Breakdown					
1	SBB Allocations			\$8,219,574	
	<b>SBB Weights</b>				
	<b>Base Weight</b>				
	All Students	1	\$3,600	1969	\$7,088,400
	<b>Grade Weights</b>				
		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	<b>Poverty Weight</b>				
	Poverty (Direct Certified)	0.1	\$360	570	\$205,248
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	95	\$8,521
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	84	\$88,114
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	1062	\$382,342
	Incoming High Proficiency	0.1	\$360	907	\$326,498
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.2	\$825	146	\$120,450
<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				\$0	
<b>SBB Allocations Total</b>				<b>\$8,219,574</b>	
2	SBB Transition Supplements			\$0	
	<b>SCS Staffing Supplement</b>				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.			\$0	
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,174	\$4,207	(\$33)
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		-0.78%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>	



Whitehaven High  
4851 Elvis Presley Blvd. Memphis, TN 38116

Grade Level:	School Type	Square Footage	Student Capacity	FY2023-24 Utilization	FCI:	
9 - 12	Empowerment/Optional	212,776	1,465	120	8	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
Enrollment						
9 - 12		1,522	1,623	1,635	1,482	(153)
Attendance Rate		93%	93%	92%	-	
Student Demographics						
Economically Disadvantaged		47%	49%	61%	61%	
Student with Disability		8%	8%	8%	8%	
English Language Learners		1%	2%	2%	2%	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		7	7	7	7	-
Classroom Teacher		86	72	78	78	-
Special Skills		3	3	3	3	-
Counselors		4	4	4	4	-
Educational Assistant		7	7	9	9	-
Instructional Facilitator		2	2	2	2	-
librarian		2	2	2	2	-
Nutrition		-	-	-	-	-
other		70	18	23	23	-
School level Funds						
General Fund		9,136,220	8,729,219	9,574,689	6,730,369	(2,844,320)
Title 1		1,105,950	1,394,103	965,067	957,430	(7,637)
IDEA, Part 1		38,102	38,102	38,102	152,364	114,262
Other Special Revenue & Federal Funds		9,136,220	1,936,622	400,204	1,040,592	640,389
Total		19,416,492	12,098,046	10,978,062	8,880,756	(2,097,306)

Total SBB Allocation					\$6,629,597
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$6,629,597
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$6,800,137	
			Next year (2025) ...	\$6,629,597	
			Total Difference	(\$170,540)	
		This comparison does not include "locked dollars"			
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
Other Resources Outside of SBB					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			957,430
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.			Not shown in this workbook.



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Wooddale High

5151 Scottsdale Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 263,513	Student Capacity 1,234	FY2023-24 Utilization 71	FCI: 5	
School Measures		FY 2021-22 Actuals	FY 2022-23 Actuals	FY 2023-24 Amended	FY24-25 Proposed	FY24 vs. FY25 Variance
<b>Enrollment</b>						
9 - 12		665	647	592	577	(15)
Attendance Rate		96%	93%	84%	-	
<b>Student Demographics</b>						
Economically Disadvantaged		51%	59%	55%	55%	
Student with Disability		11%	11%	10%	10%	
English Language Learners		14%	19%	19%	19%	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		3	3	3	3	-
Classroom Teacher		38	39	30	30	-
Special Skills		1	2	1	1	-
Counselors		2	3	3	4	1
Educational Assistant		9	7	5	5	-
Instructional Facilitator		2	2	1	2	1
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		27	17	17	19	2
<b>School level Funds</b>						
General Fund		4,760,390	5,154,842	4,248,076	2,607,151	(1,640,926)
Title 1		453,844	619,912	499,480	423,440	(76,040)
IDEA, Part 1		134,874	134,874	134,874	93,477	(41,397)
Other Special Revenue & Federal Funds		4,760,390	4,393,723	828,485	1,419,701	591,216
Total		10,109,497	10,303,350	5,710,915	4,543,768	(1,167,147)

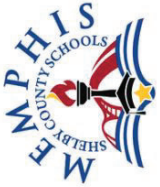
Total SBB Allocation				\$2,565,579
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,565,579
2	SBB Transition Supplements	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		\$0
	How has my funding changed under SBB?	Your "2024 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	ThisYear (2024) ...	\$2,476,146
			Next year (2025) ...	\$2,565,579
			Total Difference	\$89,433
		This comparison does not include "locked dollars"		
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
Other Resources Outside of SBB				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		423,440
4	Locked Resources	Locked Allocations from Central Office Departments: Dollars and staff allocated to your school by central office departments (e.g. ESL Positions, SWD Positions, PreK Positions). Allocations will continue to be given by corresponding departments and will not appear here.		Not shown in this workbook.





Section B: Detailed Breakdown

1	SBB Allocations	\$2,565,579			
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	<b>Base Weight</b>				
	All Students	1	\$3,600	577	\$2,077,200
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
	Grade K	0.3	\$1,080	0	\$0
	Grade 1	0.3	\$1,080	0	\$0
	Grade 2	0.3	\$1,080	0	\$0
	Grade 3	0.2	\$720	0	\$0
	Grade 4	0.2	\$720	0	\$0
	Grade 5	0.2	\$720	0	\$0
	<b>Poverty Weight</b>				
	Poverty (Direct Certified)	0.1	\$360	315	\$113,302
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	109	\$9,773
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	104	\$108,084
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	552	\$198,783
	Incoming High Proficiency	0.1	\$360	25	\$8,937
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.2	\$825	60	\$49,500
	<b>Baseline Supplement:</b> This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e., class size minimums, staffing requirements, etc.). Schools not receiving this supplement are already above this "base" set of services.				
<b>SBB Allocations Total</b>					<b>\$2,565,579</b>
2	SBB Transition Supplements	\$0			
	<b>SCS Staffing Supplement</b>				
	This is an additional <u>temporary</u> supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2024-2025)</b>	<b>Dollar per Pupil This Year (2023-2024)</b>	<b>Difference in Dollar per Pupil</b>
	The transition tax or subsidy is another policy to ensure stability in the transition to SBB. Under the transition policy, school losses and gains will be capped on a \$pp basis. This is to ensure that no school will experience a dramatic swing in funding that would compromise its ability to support its students.				
	<ul style="list-style-type: none"><li>Gain Limit Cap: +9.0% on a \$pp basis</li><li>Loss Limit Cap: Lesser of -8% or 4 FTEs on a \$pp basis</li></ul>		\$4,446	\$4,183	\$264
	If you are receiving a transition subsidy, this means that your school is supposed to lose more under the SBB formula, but your loss is being capped at the lesser of 8% or 4 FTE on a \$pp basis. This subsidy is being paid by the transition tax on gaining schools.				
			<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
	If you are paying a transition tax, this means that your school is supposed to gain more under SBB but your gain is being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools and limit their losses.		5.93%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
<b>SBB Transition Supplements TOTAL</b>					<b>\$0</b>



## Informational

### SBB Allocations by District

District 1 Board Member Michelle Robinson McKissack		District 2 Board Member Natalie McKinney		District 3 Board Member Stephanie P. Love	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
Belle Forest Community School	4,898,463.99	Bolton High	2,940,185.45	Delano Elementary	1,482,795.88
Brownsville Road Elementary	2,663,501.99	Colonial Middle	5,001,370.79	E.E. Jeter School	3,012,397.91
Bruce Elementary	2,053,691.53	Craigmont Middle	2,424,296.31	Egypt Elementary	2,154,003.17
Caldwell-Guthrie K-8	2,053,691.53	Douglass High	2,874,405.23	Frayser-Corning Elementary	1,690,042.33
Central High	6,178,511.91	Douglass School	3,101,375.12	Georgian Hills Elementary	1,393,891.28
Downtown Elementary	3,804,210.91	East High	3,535,446.32	Georgian Hills Middle	1,692,239.94
Idlewild Elementary	3,140,095.03	Grahamwood Elementary	4,175,031.30	Grandview Heights Middle Schoc	2,345,463.16
LaRose Elementary	1,658,180.45	Jackson Elementary	1,745,526.76	Hawkins Mill Elementary	1,744,561.39
Peabody Elementary	1,484,407.22	Kingsbury Elementary	2,321,681.52	Keystone Elementary	1,745,803.97
Rozelle Elementary	1,394,092.26	Kingsbury High	6,566,539.57	Lucie E. Campbell Elementary	2,538,486.24
Snowden School	6,857,589.76	Kingsbury Middle	2,585,700.36	Lucy Elementary	1,396,028.75
Westside Elementary	1,569,384.88	Manassas High	1,903,549.78	Northaven Elementary	1,570,764.07
		Raleigh-Bartlett Meadows Elementary	1,746,586.46	Raleigh-Egypt High	3,532,415.80
		Springdale Elementary	1,393,678.53	Raleigh-Egypt Middle	2,144,867.39
		Treadwell Elementary	4,804,045.43	Sea Isle Elementary	2,207,013.21
		Treadwell Middle School	3,868,834.27	Trezevant High	4,090,953.84
		Vollentine Elementary	1,395,080.81	Whitney Elementary	1,482,841.85
		Wells Station Elementary	2,708,161.46	Woodstock Middle School	1,692,863.13
		William Herbert Brewster Elementary School	2,483,946.31		



## Informational

### SBB Allocations by District

District 4 Board Member Tamarques Porter		District 5 Board Member Sable Otey		District 6 Board Member Keith Williams	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
Germanshire Elementary	3,146,230.48	Balmoral/Ridgeway Elementary	1,483,669.31	A. B. Hill Elementary	2,032,223.88
Germantown Elementary	2,525,874.13	Bethel Grove Elementary	1,394,660.09	Chickasaw Middle	1,698,810.87
Germantown High	7,709,824.58	Chimneyrock Elementary School	4,053,780.67	Craigmont High	4,402,337.67
Germantown Middle	2,759,035.83	Cordova Elementary	3,806,091.58	Cummings School	3,013,750.61
Hickory Ridge Middle	3,826,810.48	Cordova High School	10,257,383.50	Double Tree Elementary	1,394,254.35
Highland Oaks Elementary	3,837,411.60	Cordova Middle	3,172,647.20	Fairley High	2,179,693.10
Highland Oaks Middle	2,546,507.52	Dexter Elementary	7,063,202.35	Ford Road Elementary	2,569,156.78
Kirby High	3,170,796.59	Macon-Hall Elementary	4,970,424.71	Geeter School	3,470,484.01
Lowrance School	3,548,636.24	Mt. Pisgah Middle	2,458,361.81	Havenview Middle	3,420,076.63
Oak Forest Elementary	1,833,996.09	Riverwood Elementary School	4,616,335.45	Holmes Road Elementary	3,051,273.29
Ross Elementary	2,965,373.84			J. P. Freeman Elementary	3,015,649.23
Southwind Elementary	2,802,722.72			Levi Elementary	2,189,710.85
Southwind High	7,766,539.22			Mitchell High	1,904,196.08
Winridge Elementary	2,051,531.20			Riverview Elementary	3,021,230.85
				Westhaven Elementary	3,313,594.83
				Westwood High	2,000,472.51
				Whitehaven Elementary	2,229,532.09
				Whitehaven High	7,115,359.02



## Informational

### SBB Allocations by District

District 7 Board Member Towanna Murphy		District 8 Board Member Amber Huett-Garcia		District 9 Board Member Joyce Coleman	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
A. Maceo Walker Middle	2,919,594.88	Bellevue Middle	2,983,373.53	B. T. Washington High	3,486,930.27
Alcy Elementary	3,758,084.82	Kate Bond Elementary School	3,349,917.91	Barrets Chapel School	3,009,122.43
American Way Middle	3,344,052.26	Kate Bond Middle School	4,747,862.82	Berclair Elementary	2,878,148.15
Cromwell Elementary	2,395,560.95	Richland Elementary	4,310,208.51	Cherokee Elementary	1,484,183.12
Crump Elementary	2,788,778.87	Shelby Oaks Elementary	3,640,555.61	Dunbar Elementary	1,392,069.58
Gardenview Elementary	1,393,010.83	White Station Elementary	3,437,545.79	Evans Elementary	2,158,269.94
Getwell Elementary	2,615,109.22	White Station High	9,350,244.72	Fox Meadows Elementary	2,074,376.31
Hamilton High	2,780,168.98	White Station Middle	5,339,233.61	Hanley Elementary	1,570,643.35
Hamilton School	3,286,107.45			Maxine Smith STEAM Academy	2,232,000.21
Hickory Ridge Elementary	2,822,466.04			Melrose High	2,969,550.77
Oakhaven Elementary	2,438,334.24			Newberry Elementary	1,903,807.92
Oakhaven High	2,087,590.77			Overton High	6,712,464.09
Oakhaven Middle	1,695,375.33			Parkway Village Elementary	4,214,293.26
Oakshire Elementary	2,073,120.27			Ridgeway High	3,222,777.61
Robert R. Church Elementary	2,691,817.90			Ridgeway Middle	2,955,449.00
Sheffield Elementary	1,910,589.48			Scenic Hills Elementary	1,832,936.30
Sheffield High	2,477,005.39			Sharpe Elementary	1,570,350.25
Winchester Elementary	1,582,391.13			Sherwood Elementary	2,489,313.91
				Sherwood Middle	3,550,010.28
				South Park Elementary	2,179,545.01
				Willow Oaks Elementary	3,053,262.53
				Wooddale High	3,189,607.76



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#### IV. DEBT RETIREMENT SCHEDULE

##### Outstanding Debt

Memphis-Shelby County Schools does not have legal authority to issue general obligation debt and relies upon Shelby County Government for financing its capital needs.

Memphis-Shelby County Schools does not have any long-term debt obligations.







V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE

i. Assessed Value and Estimated Actual Value of Taxable Property

Shelby County, Tennessee

Fiscal Year	Tax Year	Residential Property (b)	Commercial Property (b)	Personal Property (b)	Public Utilities (a)
2013	2012	10,649,905,970	5,660,543,555	1,438,945,120	1,098,465,902
2014 (d)	2013	9,588,110,655	5,919,308,700	1,533,153,805	1,125,314,171
2015	2014	9,553,959,920	5,650,054,415	1,473,774,000	1,289,100,925
2016	2015	9,595,800,610	5,701,519,115	1,426,582,015	1,215,978,130
2017	2016	9,658,521,795	5,751,939,895	1,461,401,325	1,230,992,434
2018 (d)	2017	10,678,297,610	6,763,926,870	1,521,169,795	1,284,144,752
2019	2018	10,746,690,380	6,775,006,250	1,569,997,235	1,279,368,476
2020	2019	10,854,705,952	6,853,808,465	1,491,687,060	1,205,125,763
2021	2020	10,937,574,967	6,829,477,860	1,527,218,650	1,294,911,983
2022 (d)	2021	14,073,220,564	8,078,959,390	1,790,947,875	1,566,421,453

(a) Public Utilities information is based on information received from the State of Tennessee Comptroller of the Treasury assessments.

(b) Assessed value is the most current tax year value prepared by the County Assessor of Property as of April 20 prior to the beginning of each fiscal year.

(c) The State of Tennessee tax statutes classify property as follows for computing assessed valuations:

Real Estate-Residential and Farms	25% of actual value
Real Estate-Commercial and Industrial	40% of actual value
Personal Property-Commercial and Industrial	30% of actual value
Public Utilities	55% of actual value

(d) The effect of property reappraisals are reflected in FY 2014, 2018 and 2022 amounts.

**\* Note – Tax information reflects the latest available data at the time of publication.**

**Revenue Capacity Information**  
**Assessed and Estimated Value of Taxable Property**  
**Last Ten Fiscal Years**

Total Taxable Assessed Value	Total Direct Tax Rate	Estimated Actual Taxable Value	Assessed Value as a Percentage of Actual Value (c)
18,847,860,547	4.02	63,834,911,731	29.53%
18,165,887,331	4.38	60,586,935,365	29.98%
17,966,889,260	4.37	59,884,233,964	30.00%
17,939,879,870	4.37	59,897,289,027	29.95%
18,102,855,449	4.37	60,418,966,162	29.96%
20,247,539,027	4.11	67,338,526,740	30.07%
20,371,062,341	4.05	67,794,202,302	30.05%
20,405,327,240	4.05	68,050,683,051	29.99%
20,589,183,460	4.05	68,491,786,924	30.06%
25,509,549,282	3.45	85,606,262,905	29.80%

\* Note – Tax information reflects the latest available data at the time of publication.

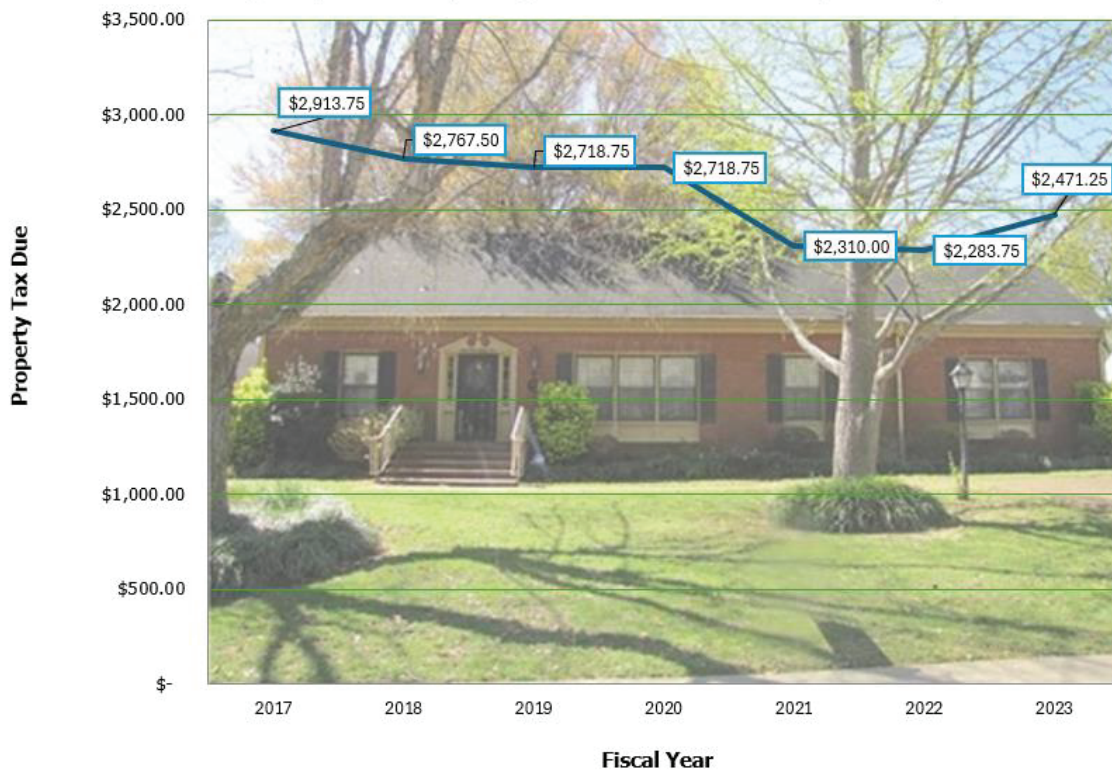




## ii. Impact on Taxpayers

Fiscal Year	2017	2018	2019	2020	2021	2022	2023
Market value of a home	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Appraised % of market value	25%	25%	25%	25%	25%	25%	25%
Taxable value	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500
Property tax rate assessed							
City of Memphis	\$ 3.40	\$ 3.27	\$ 3.20	\$ 3.20	\$ 2.71	\$ 2.70	\$ 3.20
Shelby County	4.37	4.11	4.05	4.05	3.45	3.39	3.39
Total Combined Tax Rate	<b>\$ 7.77</b>	<b>\$ 7.38</b>	<b>\$ 7.25</b>	<b>\$ 7.25</b>	<b>\$ 6.16</b>	<b>\$ 6.09</b>	<b>\$ 6.59</b>
Property tax due	<b>\$2,913.75</b>	<b>\$2,767.50</b>	<b>\$2,718.75</b>	<b>\$2,718.75</b>	<b>\$2,310.00</b>	<b>\$2,283.75</b>	<b>\$2,471.25</b>
Property tax increase (decrease) from prior year	\$ -	\$ (146.25)	\$ (48.75)	\$ -	\$ (408.75)	\$ (26.25)	\$ 187.50

**Property Tax on \$150,000 Home in Shelby County**



\* Note – Tax information reflects the latest available data at the time of publication.



### iii. Principal Property Taxpayers

Shelby County, Tennessee

Revenue Capacity Information  
Principal Property Tax Payers - Current and Nine Years Ago  
June 30, 2023

Name of Taxpayer	Fiscal 2023 Assessments			Fiscal 2014 Assessments		
	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value	Taxable Assessed Value	Rank	Percentage of Total County Taxable Assessed Value
FedEx Express Corporation (and related divs)	\$ 908,964,823	1	3.58%	\$ 662,911,806	1	3.43%
Exeter Property Group	119,965,920	2	0.47%			
G&I VII Retail Carriage LLC (and related divs)	90,565,910	3	0.36%	59,254,960	6	0.33%
AT&T Mobility LLC	89,331,089	4	0.35%	66,859,445	3	0.37%
Kroger Companies	72,836,880	5	0.29%	56,429,080	8	0.31%
AMAZON.COM	71,557,590	6	0.28%			
AMISUB (SFH) Inc.	71,557,590	7	0.28%	64,234,085	5	0.35%
The Premcor Refining Group LLC	68,581,770	8	0.27%			
BNSF Railway Company	67,895,402	9	0.27%			
Lightman Michael A (and Affiliated LPs)	65,331,670	10	0.26%	54,608,625	9	0.30%
Galleria at Wolfchase, LLC				58,318,190	7	0.32%
Bellsouth Telecommunications Inc.				112,025,698	2	0.62%
Belz Investco GP				64,356,640	4	0.35%
Boyle Investment Co.				47,973,495	10	0.26%
Total Assessed Valuation of Top Ten Taxpayers	1,626,588,644		6.40%	1,206,972,024		6.64%
Balance of Assessed Valuation	23,793,045,783		93.60%	16,958,915,307		93.36%
Total Assessed Valuation	<u>\$ 25,419,634,427</u>		<u>100.00%</u>	<u>\$ 18,165,887,331</u>		<u>100.00%</u>

Source: Shelby County Assessor and Trustee Offices

**\* Note – Tax information reflects the latest available data at the time of publication.**





VI. TAX RATE TRENDS

i. Property Tax Rates and Levies \*

Shelby County, Tennessee

Revenue Capacity Information  
Property Tax Levies and Collections  
Last Ten Fiscal Years

Fiscal Year Ended June 30,	Tax Year	Original Taxes Levied for the Fiscal Year	Collected within the Fiscal Year of the Levy		Collections in Subsequent Years	Adjusted Tax Levy	Total Collections to Date			
			Amount	Percentage of Original Levy			Amount	Percentage of Adjusted Levy	Percentage of Original Levy	
2014	(a)	2013	798,327,814	741,958,610	92.94%	25,322,425	775,676,738	767,281,036	98.92%	96.11%
2015		2014	783,507,158	750,097,124	95.74%	21,300,241	778,641,703	771,397,365	99.07%	98.45%
2016		2015	784,554,974	754,081,040	96.12%	20,593,546	780,513,345	774,674,586	99.25%	98.74%
2017		2016	791,094,783	761,608,732	96.27%	20,944,851	787,557,182	782,553,583	99.36%	98.92%
2018	(a)	2017	832,173,142	797,712,672	95.86%	18,987,166	823,187,542	816,699,838	99.21%	98.14%
2019		2018	825,220,824	797,867,575	96.69%	13,347,155	821,656,618	811,214,730	98.73%	98.30%
2020		2019	826,294,724	793,923,127	96.08%	16,368,925	821,373,075	810,292,052	98.65%	98.06%
2021		2020	833,862,400	811,347,150	97.30%	17,747,295	832,869,240	829,094,445	99.55%	99.43%
2022	(a)	2021	880,079,917	843,818,286	95.88%	17,531,959	864,226,442	861,350,245	99.67%	97.87%
2023		2022	861,725,438	839,377,860	97.41%	N/A	860,980,737	839,377,860	97.49%	97.41%

(a) The effect of property reappraisals are reflected in FY2014, 2018 and 2022 amounts.

Source: Shelby County Trustee Offices.

\* Note – Tax information reflects the latest available data at the time of publication.



ii. Tax Rate Trends\*

Shelby County, Tennessee

Revenue Capacity Information										
Property Tax Rates-Direct and Overlapping Governments										
Last Ten Fiscal Years										
County Direct Rates	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
General Funds	1.45	1.45	1.45	1.43	1.49	1.47	1.47	1.24	1.25	1.4
Education (a)	2.14	2.14	2.14	1.99	1.94	1.96	1.96	1.64	1.59	1.54
Debt Service	0.78	0.78	0.78	0.69	0.62	0.62	0.62	0.57	0.55	0.45
Total Direct Rate	4.37	4.37	4.37	4.11	4.05	4.05	4.05	3.45	3.39	3.39
City & Town Rates										
Memphis ( c )	3.40	3.40	3.40	3.27	3.20	3.20	3.19	2.71	2.70	2.70
Arlington	1.15	1.15	1.15	1.15	1.15	1.37	1.37	1.28	1.28	1.28
Bartlett	1.62	1.62	1.62	1.83	1.83	1.83	1.83	1.75	1.73	1.73
Collierville	1.53	1.78	1.78	1.63	1.83	1.83	1.83	1.72	1.72	1.84
Germantown	1.93	1.93	1.93	1.97	1.95	1.95	1.95	1.68	1.67	1.83
Lakeland (d)	0.85	1.40	1.40	1.25	1.25	1.24	1.53	1.04	1.04	1.19
Millington	1.53	1.53	1.53	1.53	1.53	1.53	1.24	1.4	1.4	1.4

Rates are applicable to fiscal years ending June 30.

(a) The portion of property taxes designated for education is allocated among the Shelby County Board of Education and the municipal school districts based on the average daily attendance.

( b ) Over two-thirds (69.47%) of the County's population resides in the City of Memphis.

( c ) Prior to 2013 the City of Lakeland did not have a property tax.

\* Note – Tax information reflects the latest available data at the time of publication.





VII. STATISTICAL AND OTHER INFORMATION

i. Income Per Capital\*

Shelby County, Tennessee

Demographic and Economic Information  
Demographic and Economic Statistics  
Last Ten Calendar Years

Year	Population	Personal Income (thousands of dollars)	Per Capita Personal Income	Unemployment Rate
2013	939,465	40,594,551	43,210	9.7%
2014	938,803	41,968,752	44,705	7.9%
2015	938,069	42,356,302	45,153	6.6%
2016	934,603	43,210,184	46,234	5.5%
2017	936,961	44,650,627	47,655	3.7%
2018	935,764	46,287,828	49,465	3.5%
2019	937,166	47,555,669	50,744	2.8%
2020	936,017	50,409,283	53,855	8.4%
2021	924,454	54,738,720	59,212	4.7%
2022	916,371	53,823,833	58,736	N/A

Sources:

Population and personal income data provided by the U.S. Bureau of the Census through Bureau of Economic Analysis (BEA).

Unemployment rates provided by Tennessee Department of Labor and Workforce Development.

Note:

Population data are midyear estimates. Personal income amounts are totals for each calendar year. Per capita personal income amounts are computed on the basis of the mid-year population estimates given at left. Unemployment rates are calendar year average rates for the civilian workforce. BEA released the population and personal income data shown here in November 2023.

Unemployment rate for 2022 has not been released by Tennessee of Labor workforce and development.

\* Note – Tax information reflects the latest available data at the time of publication.



ii. Principal Employers\*

Shelby County, Tennessee

Demographic and Economic Information

Principal Employers

Current Year and Nine Years Ago

Employer	2023			2014		
	Employees	Rank	Percentage of Total Employment	Employees	Rank	Percentage of Total Employment
FedEx Corp	35,000	1	5.56%	32,000	1	5.82%
United States Government	14,400	2	2.29%	13,900	4	2.53%
Tennessee State Government	14,000	3	2.25%	14,400	3	2.62%
Methodist Le Bonheur Healthcare	11,415	4	1.83%	10,175	5	1.85%
Memphis-Shelby County Schools	11,318	5	1.80%	16,000	2	2.91%
Baptist Memorial Health Care Corp.	8,019	6	1.29%	8,587	6	1.56%
City of Memphis	7,900	7	1.26%	6,848	7	1.25%
Naval Support Activity Mid-South	6,500	8	1.04%	4,600	10	0.84%
Wal-Mart Stores Inc.	6,000	9	0.95%	6,000	8	1.09%
St. Jude Children's Research Hospital	5,769	10	0.92%			
Shelby County Government				5,662	9	1.03%
Total	120,321		19.18%	118,172		21.50%

Sources:

Largest employer data for 2014 and 2023 comes from Memphis Business Journal Book of Lists for each year.

The largest employer numbers are for the Memphis area as defined by the Memphis Business Journal and are as of the survey period January and February of the year reported. Total employment from the TN Department of Labor & Workforce Development-Employment Security Division are for the Memphis Metropolitan Statistical Area. Total employment for 2022, from the TN Department of Labor & Workforce Development-Employment Security Division, is used as a surrogate for the 2023 figure, which is not expected to be available until 2024.\*

* Total Employment:	2023	629,481
	2014	584,780

\* Note – Tax information reflects the latest available data at the time of publication.



iii. School Lunch Program

MEMPHIS-SHELBY COUNTY SCHOOLS

	<u>2024</u>	<u>2023</u>	<u>2022</u>	<u>2021</u>	<u>2020</u>	<u>2019</u>	<u>2018</u>	<u>2017</u>
Charge per lunch to students								
Paid Elementary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid Secondary	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Paid High School	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reduced	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Charge per lunch to adults	\$4.85	\$4.85	\$3.99	\$3.99	\$3.75	\$3.75	\$3.75	\$2.00
Number of days served	175	175	180	175	130	180	175	179
Number of free lunches served	11,650,402	11,083,293	10,404,816	6,289,271	9,951,173	14,435,594	13,979,805	14,504,635
Percent of total lunches served	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Average number of free lunches served daily	66,574	63,333	57,805	35,939	76,547	80,198	79,885	81,031
Total number of lunches served	11,650,402	11,083,293	10,404,816	6,289,271	9,951,173	14,435,594	13,979,805	14,504,635
Average number of lunches served daily	66,574	63,333	57,805	35,939	76,547	80,198	79,885	81,031
Weighted FTE Average Daily Attendance								

Source: Tennessee Department of Education School Nutrition Program Year-to-Date  
Meal Counts/Participation

**Note:** In FY2015, the Shelby County Board of Education implemented the Community Eligibility Provision (CEP) for all schools served by its Division of Nutrition Services. Under Section 104a of the Healthy, Hunger-Free Kids Act, CEP permits the District to serve every student breakfast and lunch every day at no charge, regardless of economic status. Because of the percentage of students served who can be directly certified as free without a meal application, USDA reimburses the district for every eligible breakfast and lunch served at 100% of the free meal rate.

## VIII. DISTRICT PERFORMANCE OBJECTIVES

### Key Findings

- In 2023-24, MSCS achieved an overall TVAAS score of 5 — the highest possible rating for student growth.
- MSCS also earned a TVAAS level 5 in all four core subject areas: Literacy, Numeracy, Science, and Social Studies.
- TCAP proficiency rates in each content area increased from 2022-23 to 2023-24.
- ELA and math proficiency rates for Black, Hispanic, and Native American (BHNA) and economically disadvantaged (ED) student groups remained lower than their Non-BHNA and Non-ED peers.
- The 2023-24 graduation rate of 83.4% was 1.9 percentage points higher than the previous year.

### Overview

The key district performance indicators for this report include TVAAS growth rates, TCAP and EOC proficiency rates by subgroup, and graduation rates. Achievement gaps in math and English Language Arts (ELA) are examined between Black/Hispanic/Native American and Non-Black/Hispanic/Native American (BHNA and Non-BHNA) and economically disadvantaged and non-economically disadvantaged (ED and Non-ED) subgroups. These performance indicators align with District Priorities 1 and 2: Strengthen Early Literacy and Improve Post-Secondary Readiness.





TVAAS Growth Rates

The Tennessee Value-Added Assessment System (TVAAS) measures year-to-year student growth and scores range from **level 1** (Significant evidence that students made less growth than expected) to **level 5** (Significant evidence that students made more growth than expected). A significant achievement for MSCS is its consistent level 5 TVAAS Overall Composite rating for the past three years. This indicates the highest level of academic growth.

In the 2023-24 school year, MSCS achieved a level 5 TVAAS rating not only overall, but also in each tested subject area: Literacy, Numeracy, Science, and Social Studies. This consistent subject-wide growth is a strong indicator of successful instruction. From 2022-23 to 2023-24, System Wide Numeracy increased from level 1 to level 5 and System Wide Social Studies increased from level 3 to level 5.

Trends by school type (based on the highest grade served at the school) indicate 38% of elementary schools, 42% of middle schools, and 33% of high schools saw an improvement in their TVAAS Overall Composite levels from 2022-23 to 2023-24. Furthermore, 12% of elementary schools, 31% of middle schools, and 37% of high schools maintained a level 5 composite from 2022-23 to 2023-24. Figure 1 provides additional trends by school type.

Figure 1: TVAAS Trends by School Type

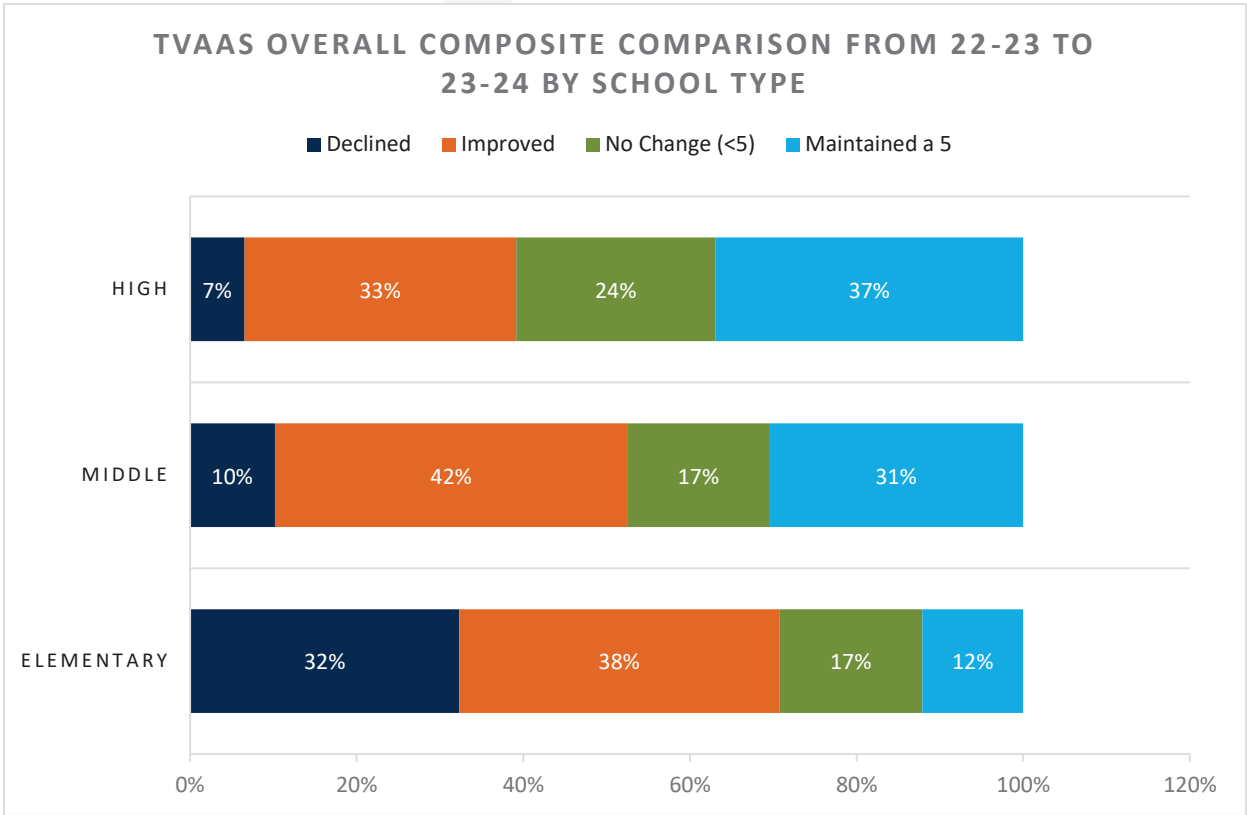






Figure 2 shows the breakdown of TVAAS Overall Composite levels by school type (based on the highest grade served at the school): elementary (3<sup>rd</sup> - 5<sup>th</sup> grade), middle (6<sup>th</sup> - 8<sup>th</sup> grade), and high schools (9<sup>th</sup> - 12<sup>th</sup> grade). Twenty-eight percent of elementary schools, 57.6% of middle schools, and 56.5% of high schools received a level 5 TVAAS overall composite. The percentage of level 1 schools decreases as the grade levels served by each school type increases with 28.3% of elementary schools, 18.6% of middle schools, and 15.2% of high schools earning a level 1.

Figure 2: 2023-24 TVAAS Overall Composites by School Type

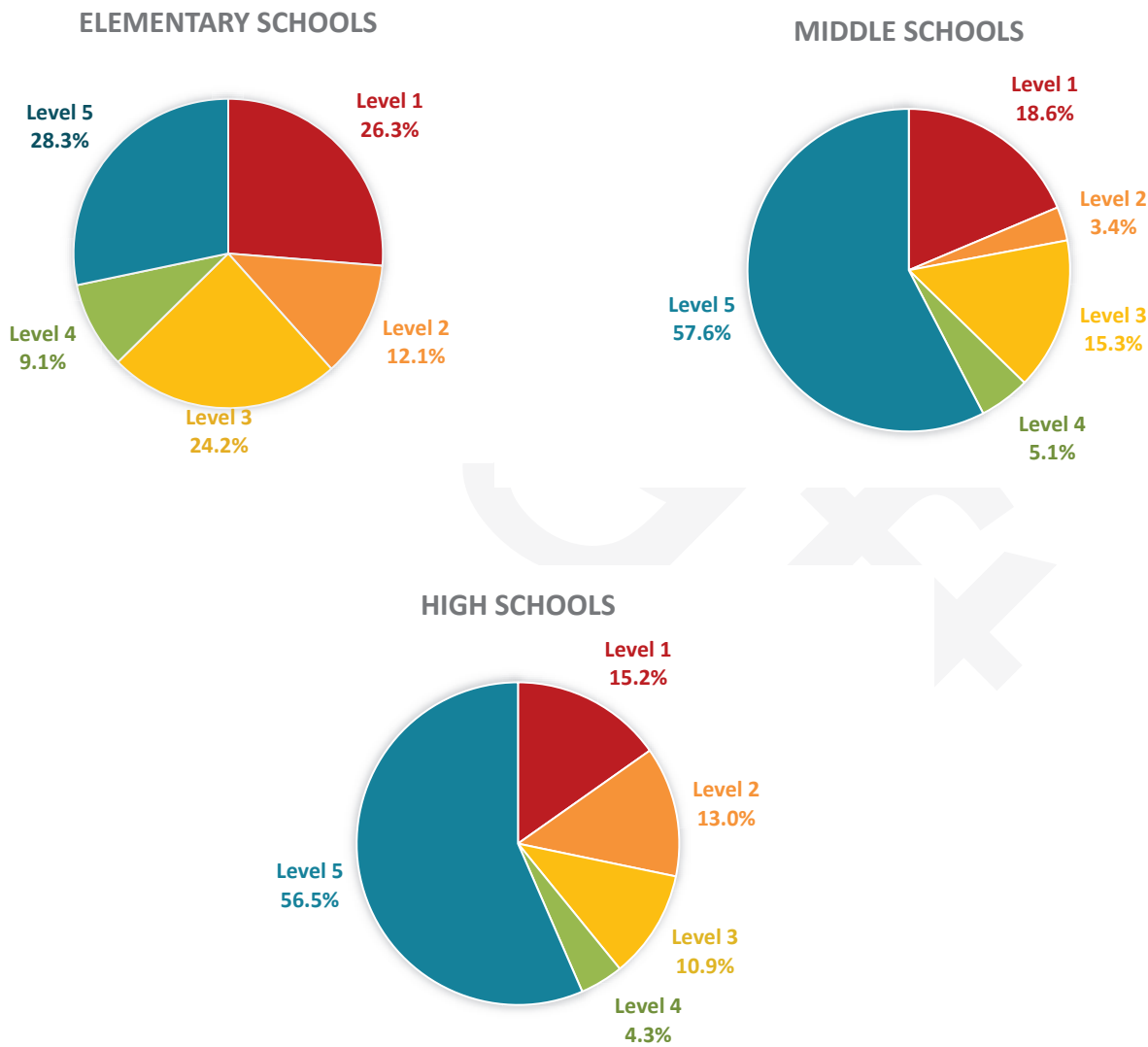






Table 1 displays the subject and grade levels that earned a TVAAS level 3 or higher in 2023-24. There were 22 areas where the district achieved a level 5. Grade 7 social studies received level 4. Third grade ELA and math, and 6<sup>th</sup> grade social studies received a level 3.

**Table 1: 2023-24 TVAAS Level 3 and Above by Subject and Grade**

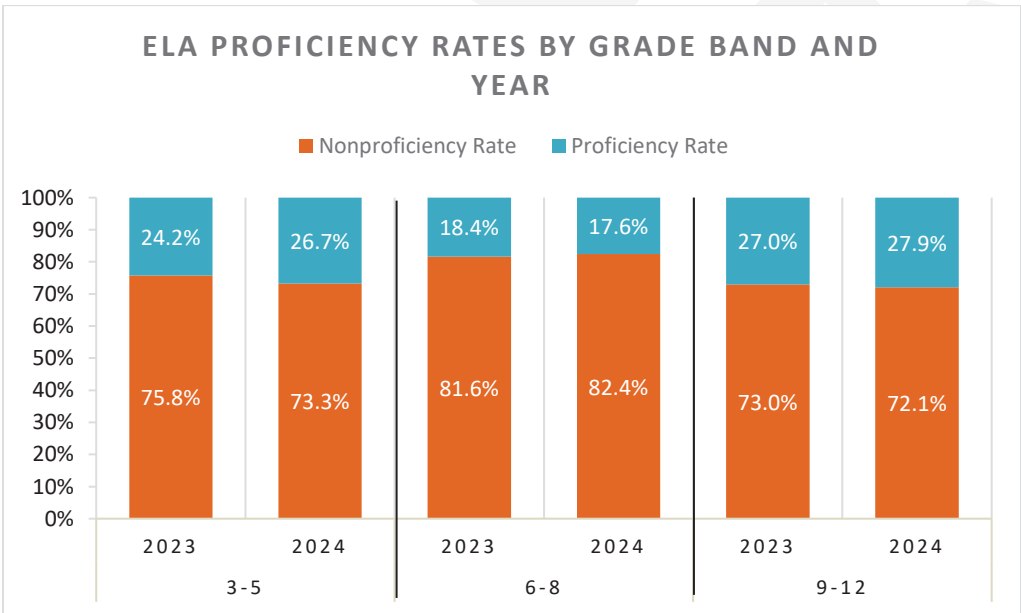
Test	Subject	Grade	Level
TCAP Grades 3-8	English Language Arts	4	Level 5
TCAP Grades 3-8	English Language Arts	5	Level 5
TCAP Grades 3-8	Science	5	Level 5
TCAP Grades 3-8	English Language Arts	6	Level 5
TCAP Grades 3-8	Science	6	Level 5
TCAP Grades 3-8	English Language Arts	7	Level 5
TCAP Grades 3-8	Math	7	Level 5
TCAP Grades 3-8	Science	7	Level 5
TCAP Grades 3-8	English Language Arts	8	Level 5
TCAP Grades 3-8	Math	8	Level 5
TCAP Grades 3-8	Science	8	Level 5
TCAP Grades 3-8	Social Studies	8	Level 5
EOC	Algebra I	--	Level 5
EOC	Algebra II	--	Level 5
EOC	Biology I	--	Level 5
EOC	English I	--	Level 5
EOC	English II	--	Level 5
EOC	Geometry	--	Level 5
ACT	Composite	--	Level 5
ACT	Math	--	Level 5
ACT	Reading	--	Level 5
ACT	Science/Reasoning	--	Level 5
TCAP Grades 3-8	Social Studies	7	Level 4
TCAP Grades 3-8	English Language Arts	3	Level 3
TCAP Grades 3-8	Math	3	Level 3
TCAP Grades 3-8	Social Studies	6	Level 3



### Trends in TCAP Proficiency Rates

Proficiency rates are determined by the percentage of students that met plus exceeded expectations on the TCAP and End-of-Course (EOC) assessments. Figure 3 shows the district’s 2022-23 and 2023-24 rates of proficiency and nonproficiency (students who were below or approaching expectations) by grade band in ELA. There was an increase in ELA proficiency rates in the 3-5 and 9-12 grade bands from 2022-23 to 2023-24. The 6-8 grade band experienced a decrease of 0.8 percentage points in ELA proficiency rates.

**Figure 3: District ELA Proficiency in Grades 3-5, 6-8, and 9-12**



In math, each grade band experienced an overall increase in proficiency rates from 2022-23 to 2023-24. As displayed in Figure 4, the 9-12 grade band saw the largest increase in the proficiency rates as their rate increased from 10.3% in 2022-23 to 14.8% in 2023-24, a 4.5 percentage point increase. Although the 6-8 grade did not improve their ELA proficiency rates, they were able to improve their math proficiency rates by 1.4 points.

**Figure 4: District Math Proficiency in Grades 3-5, 6-8, and 9-12**

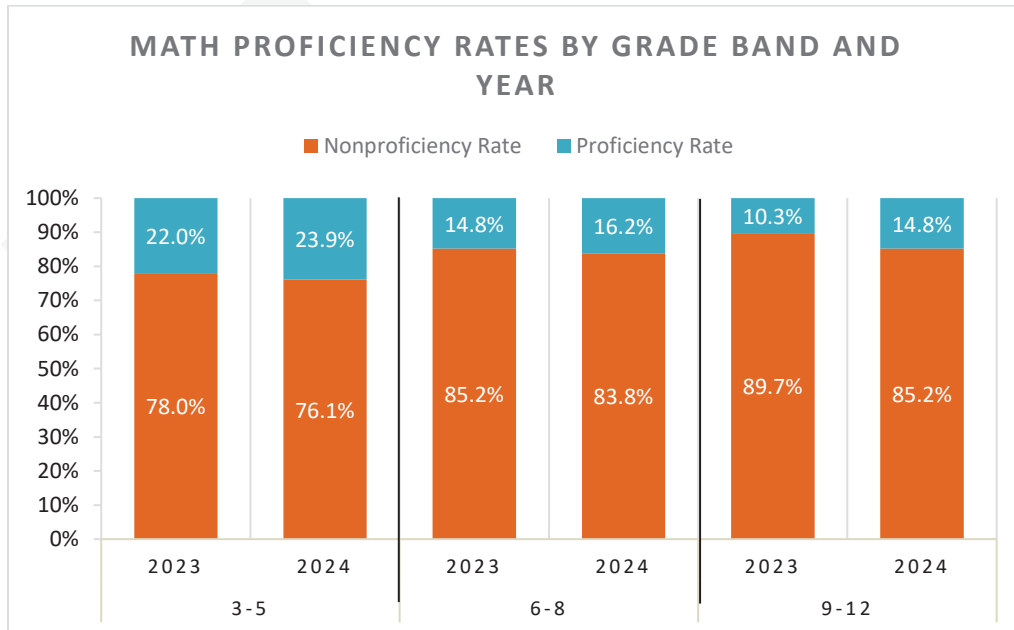
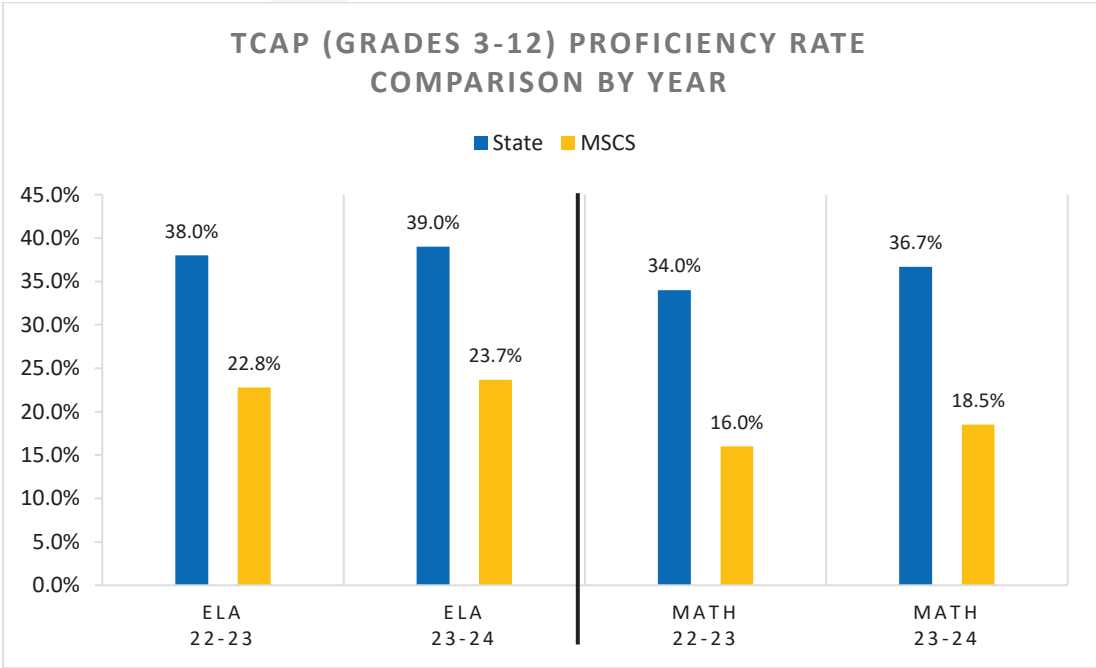




Figure 5 displays MSCS and TN proficiency rates for ELA and math for grades 3-12. The state continues to have ELA and math proficiency rates that are 15 to 18 percentage points higher than the district's rates. Despite the district's ELA and math proficiency rates falling below the state's rates, the district did improve its ELA proficiency rate from 22.8% in 2022-23 to 23.7% in 2023-24 and its math proficiency rate from 16.0% to 18.5%, a 0.9 and 2.5 percentage point increase respectively.

Figure 5: District and State ELA and Math Performance Comparison



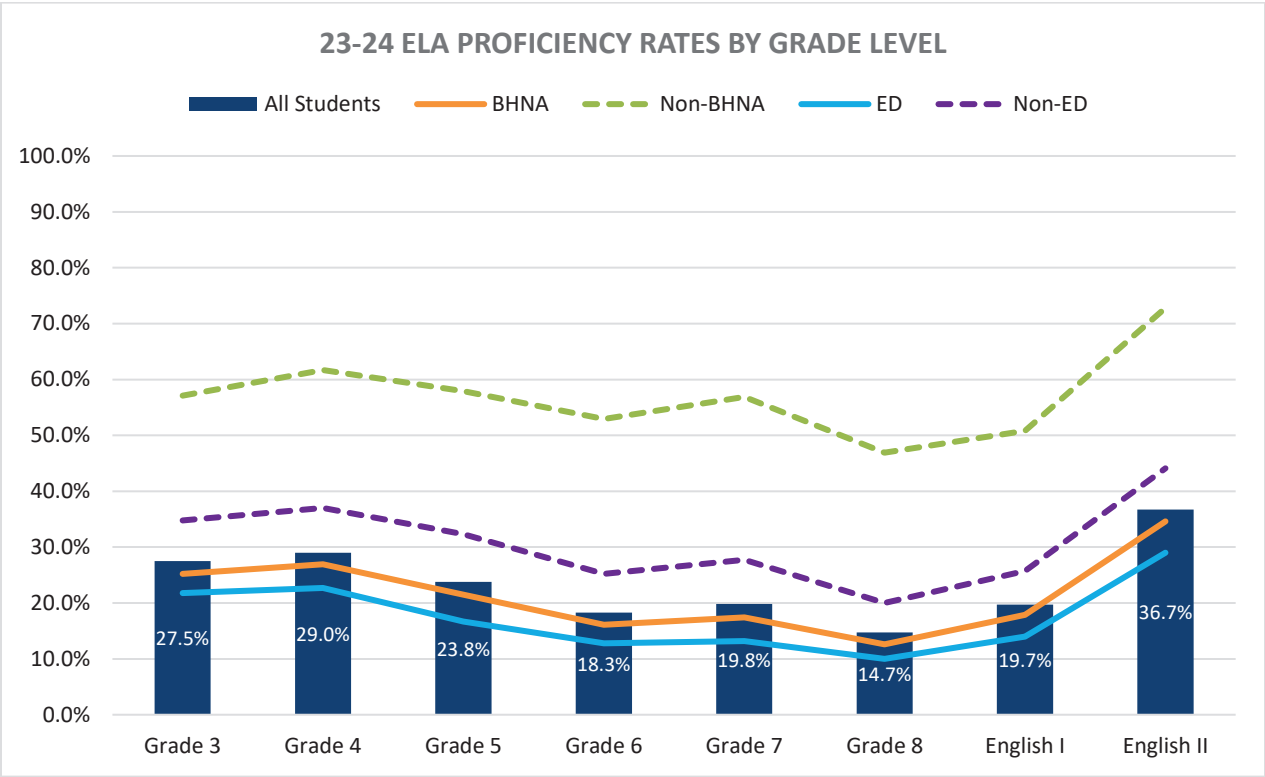
TCAP Proficiency Rates by Subgroup

Gaps in achievement exist across race/ethnicity and socioeconomic student groups at both the district and state levels. In the following figures, the ELA and math proficiency rates for the subgroups Black, Hispanic, or Native American (BHNA), Non-BHNA, economically disadvantaged (ED), and Non-ED are compared by grade level.

As shown in Figure 6, ELA proficiency rates ranged between 14.7 % to 36.7% across grade levels. When comparing the grade levels, grade 8 had the lowest proficiency rate of 14.7% and English II earned the highest proficiency rate of 36.7%. Proficiency rates for Non-BHNA and Non-ED exceeded those of their counterparts. The Non-BHNA subgroup outperformed the All Students, BHNA, ED and Non-ED groups in every grade level. The ED subgroup had the lowest ELA proficiency rate among the subgroups.

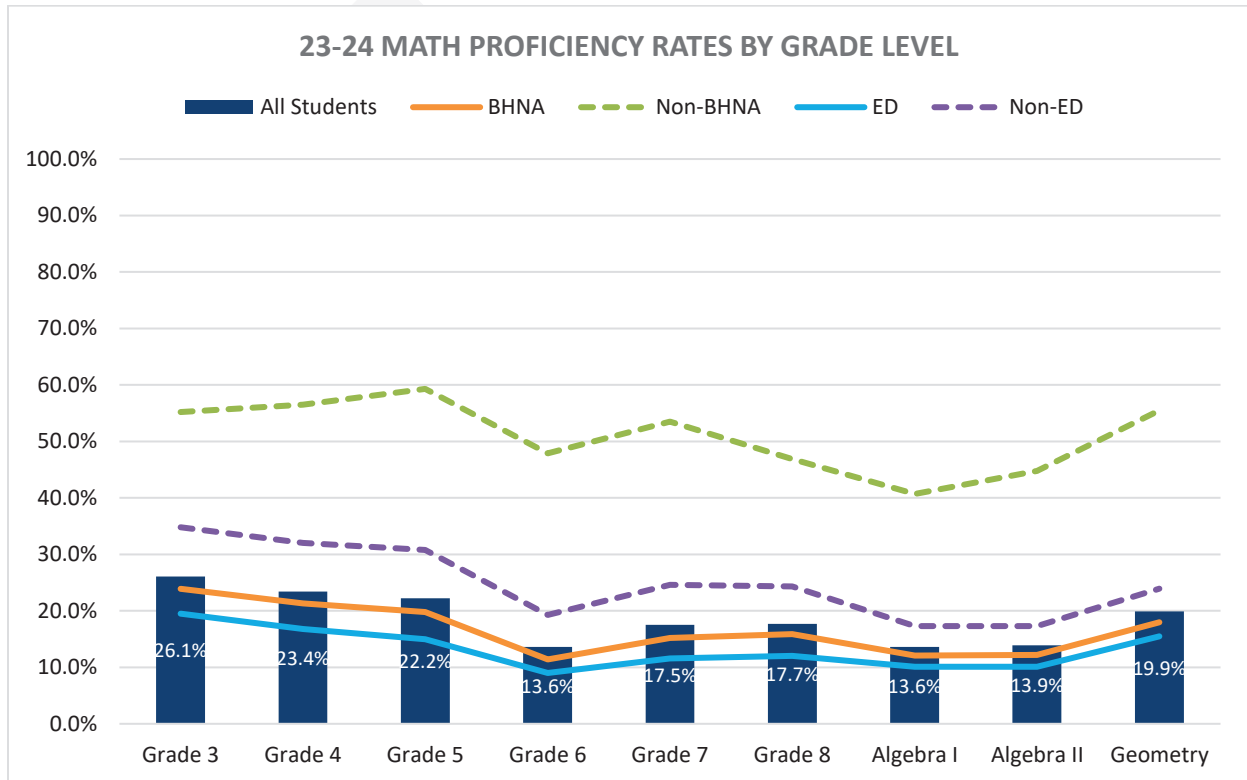


Figure 6: ELA Proficiency Rates by Grade and Subgroup



In math, grades 3 and 4 had the highest proficiency rates at 26.1% and 23.4% respectively. Grade 6, Algebra I, and Algebra II had the lowest proficiency at 13.6%, 13.6%, and 13.9% respectively. As Figure 7 shows, achievement gaps were also present within these grade levels, as Non-BHNA and Non-ED achieved higher proficiency rates than their counterparts. The ED subgroup had the lowest math proficiency rate among the subgroups.

**Figure 7: Math Proficiency Rates by Grade and Subgroup**







## Graduation Rates

Two graduation rates, state and federal, are now calculated for districts and schools. In 2023-24, MSCS' state graduation rate was 83.4% and the federal rate was 82.8%. The number of students in a graduating cohort is defined as the number of students entering grade 9 for the first time four years prior, removing withdrawn students and adding students who join the cohort in later years. The number of students who graduate in four years plus a summer divided by the number of students in the graduating cohort equals the state graduation rate.

Figure 8 shows the district's state graduation data is trending up. There was a small decrease from 79.3% in 2019 to 77.7% in 2020, and it remained the same in 2021. Since 2021, the graduation rate has been on the rise, increasing to 80.1% in 2022 to 81.5% in 2023, to the current rate on 83.4% in 2024.

Table 2 displays the graduation rates of student groups. Subgroups with graduation rates higher than the *All Students* group rate of 83.4% include: Asian (90.7%), Black (84.3%), BHNA (83.5%), female (87.1%), Native Hawaiian (85.7%), Non-ED (87.7%), Non-EL (84.6%), Non-Homeless (84.0%), and Non-Students with Disabilities (84.7%). The foster subgroup's rate of 51.1% was the lowest graduation rate among the subgroups.

Figure 8: MSCS Graduation Rates by Year

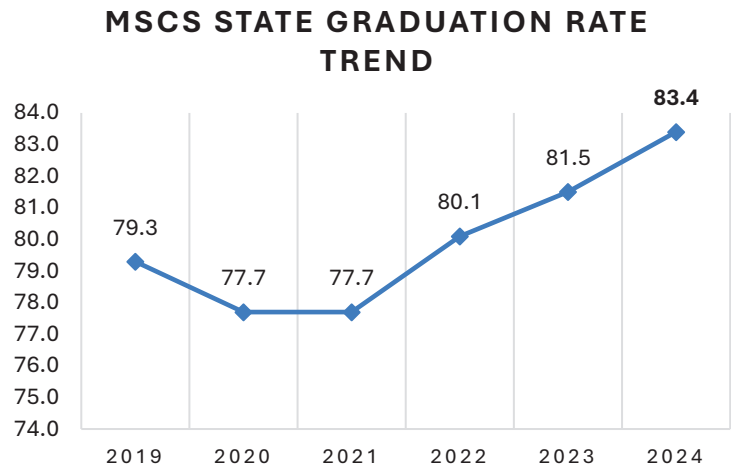


Table 2: Graduation Rates by Subgroup

Student Group	Cohort Count	Graduate Count	State Graduation Rate
All Students	7759	6472	83.4
American Indian or Alaska Native	11	9	81.8
Asian	97	88	90.7
Black or African American	5874	4950	84.3
Black/Hispanic/Native American	7283	6080	83.5
Economically Disadvantaged	5084	4125	81.1
English Learners with Transitional 1-4	603	421	69.8
Female	3811	3319	87.1
Foster	94	48	51.1
Hispanic	1398	1121	80.2
Homeless	263	178	67.7
Male	3948	3153	79.9
Native Hawaiian or Other Pacific Islander	7	6	85.7
Non-Black/Hispanic/Native American	476	392	82.4
Non-Economically Disadvantaged	2675	2347	87.7
Non-English Learners/Transitional 1-4	7156	6051	84.6
Non-Homeless	7496	6294	84.0
Non-Students with Disabilities	6889	5832	84.7
Students with Disabilities	870	640	73.6
White	372	298	80.1

## IX. SURVEYS

### i. Students' Teacher Ratings

Each year, MSCS students complete a student perception survey (Panorama) to assess their classroom experiences and teachers' instructional practices. For each teacher, the Panorama survey provides overall ratings as well as scores for each of the five Panorama domains on a scale of 1 – 5. Both Fall and Spring scores are used to calculate the teacher's overall average. In SY 2024-25, only the Fall scores have been received, so below are the mean scores for Fall 2023-24.

Panorama Domain	Mean Score	Description
Overall Mean	3.81	Composite rating of all five Student Perception Survey domains (scored on a 5-point scale)
Classroom Engagement	3.52	How attentive and invested are students in the class?
Classroom Learning Strategies	3.83	How well students deliberately use strategies to manage their own learning processes in class?
Classroom Rigorous Expectations	3.84	How many students feel that a specific teacher holds them to high expectations around effort, understanding, persistence, and performance in class?
Classroom Teacher-Student Relationships	3.78	How strong the social connection is between teachers within and beyond the classroom?
Pedagogical Effectiveness	3.99	Perceptions of the quality of teaching and amount of learning students experience from a particular teacher





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**X. POSITION CONTROL AT FUND LEVEL**  
**MEMPHIS - SHELBY COUNTY SCHOOLS**  
**POSITION SUMMARY**  
**GENERAL FUND**

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
<b>Academic School Based Formula &amp; Additional Support</b>	<b>7,525</b>	<b>7,582</b>	<b>7,506</b>	<b>8,669</b>	<b>8,711</b>	<b>42</b>
Assistant Principal High	116	111	101	99	95	(4)
Assistant Principal-Elementary/Middle	61	72	71	74	67	(7)
Attendance Liaison	-	-	-	78	78	-
Behavioral Specialist	26	39	28	103	99	(4)
Broadcast Engineer	1	1	1	1	1	-
Campus Monitor	8	4	5	7	6	(1)
CCTE Teacher 12 month	-	3	3	2	2	-
Childcare Center Educator	1	-	-	-	-	-
Classroom Teacher - Jobs for Tennessee Graduates	-	-	4	4	4	-
Classroom Teacher - Virtual Advance Placement	-	-	-	4	4	-
Classroom Teacher - Virtual Schools	-	-	-	9	9	-
Classroom Teacher Agriculture 12-month	3	3	3	3	3	-
Classroom Teacher Con Home Ec	30	24	25	30	30	-
Classroom Teacher ESL	255	257	291	345	345	-
Classroom Teacher K-3	77	82	20	20	21	1
Classroom Teacher K-5	1,738	1,768	1,790	1,781	1,792	11
Classroom Teacher K-8	168	171	197	185	190	5
Classroom Teacher Pre K	37	28	24	24	24	-
Classroom Teacher Secondary	1,764	1,804	1,774	1,799	1,812	13
Classroom Teacher Special ED	931	841	786	768	752	(16)
Classroom Teacher Special Skills	436	438	435	459	458	(1)
Classroom Teacher Vocational	10	8	7	8	8	-
Classroom Teacher- Vocational CCTE Teaching as a	150	130	138	153	153	-
Clerical Assistant	249	261	253	271	269	(2)
Communication Specialist	1	1	1	1	1	-
Computer Lab Assistant	2	2	5	8	9	1
Dean of Students	-	-	-	34	33	(1)
Educational Assistant	212	244	197	203	182	(21)
Educational Assistant - Proximity Support	-	-	-	15	14	(1)
Educational Asst - Early Childhood	46	28	24	24	24	-
Educational Asst - Special ED	247	259	291	330	329	(1)
ESL Classroom Teacher Part Time	2	4	2	-	-	-
Executive Principal	1	-	-	-	-	-
Executive Principal T-STEM	1	1	1	1	1	-
Family Engagement Liaison	19	12	18	29	32	3
Graduation Coach	2	5	31	50	49	(1)
Homebound Teacher	27	18	27	27	27	-
In-School Suspension Assistant	41	57	49	51	56	5
Instructional Coach	32	30	30	100	104	4
Instructional Facilitator	26	37	34	29	26	(3)
Instructional Math/Literacy Coach	-	-	-	2	2	-
Interventionist	22	31	31	27	30	3
Interventionist VSOL - PT	-	-	1	1	1	-
Librarian	130	133	131	132	133	1
Multilingual Cultural Mentor	14	13	13	15	15	-
P/T Classroom Teacher - Vocational	1	1	1	1	1	-
PT Virtual Instructor	-	-	-	-	1	1
Principal on Assignment	-	-	2	2	1	(1)
Principal-Elementary	78	78	78	78	78	-
Principal-K-8	5	5	6	7	7	-
Principal-Middle	28	27	28	27	27	-
Principal-Senior	25	25	25	26	26	-
Professional School Counselor	238	249	246	258	258	-
ReSET Room Assistant	-	-	-	51	51	-
ROTC Instructor	38	38	38	39	39	-
School Compliance Coordinator	5	5	7	8	8	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
School Compliance Financial Assistant	8	8	8	8	7	(1)
School Financial Secretary	140	143	141	142	142	-
Special Instruction	1	1	1	1	1	-
Special Project Assistant (Beh. Sup. / Stud. Leade	1	1	1	1	1	-
Specialized Educational Assistant	-	-	-	634	701	67
Specialty Principal	9	10	10	10	10	-
Specialty Principal - Special Education	3	3	3	3	3	-
Specialty Principal - VoTech	4	4	4	4	4	-
Specialty Principal/Alternative	1	1	1	1	1	-
Study Hall Monitor	28	32	29	29	23	(6)
Teacher Resource Center Clerk	1	1	1	1	1	-
Vice Principal	22	27	31	29	28	(1)
Video Coordinator	3	3	3	3	3	-
<b>Chief of Staff</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>-</b>	<b>-</b>	<b>-</b>
Analyst - Equity and Diversity	1	1	1	-	-	-
Chief of Staff	1	1	1	-	-	-
Director - Equity Office	1	1	1	-	-	-
Director II - Equity Office	1	1	1	-	-	-
Executive Assistant to the Chief of Staff	1	1	1	-	-	-
Manager - Strategic Planning	1	1	1	-	-	-
<b>Office of Board/District General Counsel</b>	<b>60</b>	<b>60</b>	<b>64</b>	<b>62</b>	<b>62</b>	<b>-</b>
Administrative Specialist	1	1	1	1	1	-
Advisor - Labor Relations	2	2	2	2	2	-
Advisor - Office of Economic Opportunity	3	3	3	2	2	-
Advisor - On-The-Job Injury	-	1	1	1	1	-
Advisor-Executive Services	1	2	2	2	2	-
Associate - Risk Management	-	-	1	1	1	-
Associate- Compliance	1	1	-	-	-	-
Associate General Counsel	6	6	6	5	5	-
Associate Internal Auditor	1	1	1	-	-	-
Audit Advisor	4	5	7	10	10	-
Executive Director-Internal Audit	-	-	-	1	1	-
Audit Supervisor	1	-	-	-	-	-
Board Member	9	9	9	9	9	-
Chief General Counsel	1	1	1	1	1	-
Chief Internal Auditor	1	1	1	-	-	-
Contract Administrator	1	1	1	1	1	-
Contract Advisor	3	3	3	3	3	-
Coordinator - Executive Legal	1	1	1	1	1	-
Coordinator - Project	1	1	1	1	1	-
Director - Audit	1	1	1	-	-	-
Director of Labor Relations	1	1	1	1	1	-
Executive Assistant - Board	1	1	1	1	1	-
Internal Auditor	3	3	3	-	-	-
Legal Assistant	2	2	2	2	2	-
Manager - Audit	-	-	-	1	1	-
Manager - Intergovernmental Affairs & Policy	1	1	1	1	1	-
Manager - Office of Economic Opportunity	1	1	1	1	1	-
Policy Development Advisor	2	2	2	2	2	-
Project Supervisor	-	-	-	1	1	-
Risk Advisor-Risk/Liability and Student Accident	1	1	1	1	1	-
Risk Management Manager	1	1	1	1	1	-
Safety Office - OSHA/Environmental Concerns/Inspec	1	1	1	1	1	-
Senior Advisor - Office of Professional Standards	2	1	1	-	-	-
Senior Advisor-Executive Services	1	1	1	1	1	-
Senior Counsel	2	2	3	4	4	-
Senior Specialist - Compliance	1	1	1	1	1	-
Specialist – Labor Relations	-	-	1	1	1	-
Title IX Advisor	1	1	-	-	-	-
Title IX Program Manager	-	-	1	1	1	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Worker's Compensation Specialist	1	-	-	-	-	-
<b>Office of Business Finance</b>	<b>64</b>	<b>73</b>	<b>75</b>	<b>71</b>	<b>71</b>	<b>-</b>
Academic Sourcing Manager	1	1	1	1	1	-
Accountant	2	3	3	3	3	-
Accountant - Senior	-	-	-	2	2	-
Accounting Associate	1	1	1	1	1	-
Accounting Specialist	-	-	2	-	-	-
Accounts Payable Associate	6	6	6	5	5	-
Accounts Payable Specialist	1	2	3	3	3	-
Administrative Assistant	3	3	3	3	3	-
Administrative Assistant for Federal Programs Dire	1	1	1	-	-	-
Advisor - Procurement	1	1	1	1	1	-
Budget Analyst	2	1	1	-	-	-
Business Financial Officer	-	-	1	1	1	-
Buyer	2	2	2	3	3	-
Chief Financial Officer	1	1	1	-	-	-
Controller	-	1	1	1	1	-
Deputy Chief Financial Officer	1	1	1	-	-	-
Director - Accounting & Reporting	1	1	1	-	-	-
Director - Accounts Payable	1	1	1	-	-	-
Director - Grants Management and Compliance	1	1	1	1	1	-
Director - Payroll	1	1	1	1	1	-
Director - Procurement	1	1	1	1	1	-
Director II - Federal Programs and Operations	1	1	1	1	1	-
Director of Budget & Fiscal Planning	1	1	1	1	1	-
Director of Charter Schools Finance	-	1	1	1	1	-
Executive Assistant to the Business Financial Offi	1	1	1	1	1	-
Financial Support Specialist	1	1	1	1	1	-
Fiscal Assistant	-	-	-	1	1	-
Grant Writer Advisor	1	1	1	1	1	-
Manager - Academic School Support & Finance	-	1	-	-	-	-
Manager - Discretionary Grants	1	1	1	1	1	-
Manager - Operations Sourcing	1	2	1	1	1	-
Manager of Accounting & Reporting	2	1	1	-	-	-
Manager of Accounts Payable	1	1	1	1	1	-
Manager of Budget	2	2	2	1	1	-
Manager of Financial Planning & Accountability	1	-	-	-	-	-
Payroll Accountant	1	1	1	1	1	-
Payroll Associate	5	5	5	5	5	-
Payroll Manager	2	2	2	2	2	-
Procurement Associate	2	3	3	2	2	-
Senior Accountant	1	2	1	1	1	-
Senior Accountant (Accounting)	4	4	4	5	5	-
Senior Advisor - Continuous Improvement	-	1	-	1	1	-
Senior Analyst - Budget	6	8	8	8	8	-
Senior Buyer	2	2	4	4	4	-
Senior Manager - Accounting & Reporting	-	1	1	1	1	-
Senior Manager - Budget	-	-	-	1	1	-
Specialist - Vendor Maintenance	-	-	-	1	1	-
Sr. Manager - Charter & Training Schools	1	1	1	1	1	-
<b>Office of Business Operations</b>	<b>435</b>	<b>437</b>	<b>644</b>	<b>582</b>	<b>622</b>	<b>40</b>
Admin Assist to Exec Dir Safety & Sec	1	1	1	1	1	-
Administrative Assistant	1	1	1	-	-	-
Administrative Specialist	1	1	-	-	-	-
Advisor - Benefits/Compensation	-	-	-	3	3	-
Advisor - Employee Relations	1	2	2	4	4	-
Advisor - Financial Systems	-	-	-	1	1	-
Advisor - HR Bus Ops & Benefits Special Projects	-	1	1	1	1	-
Advisor - IT Business	4	3	3	-	-	-
Advisor - ITSM Application	-	-	1	1	1	-
Advisor - Licensure & Compliance	-	-	2	2	2	-
Advisor - Safety & Security Special Project		1	1	1	1	-
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Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Advisor - Talent Development	-	-	-	4	4	-
Advisor- Teacher Pipelines, Partnerships & Complia	1	-	-	-	-	-
Alarm/CCTV Installation Analyst	5	5	5	5	5	-
Analyst - Compliance	-	-	-	1	1	-
Analyst - Cyber Security	7	7	7	6	6	-
Analyst - Digital 1:1 Device	1	1	1	1	1	-
Analyst - IT Service Desk	1	1	1	1	1	-
Analyst - Safety Data	-	-	1	1	1	-
Analyst - Security Data	-	-	1	1	1	-
Analyst - System Solutions	-	-	2	2	2	-
Analyst Academic Ops and School Supt Compliance	-	-	-	2	2	-
Asset Inventory Associate	2	2	2	12	12	-
Asset Inventory Manager	1	1	1	1	1	-
Assets Inventory Data Analyst	1	1	1	1	1	-
Assistant Superintendent of Business Operations	-	-	1	1	1	-
Associate - Digital Device Support	-	-	-	13	13	-
Associate - Warehouse	-	3	3	3	3	-
CCTV Manager	1	1	1	1	1	-
CCTV Monitor	4	11	11	11	11	-
Chief Information Officer	1	1	1	-	-	-
Chief of Business Operations	1	1	1	-	-	-
Chief of Human Resources	1	1	1	-	-	-
Chief of Safety, Security & Student Support	1	1	1	-	-	-
Clerk - Digital Device	2	2	2	1	1	-
Compensation Advisor	3	3	3	1	1	-
Compensation Manager	-	1	-	-	-	-
Coordinator - HR Administrative	-	-	1	1	1	-
Coordinator Fleet	1	1	1	1	1	-
Customer Service Associate	1	1	1	1	1	-
Customer Service Rep, Human Resources	1	1	-	-	-	-
Cyber Security Administrator	1	1	1	1	1	-
Data Info Specialist	2	2	-	-	-	-
Database Administrator	1	1	1	-	-	-
Database Advisor (ERP)	1	1	1	1	1	-
Deputy Chief - Safety & Security	1	1	1	-	-	-
Deputy Chief for Human Resources	-	1	1	-	-	-
Digital Media Advisor	1	1	1	1	1	-
Director - Asset Management	1	1	1	1	1	-
Director - Business Relationships & Customer Serv	1	1	1	1	1	-
Director - Compensation	1	-	-	-	-	-
Director - Digital 1:1 Device	1	1	1	-	-	-
Director - Infrastructure and Security	1	1	-	-	-	-
Director - Safety	1	1	1	1	1	-
Director - School Compliance	2	2	2	1	1	-
Director - Security	1	1	1	1	1	-
Director - Strategic Staffing	1	1	1	-	-	-
Director - Transportation	1	1	1	1	1	-
Director II - Business Operations	1	1	1	1	1	-
Director II - HR Talent Management	1	1	1	-	-	-
Director II - IT Operations	-	-	1	1	1	-
Director of Employee Relations	-	-	-	1	1	-
Director of Safety & Security	-	-	-	1	1	-
Director of Safety & Security Technology	-	-	1	1	1	-
Director of Total Rewards	-	1	1	1	1	-
Emergency Management Advisor	1	1	1	1	1	-
Employee Enterprise Associate	2	2	2	-	-	-
Employee Systems Specialist	1	-	-	-	-	-
Enterprise Analyst	-	-	1	-	-	-
ERP Functional Manager	1	1	1	1	1	-
ERP Security Administrator	1	1	-	-	-	-
Executive Assistant - Information Technology	1	1	1	1	1	-
Executive Assistant (Safety & Security)	1	1	1	1	1	-
Executive Director of Safety & Security						



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Executive Director of Talent Management	-	-	-	1	1	-
Financial Advisor	1	1	-	-	-	-
Fingerprint/Background Analyst	2	2	2	2	2	-
Fingerprint/Background Specialist	2	2	2	2	2	-
HR Data Analyst	1	1	1	1	1	-
HR File Clerk	1	1	-	-	-	-
HR Licensure and Compliance Specialist	2	2	-	-	-	-
HR Senior Data Analyst	1	1	1	1	1	-
HR Talent Associate Instructional	2	2	2	-	-	-
HR Talent Specialist Non-Instructional	2	2	2	2	2	-
HR Talent Specialist, Instructional	1	1	1	-	-	-
Human Resource Staffing Advisor Instructional	1	1	1	1	1	-
Human Resource Staffing Advisor Non Instructional	2	2	2	2	2	-
Human Resource Staffing Manager Non- Instructional	1	1	1	1	1	-
Information Technology Officer	-	-	1	1	1	-
IT Business Technology Advisor	1	1	1	-	-	-
IT Database Advisor	1	1	1	1	1	-
IT Departmental Assistant	1	1	1	1	1	-
IT Manager - System Administration and Security	1	1	1	1	1	-
IT Manager-Application Development	1	1	1	1	1	-
IT Manager-Technology Field Support	3	3	3	3	3	-
IT Network Administrator	-	-	-	1	1	-
IT Network/Telecom Manager	1	1	1	1	1	-
IT Programmer Advisor	3	3	3	3	3	-
IT Report Analyst	1	1	1	1	1	-
IT Security Manager	1	1	1	1	1	-
IT Senior Application Developer	1	1	1	1	1	-
IT Senior System Administrator	3	4	4	3	3	-
IT Support Advisor	1	1	1	-	-	-
IT Support Analyst	42	42	42	39	39	-
IT Support Associate	5	5	4	6	6	-
IT Systems Administrator Analyst	2	2	2	1	1	-
Mail Clerk	3	3	3	3	3	-
Major	2	2	2	2	2	-
Manager - Asset Inventory	-	-	-	1	1	-
Manager - PMO/IT Programs	1	1	1	1	1	-
Manager - Security	1	1	1	1	1	-
Manager- Digital Programs	1	1	1	-	-	-
Manager HR Business Strategy & Total Rewards	1	1	-	-	-	-
Manager-Truancy and Homebound	1	1	1	1	1	-
Mobile Security Officer	125	125	125	125	165	40
Network Analyst	4	4	4	4	4	-
Network Installation Analyst	3	3	2	2	2	-
Programmer Advisor ERP	1	1	1	1	1	-
Project Advisor	-	-	-	1	1	-
Project Manager	3	4	3	3	3	-
Project Supervisor- Office of the Superintendent	-	-	1	-	-	-
Records Clerk	1	1	1	1	1	-
Records Clerk to Truancy Manager	4	2	2	-	-	-
Recruitment Brand, Digital & Content Advisor	1	1	1	-	-	-
Routing Specialist (Gen Ed SPED)	2	2	2	2	2	-
Safety & Security Monitor	-	10	212	144	144	-
Safety and Security Electronics Technician II	-	3	3	3	3	-
Safety and Security Financial Analyst	1	1	1	1	1	-
Safety and Security Guard	9	9	9	9	9	-
Safety and Security Records Clerk	1	1	1	1	1	-
Safety Special Project Coordinator	10	10	10	15	15	-
School Compliance Advisor	2	2	2	2	2	-
School Compliance Associate	1	1	1	1	1	-
School Compliance Specialist	1	1	1	1	1	-
Security Special Project Associate	-	-	-	1	1	-
Security System Operator	6	6	6	6	6	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
School Compliance Specialist	1	1	1	1	1	-
Security Special Project Associate	-	-	-	1	1	-
Security System Operator	6	6	6	6	6	-
Security Systems Operator PART TIME	5	5	5	5	5	-
Senior Advisor - Business Ops & Special Projects	2	2	2	2	2	-
Senior Advisor - Employee Engagement Wellness	-	-	1	1	1	-
Senior Advisor - HR Staffing Instructional	1	1	1	1	1	-
Senior Advisor - TR Project	-	-	1	-	-	-
Senior Advisor- Employee Relations	1	1	1	1	1	-
Senior Advisor-Financial Systems	1	1	1	-	-	-
Senior Advisor-Strategic Planning	1	1	1	1	1	-
Senior Analyst - IT Support	3	4	4	4	4	-
Senior Compensation Advisor	-	1	2	1	1	-
Senior Compensation Strategist	2	-	-	-	-	-
Senior HR Metrics Analyst	-	1	1	1	1	-
Senior Manager - HR Strategic & Compliance	-	-	1	1	1	-
Senior Manager - Instructional Talent	1	-	-	-	-	-
Senior Manager Academic Operations and School Sup	1	1	1	1	1	-
Sergeant	5	6	6	6	6	-
Service Desk Associate	10	10	10	9	9	-
Service Desk Manager	1	1	1	1	1	-
SHAPE Advisor	1	1	1	1	1	-
Special Project Assistant	1	1	1	1	1	-
Special Project Training Advisor	1	1	1	1	1	-
Specialist - HR Data	1	1	1	-	-	-
Specialist - HR Talent & Support	1	1	1	1	1	-
Student Safety Manager	1	1	1	-	-	-
Systems Analyst	1	1	1	1	1	-
Talent Acquisition & Retention Manager	1	1	1	1	1	-
Talent Acquisition Associate	1	1	1	-	-	-
Talent Acquisition Recruiter	3	3	4	3	3	-
Talent Management Officer	-	-	1	1	1	-
Telecom Analyst	4	4	4	2	2	-
Transportation Advisor	1	1	1	1	1	-
Transportation Data Analyst	1	1	1	1	1	-
Transportation Routing Analyst	2	2	2	2	2	-
Transportation Safety Specialist	1	1	1	1	1	-
Truancy Attendance Specialist	3	3	3	-	-	-
Truancy Attendance Teacher	2	2	2	-	-	-
Truancy Liaison	-	-	-	8	8	-
Truck Driver - CDL	24	2	2	1	1	-
Warehouse Clerk	1	-	-	-	-	-
Warehouse First Line Supervisor	3	3	3	3	3	-
Warehouseman	1	-	-	-	-	-
Web Services Advisor	1	1	1	1	1	-
Web Support Specialist	1	1	1	1	1	-
<b>Office of Education Services</b>	<b>380</b>	<b>334</b>	<b>371</b>	<b>363</b>	<b>363</b>	<b>-</b>
Assistant for Health Services	-	-	-	1	1	-
504 Clerical Assistant	1	1	1	1	1	-
504 Compliance Advisor	4	4	6	5	5	-
504 Compliance Assistant	8	8	8	10	10	-
504 Compliance Associate	3	3	4	4	4	-
Administrative Assistant for Director of Coordinat	1	-	-	-	-	-
Administrative Assistant for Director of School Op	1	1	1	-	-	-
Administrative Assistant for Exceptional Children	4	4	4	4	4	-
Administrative Assistant for School Operations	1	1	-	-	-	-
Administrative Specialist	1	2	2	2	2	-
Advisor - Instructional RTI2	10	3	3	-	-	-
Advisor School Operations	6	4	4	-	-	-
Analyst_Behavior (BCBA)	2	2	2	2	2	-
Assistant - Residential Training Center	2	2	-	-	-	-
Assistant for Health Services/School Nursing Manag	1	1	1	-	-	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Assistant for Mental Health Center Services Manage	1	1	1	-	-	-
Associate - Compliance SEED	-	3	3	-	-	-
Audiologists	4	3	4	4	4	-
Case Advocate	2	1	1	-	-	-
Chief Academic Officer	1	1	1	-	-	-
Clerical Assistant	5	6	6	9	9	-
Clerical Assistant CSH	1	1	1	-	-	-
Clerk for Exceptional Children	3	3	3	2	2	-
Clinic/Health Promotion Manager	1	1	1	1	1	-
Consulting Teacher	2	-	-	-	-	-
Coordinated School Health Manager	1	1	1	1	1	-
Coordinated School Health Program Assistant	1	1	1	-	-	-
Coordinator - Academic Operations & School Support	-	1	1	1	1	-
Counseling Services Manager (ES)	1	1	1	1	1	-
Counseling Services Manager (HS)	1	1	1	1	1	-
Counseling Services Manager (MS)	1	1	1	1	1	-
Counselor Alcohol / Drug	1	-	1	1	1	-
Data Processing Associate	1	1	1	1	1	-
Deputy Superintendent of Education Services	1	1	1	1	1	-
Director - Academic Programs	1	-	-	-	-	-
Director - Academic Support	-	-	1	1	1	-
Director - Exceptional Children	2	2	2	2	2	-
Director - Health Services	1	1	1	1	1	-
Director - Mental Health and Family Wellness	1	1	1	1	1	-
District/Charge Nurse	3	3	3	3	3	-
EASY IEP Support Specialist	2	-	-	-	-	-
ESL Manager	2	2	2	2	2	-
Exceptional Children Advisor SPED	21	19	19	19	19	-
Executive Assistant	2	2	2	-	-	-
Executive Director of Exceptional Children	1	1	1	1	1	-
Executive Director of Multilingual Learners	1	1	1	1	1	-
Executive Director of Student Leadership	-	-	-	1	1	-
Extended Learning Advisor	4	4	4	7	7	-
Extended Learning Specialist	1	1	1	1	1	-
Financial Analyst for Student Support	1	1	1	1	1	-
Health Program Assistant	-	-	-	1	1	-
Health Services/School Nursing Manager	1	1	1	1	1	-
Health Technician	8	-	8	8	8	-
Instructional Advisor, ESL	-	-	1	4	4	-
Instructional Leadership Director	9	9	9	-	-	-
IT Support Advisor	-	-	-	1	1	-
Licensed Practical Nurse	43	42	42	42	42	-
Manager - 504	1	1	1	-	-	-
Manager - Exceptional Children Fiscal	-	1	1	1	1	-
Manager - SEED Compliance	1	1	1	-	-	-
Manager Academic Ops and School Support	1	1	1	1	1	-
Manager of Extended Learning	1	1	1	1	1	-
Manager Strategic Ops and Academic Initiatives	1	1	1	-	-	-
Manager Student Leadership	1	1	1	1	1	-
Manager-Psychologist (Exceptional Children)	2	2	2	2	2	-
Multilingual Cultural/Counselor	1	1	1	2	2	-
Multilingual Mentor/Counselor	1	1	2	2	2	-
Network Leader	-	-	-	1	1	-
Occupational Therapist	9	9	9	9	9	-
Physical Therapist	3	3	3	3	3	-
Principal Coach	-	-	-	1	1	-
Private School & Compliance Advisor	1	1	1	1	1	-
Project Manager	2	2	2	-	-	-
Project Manager-Education Services	-	-	-	1	1	-
Project Stand - Senior Manager	1	1	1	1	1	-
Project Stand Advisor	2	-	-	2	2	-
Project STAND Senior Advisor	-	2	2	2	2	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Psychologist	37	36	36	35	35	-
Psychology Intern	4	4	4	4	4	-
Receptionist	1	1	1	1	1	-
Records Clerk	1	1	1	1	1	-
Regional Manager - Mental Health Center Services	4	4	4	4	4	-
Regional Manager of Exceptional Children	4	4	4	4	4	-
Registered Nurse	5	5	5	5	5	-
Registered Nurse-Clinical Lead	5	5	5	5	5	-
Research Analyst	-	-	-	1	1	-
Research Analyst (Coord. School Health)	2	2	1	-	-	-
Resource Specialist-Special ED	1	1	1	1	1	-
RTI Specialist	1	-	-	-	-	-
RTI2 Analyst	1	1	1	-	-	-
School Operations Academic Manager	-	-	1	-	-	-
School Operations Manager	1	1	1	-	-	-
SEED- Compliance Specialist	1	1	2	-	-	-
Senior Advisor - Business Ops & Special Projects	1	1	1	-	-	-
Senior Advisor - S.E.L. Compliance	-	1	1	-	-	-
Senior Executive Coordinator II	1	-	-	-	-	-
Social Worker	69	61	61	77	77	-
Special Project Coordinator	3	1	1	2	2	-
Special Project Coordinator - Coordinated School H	8	5	8	6	6	-
Specialist - Multilingual Family	3	1	1	1	1	-
Speech Language Pathologist	17	11	29	28	28	-
Speech Language Pathologist Assistant	3	3	5	5	5	-
Sr Compliance Advisor	1	1	1	-	-	-
Student Engagement Specialist K-12	-	-	-	1	1	-
Supervising Psychologist(Coord. School Health)	1	-	-	-	-	-
<b>Office of Facility Services</b>	<b>338</b>	<b>347</b>	<b>349</b>	<b>357</b>	<b>377</b>	<b>20</b>
Director of Facility Planning	1	1	1	-	-	-
Administrative Assistant	2	2	2	2	2	-
Analyst-Construction Project	-	-	1	1	1	-
Asbestos Abatement Technicians	6	6	6	6	6	-
Asbestos Supervisor	1	1	1	1	1	-
Brick Mason	2	2	2	2	2	-
Building Engineer I	-	-	-	159	159	-
Building Engineer II	-	-	-	2	2	-
Carpenter	15	15	15	15	15	-
Chief Strategic Planning & Operations Advisor	-	-	1	-	-	-
Compliance Advisor	4	4	4	-	-	-
Concrete & Asphalt	-	-	-	-	4	4
Construction Manager	1	1	-	-	-	-
Crewperson	14	2	-	-	-	-
Custodial Lead Worker	-	-	-	1	1	-
Custodial Worker	-	-	-	4	4	-
Data Analyst	-	1	1	1	1	-
Demographer	1	1	1	1	1	-
Diesel Mechanic Certified	1	1	1	-	-	-
Director - Construction	1	1	1	1	1	-
Director - Custodial and Grounds	1	1	1	1	1	-
Director - Facilities Maintenance	1	1	1	1	1	-
Director II - Facilities Management	1	2	1	1	1	-
Electrician	14	15	15	15	15	-
Electronics Technicians	4	4	4	4	4	-
Energy Technician	2	2	2	2	2	-
Environment Health and Safety Manager	1	1	1	1	1	-
Environmental Health Safety and Compliance Advi	-	-	-	4	4	-
Executive Assistant to the Facility Officer	1	1	1	1	1	-
Facilities Financial Advisor	1	1	1	1	1	-
Facilities Project Specialist	-	1	1	1	1	-
Facility Planning and Property Management Analyst	1	1	1	-	-	-
Facility Services Analyst	-	-	-	1	1	-
Facility Services Officer	-	-	-	1	1	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Flooring Technician	5	5	5	5	5	-
General Services Supervisor	4	2	2	2	2	-
GIS Planning Advisor	1	1	1	1	1	-
Grounds Service Technician	-	2	2	2	2	-
Grounds Supervisor	4	4	4	4	4	-
Heavy Equipment Mechanic	1	-	-	-	-	-
Heavy Equipment Operator	2	1	1	2	2	-
HVAC Technician	24	24	24	24	24	-
Inventory Clerk	4	1	1	1	1	-
Lead Mechanic I Certified	1	1	1	1	1	-
Low Voltage Supervisor	1	1	1	1	1	-
Maintenance Technician - Plasterer	1	1	1	1	1	-
Manager - Custodial and Grounds	1	1	1	1	1	-
Manager - Facilities Operations	1	1	1	1	1	-
Manager - Facilities Planning & Property	1	1	1	1	1	-
Manager Pest Control and Grounds	-	-	1	1	1	-
Manager-Construction Project	-	-	3	3	3	-
Master Electrician	1	1	1	1	1	-
Master HVAC	1	1	1	1	1	-
Master of Plumbing	1	1	1	1	1	-
Mechanic I - Certified	3	3	3	4	4	-
Painter	7	7	7	7	7	-
Pest Control Lead Technician	-	-	-	1	1	-
Pest Control Manager	1	1	-	-	-	-
Pest Control Technician I	6	6	6	4	4	-
Pest Control Technician II	2	2	2	2	2	-
Plant Manager	135	157	157	-	-	-
Plant Manager II	2	2	2	-	-	-
Plumber	13	16	16	16	16	-
Preventative Maintenance Technician	-	-	-	-	16	16
Project Management Lead	2	2	-	-	-	-
Real Estate Manager	-	-	-	1	1	-
Records Clerk	3	3	3	3	3	-
Roofer	8	8	8	8	8	-
Senior-Construction Manager	-	-	2	2	2	-
Sheet Metal Worker	4	4	4	4	4	-
Small Engine Mechanic	1	-	-	-	-	-
Steam - Pipe Fitter	1	1	1	1	1	-
Supervisor Energy Management	-	-	1	1	1	-
SUPERVISOR FLEET MAINTENANCE	-	-	-	1	1	-
Welder	4	4	4	4	4	-
Zone 1-4 HVAC Supervisor	3	3	3	3	3	-
Zone 1-4 Manager	4	2	2	2	2	-
Zone 1-4 Supervisor - Custodial & Grounds	4	4	4	4	4	-
Zone 1A-4B Supervisor	5	5	5	5	5	-
<b>Office of Partnerships &amp; Advancement</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>8</b>	<b>8</b>	<b>-</b>
Advisor - Adopt -a-School/Funding Support	1	1	1	1	1	-
Advisor - Alumni Affairs	-	-	-	1	1	-
Director of Partnerships & Advancement	-	-	-	1	1	-
Director, Family and Community Engagement	1	1	1	-	-	-
Executive Director - Partnerships & Development	-	-	-	1	1	-
Manager - Partnerships	-	-	-	1	1	-
Manager - School Level Partnerships & Grant Compli	-	-	-	1	1	-
Partnerships and Special Programming Grant Writer	-	-	-	2	2	-
<b>Office of School Transformation</b>	<b>128</b>	<b>138</b>	<b>144</b>	<b>120</b>	<b>120</b>	<b>-</b>
Administrative Assistant	1	1	1	1	1	-
Administrative Assistant - Office of Charter Schoo	-	1	1	1	1	-
Administrative Assistant for Athletics Manager	1	1	1	1	1	-
Administrative Assistant for Manager of ROTC	1	1	1	1	1	-
Advisor - CCTE	-	-	-	1	1	-
Advisor - Equity and Discipline	-	1	1	-	-	-
Advisor - Instructional RTI2	1	1	1	-	-	-
Advisor - Learning Management System	1	1	1	1	1	-





Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Advisor - Organizational Quality	-	1	2	2	2	-
Advisor - SPED Virtual Learning	1	1	1	-	-	-
Advisor - Student & Community Relations VSOL	-	-	1	1	1	-
Advisor - Virtual Learning Management	3	3	3	3	3	-
Advisor Charter School Development	-	-	1	1	1	-
Advisor School Governance and Compliance	1	-	-	-	-	-
Advisor SPED Charter Schools	3	3	3	3	3	-
Alternative Educ Spec - 10 MOS	2	2	2	2	2	-
Alternative Educ Specialist	5	4	4	4	4	-
Alternative Education Advisor	3	2	1	1	1	-
Alternative Schools Analyst	1	1	1	1	1	-
Analyst Student Equity, Enrollment & Discipline	-	1	1	-	-	-
Assistant Superintendent - Virtual Ed & Logistics	1	1	1	-	-	-
Associate - CCTE Graduate Transition	-	1	-	-	-	-
Athletics Head Trainer	1	1	1	1	1	-
Athletics Specialist	2	2	2	2	2	-
Attendance and Discipline Analyst	9	9	9	-	-	-
Attendance and Discipline Assistant	3	3	3	-	-	-
Attendance and Discipline Receptionist	2	2	2	-	-	-
Behavioral Support/Student Leadership Manager	1	-	-	-	-	-
Budget Advisor	1	1	1	1	1	-
Case Worker	1	1	1	-	-	-
CCTE Elementary Advisor	2	1	1	-	-	-
CCTE Financial Specialist	-	-	-	1	1	-
Charter School Specialist, Organizational Quality	1	-	-	-	-	-
Child Care Administrator	1	1	-	-	-	-
Clerical Assistant	9	11	13	4	4	-
College Career & Technical Education Manager	1	-	-	-	-	-
College Career Technology Education Advisor	1	2	2	2	2	-
Command Sgt. Major	1	1	1	1	1	-
Coordinator - Special Projects	1	1	1	-	-	-
Crewperson - Athletics	-	-	4	4	4	-
Data Specialist Enrollment	-	2	2	2	2	-
Director - Athletics	1	1	1	1	1	-
Director - Career & Technical Education	1	1	1	-	-	-
Director - Organizational Quality	1	1	1	1	1	-
Director - STEM CCTE	-	1	1	-	-	-
Director - Virtual Schools and Online Learning	1	1	1	1	1	-
Director Charter School Development	-	-	1	1	1	-
Director II - Career & Technical Education (CTE)	1	1	1	-	-	-
Director II - Schools & Student Support	1	1	1	-	-	-
Director of Alternative Schools	1	1	1	1	1	-
Emergency Management Specialist	1	1	1	1	1	-
Executive Assistant School Transformation	1	1	1	-	-	-
Executive Director of Charter Schools	1	1	1	1	1	-
Financial Analyst Fiscal Services	2	1	1	-	-	-
Graduation Coach	-	-	-	2	2	-
Hearing and Appeals Supervisor	-	-	-	1	1	-
Highly Specialized Advisor, Charter School Devt	1	-	-	-	-	-
Instructional Advisor, ESL	3	3	2	1	1	-
Instructional Support Advisor RTI	1	1	1	-	-	-
Manager - CCTE Program	-	-	-	1	1	-
Manager - CCTE Research and Analytics	-	1	1	1	1	-
Manager - CCTE Work-Based Learning	-	-	1	1	1	-
Manager - Equity and Discipline	1	1	-	-	-	-
Manager - Grad	-	-	-	1	1	-
Manager - Youth Advocacy Program	-	1	1	1	1	-
Manager- Academic Strategy & Special Projects	1	1	1	-	-	-
Manager of ROTC	1	1	1	1	1	-
Manager Virtual School Operations	1	1	1	1	1	-
Manager, Organizational Quality	1	1	-	-	-	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Middle Grades Manager - COTE	1	1	1	1	1	-
MIS Data Specialists	1	1	1	1	1	-
Network Hearing Official	-	-	-	7	7	-
Network Leader	-	-	-	4	4	-
Newcomer Program Advisor	1	1	1	2	2	-
Operations Manager	1	-	-	-	-	-
Partnership Director - COTE	1	1	1	-	-	-
Principal Coach	-	-	-	4	4	-
Project Graduation Advisor	2	-	-	2	2	-
Project Graduation Manager	1	-	-	1	1	-
Project Specialist - COTE	5	5	5	5	5	-
Records Clerk	1	1	1	1	1	-
Records Clerk II	5	4	4	3	3	-
Research and Analytics Advisor - COTE	1	-	-	-	-	-
ROTC Logistics Management Specialist	1	1	1	1	1	-
School Compliance Coordinator	1	1	1	1	1	-
SEED- Compliance Specialist	1	1	-	-	-	-
Senior Advisor - Attendance & Discipline	7	7	7	-	-	-
Senior Advisor - School Development	-	1	-	-	-	-
Senior Advisor - Virtual Learning Management	1	1	2	2	2	-
Senior Financial Analyst - COTE	-	2	2	1	1	-
Senior Manager - Alternative Education	2	2	2	2	2	-
Senior Manager - COTE Operations	-	1	1	1	1	-
Senior Manager - Equity Discipline & Intervention	-	-	1	-	-	-
Senior Manager - Ready Graduate COTE	-	1	1	-	-	-
Senior Manager-Academics COTE	-	1	1	-	-	-
Senior Manager-COTE Logistics	1	1	1	-	-	-
Senior Manager-STEM COTE	1	1	1	-	-	-
SIM Data Specialist	2	2	2	2	2	-
Social Worker	-	-	-	1	1	-
Special Project Assistant	1	1	1	1	1	-
Specialist - COTE Compliance	-	-	-	1	1	-
Student Data Analyst	1	1	1	1	1	-
Student Equity Enrollment & Discipline Executive D	1	1	1	-	-	-
Supervisor - COTE Program	-	-	-	2	2	-
Training NCO	1	1	1	1	1	-
Transformation Officer	-	-	-	1	1	-
Virtual Life Coach - MVAHS	-	-	1	1	1	-
Virtual School College and Career Counselor	2	5	4	5	5	-
Work-Based Learning Coordinator - COTE	1	-	-	-	-	-
Youth Advocacy & Resource Advisor	-	4	5	5	5	-
<b>Office of Schools</b>	<b>172</b>	<b>169</b>	<b>164</b>	<b>110</b>	<b>110</b>	<b>-</b>
Academic Schools Support Manager	1	1	1	-	-	-
Admin Assistant for Assistant Superintendent	2	2	2	-	-	-
Admin. Assistant, Professional Learning & Support	1	1	1	-	-	-
Administrative Assistant	1	1	1	3	3	-
Administrative Assistant Curriculum & Instruction	1	1	1	1	1	-
Administrative Assistant for Pre-K	2	1	1	1	1	-
Advisor - Advanced Placement (AP)	-	-	-	1	1	-
Advisor - Blended Learning	7	7	7	-	-	-
Advisor - Dual Enrollment	1	-	1	3	3	-
Advisor - Employee Performance and Support	4	4	4	4	4	-
Advisor - Honors	-	-	-	1	1	-
Advisor - Instructional	5	5	5	5	5	-
Advisor - Nutrition Compliance Pre-K	-	-	1	1	1	-
Advisor - Peer Assistance & Review	4	4	4	4	4	-
Advisor Student Family & Community	2	2	2	2	2	-
Advisor - Textbook	-	-	1	1	1	-
Advisor Family Partnership and School Support	4	4	4	4	4	-
Analyst Academic Ops and School Supt Compliance	1	1	2	-	-	-
Analyst- Blended Learning	1	1	1	-	-	-
AP Advisor	1	-	1	1	1	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Asset Inventory Data Specialist	2	-	-	-	-	-
Assistant - Advanced Academics	1	-	1	1	1	-
Assistant Superintendent - High Schools	1	1	1	-	-	-
Assistant Superintendent - Middle Schools	1	1	1	-	-	-
Assistant Superintendent - Professional Learning	1	-	-	-	-	-
Assistant Superintendent Academic Operations	1	1	1	-	-	-
Assistant Superintendent of Priority Schools	1	1	1	-	-	-
Assistant Superintendent of Schools	2	2	2	1	1	-
Assistant Superintendent-Curriculum & Instruction	1	-	-	-	-	-
Associate - Early Childhood	-	1	1	1	1	-
Budget Specialist for Curriculum	1	1	1	-	-	-
Business Manager Chief of Schools	1	-	-	-	-	-
Chief of Academic Operations & School Support	1	1	1	-	-	-
Chief of Community Engagement	1	1	1	-	-	-
Chief of Schools	1	-	-	-	-	-
Clerical Assistant	-	1	1	1	1	-
Clerical Assistant Office of Schools	1	1	1	-	-	-
Clerical Assistant Textbook	1	1	1	-	-	-
Clerical Assistant, Family Partnerships	2	2	2	-	-	-
Community Engagement Specialist	1	1	1	-	-	-
Community Schools Manager	1	-	-	1	1	-
Community Schools Specialist	-	-	-	8	8	-
Curriculum & Instruction Manager Mathematics	1	1	1	1	1	-
Director - Academic Support	1	1	-	-	-	-
Director - Early Literacy	1	1	1	-	-	-
Director - iZone	-	1	1	-	-	-
Director - Leadership Development	1	1	1	-	-	-
Director - Professional Learning & Support	-	-	1	-	-	-
Director - Program Leadership Development	-	1	1	-	-	-
Director - Programs and Office of Schools	1	1	1	1	1	-
Director- Family Engagement	-	-	-	1	1	-
Director of Advanced Programs and Legacy Academy	1	1	1	1	1	-
Director of Leadership Pathways	-	-	-	1	1	-
District Receptionist	2	2	2	1	1	-
Educational Support Manager	1	1	-	-	-	-
Environmental Health & Safety Compliance Advisor	1	1	-	-	-	-
Executive Assistant Office of Schools	1	-	-	-	-	-
Executive Director of Curriculum & Instruction	-	1	1	1	1	-
Executive Director of Early Childhood/Pre-K	1	1	1	1	1	-
Executive Director of Literacy	-	-	-	1	-	(1)
Executive Director of Professional Learning & Supp	1	2	1	1	1	-
Family Resource Center Associate	2	2	-	-	-	-
Financial Analyst Optional Schools and AP	1	1	1	1	1	-
Foundational Literacy Coach - Pre-K	3	3	2	1	1	-
Highly Specialized Advisor	8	8	8	-	-	-
Highly Specialized Advisor - Academics	1	1	1	-	-	-
Highly Specialized Professional Learning Advisor	1	1	1	-	-	-
Humanities Manager	1	1	1	1	1	-
Instructional Advisor - HPELW	1	1	1	1	1	-
Instructional Advisor, Arts	2	2	2	2	2	-
Instructional Advisor, Literacy	3	3	3	-	-	-
Instructional Advisor, Pre-K	3	3	2	2	2	-
Instructional Advisor, World Language	1	1	1	1	1	-
Instructional Leadership Director iZone	2	2	2	-	-	-
Instructional Support Advisor	2	2	3	-	-	-
Instructional Support Analyst 1	1	-	-	-	-	-
IT Support Associate	1	1	1	1	1	-
I-Zone Clerk	1	1	1	-	-	-
Manager - Advanced Placement	-	-	-	1	1	-
Manager - Employee Performance and Support	1	1	1	1	1	-
Manager - Family Partnership & School Support Pre-	-	3	-	-	-	-
Manager - Literacy	2	2	2	3	3	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Manager - Optional School & Advanced Academics	-	-	-	1	1	-
Manager - Pre-K Early Learning Center	-	-	-	1	1	-
Manager - Science Curriculum & Instruction	1	1	1	1	1	-
Manager - Special Projects	-	-	1	-	-	-
Manager - Textbook & Educational Support	1	1	1	1	1	-
Manager Academic Leadership Support	1	1	1	1	1	-
Manager of Curriculum	1	-	-	-	-	-
Manager Professional Learning & Support	-	-	-	3	3	-
Manager Student Engagement and Initiatives	1	1	1	-	-	-
Manager Student Recruitment	1	1	1	-	-	-
Manager, Community Engagement	2	1	1	-	-	-
Manager, Early Childhood	-	1	1	-	-	-
Manager, Family and School Support	1	1	1	-	-	-
Manager, Professional Learning & Support	3	3	3	-	-	-
MTSS Clerical Support	-	-	-	1	1	-
Musical Instrument Repair Tech	3	3	3	1	2	1
Network Leader	-	-	-	2	2	-
Office of Schools Special Project Manager	-	-	-	1	1	-
Principal Coach	-	-	-	2	2	-
Principal on Assignment	-	-	-	1	1	-
Professional Learning Analyst	2	2	2	2	2	-
Professional Learning Clerk	1	1	1	1	1	-
Program Director - Curriculum & Instruction	-	1	1	1	1	-
Program/Project Assistant for Optional Schools	1	1	1	1	1	-
Project and Logistics Advisor	1	1	1	2	2	-
Records Clerk	1	1	1	-	-	-
Records Clerk for Educational Support	2	2	2	-	-	-
Records Clerk for Humanities	1	1	1	-	-	-
School Operations Academic Manager	2	2	-	-	-	-
School Redesign Manager	1	-	-	-	-	-
Senior Accountant	1	-	-	-	-	-
Senior Advisor - Chief of Schools	1	1	1	-	-	-
Senior Advisor - Community Schools	1	1	1	-	-	-
Senior Advisor - Grant Compliance	1	1	1	-	-	-
Senior Advisor - School Compliance	1	1	1	-	-	-
Senior Advisor - Student Family & Community	2	2	2	-	-	-
Senior Advisor - Student Internships	1	1	1	-	-	-
Senior Dual Enrollment Advisor	1	1	1	1	1	-
Senior Manager-Blended Learning	1	1	1	-	-	-
Specialist - Blended Learning	4	4	4	-	-	-
Specialist - Testing and Staffing	-	-	-	1	1	-
Specialist Family Engagement Pre K	15	15	14	14	14	-
Sr Manager - Optional Schools & Advanced Academics	-	1	1	-	-	-
Sr. Mgr. Partnership, Accountability & Comm. Eng.	-	1	1	-	-	-
Student Engagement Specialist K-12	1	1	1	-	-	-
Student Recruitment Specialist	4	4	4	-	-	-
Warehouse First Line Supervisor	-	1	1	1	1	-
<b>Office of Strategic Communications</b>	<b>35</b>	<b>37</b>	<b>38</b>	<b>45</b>	<b>45</b>	<b>-</b>
Administrative Assistant Broadcast	1	1	1	1	1	-
Audio/Visual Production Tech	1	-	-	-	-	-
Broadcast Production Associate	2	3	3	3	3	-
Broadcasting Specialist	1	1	1	1	1	-
Chief Engineer	1	1	1	-	-	-
Chief of Communications	1	1	1	-	-	-
Communications Advisor	2	1	1	1	1	-
Communications Manager	1	1	1	2	2	-
Constituent Services	-	-	-	1	1	-
Constituent Services - Remote	-	-	-	1	1	-
Constituent Services Assistant	7	7	7	10	10	-
Constituent Services Clerk	1	1	1	-	-	-
Constituent Services Specialist	1	1	1	2	2	-
Copy Editor	-	1	1	1	1	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Director - Communications	-	-	-	1	1	-
Director - Constituent Services	1	1	1	1	1	-
Director - External Communications	1	1	1	-	-	-
Director - Internal Communications	1	1	1	-	-	-
Exec. Assist. to the Chief of Communications	1	-	-	-	-	-
General Manager	1	1	1	1	1	-
Graphics Specialist	1	1	1	1	1	-
Manager - Multilingual Communications	1	1	1	1	1	-
Manager of Public Relations	-	-	-	1	1	-
Marketing Manager	1	1	1	1	1	-
Multimedia Relations Advisor	1	1	1	1	1	-
Multimedia Relations Manager	1	1	1	1	1	-
Multimedia Specialist	1	1	1	1	1	-
Public Information Officer	-	1	1	-	-	-
Radio Broadcast Associate	3	3	3	3	3	-
Senior Communications Advisor	1	1	1	1	1	-
Specialist - Administrative (Communications)	-	1	1	1	1	-
Specialist - Internal Communications	-	1	1	2	2	-
Specialist - Multilingual Communications	-	-	-	3	3	-
Strategic Communications Advisor	1	1	1	1	1	-
Strategic Communications Officer	-	-	1	1	1	-
<b>Office of Strategy and Innovation</b>	<b>57</b>	<b>73</b>	<b>77</b>	<b>78</b>	<b>80</b>	<b>1</b>
Specialist - Enrollment	-	-	-	2	2	-
504 Compliance Advisor	2	2	4	-	-	-
Administrative Assistant for Director of Attendance	1	1	1	-	-	-
Advisor - Enrollment	-	-	-	11	11	-
Advisor - Enrollment (SEED)	-	4	-	-	-	-
Advisor - Power Platform	-	-	-	1	1	-
Advisor - User Experience	-	-	1	1	1	-
Advisor Academic Records Compliance	4	4	4	3	3	-
Analyst - Student Information Management	-	4	4	4	4	-
Analytics Advisor	3	3	3	3	3	-
Assessment & Accountability Assistant	1	1	1	1	1	-
Assessment Advisor	3	3	2	2	2	-
Assessment Specialist	2	2	2	2	2	-
Business Process Analyst	1	1	-	-	-	-
Continuous Improvement Advisor	1	1	1	1	1	-
Data Analyst	2	2	2	2	2	-
Data Specialist Enrollment	2	6	6	-	-	-
Database Engineer	2	2	2	2	2	-
Deputy Superintendent, Strategic Operations & Support	1	-	-	-	-	-
Director - Performance Management	1	1	1	1	1	-
Director - Strategic Operations and Innovation	2	1	2	-	-	-
Director II - Planning & Accountability	1	1	1	1	1	-
Director of Accountability	1	1	1	1	1	-
Director of Enrollment & Attendance	-	1	1	1	1	-
Director of Research	1	1	1	1	1	-
Executive Assistant - Enrollment & Attendance	-	-	-	1	1	-
Executive Assistant to the Strategy & Innovation O	1	1	1	1	1	-
Highly Specialized Advisor, Strategy & Innovation	1	1	1	-	-	-
Part-time Warehouse Worker	-	-	-	-	1	1
Manager - Accountability & Continuous Improvement	-	-	1	1	1	-
Manager - Attendance	-	-	-	1	1	-
Manager - Data Strategy & Performance Management	-	-	1	1	1	-
Manager - Enrollment	-	-	-	1	1	-
Manager - Registration	1	1	1	-	-	-
Manager - Student Information Management	-	3	3	3	3	-
Manager Decision Analytics & Information Mgmt	1	1	1	1	1	-
Manager, Research	1	1	1	1	1	-
Officer - Strategy & Innovation	-	-	-	1	1	-
Program Director - Schools and Leadership	1	1	1	1	1	-
Records Assistant	4	4	4	4	4	-
Research Advisor	1	1	1	1	3	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Research Analyst	2	2	1	1	1	-
School Operations Academic Manager	-	-	1	-	-	-
Senior Advisor - Analytics	-	-	1	1	1	-
Senior Advisor - Data Strategy & Perfo	-	-	1	1	1	-
Senior Advisor - Strategic Progr & Innovation	-	-	2	2	2	-
Senior Manager Decision Analytics Information	1	1	1	1	1	-
SIM Data Specialist	8	13	12	12	12	-
SIM Team Leader	3	-	-	-	-	-
SQL Developer	-	-	1	1	1	-
Student Records Manager	1	1	1	1	1	-
<b>Office of The Special Assistant to the Superintendent</b>	-	-	1	1	-	(1)
Special Assistant to the Superintendent	-	-	1	1	-	(1)
<b>Office of the Superintendent</b>	2	2	4	4	4	-
Administrative Assistant to the Superintendent	-	-	1	-	-	-
Advisor - Special Project	-	-	-	1	1	-
Executive Assistant to the Superintendent	-	-	1	-	-	-
Executive Manager-Office of the Superintendent	-	-	-	1	1	-
Receptionist II for Superintendent	1	1	1	1	1	-
Superintendent	1	1	1	1	1	-
<b>Grand Total</b>	<b>9,208</b>	<b>9,264</b>	<b>9,449</b>	<b>10,470</b>	<b>10,573</b>	<b>103</b>





**MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY PROJECT  
NON-FEDERAL PROGRAMS**

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
<b>Evening Reporting Center</b>	2	2	2	2	2	-
Advisor Evening Reporting Center	1	1	1	1	1	-
Manager Evening Reporting Center	1	1	1	1	1	-
<b>First 8 Coaches Support</b>	-	-	2	2	2	-
Foundational Literacy Coach - Pre-K	-	-	2	2	2	-
<b>First 8 Memphis</b>	-	-	98	97	97	-
Advisor - Grant Compliance	-	-	1	-	-	-
Classroom Teacher Pre K	-	-	47	46	46	-
Educational Asst - Early Childhood	-	-	46	46	46	-
Foundational Literacy Coach - Pre-K	-	-	1	1	1	-
Instructional Advisor, Pre-K	-	-	1	1	1	-
Manager - Family Partnership & School Support Pre-	-	-	1	1	1	-
Program/Project Assistant for Pre-K	-	-	1	1	1	-
Senior Pre-K Professional Development Advisor	-	-	-	1	1	-
<b>First 8 Memphis Coaches</b>	-	2	-	-	-	-
Foundational Literacy Coach - Pre-K	-	2	-	-	-	-
<b>First 8 Memphis Wraparound</b>	5	13	-	-	-	-
Specialist Family Engagement Pre K	5	13	-	-	-	-
<b>First 8.1</b>	94	80	-	-	-	-
Childcare Center Educator	5	8	-	-	-	-
Classroom Teacher Pre K	41	31	-	-	-	-
Educational Asst - Early Childhood	44	39	-	-	-	-
Foundational Literacy Coach - Pre-K	2	1	-	-	-	-
Instructional Advisor, Pre-K	1	-	-	-	-	-
Program/Project Assistant for Pre-K	1	1	-	-	-	-
<b>First 8.2</b>	23	17	-	-	-	-
Childcare Center Educator	2	-	-	-	-	-
Classroom Teacher Pre K	8	7	-	-	-	-
Educational Asst - Early Childhood	11	9	-	-	-	-
Foundational Literacy Coach - Pre-K	1	-	-	-	-	-
Instructional Advisor, Pre-K	1	1	-	-	-	-
<b>First 8.2 Wraparound</b>	-	-	20	25	25	-
Specialist Family Engagement Pre K	-	-	20	25	25	-
<b>Memphis Education Fund</b>	2	-	-	-	-	-
Classroom Teacher K-5	1	-	-	-	-	-
Classroom Teacher Secondary	1	-	-	-	-	-
<b>Pre-K</b>	108	100	96	90	90	-
Administrative Assistant for Pre-K	1	-	-	-	-	-
Advisor - Grant Compliance	-	2	-	-	-	-
Advisor-Family Partnership & School Support Prek	-	1	1	1	1	-
Classroom Teacher Pre K	90	80	81	79	79	-
Clerical Assistant	1	1	1	1	1	-
Director - Education	1	1	1	1	1	-
Educational Asst - Early Childhood	5	4	5	5	5	-
Foundational Literacy Coach - Pre-K	2	2	-	-	-	-
Grant Fiscal Associate Pre-K	1	1	1	1	1	-
Instructional Advisor, Pre-K	1	1	1	-	-	-
Manager - Pre-K Early Learning Center	-	-	-	1	1	-
Manager Grant Fiscal	2	2	1	-	-	-
Manager, Early Childhood	2	2	1	-	-	-
Receptionist	-	1	1	-	-	-
Specialist Family Engagement Pre K	2	2	2	1	1	-
<b>Research &amp; Evaluation</b>	-	-	1	1	1	-
Research Analyst	-	-	1	1	1	-
<b>SPED Medicaid Reimbursement</b>	2	2	2	2	2	-
Advisor - Medicaid Reimbursement Program	-	1	1	1	1	-
Medicaid Specialist	1	-	-	-	-	-
Nurse Practitioner	1	1	1	1	1	-
<b>State School Improvement Grant</b>	-	-	-	2	-	(2)
Computer Lab Assistant	-	-	-	2	-	(2)
<b>State School Improvement Grant 2.0</b>	-	-	-	5	5	-
Assistant Principal High	-	-	-	1	1	-
Attendance/Tuancy Liaison	-	-	-	1	1	-
Educational Assistant	-	-	-	3	3	-
Substance Abuse Prevention & Treatment	-	2	-	-	-	-
Parent Liaison	-	2	-	-	-	-
<b>Trauma Intensive Parent (TIP) Grant</b>	2	-	1	-	-	-
Parent Liaison	2	-	1	-	-	-
<b>Urban Strategies</b>	4	-	-	-	-	-
Student & Community Relations Advisor	1	-	-	-	-	-
Student and Community Resource Associate	3	-	-	-	-	-
<b>Grand Total</b>	<b>242</b>	<b>218</b>	<b>222</b>	<b>226</b>	<b>224</b>	<b>(2)</b>



**MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
NUTRITION SERVICES**

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
<b>Nutrition Services</b>	<b>1,630</b>	<b>1,611</b>	<b>1,605</b>	<b>1,603</b>	<b>1,603</b>	<b>-</b>
Accountant	1	1	1	1	1	-
Accountant - Senior	3	3	3	3	3	-
Administrative Assistant - Nutrition Services	2	1	1	1	1	-
Administrative Secretary I	1	-	-	-	-	-
Advisor - Food Safety	-	-	1	-	-	-
Advisor - Workplace Safety	-	-	1	1	1	-
Analyst - Menu Planning	-	1	1	1	1	-
Analyst - Safety Compliance	-	1	-	-	-	-
Analyst Distribution	2	2	2	2	2	-
Analyst Planning and Logistics	1	1	1	1	1	-
Associate - Food Quality	-	-	2	2	2	-
Associate - Programs Compliance	6	6	6	6	6	-
Associate Compliance CNC	4	1	1	1	1	-
Associate Planning and Logistics	1	1	1	1	1	-
Associate, Warehouse & Distribution Inventory	1	1	1	-	-	-
Building Engineer I	-	-	-	1	1	-
Buyer	1	1	-	-	-	-
Central Kitchen Manager	1	1	1	1	1	-
Central Kitchen Supervisor	1	1	1	1	1	-
Chef	-	-	1	1	1	-
Clerical Assistant	3	6	6	6	6	-
Clerk for Distribution	2	2	2	1	1	-
Clerk for Planning and Procurement	4	4	4	4	4	-
Coordinator - Nutrition Mobile	40	45	52	52	52	-
Culinary Specialist	2	2	1	1	1	-
Dietitian	2	2	2	2	2	-
Director II - Nutrition	1	1	1	1	1	-
Distribution Associate - CNC	-	-	11	11	11	-
Distribution Associate - Freezer	-	-	14	16	16	-
Distribution Manager	1	1	1	1	1	-
Equipment Maintenance Specialist	2	2	2	2	2	-
Equipment Operations Assistant	2	2	2	2	2	-
Equipment Operations Supervisor	1	1	1	1	1	-
Executive Chef	-	-	1	1	1	-
Farm Education Program Manager	1	1	1	1	1	-
Farm Manager	1	1	1	1	1	-
Field Operations Manager	1	1	1	1	1	-
Floating Clerk Nutrition Services	1	-	-	-	-	-
Food Quality Control Specialist	1	1	1	1	1	-
Food Quality Control Technican	2	2	-	-	-	-
Fork Lift Operator	10	7	-	-	-	-
Functional Advisor Nutrition Services	1	1	1	1	1	-
Human Resource Staffing Advisor Non Instructional	2	2	1	1	1	-
Information Technology Manager	1	1	1	1	1	-
Inventory Clerk	6	6	6	-	-	-
IT Field Technician	1	1	1	1	1	-
IT Support - Part-time	-	-	-	1	1	-
Lunchroom Monitor	48	47	47	47	47	-
Manager - Food Safety and Quality Control	1	1	1	1	1	-
Manager - Nutrition Services Area	10	10	12	11	11	-
Manager - School Operations	1	1	1	1	1	-
Manager Equipment Operations	1	1	1	1	1	-
Mechanic I - Certified	1	1	1	1	1	-
Menu Planning Associate	1	1	1	1	1	-
Menu Planning Manager	1	1	1	1	1	-
Network Specialist	5	5	5	5	5	-
NS Inventory Associate	-	-	-	7	7	-
Nutrition Service Analyst	1	1	1	1	1	-
Nutrition Service Mobile Support	5	-	-	-	-	-
Nutrition Service Nutrition Instructor	2	2	2	2	2	-
Nutrition Service Support	1,130	1,126	1,126	1,126	1,126	-
Planning and Analysis Analyst	1	1	1	1	1	-
Planning and Analysis Associate	2	2	2	2	2	-
Planning and Analysis Manager	1	1	1	1	1	-
Plant Manager	1	1	1	-	-	-
Receptionist for Nutrition Office	1	1	1	1	1	-
Refrigerator Repair Technician	4	4	4	4	4	-
Safety and Security Guard	10	10	10	10	10	-
School Nutrition Supervisor	154	153	151	151	151	-
School Nutrition Supervisor Trainee	29	29	29	29	29	-
School Operations Manager	1	1	1	2	2	-
Senior Buyer	1	1	1	1	1	-
Senior Manager - School Operations	1	1	1	1	1	-
Senior Manager Nutrition Services	1	1	1	1	1	-
Senior Manager Staff Development, Nutrition Services	1	1	1	1	1	-



## Informational

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Sergeant	2	2	2	2	2	-
Server Support - Central Kitchen	19	19	19	19	19	-
Special Programs Manager	1	1	1	1	1	-
Specialist - Food Safety	2	3	2	2	2	-
Sub IT Support	1	1	1	-	-	-
Supervisor Distribution Area	2	2	3	3	3	-
Supervisor Distribution Area (Inventory Control)	1	1	1	1	1	-
Supervisor, Food Quality Control	1	-	-	-	-	-
Supervisor, School Nutrition II	9	9	4	3	3	-
Supervisor, School Nutrition III	10	9	6	6	6	-
Supervisor, School Nutrition IV	2	2	-	-	-	-
Supply Chain Manager	1	1	1	1	1	-
Talent Acquisition Associate Non Instructional	1	1	1	1	1	-
Technician, Sanitation	2	2	-	-	-	-
Truck Driver - CDL	21	21	21	20	20	-
Warehouse First Line Supervisor	2	2	1	-	-	-
Warehouse Lead	4	4	-	-	-	-
Warehouse Worker	22	14	-	-	-	-
Office of Talent Management	1	1	1	-	-	-
<b>Grand Total</b>	<b>1,631</b>	<b>1,612</b>	<b>1,606</b>	<b>1,603</b>	<b>1,603</b>	<b>-</b>



**MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY PROJECT  
FEDERAL PROGRAMS**

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
<b>American Rescue Plan</b>	9	-	-	-	-	-
Advisor-Family Partnership & School Support Prek	1	-	-	-	-	-
Behavioral Specialist	3	-	-	-	-	-
Health Services Program Advisor	1	-	-	-	-	-
Laundry Technician - Pre-K	2	-	-	-	-	-
Senior Pre-K Professional Development Advisor	2	-	-	-	-	-
<b>ARP Homeless</b>	-	-	1	-	-	-
Federal Programs Advisor - ARP 1.0	-	-	1	-	-	-
<b>ARP Homeless 1.0</b>	1	1	-	-	-	-
Federal Programs Advisor - ARP 1.0	1	1	-	-	-	-
<b>ARP Homeless 2.0</b>	11	11	11	-	-	-
Advisor- Federal Programs	1	1	1	-	-	-
Clerical Assistant	1	1	1	-	-	-
Federal Programs Specialist	9	9	9	-	-	-
<b>ARP Homeless System Navigator</b>	-	-	1	-	-	-
Federal Programs Specialist	-	-	1	-	-	-
<b>ARP IDEA Part B</b>	-	1	-	-	-	-
Exceptional Children Advisor SPED	-	1	-	-	-	-
<b>ATSI 2019 Designation</b>	1	-	-	-	-	-
Educational Assistant	1	-	-	-	-	-
<b>Carl Perkins</b>	13	13	13	11	11	-
College Career Technology Education Advisor	5	5	5	4	4	-
Early College Advisor	4	4	4	4	4	-
Program Project Assistant for CTE	2	2	2	2	2	-
Senior Advisor - OCTE	1	1	1	1	1	-
Senior Manager-Academics OCTE	1	1	1	-	-	-
<b>CDC/Mental Health Supplement 2</b>	1	1	-	-	-	-
Senior Advisor - Social Emotion Supports	1	1	-	-	-	-
<b>CDC/What Works (FY2025)</b>	-	-	-	1	1	-
Advisor-Program (ECHS)	-	-	-	1	1	-
<b>CDCP HIV/STD PREVENTION</b>	3	3	3	-	-	-
Advisor-Program (ECHS)	-	-	1	-	-	-
Research Advisor	1	1	-	-	-	-
Senior Advisor - Social Emotion Supports	-	-	1	-	-	-
Special Project Coordinator I	2	2	1	-	-	-
<b>Consolidated Administration</b>	45	46	47	39	39	-
Accountant - Federal Program	1	1	1	1	1	-
Advisor - Federal Programs (Special Populations)	-	-	1	-	-	-
Associate Federal Programs Data Associate	1	1	1	-	-	-
Director - Grants Program	1	1	1	-	-	-
Director II - Federal Programs	1	1	1	1	1	-
Federal Programs Advisor - Grants & Special Popula	1	1	1	1	1	-
Federal Programs Advisor - School Support/Program	3	3	3	3	3	-
Federal Programs Advisor (Programs)	7	7	8	6	6	-
Federal Programs Analyst	1	1	1	1	1	-
Federal Programs Associate (Programs)	1	1	1	1	1	-
Federal Programs Inventory Associate	6	6	6	6	6	-
Federal Programs Manager	5	5	5	6	6	-
Federal Programs Specialist	1	2	2	2	2	-
Financial Analyst (Federal Programs)	2	2	2	-	-	-
Fiscal Compliance Administrative Assistant	1	1	1	1	1	-
Grant Planning and Budgeting Director	1	1	1	1	1	-
Grants Administrative Assistant	1	1	1	-	-	-
HR Licensure and Compliance Specialist	1	1	1	-	-	-
Instructional Facilitator	1	1	1	1	1	-
Manager - Academic School Support & Finance	-	-	1	1	1	-
Manager - Federal Programs Inventory	1	1	1	1	1	-
Manager, Grants and Special Populations Compliance	1	1	1	-	-	-
Program Compliance Administrative Assistant	1	1	1	1	1	-
Research Analyst	2	2	-	-	-	-
Senior Accountant	3	3	3	3	3	-
Senior Analyst - Budget	-	-	-	1	1	-
Senior Manager - Federal Programs	1	1	1	1	1	-
<b>Enhancing School Capacity to Address Youth Violenc</b>	-	1	1	1	1	-
Project Advisor	-	1	1	1	1	-
<b>Epidemiology &amp; Laboratory Capacity (ELC)</b>	13	11	-	-	-	-
Administrative Assistant	1	-	-	-	-	-
Advisor - ELC Grant Project	2	1	-	-	-	-



## Informational

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Analyst- ELC Grant Project	2	2	-	-	-	-
Director - Business Relationships & School Support	1	1	-	-	-	-
Manager - Business Relationships	-	6	-	-	-	-
Manager - Operations & School Supports	6	-	-	-	-	-
Senior Manager - Business Relationships	1	1	-	-	-	-
<b>ESSER 1.0</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Accountant - Senior	1	-	-	-	-	-
Federal Programs Associate (Grants)	1	-	-	-	-	-
<b>ESSER 2.0</b>	<b>337</b>	<b>417</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
504 Compliance Advisor	2	2	-	-	-	-
Advisor - Dual Enrollment	-	1	-	-	-	-
Advisor - Enrollment	2	2	-	-	-	-
AP Advisor	-	1	-	-	-	-
Assistant - Advanced Academics	-	1	-	-	-	-
Assistant Principal-Elementary/Middle	-	1	-	-	-	-
Behavioral Support/Student Leadership Manager	-	1	-	-	-	-
Classroom Teacher Con Home Ec	-	1	-	-	-	-
Classroom Teacher Secondary	-	2	-	-	-	-
Classroom Teacher Special ED	-	6	-	-	-	-
Classroom Teacher- Vocational OCTE Teaching as a	-	7	-	-	-	-
Counselor Alcohol / Drug	-	1	-	-	-	-
Family Engagement Liaison	-	7	-	-	-	-
Health Technician	-	8	-	-	-	-
Instructional Facilitator	-	1	-	-	-	-
Instructional Support Analyst 1	-	1	-	-	-	-
Interventionist	-	7	-	-	-	-
Learning Recovery Interventionist	-	3	-	-	-	-
Manager - CTE Work-Based Learning	-	1	-	-	-	-
Multilingual Cultural Mentor	-	3	-	-	-	-
ReSET Room Assistant	77	77	-	-	-	-
Social Worker	5	7	-	-	-	-
Special Project Coordinator - Coordinated School H	-	3	-	-	-	-
Specialized Educational Assistant	251	273	-	-	-	-
<b>ESSER 3.0</b>	<b>769</b>	<b>950</b>	<b>1,268</b>	<b>-</b>	<b>-</b>	<b>-</b>
Accountant	3	3	3	-	-	-
Accountant - Senior	4	5	5	-	-	-
Advisor - Advanced Placement (AP)	1	1	1	-	-	-
Advisor - Alumni Affairs	1	1	1	-	-	-
Advisor - Blended Learning	4	4	4	-	-	-
Advisor - Dual Enrollment	2	2	2	-	-	-
Advisor - Enrollment (SEED)	-	3	-	-	-	-
Advisor - Honors	1	1	1	-	-	-
Advisor - Induction & Training	2	2	2	-	-	-
Advisor - Instructional Support Virtual School	2	2	2	-	-	-
Advisor - Testing and Staffing	1	1	1	-	-	-
Advisor _ Instructional RTI2	-	7	7	-	-	-
Advisor- Federal Programs	2	2	2	-	-	-
Advisor- Instructional Learning Loss	4	11	10	-	-	-
Advisor School Operations	6	3	3	-	-	-
Advisor, Multicultural	6	6	6	-	-	-
Alternative Education Advisor	-	1	1	-	-	-
Analyst - Digital 1:1 Device	1	1	3	-	-	-
Analyst- Construction Compliance	1	1	1	-	-	-
Analyst Student Equity, Enrollment & Discipline	4	4	4	-	-	-
Asset Inventory Associate	7	7	12	-	-	-
Associate - Digital Device Support	22	22	27	-	-	-
Associate - License and Compliance	1	1	1	-	-	-
Behavioral Specialist	50	70	70	-	-	-
Behavioral Support/Student Leadership Manager	2	2	3	-	-	-
Budget Analyst	1	-	-	-	-	-
Campus Monitor	1	1	1	-	-	-
Classroom Teacher - Virtual Advance Placement	4	4	4	-	-	-
Classroom Teacher Con Home Ec	-	5	5	-	-	-
Classroom Teacher ESL	15	14	12	-	-	-
Classroom Teacher Special Skills	20	24	24	-	-	-
Classroom Teacher Vocational	-	1	1	-	-	-
Classroom Teacher- Vocational OCTE Teaching as a	5	11	11	-	-	-
Clerical Assistant	5	7	7	-	-	-
Community Schools Manager	1	2	2	-	-	-



# Informational

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Community Schools Specialist	8	8	8	-	-	-
Compensation Specialist	1	1	1	-	-	-
Constituent Services Assistant	3	3	3	-	-	-
Constituent Services Clerk	3	3	3	-	-	-
Director - Blended Learning	1	1	1	-	-	-
Director - Program Leadership Development	1	1	1	-	-	-
Director of Charter Schools Finance	1	-	-	-	-	-
Educational Assistant	-	7	7	-	-	-
Exceptional Children Advisor SPED	-	4	4	-	-	-
Extended Learning Advisor	4	4	4	-	-	-
Extended Learning Receptionist	1	1	1	-	-	-
Family Engagement Liaison	-	9	9	-	-	-
Federal Programs Associate (Grants)	1	1	1	-	-	-
Federal Programs Manager	2	2	2	-	-	-
Graduation Coach	-	3	3	-	-	-
Grants Administrative Assistant	1	1	1	-	-	-
Homebound Teacher	2	2	2	-	-	-
HR Talent Specialist, Instructional	1	1	1	-	-	-
Instructional Advisor, ESL	2	3	3	-	-	-
Instructional Advisor, Literacy	3	3	3	-	-	-
Instructional Coach	17	39	39	-	-	-
Instructional Facilitator	-	2	2	-	-	-
Instructional Leadership Director	1	1	1	-	-	-
Instructional Support Advisor	1	1	1	-	-	-
Instructional Support Analyst 1	-	-	1	-	-	-
Interventionist	4	6	6	-	-	-
Learning Recovery Interventionist	-	-	3	-	-	-
Manager - Academic School Support & Finance	1	-	-	-	-	-
Manager - Advanced Placement	1	1	1	-	-	-
Manager - Asset Inventory	1	1	1	-	-	-
Manager - Digital Application Development	2	2	2	-	-	-
Manager - Digital Field Support	1	1	1	-	-	-
Manager - Multicultural	-	1	1	-	-	-
Manager- Academic Strategy & Special Projects	1	1	1	-	-	-
Manager- Cyber Zone	1	1	1	-	-	-
Manager, Grants and Special Populations Compliance	1	1	1	-	-	-
Multilingual Cultural Senior Advisor	1	1	1	-	-	-
Newcomer Program Advisor	-	1	1	-	-	-
Project Advisor	2	2	3	-	-	-
Project Graduation Advisor	-	2	2	-	-	-
Project Graduation Manager	-	1	1	-	-	-
Project Stand Advisor	2	2	2	-	-	-
Psychologist	-	1	1	-	-	-
ReSET Room Assistant	-	34	61	-	-	-
RTI Advisor	-	3	3	-	-	-
RTI Specialist	-	1	1	-	-	-
S.E.E.D Trauma Informed Practices Coach	-	11	11	-	-	-
Safety Special Project Coordinator	5	5	5	-	-	-
Security Special Project Associate	1	1	1	-	-	-
Senior Advisor - Continuous Improvement	-	1	1	-	-	-
Senior Advisor - Data Strategy	1	1	1	-	-	-
Senior Advisor - Rt12 Behavior	2	2	2	-	-	-
Senior Advisor - Strategic Progr & Innovation	-	1	-	-	-	-
Senior Manager - Academic Strategy & Sp Projects	-	1	1	-	-	-
Senior Manager- Academic Support	-	1	1	-	-	-
Social Worker	-	8	15	-	-	-
Special Project Coordinator	1	1	1	-	-	-
Specialist - Multilingual Communications	3	3	3	-	-	-
Specialist - Multilingual Family	-	2	2	-	-	-
Specialist - Testing and Staffing	1	1	1	-	-	-
Specialized Educational Assistant	499	508	781	-	-	-
Student and Community Resource Associate	-	2	2	-	-	-
Truancy Attendance Specialist	5	5	5	-	-	-
<b>Gear Up 3.0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>
Instructional Facilitator	1	1	1	-	-	-
Head Start (All)	418	436	413	-	-	-
Accountant	1	2	2	-	-	-
Advisor - Grant Compliance	1	1	1	-	-	-
Advisor - Nutrition Compliance Pre-K	-	-	1	-	-	-
Advisor-Family Partnership & School Support Prek	2	3	4	-	-	-
Asset Inventory Data Analyst - Early Childhood	-	-	1	-	-	-
Behavioral Specialist	3	6	6	-	-	-
Childcare Center Educator	52	52	59	-	-	-
Classroom Teacher Pre K	-	7	-	-	-	-
Clerical Assistant	4	4	2	-	-	-
Compliance Associate - ERSEA- Pre-K	-	-	3	-	-	-
Compliance Associate, Pre-K/Head Start	8	8	-	-	-	-
Data Analyst	1	1	1	-	-	-
Director - Head Start	1	1	1	-	-	-
Educational Asst - Early Childhood	208	214	190	-	-	-
Educational Support Assistant - Early Childhood	9	6	5	-	-	-
Environmental Health & Safety Compliance Advisor	2	2	1	-	-	-





## Informational

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Facilities Manager Early Childhood Head Start	1	1	1	-	-	-
Financial Analyst (Pre-K)	1	1	-	-	-	-
Financial Support Specialist	1	1	1	-	-	-
Fiscal Assistant	1	1	1	-	-	-
Foundational Literacy Coach - Pre-K	6	5	5	-	-	-
H.R. Senior Advisor Pre-K	1	1	1	-	-	-
Health Services Program Advisor	5	6	6	-	-	-
Instructional Advisor, Pre-K	7	6	6	-	-	-
IT Support Associate	1	1	1	-	-	-
Laundry Technician - Pre-K	-	4	4	-	-	-
Licensed Practical Nurse	1	-	-	-	-	-
Manager - Comprehensive Services ERSEA	1	1	1	-	-	-
Manager - Family Partnership & School Support Pre-	2	2	2	-	-	-
Manager - Pre-K Head Start Center	-	-	2	-	-	-
Manager Comprehensive Health Services Pre-K	-	-	1	-	-	-
Manager, Early Childhood	1	1	1	-	-	-
Pre-K Childcare Facility Director	4	4	-	-	-	-
Program/Project Assistant for Pre-K	6	6	6	-	-	-
Registered Nurse	1	-	-	-	-	-
Senior Accountant	1	-	-	-	-	-
Senior Advisor - Instructional Support Pre-K	-	1	-	-	-	-
Senior Pre-K Professional Development Advisor	-	2	1	-	-	-
Specialist Environment Facilities Compliance PreK	-	-	4	-	-	-
Specialist Family Engagement Pre K	81	81	88	-	-	-
Warehouse First Line Supervisor	1	-	-	-	-	-
Warehouse Worker	3	4	4	-	-	-
<b>Head Start Jan-Dec 2025</b>	-	-	-	<b>386</b>	<b>386</b>	-
Accountant	-	-	-	1	1	-
Advisor - Nutrition Compliance Pre-K	-	-	-	1	1	-
Advisor-Family Partnership & School Support Prek	-	-	-	5	5	-
Asset Inventory Data Analyst - Early Childhood	-	-	-	1	1	-
Behavioral Specialist	-	-	-	6	6	-
Childcare Center Educator	-	-	-	56	56	-
Classroom Teacher Pre K	-	-	-	1	1	-
Clerical Assistant	-	-	-	2	2	-
Compliance Associate - ERSEA- Pre-K	-	-	-	1	1	-
Data Analyst	-	-	-	1	1	-
Director - Head Start	-	-	-	1	1	-
Educational Asst - Early Childhood	-	-	-	181	181	-
Educational Support Assistant - Early Childhood	-	-	-	1	1	-
Environmental Health & Safety Compliance Advisor	-	-	-	1	1	-
Facilities Manager Early Childhood Head Start	-	-	-	1	1	-
Financial Support Specialist	-	-	-	1	1	-
Foundational Literacy Coach - Pre-K	-	-	-	5	5	-
Health Services Program Advisor	-	-	-	6	6	-
Instructional Advisor, Pre-K	-	-	-	6	6	-
IT Support Associate	-	-	-	1	1	-
Laundry Technician - Pre-K	-	-	-	4	4	-
Manager - Comprehensive Services ERSEA	-	-	-	1	1	-
Manager - Family Partnership & School Support Pre-	-	-	-	1	1	-
Manager - Pre-K Head Start Center	-	-	-	2	2	-
Manager Comprehensive Health Services Pre-K	-	-	-	1	1	-
Manager Grant Fiscal	-	-	-	1	1	-
Manager, Early Childhood	-	-	-	1	1	-
Program/Project Assistant for Pre-K	-	-	-	7	7	-
Specialist Environment Facilities Compliance PreK	-	-	-	4	4	-
Specialist Family Engagement Pre K	-	-	-	80	80	-
Talent Advisor - Pre-K	-	-	-	1	1	-
Warehouse Worker	-	-	-	4	4	-
<b>IAL Libraries in the Blend</b>	-	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	-
Project Coordinator - Libraries in the Blend	-	1	1	1	1	-
<b>IDEA Part B</b>	<b>711</b>	<b>633</b>	<b>591</b>	<b>571</b>	<b>561</b>	<b>(10)</b>
Administrative Assistant for Exceptional Children	2	2	2	1	1	-
Advisor-Physical/Occupational Therapy	1	1	1	1	1	-
Applications Support Analyst for Exception Childre	1	1	1	1	1	-
Assistant - Residential Training Center	13	13	-	-	-	-
Behavioral Specialist	20	1	1	1	1	-
Classroom Teacher Special ED	2	2	2	2	2	-
Clerical Assistant	1	1	1	1	1	-
Clerk for Exceptional Children	6	6	6	6	6	-
Coordinator - Residential Training Center	1	1	-	-	-	-
Data Info Specialist	1	1	1	1	1	-
Deaf Interpreter	12	12	12	12	12	-
Educational Asst - Special ED	494	489	461	458	448	(10)
Exceptional Children Advisor SPED	9	7	7	7	7	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Financial Support Specialist	1	1	1	-	-	-
Instructional Facilitator	4	1	2	3	3	-
Licensed Practical Nurse	24	23	23	23	23	-
Occupational Therapist	9	9	9	9	9	-
Physical Therapist	3	3	3	3	3	-
Psychologist	30	30	30	30	30	-
Regional Manager of Exceptional Children	2	2	2	2	2	-
ReSET Room Assistant	50	16	16	-	-	-
S.E.E.D Trauma Informed Practices Coach	10	-	-	-	-	-
Senior Accountant	1	1	1	1	1	-
Social Worker	13	9	9	9	9	-
Technician - Residential Training	1	1	-	-	-	-
<b>IDEA Preschool</b>	<b>5</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>-</b>
Classroom Teacher Special ED	2	2	2	2	2	-
Educational Asst - Special ED	3	4	4	4	4	-
Speech Language Pathologist Assistant	-	1	1	1	1	-
<b>Model Preschool District Grant</b>	<b>-</b>	<b>-</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>
Classroom Teacher Pre K	-	-	2	-	-	-
Educational Asst - Early Childhood	-	-	2	-	-	-
<b>MSCS Project AWARE</b>	<b>-</b>	<b>-</b>	<b>8</b>	<b>14</b>	<b>14</b>	<b>-</b>
Advisor - Social Emotional Learning	-	-	2	-	-	-
Clerical Assistant	-	-	-	3	3	-
Family Engagement Liaison	-	-	1	-	-	-
Project Aware Coordinator - MH	-	-	-	1	1	-
Regional Manager - Mental Health Center Services	-	-	-	1	1	-
SEED- Compliance Specialist	-	-	1	-	-	-
Senior Advisor - S.E.L. Compliance	-	-	1	-	-	-
Social Worker	-	-	3	9	9	-
OJJDP Reducing Risk for Girls (FY25)	-	-	-	1	1	-
Project Stand Advisor	-	-	-	1	1	-
<b>Priority Exit</b>	<b>1</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Tutoring Assistant	1	1	-	-	-	-
<b>Priority School Improvement Grant-Regular</b>	<b>34</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Educational Assistant	14	-	-	-	-	-
Instructional Coach	14	-	-	-	-	-
Instructional Support Advisor	1	-	-	-	-	-
Instructional Support Manager	1	-	-	-	-	-
Interventionist	2	-	-	-	-	-
Manager Literacy Instructional Support	1	-	-	-	-	-
Manager Science Instructional Support	1	-	-	-	-	-
<b>STEM in the Library</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Project Coordinator - Libraries in the Blend	1	-	-	-	-	-
<b>STOP Sch Violence Prev and Mental Health Training</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Special Project Assistant	1	-	-	-	-	-
<b>STOP Sch Violence Threat Assess</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Psychologist	1	-	-	-	-	-
<b>Stronger Connections Grant</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>7</b>	<b>-</b>
Behavioral Specialist	-	-	-	2	2	-
Social Worker	-	-	-	5	5	-
<b>Substance Abuse Prevention &amp; Treatment</b>	<b>-</b>	<b>29</b>	<b>26</b>	<b>1</b>	<b>1</b>	<b>-</b>
Advisor - Federal Programs (Special Populations)	-	1	-	-	-	-
Attendance Liaison	-	25	25	-	-	-
Federal Programs Specialist	-	1	-	-	-	-
Senior Advisor - S.E.L. Compliance	-	1	-	-	-	-
Special Project Coordinator	-	1	1	1	1	-
<b>Title I Part D Subpart 1 Neglected/Delinquent</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>-</b>
Federal Programs Analyst	1	2	2	1	1	-
<b>Title I, Part A, Improving Academic Achievement</b>	<b>671</b>	<b>645</b>	<b>645</b>	<b>600</b>	<b>575</b>	<b>(25)</b>
Assistant Principal High	5	4	8	10	10	-
Assistant Principal-Elementary/Middle	2	3	12	11	11	-
Behavioral Specialist	31	28	46	41	48	7
Classroom Teacher K-5	2	1	1	-	-	-
Classroom Teacher Secondary	1	1	1	1	-	(1)
Computer Lab Assistant	44	33	27	27	28	1
Educational Assistant	168	119	104	87	60	(27)
Educational Asst - Special ED	-	-	-	1	1	-
Family Engagement Liaison	29	36	39	39	39	-
Federal Programs Advisor (Programs)	1	1	1	-	-	-
Federal Programs Specialist	1	1	1	-	-	-
Graduation Coach	3	6	3	3	3	-
In-School Suspension Assistant	21	24	21	20	14	(6)
Instructional Advisor, ESL	4	6	9	9	9	-
Instructional Advisor, Literacy	2	2	2	-	-	-



Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Instructional Advisor, Mathematics	-	-	-	1	1	-
Instructional Coach	23	41	51	35	46	11
Instructional Facilitator	183	192	186	188	185	(3)
Instructional Math/Literacy Coach	-	-	-	6	6	-
Instructional Support Advisor	23	25	25	-	-	-
Interventionist	50	48	55	78	71	(7)
Manager Literacy Instructional Support	-	2	-	-	-	-
Manager Mathematics Instructional Support	1	-	-	-	-	-
Multilingual Cultural Mentor	15	15	-	-	-	-
Multilingual Cultural/Counselor	5	5	5	6	6	-
Parent Liaison	6	6	6	4	4	-
Professional Learning Advisor	9	9	9	6	6	-
Professional School Counselor	38	33	32	26	26	-
Senior Manager - Federal Programs Special Projects	-	-	-	1	1	-
Specialist - Multilingual Family	1	1	1	-	-	-
Tutoring Assistant	3	3	-	-	-	-
<b>Title II Part A Training &amp; Recruiting</b>	<b>38</b>	<b>40</b>	<b>39</b>	<b>38</b>	<b>38</b>	<b>-</b>
Advisor - Instructional	1	1	1	1	1	-
Honors Advisor	1	1	1	1	1	-
Human Resource Staffing Advisor Instructional	4	4	4	3	3	-
Instructional Advisor, Literacy	4	4	4	-	-	-
Instructional Advisor, Mathematics	5	5	5	5	5	-
Instructional Advisor, Science	2	2	2	2	2	-
Instructional Advisor, Social Studies	2	2	2	2	2	-
Instructional Coach	-	-	-	7	7	-
Instructional Support Advisor	-	2	2	-	-	-
Instructional Support Analyst 1	1	1	1	1	1	-
Manager - HR Talent & Support	1	1	1	1	1	-
PLC Advisor	3	3	3	3	3	-
Professional Learning Advisor	10	10	10	9	9	-
Research Advisor	3	1	1	2	2	-
Senior Advisor - Research	-	2	2	1	1	-
SR Advisor - HR Talent Pipelines Induction & Dev	1	1	-	-	-	-
<b>Title III Part A English Language Acquisition</b>	<b>24</b>	<b>27</b>	<b>44</b>	<b>44</b>	<b>46</b>	<b>2</b>
Instructional Advisor, ESL	-	3	-	-	-	-
Multilingual Cultural Mentor	24	24	44	44	46	2
<b>Title IV, Part A-Student Support &amp; Academic Enrich</b>	<b>14</b>	<b>13</b>	<b>13</b>	<b>2</b>	<b>2</b>	<b>-</b>
Administrative Assistant	1	1	1	1	1	-
Advisor School Operations	2	2	2	-	-	-
Director of Student Leadership	1	1	1	1	1	-
Federal Programs Advisor - Compliance	1	1	1	-	-	-
Instructional Advisor, Literacy	2	2	2	-	-	-
Senior Advisor - Attendance & Discipline	1	-	-	-	-	-
Senior Manager - Federal Programs Special Projects	1	1	1	-	-	-
Specialist - Blended Learning	5	5	5	-	-	-
<b>Title IX Homeless</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Federal Programs Specialist	1	1	-	-	-	-
Manager - Federal Programs	-	1	-	-	-	-
<b>Title X Homeless</b>	<b>-</b>	<b>-</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>-</b>
Federal Programs Advisor (Programs)	-	-	-	1	1	-
Federal Programs Specialist	-	-	1	1	1	-
Manager - Federal Programs	-	-	1	1	1	-
<b>TN All Corps</b>	<b>30</b>	<b>33</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>
Extended Learning Advisor	-	3	3	-	-	-
Tutor - All Corps Certified	10	10	-	-	-	-
Tutor - All Corps Min 12 college credit	1	1	-	-	-	-
Tutor - All Corps Non-Certified	19	19	-	-	-	-
<b>Transition School to Work</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>
Classroom Teacher Special ED	2	2	2	-	-	-
Transition Specialist	1	1	1	-	-	-
<b>Transition School to Work Grant (FY25)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3</b>	<b>3</b>	<b>-</b>
Classroom Teacher Special ED	-	-	-	2	2	-
Transition Specialist	-	-	-	1	1	-
<b>Turnaround Action Grant</b>	<b>18</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Educational Assistant	7	-	-	-	-	-
Instructional Support Manager	1	-	-	-	-	-
Interventionist	5	-	-	-	-	-
Manager Literacy Instructional Support	1	-	-	-	-	-
Manager Mathematics Instructional Support	1	-	-	-	-	-
Manager Science Instructional Support	1	-	-	-	-	-
Multilingual Cultural Mentor	1	-	-	-	-	-



## Informational

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
Vice Principal	1	-	-	-	-	-
<b>Turnaround Action Grant (TAG) 4.0</b>	-	-	-	29	-	(29)
Assistant Principal High	-	-	-	1	-	(1)
Assistant Principal-Elementary/Middle	-	-	-	1	-	(1)
Behavioral Specialist	-	-	-	2	-	(2)
Computer Lab Assistant	-	-	-	2	-	(2)
Educational Assistant	-	-	-	8	-	(8)
Family Engagement Liaison	-	-	-	3	-	(3)
In-School Suspension Assistant	-	-	-	2	-	(2)
Instructional Coach	-	-	-	4	-	(4)
Instructional Facilitator	-	-	-	3	-	(3)
Interventionist	-	-	-	3	-	(3)
<b>Turnaround Action Grant 2.0</b>	-	42	-	-	-	-
Director, iZone Instructional Support	-	1	-	-	-	-
Educational Assistant	-	20	-	-	-	-
Instructional Coach	-	8	-	-	-	-
Instructional Support Advisor	-	1	-	-	-	-
Instructional Support Manager	-	2	-	-	-	-
Interventionist	-	6	-	-	-	-
Manager Mathematics Instructional Support	-	2	-	-	-	-
Manager Science Instructional Support	-	2	-	-	-	-
<b>Turnaround Action Grant 3.0</b>	-	-	41	-	-	-
Assistant Principal High	-	-	1	-	-	-
Director, iZone Instructional Support	-	-	1	-	-	-
Educational Assistant	-	-	10	-	-	-
Instructional Coach	-	-	9	-	-	-
Instructional Support Advisor	-	-	1	-	-	-
Instructional Support Manager	-	-	2	-	-	-
Interventionist	-	-	11	-	-	-
Manager Literacy Instructional Support	-	-	2	-	-	-
Manager Mathematics Instructional Support	-	-	2	-	-	-
Manager Science Instructional Support	-	-	2	-	-	-
<b>Turnaround Pilot Plan Grant</b>	-	3	3	-	-	-
Educational Assistant	-	2	2	-	-	-
Instructional Coach	-	1	1	-	-	-
<b>WIN IN SCHOOL GRANT</b>	2	-	-	-	-	-
WIN/WFD Manager	1	-	-	-	-	-
WIN-IS Associate	1	-	-	-	-	-
<b>Grand Total</b>	<b>3,180</b>	<b>3,373</b>	<b>3,191</b>	<b>1,760</b>	<b>1,698</b>	<b>(62)</b>



MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
INTERNAL SERVICE FUNDS

Job Description	2021-2022 Actual Budget	2022-2023 Actual Budget	2023-2024 Actual Budget	2024-2025 Amended Budget	2025-2026 Proposed Budget	Variance
<b>Warehousing</b>	<b>33</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>-</b>
Assistant - Fuel Compliance	2	2	2	2	2	-
Associate - Warehouse	-	10	9	9	9	-
Director - Warehouse Operations	1	1	1	1	1	-
Graphics Specialist	1	1	1	1	1	-
Mail Clerk	4	4	4	4	4	-
Manager - Warehouse and Fulfillment Ops	1	1	1	1	1	-
Printing Specialist	6	6	6	6	6	-
Specialist Logistics and Warehouse Project	-	-	1	1	1	-
Truck Driver - CDL	8	3	3	3	3	-
Warehouse and Fulfillment Manager	1	1	1	1	1	-
Warehouse Clerk	3	-	-	-	-	-
Warehouse First Line Supervisor	2	2	2	2	2	-
Warehouseman	4	-	-	-	-	-
<b>Grand Total</b>	<b>33</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>31</b>	<b>-</b>



## XI. GLOSSARY OF TERMS

**Accounting System** – The total structure of records and procedures which discover record, classify and report information on the financial position and operations of a school district or any of its funds, balanced account groups and organizational components.

**Accrual Basis of Accounting** – To recognize revenues in the period earned and expenses in the period incurred, regardless of when the cash is received or spent.

**Accrue** – To record revenues when earned or when levies are made and to record expenditures as soon as they result in liabilities, regardless of when the revenue is received, or the payment is made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds. See also Accrual Basis of Accounting.

**Achievement School District (ASD)** – A district category in Tennessee in which the lowest performing schools can be either directly managed with state resources or by other educational operators, with the goal of increasing student achievement in those schools. The assigned task is to move the bottom 5% of schools in Tennessee to the top 25% of the schools in the state.

**Actual** – Expenditures and/or revenues realized in the past.

**Allocation** – Funds set aside or designated for specific purposes. An allocation does not authorize the expenditure of funds.

**Americans with Disabilities (ADA)** – Americans with Disabilities Act is a civil rights law that prohibits discrimination based on disability.

**Annual Budget** – A budget developed and enacted to apply to a single fiscal year.

**Annual Comprehensive Financial Report (ACFR)** – The audited annual financial report of the District, showing the financial position and results of operations for the fiscal year, along with schedules detailing other financial matters.

**Appropriation** – An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. Note: An appropriation is usually limited in amount and as to the time when it may be expended.

**Asset** – Any tangible or intangible item to which a value can be assigned. An asset can be durable such as machinery or financial such as cash, accounts receivable, due from a primary government or investments.

**Asset Acquisition** – An operating expense used for the procurement of capital assets such as land, buildings, equipment, infrastructure, and vehicles.

**Assistant/Vice Principals** – Responsible for the supervision, discipline, and monitoring of students. This individual is under the direction of the Building Principal to implement and enforce school board policies, administrative rules, and regulations.

**Audit** – An official inspection of an individual's or organization's accounts, typically by an independent body.

**Average Daily Attendance (ADA)** – the total number of student attendance divided by the total number of days in the regular school year.

**Average Daily Membership (ADM)** – how many students are enrolled in a school or district each year over a specific time period.





**Balanced Budget** – A budget developed wherein estimated revenues, including budgeted fund balance, meet or exceed budgeted expenditures.

**Base (Baseline) Budget** – An estimate of the funding required to continue existing programs at the currently budgeted level of service from one year to the next.

**Basic Education Program (BEP)** – is the previous funding formula through which the state of Tennessee education dollars is generated and distributed to Tennessee schools. BEP was replaced by the Tennessee Investment in Student Achievement (TISA) FY24.

**Benefits** – This category of spending includes the District's contribution to employee medical insurance, life insurance, social security, retirement, and unemployment compensation.

**Board Members** – The Memphis-Shelby County Board of Education governs the business operations of Memphis-Shelby County Schools and is comprised of nine Board Members representing the county (except for school districts governed by the municipalities such as Arlington and Bartlett). The Board Members appoints a Superintendent to oversee the operation of the District in accordance with the educational goals and policies it establishes.

**Bond** – A fixed income investment in which an investor loans money to the government, which borrows the funds for a defined period at a variable or fixed interest rate. Bonds are used by municipalities, states, and sovereign governments to raise money and finance a variety of projects and activities. Owners of bonds are debtholders, or creditors, of the issuer.

**Budget** – A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

**Budget Amendment** – It is a revision to the proposed budget during the fiscal year as achieved by line-item transfer.

**Budget Assumptions** – Foundational statements and expectations upon which the budget is developed.

**Budget Calendar** – A schedule of certain steps to be followed in the budgetary process and the dates by which item must be completed to comply with State and City law.

**Budgetary Control** – The control or management of the business affairs of the District in accordance with an approved budget with a responsibility to keep expenditures within the authorized amounts.

**Capital Assets** – Assets with a useful life in excess of one year and an initial cost exceeding \$5,000. Classifications include land, buildings, machinery, furniture, equipment, and construction-in-progress.

**Capital Budget** – A five-year budget for capital expenditures.

**Capital Expenditures** – An expenditure that results in the acquisition or addition to fixed assets. Capital expenditures have an anticipated useful life of more than one year and belong to land, buildings, improvements, equipment, or infrastructure. Infrastructure includes anything that would be attached to a building or structure such as boilers.

**Capital Improvement Program (CIP)** – A multi-year plan for the acquisition, expansion or rehabilitation of any element of the District's infrastructure and the proposed methods for financing the projects.

**Capital Projects Fund** – Funds used to account for financial resources that are obtained and used for the acquisition, construction, or improvement of capital facilities.



**Career and Technology Centers (CTCs)** – Provide high-quality CTE studies to high school students. Students may attend these centers for only a portion of the school day, week or year, or they may attend full time, receiving both academic and technical instruction at the center.

**Career and Technical Education (CTE)** – is a term applied to schools, institutions, and educational programs that specialize in the skilled trades, applied sciences, modern technologies, and career preparation. It was formerly (and is still commonly) called *vocational education*; however, the term has fallen out of favor with most educators.

**CARES Act** - The Coronavirus Aid, Relief, and Economic Security Act, also known as the CARES Act, is an economic stimulus bill passed by the U.S. Congress and signed into law by the President of The United States in response to the economic fallout of the COVID-19 pandemic in the United States. The spending primarily includes one-time cash payments to individual people who submit a tax return in America, increased unemployment benefits, the creation of the Paycheck Protection Program that provides forgivable loans to small businesses, funding for loans to corporations, and funding to state and local governments.

**CDC** - Center for Disease Control

**CE** – Continuing Education

**Certificated Employee** – This is a District employee that is required to possess a state credential. All regularly employed teachers, librarians and counselors are certificated employees.

**Classified Employee** – This is a District employee who is not required to possess a state credential. Examples include instructional aides, secretaries, clerks, other office staff, maintenance, and custodial workers.

**Classroom Teachers** – The role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating, and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher oversees each student's overall academic program. Additionally, ESL, CTE, and ROTC are included as classroom teachers. The only teachers this does not include are those teachers not assigned to a classroom.

**CLE** – Continuing Legal Education Credits

**Code of Federal Regulations (CFR)** – is the codification of the general and permanent rules and regulations (sometimes called administrative law) published in the Federal Register by the executive departments and agencies of the Federal Government of the United States.

**Contracted Services** – Amounts paid for services rendered by individuals and/or companies. These activities would include utility services, communication services, repair and maintenance services, rentals, cleaning services, etc.

**Coordinated School Health (CSH)** – An effective model for connecting physical, emotional, and social health with education. It consists of eight interactive components: health education, physical education, health services, nutrition services, counseling and psychological services, healthy school environment, health promotion for staff, and family/community involvement. Using this model, schools work within the family and community structure to ensure optimal health and wellness for children.

**Cost of Living Adjustment (COLA)** – An increase in salaries to offset the adverse effect of inflation on compensation.

**Cost per Pupil** – Current expenditures for a given period divided by a pupil unit of measure.



**Counselor** – Renders services to a student or group of students involving the application of principles, techniques, methods or procedures of the counseling profession, including appraisal activities, as defined by the law, counseling, consulting and referral activities.

**COVID-19** - A worldwide pandemic that began in 2019. According to the Center for Disease Control and Prevention (CDC), the “CO” stands for Corona, “VI” stands for Virus and the “D” stands for Disease. The number 19 represents the year in which the outbreak occurred.

**Creative Learning in a Unique Environment (C.L.U.E)** – An education program designed to meet the needs of academically talented and gifted students in the Memphis-Shelby County Schools.

**Debt Service** – The payment of principal and interest on loans, notes, and bonds.

**Debt Service Fund** – This fund is used to account for the accumulation of resources for, and the payment of, general long-term debt principle, interest, and related cost. Memphis-Shelby County Schools debt is issued by Shelby County Government.

**Deficit** – The excess of expenditures over revenues for a given fund during a defined accounting period.

**Department** –Organizational unit within the District.

**Depreciation** – The decrease in value of physical assets due to use and passage of time.

**District** – A school district, special-purpose district or school system which operates public elementary and secondary schools usually within a specific physical boundary.

**Dropout Rate** – The percentage of students entering the 9<sup>th</sup>-grade that dropped out of school before the end of 12<sup>th</sup> grade.

**Economically Disadvantaged Students** – Students from families who meet certain income criteria, making them eligible to receive free or reduced meals at school.

**Education Assistants** – Educational Assistants provide additional instructional support in the classroom for teachers.

**Education Information System (EIS)** – is a process to keep up with students’ data information within school districts.

**EEOC** – Equal Employment Opportunity Commission

**Effectiveness Measures** – The results and outcomes of an activity; they assist in managing resources effectively and define what resulted from a job task.

**Efficiency Measures** – The relationship between business performance and resources such as manpower; these measures assist in managing whether a task was completed with the minimum expenditure of time and effort.

**Elementary and Secondary School Emergency Relief (ESSER)** - Funds established as part of the **Education Stabilization Fund in the CARES Act**. State educational agencies (SEAs) will award subgrants to local educational agencies (LEAs) to address the impact that the Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the Nation.

**Elementary School** – A school classified as elementary by the State and local practice and composed of any span of grades not above grade six. Memphis-Shelby County Schools’ grade structure currently includes students in grades Pre-K through 5.



**Employee benefits** – Amounts paid by the District on behalf of employees. These amounts are not included in the employees' gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, is part of the cost of personnel services. May include health and life insurance and may include payments to which employees or former employees may be entitled under a pension plan, including death and unemployment benefits.

**Encumbrance** – Obligation in the form of purchase orders or contracts that are chargeable to an appropriation and for which a part of the appropriation is reserved. Encumbrances are eliminated when paid or when an actual liability is set up.

**Encumbrance Accounting** – A system or procedure which involves giving recognition in the accounting budgetary expenditure control records for the issuance of purchase orders, statements or other commitments chargeable to an appropriation in advance of any liability or payment.

**English as a Second Language (ESL)** – A traditional term for the use or study of the English language by non-native speakers in an English-speaking environment.

**English for Speakers of Other Languages (ESOL)** – The program's overarching standard is that students will use English to communicate and demonstrate academic, social, and cultural understanding.

**English Language Learners (ELL)** – Non-English-speaking students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

**Enrollment** – The number of students enrolled at a school based on the 20th day attendance period.

**Enterprise Resource Planning (ERP)** – Enterprise Resource Planning is business process management software that allows an organization to use a system of integrated applications to manage the business and automate many back-office functions related to technology, services, and human resources.

**Equipment** – Those moveable items used for school operations that are of a non-expendable and mechanical nature (i.e., perform an operation). Heating and air conditioning systems, lighting fixtures and similar items permanently fixed to or within a building are considered as part of the building.

**Equity (Funding)** – Students with the same types of needs get the same amount of funding, regardless of which school they attend.

**Estimated Revenue** – When the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether it is all to be collected during the period.

**Every Student Succeeds Act (ESSA)** – Federal Law which replaces the No Child Left Behind (NCLB) and requires states to incorporate nonacademic factors into their accountability systems which could help promote a broader vision of school success that extends beyond traditional measures, such as standardized-test scores.

**Expenditures** – The incurrence of an actual liability in accordance with the District's authority.

**Facility Condition Index (FCI)** – This index is a measure of a building's condition. A higher index indicates worsening conditions of a building. The calculation is equal to Total Dollars of Building Repair + Upgrades + Renewal Needs/ the Current Replacement Value of the Building Components. A zero to 5% FCI demonstrates a building in good condition; a 5-10% FCI indicates a building in fair condition; a 10 – 30% FCI indicates a building in poor condition. The firms used to determine FCI are the following: O.T. Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects, and All World Project Management.



**Fair Labor Standards Act (FLSA)** – A Federal law that governs the payment of minimum wages, overtime rates, compensatory time, record keeping of hours worked and other criteria for non-exempt employees, including governmental employees.

**Family Resource Centers (FRCs)** – Family Resource Centers offer parent education classes, child development activities, parent-to-parent support groups, afterschool and academic enrichment, GED and literacy instruction, health information, referrals and many other programs, activities, and services. These services are modified and added to, depending on the needs and desires of local families.

**FEMA** – Federal Emergency Management Association

**Financial Accounting Standards Board (FASB)** – The FASB defines GAAP for private sector entities. Occasionally, GASB and FASB make FASB standards applicable to National, State or local governments.

**Fiduciary Fund** – Fiduciary funds contain resources held by a government but belonging to individuals or entities other than the government.

**Fiscal Capacity** – The County's ability to pay based upon its tax base (sales, property). The fiscal capacity is expressed as an index measure, which is a proportion of the total fiscal capacity for all counties.

**Fiscal Year** – A consecutive twelve-month period designated as the operating year by an entity. For Memphis-Shelby County Schools, the fiscal year begins July 1 and ends June 30 of the following calendar year.

**Flexibility** – different decisions around how resources can be allocated and used to address specific students.

**Free/Reduced Price Meals** – Children from families who meet certain income criteria are eligible to receive free or reduced meals at school.

**Full-Time Equivalent (FTE)** – A measure of the effective number of authorized positions, indicating the percentage of time a position or group of positions is funded. An FTE of 1.00 is usually equal to 2,080 hours of work per year. (During a leap year, an FTE of 1.00 is equal to 2,088 hours of work per year.)

**Fund** – An accounting entity with a self-balancing set of accounts recording cash/or other resources together with all related liabilities, obligations, reserves, and equities which are segregated for specific activities or objectives.

**Fund Balance** – A term used to express the equity (excess of assets minus liabilities) of governmental fund types and trust funds.

**Fund Balance: Assigned** – a. Intended use established by highest level of decision-making b. Intended use established by body designated for that purpose. c. Intended use established by official designated for that purpose.

**Fund Balance: Non-spendable** – a. Portion of net resources that cannot be spent because of their form. b. Portion of net resources that cannot be spent because they must be maintained intact.

**Fund Balance: Restricted** – a. Limitations imposed by creditors, grantors, contributors, or laws and regulations of other governments. b. Limitations imposed by law through constitutional provisions or enabling legislation.

**Fund Balance: Unassigned** – The portion of the excess funds which has no legal commitments or formal designations by the Board for future funding needs.





**Funded Staff Level** – Number of full-time positions funded in the budget.

**Furniture & Equipment** – Expenditures for furniture, furnishings, athletic equipment and other equipment.

**General Educational Development (GED)** – (informally termed the “General Equivalency Diploma” generally taken by students who have not completed high school.) A student attends GED classes to receive a high school equivalency certificate.

**General Fund** – A fund used to account for all monies received and disbursed for general government purposes including all assets, liabilities, reserves, fund balances, revenues and expenditures which are not accounted for in any other fund.

**General Fund Expenditures** –Discretionary salaries and other expenses from the General Fund.

**Generally Accepted Accounting Principles (GAAP)** – These are nationally recognized uniform principles, standards and guidelines for financial accounting and reporting, governing the form and content of financial statements of an entity.

**Goals and Objectives** – Defined measurable activities to be completed within the current budget.

**Government Finance Officers Association (GFOA)** – Is a professional association of approximately 20,312 state, provincial, and local government finance officers in the United States, British Columbia, and Canada. GFOA is headquartered in downtown Chicago.

**Governmental Accounting Standards Board (GASB)** – The oversight body that establishes governmental GAAP, equivalent to the private sector FASB.

**Governmental Funds** – Funds used to account for most typical governmental functions; the acquisition, use and balances of the District’s expendable financial resources are accounted for through governmental funds. The three types of governmental funds used in the District are the General Fund, Capital Projects Fund.

**Grade Level** – Grade-level proficiency means the grade-specific published objectives for learning skill. proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

**Graduation Rate** – This is a federally required benchmark which calculates the percent of on-time graduates with a regular high school diploma. GED and Special Education diplomas are not allowed to count as a regular high school diploma under regulations from the U.S. Department of Education.

**Health Insurance Portability and Accountability Act (HIPAA)** – The Health Insurance Portability and Accountability Act was enacted by the U.S. Congress in 1996. The act provides a privacy rule creating national standards to protect personal health information.

**Heating, Ventilation and Air Conditioning (HVAC)** – HVAC systems control the ambient environment (temperature, humidity, air flow, and air filtering) and must be planned for and operated along with other data center components such as computing hardware, cabling, data storage, fire protection, physical security systems and power. The selection of an HVAC contractor is an important step in planning a data center.

**High Priority School/School System** – A high priority school/school system is one that has missed the same federal benchmark for more than one consecutive year. The different levels of high priority schools/systems are School Improvement 1, School Improvement 2, Corrective Action, Restructuring 1, Restructuring 2 and SEA/LEA Reconstitution Plan.





**Highly Qualified Teacher** – Any public elementary or secondary school teacher who holds at least a bachelor's degree, is fully-licensed in Tennessee, and submits the required documents to demonstrate competency in the content area(s) being taught.

**IDEA, Part B Federal Allocation** – Since the enactment of the original legislation called Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-21) with disabilities receive special education and related services under Part B of IDEA.

**Independent Audit** – An audit conducted by certified public accounting (CPA) auditors who are independent of the District.

**Individualized Education Plan (IEP)** – Individualized Education Plan is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.

**Instruction** – The activities dealing directly with the teaching of students or improving the quality of teaching.

**Internal Control** – The development and management of the accounting system regarding: (1) the safeguarding of assets against loss from unauthorized use or disposition; and (2) the reliability of financial records for preparing financial statements and maintaining accountability over assets.

**Internal Services Fund** – A fund established to finance and account for services and commodities furnished by one department to another department within the same governmental unit on a cost-reimbursement basis.

**K-12 Enrollment** – The number of K-12 students enrolled at a school based on the 20th day attendance period.

**Liability** – Debt or other legal obligations resulting from past transactions which must be liquidated, renewed, or refunded at some future date.

**Licensed Practical Nurse (LPN)** – A person who has graduated from an accredited school of nursing and has become licensed to provide basic nursing care under the supervision of a physician or registered nurse.

**Limited English Proficient Students** – Tennessee students speak more than 140 languages. For these many students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school and are designed to address such challenges. See more at: <https://www.tn.gov/education/topic/english-learners#sthash.MAiFKbk.dpuf>.

**Line Item** – An account for recording specific revenues or expenditures within a fund or function; several "line item" accounts may be summarized in an expenditure category or "major object."

**Local Education Agency (LEA)** – 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.

**Local Shared Revenue** - Revenue received from Shelby County Government.

**Maintenance of Effort (MOE)** – (TCA § 49-2-203; TCA § 49-3-314) No local government can reduce its budgeted amount of local revenue for schools unless there is a decrease in student enrollment. "MOE" generally refers to a requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEAs) or school districts, demonstrate that the level of State and local funding remains constant from year to year.



**Major Funds** – A fund is considered major if it is the primary operating fund of the Board and meets the following criteria: a. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least 10% of the corresponding total for all funds of that category or type, and b. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least five percent of the corresponding total for all funds. Major funds are organized into three major categories: governmental, proprietary, and fiduciary.

**Measures of Effective Teaching (MET)** – Measures designed to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

**Memorandum of Understanding (MOU)** – A legal document outlining the terms and details of an agreement between parties, including each parties' requirements and responsibilities.

**Memphis-Shelby County Education Association (M-SCEA)** – The professional organization representing teachers, mental health employees, education support professionals (ESPs), and other educators in the Memphis-Shelby County Schools.

**MSCS** - Memphis-Shelby County Schools

**Middle School** – A school offering education to students spanning both elementary and secondary levels. Memphis-Shelby County Schools includes students in grades 6, 7 and 8.

**Millage Rate** – The rate or percentage applied to the proposed assessed value to determine the taxes owed during the year. One mill is one thousandth. The calculation is .001 multiplied by the assessed value of the home. One mill will cost a homeowner of a \$100,000 home \$100 per year in tax.

**Minority and Disadvantaged Women Business Enterprises M/DWBEs** – A Disadvantaged/Minority/ Women Business Enterprise is a for-profit small business concern, as defined in 49 CFR, Parts 23 and 26 owned by: a citizen or lawful permanent resident of the United States who is a minority, a woman or disadvantaged individual that represents themselves to be members of their designated group and possess majority ownership and control of a small business enterprise. The purpose of most local government D/M/WBE programs is to increase participation by disadvantaged, minority, and women-owned business enterprise firms in the purchase of goods and services.

**Mission** – A clear, concise statement of broad purpose for a department or division.

**Modified Accrual Accounting** – A basis of accounting, required for use by governmental funds, in which revenues are recognized in the period in which they become available and measurable and expenditures are recognized at the time a liability is incurred pursuant to appropriation authority.

**Municipality** – A political unit, such as a city, town, or village, incorporated for local self-government; a body of officials appointed to manage the business of a local political unit. In this document, the term usually refers to the six other school district municipalities within Shelby County, TN including: Arlington, Bartlett, Collierville, Germantown, Millington, and Lakeland.

**Music, Arts, and Physical Education Teachers (MAPS)** – Elementary teachers who specialized in one of the three listed. Although MAPS teachers in elementary are distinct, they are still counted in staffing formula per school, student to teacher ratio.

**MWSBE** – Minority, Women-Owned and Small Business Enterprise

**No Child Left Behind (NCLB)** – A federal Law that requires schools to have 100 percent proficiency among students in math, reading and language arts as of fiscal year 2014. The schools also had to meet graduation and attendance standards.



**Non-Major Fund** – Non-major funds should be reported in the aggregate in a separate column.

**Number of Students** – Average daily count of students enrolled, which is generally referred to as the Average Daily Membership or ADM. The ADM is used to determine the amount of State funding each system receives.

**Object Code** – A budget or accounting category that defines the resources to be applied to specific types of inputs such as personnel, travel, tools or supplies.

**Objective** – A measurable statement of the actual results that a program expects to achieve in support of a stated goal.

**Observed Score** – A student's observed score is the score reported for the student when he or she was tested.

**Operating Budget** – This is a plan of current expenditures and the proposed means of financing them; the annual appropriation to maintain the provision of Memphis-Shelby County Schools' educational services.

**OSHA (Occupational Safety and Health Administration)** – Monitors the adherence of Federal health and safety regulations in the workplace in order to reduce job injuries.

**Other Objects** – Amounts paid for goods and services not otherwise classified such as staff development, travel when staff members travel to/from training and any supplies or material that are a part of the cost of providing the training.

**Other Post-Employment Benefits (OPEB)** – Benefits (other than pensions) that U.S. state and local governments provide to their retired employees. These benefits principally involve health care benefits, but also may include life insurance, disability, legal and other services. Retired employees of the District receiving benefits through the District's program may participate in post-employment benefits.

**Per Pupil Expenditure (Local, State and Federal)** – This is the total current operating expenditures on a per pupil basis. Some examples are instructional materials, maintenance, and transportation.

**Performance Measures** – Data collected to determine how well a service center, function or program is achieving its goals and objectives.

**Position Control Budget** – The number of authorized positions funded by the Operating Budget.

**Positive Behavior Intervention and Supports (PBIS)** – Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

**Pre-Kindergarten Enrollment** – The number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

**Principal** – Implements and enforces school board policies, administrative rules and regulations. Each school has one principal position budgeted in fiscal year 2016-17.

**Professional Learning Communities (PLC)** – A coaching model used in the Teacher and Leader Effectiveness program.

**Professional Services** – Services, which by their nature, can be performed only by persons or firms with specialized skills and knowledge. Services are purchased to operate, repair, maintain and rent property owned or used by the District. These services are performed by persons other than District



employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

**Program** – A specific and distinguishable unit of work or service performed.

**Program Budget** – A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget further defines function to subject area when necessary.

**Promotion** – Those students who are promoted to the next grade each year.

**Property Maintenance Services** – Amounts paid for repairs and maintenance for equipment not covered by Board contract, rental fees and utilities for all locations in the District.

**Proposed Budget** – A plan of financial operation, legally approved by the Board, to provide an estimate of expenditures for a given fiscal year and a proposed means of financing them.

**Proprietary Funds** – Funds used to account for the District's ongoing activities that are similar to businesses found in the private sector. These funds are considered self-supporting in that the services rendered by them are generally financed through user charges or on a cost reimbursement basis. The District has one type of Proprietary Fund – the Internal Service Fund.

**Qualified School Construction Bond (QSCB)** – Authorized by the federal government through the American Recovery and Reinvestment Act (ARRA) of 2009. The bonds provide federal tax credits for bondholders in lieu of interest in order to significantly reduce an issuer's cost of borrowing.

**Quality Zone Academy Bonds (QZAB)** – Federal grant for qualified schools as a provision of the tax code that provides a source of funding that may be used for new construction.

**Reserve Officer Training Corps (R.O.T.C)** – Develop professional officers who have varied educational backgrounds in major fields of interest and have the professional knowledge and standards needed for future growth.

**Resolution** – An official enactment by the Shelby County Board of Education to establish legal authority for Memphis-Shelby County School officials to obligate or to expend funds.

**Revenue** – Funds that the District receives as income to support expenditures.

**Risk Management** – The group manages a program for Memphis-Shelby County Schools' employees who may have been injured or become ill because of their jobs.

**Salaries** – Amounts paid to both permanent and temporary District employees, including personnel substituting for those in permanent positions. This includes gross salary for personnel services rendered while on the payroll of the District.

**SCBE** – Shelby County Board of Education

**School** – A division of the school system consisting of a group of pupils composed of one or more teachers to give instruction of a defined type and housed in a school plant of one or more buildings.

**School Type** – Specified schools such as Alternative, Career/Tech, Traditional, iZone, Charter, ASD and Municipal. Traditional and iZone schools are considered neighborhood schools for FY2015-16.

**Science, Technology, Engineering, Arts and Math (STEAM)** – Engages students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art, and Math.



**Science, Technology, Engineering and Math (STEM)** – A curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering, and mathematics — in an interdisciplinary and applied approach.

**SCS** – Shelby County Schools

**Senior High School** – This is a school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same systems. Memphis-Shelby County Schools' high school grade structure currently includes students in grades 9 through 12.

**Shelby County Board of Education** - The Shelby County Board of Education (SCBE) governs the business operations and budget of Memphis-Shelby County Schools (MSCS.) SCBE is comprised of nine (9) elected commissioners representing a geographical district of Shelby County, excluding municipalities that have created their own school districts.

**Single Audit Act** –Federal law requiring a comprehensive district-wide audit of all Federal financial assistance.

**Southern Association of Colleges and Schools (SACS)** – Accredited elementary, middle, and high schools based on rigorous standards for school improvement that focus on student performance.

**SLM** – Spanish Language Material

**Special Revenue Funds** – A fund used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes.

**Specific, Measurable, Achievable, Relevant, and Time-Based Goal (SMART)** – Performance goals that are established by department annually.

**Special Education (SPED) Services** – Special education services that assist children, youth, and adults with disabilities to be academically and socially successful life-long learners.

**Square Footage** – Measured length and width of the building, including boiler rooms and other usable space. This does not include portables and outside lands.

**Standards Aligned System** – A comprehensive, researched-based resource to improve student achievement.

**Standard Operation Procedure (SOP)** –guidelines set by respective Divisions.

**Statute** – A written law passed by the State legislature enacted to prescribe conduct, appropriate public monies and, in general, promote public welfare.

**Student-based Budgeting (SBB)** – A funding model that allocates school level budget based on different student needs.

**Student-Body Activities** – Services for public school pupils, such as interscholastic athletics, entertainments, 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.

**Student Capacity** – Refers to programmatic capacity, which is a measure of how much general education K-12 students will fit in a building. It considers all the space used by SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, there is an assumption that 1,000 students can fit in that building. However, this is not the case. There are various uses that take up classroom space that cannot be used by the general K-12 enrollment (baseline enrollment). What is





measured is how many general education students can fit into a school comfortably with the academic programs operating at their best.

**Student/Teacher Ratio** – The ratio is calculated by the number of students assigned in a school based on staffing formula per grade level from K to 12 which allocates the number of teachers.

**Students with Disabilities (SWD)** – Students with Disabilities means children or students who require special education because of: autism; communication disorders; deaf, blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.

**Surplus** – The amount by which government income exceeds spending.

**Suspension** – A student who is not allowed to attend school for a period not greater than ten days, but who remains as a part of the school.

**Summer School** – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term. Tuition is charged to participants of a summer school program.

**Supplies** – The account class that includes articles and items that are consumed or materially altered when used by operating activities, such as office supplies, maintenance parts and minor equipment.

**Supplies & Materials** – Amounts paid for items that are consumed, worn out or items that lose their identity through fabrication or incorporation into different or more complete units or substances.

**TCA** – Tennessee Code Annotated (Tennessee Statutory Law)

**TDOE** – Tennessee Department of Education

**Teacher & Leader Effectiveness Program (TLE)** – A program which focuses on what it takes to attract, develop, and retain a world-class corps of educators.

**Teacher Permits** – Permission granted to a local school system to employ temporarily a degreed individual who does not hold a valid license when the school system is unable to obtain the services of a qualified teacher for the grade or subject area in which a vacancy exists.

**Teacher Waivers** – The teacher is licensed but teaching out of his or her field because no other certified teacher is available to teach that subject.

**Technology Student Association (TSA)** – A national, non-profit organization of middle and high school students who are engaged in science, technology, engineering, and mathematics (STEM).

**Tennessee Investment in Student Achievement (TISA)** – The new public-school funding formula through which the state of Tennessee education dollars are generated and distributed. TISA replaced the 30-year-old Basic Education Plan (BEP).

**Tennessee Value-Added Assessment System (TVAAS)** – One method used to measure the influence of a district or school on the academic progress rates of individual students or groups of students and teachers from year-to-year.

**The New Teacher Project (TNTP)** – A national nonprofit committed to ending the injustice of educational inequality. Founded by teachers in 1997, TNTP works with schools, districts, and states to provide excellent teachers to the students who need them most and advance policies and practices that ensure effective teaching in every classroom.





**Title I Allocation** – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

**TOA** – A theory of action is a coordinated method for delivering high quality instruction. It is a coherent set of strategies that shall ensure academic rigor and maximize student learning at all levels by shaping management goals, policies, strategic planning, and budgets.

**Travel** – Costs of transportation, meals, lodging and other expenses associated with traveling on business for the District.

**United States Code (USC)** – The USC is the general and permanent federal laws of the United States.

**Utilization** – This is a rate calculated by taking the Baseline Enrollment / Programmatic Capacity. Baseline enrollment includes Pre-K. The capacity utilization rate is a metric used to measure the rate at which potential output levels are being met or used. Displayed as a percentage, capacity utilization levels give insight into the overall slack that is in the school at a given point in time.

**Value-Added** – Value-added measures student progress within a grade and subject, which demonstrates the influence the school has on the students' performance. This reporting provides diagnostic information for improving educational opportunities for students at all achievement levels.

**WFTEADA** – Weighted Full-time Equivalent Average Daily Attendance. When calculating the weighted full time equivalent average daily attendance (WFTEADA), an average is used of the highest two months of the first three months for grades K-12 average daily attendance. The State Department of Education applies unique weights to each K-12 grade level, each vocational program coursework, and special education students based on the high level of service required in the self-contained classrooms. This weight is multiplied on the average enrollment to determine the WFTEADA enrollment. The WFTEADA for each local education agency (LEA) within a county is then given a percentage or split of the total county WFTEADA. All county revenues are then allocated to each LEA based on their district's percentage for that school year.

**WFTEADM** – Weighted Full-time Equivalency Average Daily Membership (Student Enrollment)



## **XII. HELPFUL LINKS**

### **CARES Act**

<https://home.treasury.gov/policy-issues/cares>

### **Elementary and Secondary School Emergency Relief Fund (ESSER)**

<https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

### **Greater Memphis Chamber**

<http://www.memphischamber.com/>

### **Measures of Effective Teaching**

<https://usprogram.gatesfoundation.org/News-and-Insights/Articles/Measures-of-Effective-Teaching-Project>

### **Memphis-Shelby County Education Association**

<http://mscea.org/>

### **Shelby County Board of Education**

<http://www.scsk12.org/board/>

### **Shelby County Government**

<http://shelbycountyttn.gov>

### **Tennessee Advisory Commission on Intergovernmental Relations (TACIR)**

<https://www.tn.gov/tacir/>

### **Tennessee Department of Education**

<https://www.tn.gov/education.html>

### **Tennessee Department of Education State Report Card**

<https://tdepublicschools.ondemand.sas.com/district/00792>

### **Tennessee Department of Education TVAAS web page**

<https://tvaas.sas.com/welcome.html?as=c>

### **Tennessee Investment in Student Achievement (TISA)**

<https://www.tn.gov/education/best-for-all/tnedufunding.html>

### **U.S. Department of Education**

<https://www.ed.gov/>



## **Board of Education**

Joyce Dorse Coleman, *Chair*

Stephanie Love, *Vice Chair*

Amber Huett-Garcia

Michelle Robinson McKissack

Natalie McKinney

Towanna Murphy

Tamarques Porter

Sable Otey

Keith Williams

160 Glenn Rogers Sr. Street  
Memphis, TN 38112  
[www.scsk12.org](http://www.scsk12.org)

**Dr. Roderick Richmond, Interim Superintendent**

Memphis-Shelby County Schools offers educational and employment opportunities without regard to race, color, religion, sex, creed, age, disability, national origin, or genetic information.