

FY 2023-2024

# PROPOSED BUDGET



## 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 include 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.



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 2022–2023.

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



  
John W. Hutchison  
President

  
Siobhán McMahon, CAE  
Chief Operations Officer/  
Interim Executive Director

# Shelby County Schools Fiscal Year 2023-24 FAST FACTS

## District Facts

# 211

School Location Sites



Schools	140
Elementary Schools	76
Middle Schools	37
High Schools	27
Alternative Programs	8
Career & Technology Centers	4
Charter Schools	54
Special Education	3
Adult	1
Virtual	1

**National Board Certified Teachers**



# 81



### Educators

Teachers	6,379
Principals	157
Assistant Principals	230

## Student Facts



# 115,239

Student Enrollment  
(projected for 23-24)

MSCS (90,337) Charter (19,422) Pre-K (5,480)



### Students' Ethnic Distribution 2022-2023 School Year

African-American	80,334
Caucasian	6,558
Hispanic	17,378
Asian-Pacific Islander	1,202
Multiracial	3,825

FY 2024 ALL Funds  
Budget

# \$1.9 Billion

# \$16,782

 per pupil expenditures

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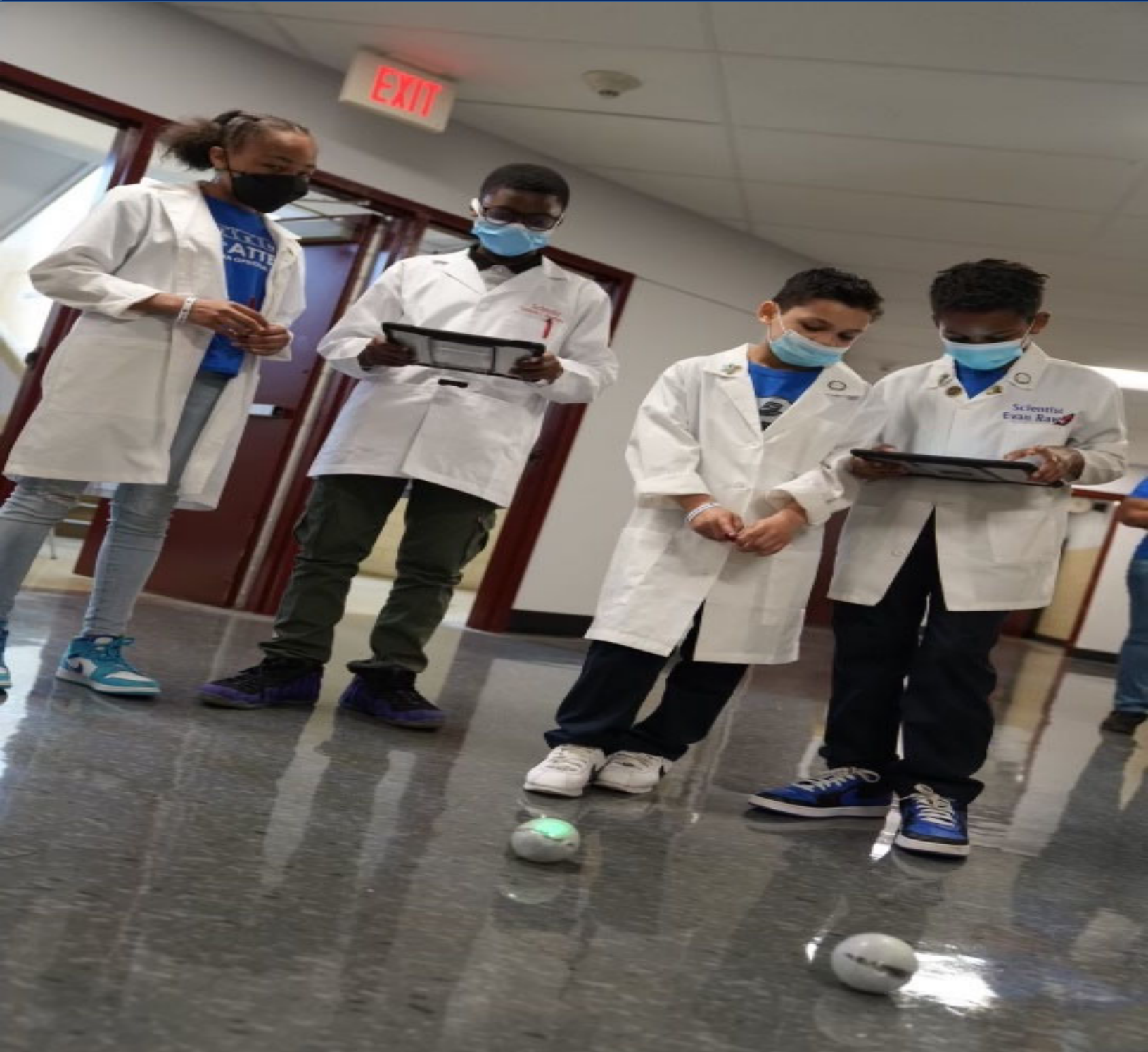
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# EXECUTIVE SUMMARY



FY 2024 District Proposed Budget



## Executive Summary

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This section includes the following information:

- I. Memphis-Shelby County Board of Education
- II. Administration
- III. Profile of Memphis-Shelby County Schools - The School District
- IV. Profile of Shelby County, Tennessee
- V. Executive Highlights
  - i. MSCS Strategic Beliefs, Priorities and Goals
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    - G. Internal Service Funds





# Executive Summary

## I. MEMPHIS-SHELBY COUNTY BOARD OF EDUCATION

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.





## Executive Summary

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### BOARD MEMBERS

### DISTRICT

Ms. Michelle Robinson McKissack

I

Ms. Althea Greene – Chair

II

Ms. Stephanie P. Love

III

Mr. Kevin Woods

IV

Ms. Sheleah Harris – Vice-Chair

V

Mr. Keith Williams

VI

Mr. Frank Johnson

VII

Ms. Amber Garcia

VIII

Ms. Joyce Dorse Coleman

IX

Regular Business Meetings of the Memphis-Shelby County Board of Education are held at the Francis E. Coe Administration Building, 160 S. Hollywood Street, at 5:30 p.m. on the final Tuesday of each month. The Board holds Work Sessions on Tuesdays one week prior to all regular business meetings. All Memphis-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.



## Executive Summary

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### II. ADMINISTRATION

Interim Superintendent	Tutional Williams
Chief Internal Auditor	Leon Pattman
General Counsel and Chief Legal Officer	Kenneth M. Walker II
Chief of Staff	Patrice Thomas
Chief of Academics	Jaron Carson
Deputy Superintendent of Schools and Academic Support	Dr. Angela Whitelaw
Chief of Academic Operations and School Support	Shawn Page
Chief of Business Operations	Julius Muse
Chief of Communications	Dr. Carolyn Stout
Interim Chief Financial Officer	Tito Langston
Chief of Human Resources	Quintin Robinson
Chief Information Officer	Lakshmi Visvanathan
Chief of Student, Family and Community Affairs	Dr. Lori Phillips
Chief of Safety & Security	Carolyn Jackson

### 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 115,239 students in school year 2023-24. The District encompasses a portfolio of school options for students and parents, including traditional schools, charter schools, optional schools and programs, college, career, and technology education (CCTE) centers, special education (SPED) centers, and alternative schools. In fiscal school year 2022-23, MSCS had 289 pre-kindergarten classrooms; 30 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.



## Executive Summary

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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 2023-24, based on historical trends ASD schools are projected to serve approximately 6,832 students in Shelby County. There were 54 charter schools authorized by Memphis-Shelby County Schools in the school year 2022-23; that number is projected to remain the same for school year 2023-24. In January 2022, Shelby County School Board 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 2023-2024, the District's budget enrollment for Traditional, Charter, and ASD schools is 109,760 students in grades kindergarten through grade 12: including Pre-K 5,480 to total 115,239.





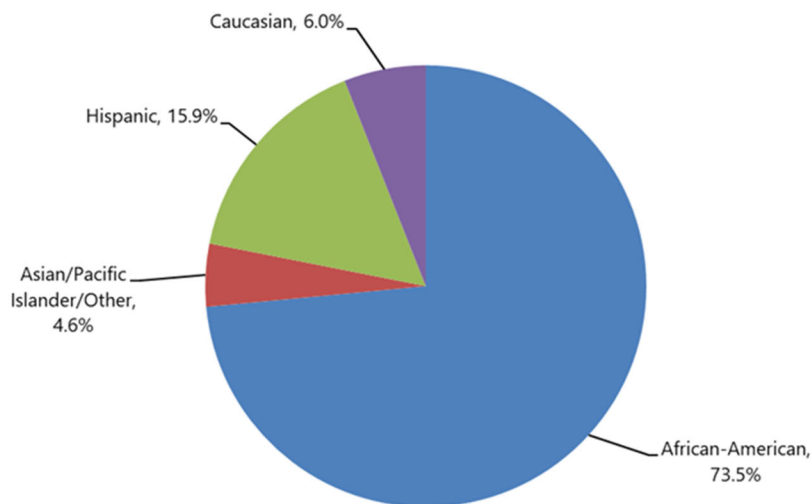
## Executive Summary

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The District’s academic indicators for school year 2020-21 are not reported. The District met the criteria for 80% participation on the TCAP, therefore, the District was Held Harmless for 2020-21. The absence of this data is explained on the Tennessee Department of Education’s Report Card website, “As a result of COVID-19 and subsequent school closures, very few tests were completed across the state during the 2019-20 school year. Any assessment data collected prior to closures has been returned to each school district to support their instructional planning. However, due to the extraordinary circumstances from the previous school year, and due to the United States Department of Education and the Tennessee General Assembly waiving the federal and state assessment and accountability requirements for the data from the 2019-20 school year, this data will not be made publicly available.”

However, the Tennessee Department of Education Report Card website also reported in part, “Finance data, enrollment information, and basic school and District information are still available to view on the 2022 Report Card.”

Based upon enrollment figures as reported by the Tennessee State Department of Education, the District’s student demographics during school year 2022-23 were 73.5% African American, 6% Caucasian, 15.9% Hispanic, 3.5% Multiracial and 1% other races and nationalities. The chart below represents the District’s student demographics for school year 2022-23 per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card data FY2022-23



## Executive Summary

The below chart 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		
	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22	2019-20	2020-21	2021-22
Enrollment*	107,272	106,988	102,219	82,214	78,224	77,479	44,248	43,273	44,185	59,880	57,991	58,859
Number of Schools	202	215	222	160	160	174	79	79	74	84	84	91
Charter Schools	57	57	54	28	28	31	5	5	6	1	1	1
Economically Disadvantaged Students (%)	64,149 (59.8%)	65,584 (61.3%)	58,264.83 (57%)	36,433 (44.3%)	32,228 (41.2%)	27,118 (35%)	15,664 (35.4%)	15,362 (35.5%)	12,372 (28%)	16,527 (27.6%)	15,310 (26.4%)	12,360 (21%)
English Language Learners (%)	7,938 (7.4%)	12,625 (11.80%)	13,288.47 (13%)	13,812 (16.8%)	20,495 (26.2%)	20,919 (27%)	2,743 (6.20%)	4,284 (9.9%)	4,860 (11%)	2,843 (4.8%)	4,581 (7.9%)	4,709 (8%)
Students with Disabilities (%)	12,233 (11.5%)	12,304 (11.5%)	10,221.9 (10%)	10,688 (13%)	9,700 (12.40%)	9,297 (12%)	5,664 (12.8%)	5,539 (12.8%)	5,744 (13%)	8,204 (13.7%)	8,235 (14.2%)	8,240 (14%)
Chronically Out of School	18.60%	19%	26%	16.00%	16.00%	29.70%	11.40%	19.70%	20.90%	16.10%	16.60%	27.00%
Suspension Rate	12.50%	12.50%	8.20%	9.30%	9.30%	7.80%	7.60%	7.60%	5.60%	6.60%	6.60%	6.70%
TVAAS Literacy	Level 1	Level 1	Level 5	Level 4	Level 4	Level 5	Level 5	Level 5	Level 1	Level 5	Level 5	Level 1
TVAAS Numeracy	Level 1	Level 1	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5	Level 1	Level 1	Level 1	Level 1
Graduation Rate	79.30%	77.70%	80.10%	82.40%	82.30%	81.60%	86.90%	87%	89%	91.20%	91%	90%
Average ACT Score	17.8	17.8	16.3	18.9	18.9	17.7	19.9	19.9	19.5	21.4	21.4	20.2

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

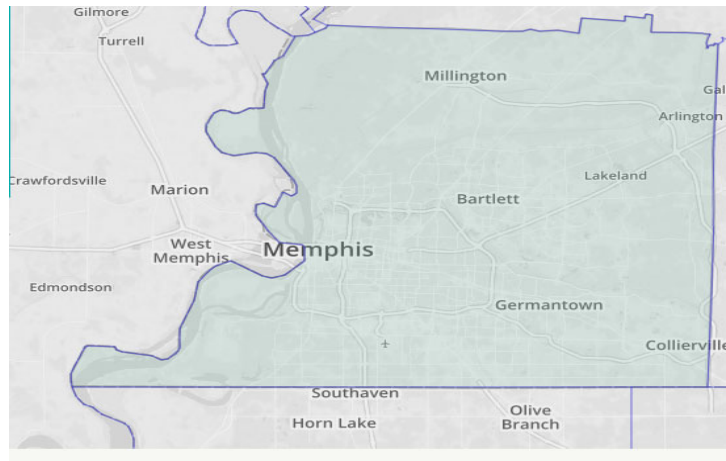




## Executive Summary

### 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 includes seven incorporated municipalities: Arlington, Bartlett, Collierville, Germantown, Lakeland, Memphis, and Millington. The County’s 2010 population was 927,644 with the 2021 population 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.



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 and Caucasian with respective estimated percentages of 53% and 34% in 2021, the latest data available from the U.S. Census Bureau. The Hispanic population was estimated to be approximately 7% in 2021. 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 2021, Shelby’s overall poverty rate exceeded the state and the US. Additionally, Shelby’s child poverty rate of 24% was 7 percentage points higher than the US at 17% and 6 percentage points higher than Tennessee at 18%.

KEY ECONOMIC INDICATOR 2021	Shelby County	Tennessee	US
Per Capita Income	\$34,374	\$33,904	\$38,332
Median Household Income	54,841	\$59,695	\$69,717
Children below Poverty Line (%)	24%	18%	17%

*US Census Bureau (2020)*

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



## Executive Summary

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 workforces and economies in the County and the City. The below chart encompasses data through 2019 and the unemployment chart reflects 2021 data.

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2021	2010	2021	2010	2021
High School Graduates (%)	84.9%	89.6%	81.2%	87.2%	82.5%	89.6%
College Degree Graduates (%)	27.8%	34.3%	22.5%	28.3%	22.7%	28.7%
People below Poverty Line (%)	19.7%	17.9%	25.4%	22.6%	16.5%	14.6%

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

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

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2022	2010	2022	2010	2022
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 Shelby County, the percentage of high school graduates at 89.6% was 2.4% higher than that of the City of Memphis in 2021. In the same year, the percentage of Shelby’s residents who are college graduates was at 34.3% or 4 percentage points higher than that of the City of Memphis. 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.



## Executive Summary

### V. EXECUTIVE HIGHLIGHTS

#### i. MSCS Strategic Beliefs, Priorities and Goals

#### OFFICE OF THE INTERIM SUPERINTENDENT

160 S. Hollywood Street • Memphis, TN 38112 • (901) 416-5000 • Fax (901) 416-5578 • www.scskl2.org



Memphis-Shelby County Schools has created a data-driven culture that serves as the backdrop for strategic decision-making and informed solution-based decisions. The information gleaned from data, research-based strategies, and performance outcomes provides our District with amazing opportunities to offer high-quality educational options to every student.

A key staple within our rich data-driven culture is the identification and analyzation of Key Performance Indicators (KPIs). These indicators are steeped in trends and practices that offer a roadmap leading to areas of opportunity that influence the advancement of our students.

When thinking of our mission which is to prepare all students for success in learning, leadership, and life, it is important to acknowledge our pursuit in closing achievement gaps and our commitment to move from a District of intervention to innovation.

The implementation of three strategic initiatives will help advance our efforts to achieve our goals. The initiatives are:

**Strategic Initiative 1:** Strengthen Early Literacy (K-2) and Continuing Literacy (3-12)

If our students are going to be successful, they must be strong readers. This is why we are enhancing initiatives to strengthen early literacy in kindergarten through second grade, and continued literacy in grades 3-12.

**Strategic Initiative 2:** Recruit, Retain, Immerse, and Entrench

We aim to recruit and retain the best District leaders and teachers in the nation, immerse them in professional development to embrace and teach foundational literacy skills, and entrench them in the community and classroom.

**Strategic Initiative 3:** Relevant, Rigorous, and Equitable Academics

We are creating relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

This report, and the information contained therein, is a reminder of our areas of success and areas of growth. We are encouraged by the gains achieved during this past academic school year and intend to continue to pursue our ambitious and aggressive plans to ensure the success of the Memphis-Shelby County Schools students.

Our aim is to enhance the lives of those we serve, and as we continue to implement strategies that boost student productivity, we will experience a foreseeable future of continued growth and success.

Sincerely,

**Tutorial "Toni" Williams**

Interim Superintendent

Memphis-Shelby County Schools



## Executive Summary

# MSCS ACADEMIC LIFELINE FRAMEWORK


In 2015, then Shelby County Schools (SCS now Memphis-Shelby County Schools or MSCS) announced a 10-year strategic plan, Destination 2025, designed to improve the quality of public education and create a more knowledgeable, productive workforce. According to Destination 2025, by 2025, 80 percent of seniors will be college- and career-ready; 90 percent of students will earn their high school diploma on time; and 100% of college- and career-ready graduates will enroll in a postsecondary opportunity. MSCS remains committed to these goals, but also recognizes the need to act decisively due to the educational gaps revealed during the COVID-19 pandemic. Moving forward, the district will preserve the spirit of Destination 2025, while reimagining the key commitments that will drive the work, serving all students within the MSCS portfolio, in an updated vision called “**Reimagining 901.**” In our FY24 proposed budget the District will move from reimagining 901 to “**Transforming the 901.**”

Transforming Education	Transforming Schools	Transforming Communities
 <ul style="list-style-type: none"> <li>• Lower Adult-Student Ratios</li> <li>• Transformative Professional Development               <ul style="list-style-type: none"> <li>• Wraparound Supports</li> </ul> </li> <li>• High-Quality Opportunities</li> </ul>	 <ul style="list-style-type: none"> <li>• New 21<sup>st</sup>-Century Structures</li> <li>• Renovated Athletic Facilities</li> <li>• Investments in Efficiency and Safety               <ul style="list-style-type: none"> <li>• Upgraded Infrastructure</li> </ul> </li> </ul>	 <ul style="list-style-type: none"> <li>• Enhanced Strategic Partnerships</li> <li>• Adult Literacy and Family Support               <ul style="list-style-type: none"> <li>• Community Growth and Development</li> </ul> </li> <li>• Maximizing Surplus Properties</li> </ul>


## TRANSFORMATIONAL CATEGORIES

The following categories of focus will support MSCS in a transformation aligned with **Transforming the 901** to support district improvement:


### Academics

 Provide all MSCS students with access to consistent, high-quality instruction and personalized supports delivered by teachers with knowledge of content and the standards.


### School Leadership

 Increase recruitment, coaching, and professional development of new and experienced school leaders to develop their skills as turnaround leaders.

### Teachers

 Attract, develop, support, and retain high quality teachers across the district, particularly in high-need schools.

### Students Engaged and Ready to Learn

 Deliver targeted support to address non-academic needs, such as social-emotional, mental, and physical health and wellbeing to help children be more ready to learn.

### Urgency of the Situation

Collaborate with the school communities to make necessary changes and improvement in high-need and turnaround schools.



### Families and Alumni as Partners

Empower and equip families and alumni to become informed advocates for the students.

## GUIDING PRINCIPLES

**Transforming the 901** is built upon the following guiding principles that are central to this work:

Community Input / Buy-In

Grounding in Student Achievement

Embracing Values and Beliefs

Continuous Improvement

System-Wide Equity

Commitment & Respect

Effective Communication and Transparency

Collective Action with Stakeholder Input



## Executive Summary

### TIMELINE OF PREVIOUS STRATEGIC PLANNING EFFORTS

As MSCS continues to learn from the past, the district is committed to reimagining the future of our students. Listed below are key events that have occurred in MSCS that had a significant impact on the progress of implementing key initiatives with consistency so far.

The Achievement School District (ASD) was created to assume authority over a segment of the lowest performing schools in Tennessee.

2011

Families and students experienced the exodus of six suburban towns from the newly consolidated Shelby County Schools system.

2014

The Tennessee General Assembly made a critical decision that the spring test results would not be used against students, teachers, and public-school districts. They agreed that the test results would only count if it benefited students, educators, and districts.

2018

The merger of Memphis City Schools, with 103,000 students, and Shelby County Schools, with 47,000 students, was the largest school district consolidation in American history.

2013

State education officials approved new English and math standards (Common Core Standards for Tennessee). The TNReady Assessment was canceled for elementary and middle school grades.

2016

The COVID-19 Pandemic required MSCS to alter in-person schooling.

2020

### FAULT LINES: AREAS OF OPPORTUNITY FOR MSCS

The following metrics are the greatest areas of opportunity and growth for MSCS. These needs were identified by district leaders and will be monitored closely.

#### Academic Achievement

- TCAP achievement rates are improving but are below State norms.
- Chronic out-of-school rates have recently increased and are well above State norms.
- District average daily attendance rate by 20-day periods have decreased in comparison to the previous year.

#### Culture and Climate

- On the Panorama Student Perception Survey, Classroom Engagement and Learning Strategies received unfavorable responses from the 6-8 and 9-12 grade bands.

#### Diversity, Equity, and Inclusion

- AP courses participation disparities persist across race/ethnicity and economic status.
- On-time completion rates in English I disparities persist for Hispanic students.

#### Graduation and College/Career Readiness

- ACT composites are and have been below average.
- ACT college ready rates are and have been below average.
- Graduation rates have been stagnant recently.
- Disparities persist in graduation rates between female and male students.
- Ready graduate rates have improved but are below State norms.
- MSCS students' industry recognized credentials increased from 174 in 2016-17 to 6,697 in 2021-22. Thus, revealing MSCS's untapped capacity to generate 10,000 industry recognized credentials in 2022-23.

#### Professional Development

- Teacher vacancies on the first day of school were lower than in the previous year.



## GOALS & VISION MOVING FORWARD



### Transitioning from Fault Lines to Vision

Shelby County, Tennessee, is a diverse, thriving community of more than one million citizens. Shelby county's population has increased nearly 10% in a decade. Driving such growth, there is a county-wide commitment to literacy and education which began in 2021.







Memphis-Shelby County Schools (a new name given to the reimagined District) has leveraged federal stimulus funding, local government dollars, and the commitment of the business and philanthropic communities. Memphis-Shelby County Schools has embarked on a journey to ensure that all students in the MSCS portfolio are performing on grade level by the time they enter middle school, graduating nearly all students who entered high school, and preparing graduates for success in college and careers.



*"The year is 2030, not even ten years from now"*








### Vision

To build a stronger 901, by 2030 schools will:

-  Serve as a staple of the community by promoting pride and building the history of 901.
-  Bring people together and help establish strong, trusting relationships.
-  Provide safe environments for learning.
-  Attract families and businesses which boost the economy and become community hubs.
-  Help students, parents, and teachers connect more easily.
-  Help develop students into leaders, who then, in turn, stay in the community and continue to build and nurture families and businesses.

### Goals

Overall arching goals:

-  Increase and improve student achievement and growth by using effective and transformational strategies
-  Implement foreign language immersion opportunities for all students
-  Maximize digital 1:1 access
-  Connect students to the broader community
-  Improve learning facilities through new buildings and strategic combinations
-  Enhance community partnerships
-  Strengthen connections between District-run schools and charter schools, and share lessons from charter schools' best practices



## KEY INITIATIVE 1: STRENGTHEN EARLY LITERACY AND CONTINUING LITERACY

As part of the strategic plan, the board and the administrative team selected three Key Initiatives that will guide progress. The first Key Initiative centers around literacy and strengthening literacy both for early learning (Grades PK-2) and beyond (Grades 3-12).

### Why Literacy?

Literacy is vital to every child's education. Because the ability to read and write efficiently will greatly inform a child's future, it is imperative students are offered high-quality educational options that will improve their chances to succeed. Conversely, poor literacy acquisition may have negative effects that extend well beyond the school years. Learning deficits could have emotional and social impacts, lead to financial burdens, and impede college or career opportunities once a student graduates from high school.

### Early Literacy









MSCS's early literacy strategies are focused on preparing teachers to teach students how to decode letters and sounds, create meaning as words are strung together in sentences, and then comprehend the concepts and ideas embedded in written text. Letter awareness, sound sensitivity, and phonological and phonemic awareness are critical aspects of teaching students to read.

### Continuing Literacy

A focus on continuing literacy beyond Grade 3 will ensure students develop the capacity to make meaning, apply critical thinking skills, and retain knowledge from any type of complex text so that they reach their fullest potential in secondary schools, institutions of higher education, and the workforce.

### STRATEGIES

MSCS's vision for improved literacy instruction relies on teacher preparation to support students in increasing their literacy development. MSCS has outlined the following strategies to ensure success in this Key Initiative:

-  Reduce adult-to-student ratio in K-12 English Language Arts
-  Engage deeply in the work of foundational reading skills instruction
-  Support literacy through virtual education and flawless logistics
-  Build teacher capacity to understand how children learn to read
-  Expose students and parents to the foundational tools of literacy
-  Ensure literacy-rich environments and learning opportunities for students
-  Provide consistent, intensive, and personalized tutoring
-  Plan a new and improved Summer Learning Academy for 2022-2023 school year

## Grade-Level-Specific Literacy Supports

MSCS recently introduced district-wide initiatives that include the following components to support students, teachers, and leaders in delivering and receiving high quality instruction strategically designed to meet the cognitive demands of the literacy standards.

### Elementary Supports

- 3<sup>rd</sup> Grade Commitment Team
- Ready Reading student workbooks
- Reading Prescriptions
- i-Ready
- Literacy Laureates
- Literacy Rich Environments Model
- Instructional & Educational Advisors
- Monthly professional learning for Specialized Education Assistants

### Middle School Supports

- Senior Reading Advisors to execute Reading Horizons
- Reading Prescriptions
- i-Ready
- Ready Reading student workbooks
- ELA Question Bank
- Directed Teaching Model

### High School Supports

- Senior Reading Advisors to execute Reading Horizons
- Reading Prescriptions
- Edgenuity
- FLVS students and teacher resources
- Common Lit student and teacher resources
- Directed Teaching Model



## KEY INITIATIVE 2: RECRUIT, RETAIN, IMMERSE, ENTRENCH

The second Key Initiative centers around strategic recruitment, induction, sustaining, and engagement so MSCS can retain high-quality faculty, staff, and administrators. This initiative will help foster a diverse, engaged, and passionate workforce through professional engagement and community development.

### Recruitment

MSCS HR recognize the importance of leveraging multiple strategies to attract and recruit individuals into the education profession. Our recruitment strategic plan includes heavy participation in key activities which are essential in creating a positive work environment and strengthening our employees' commitment to the MSCS culture of excellence. These strategies advance the District's goal of becoming an 'employer of choice.'

### Induction










The MSCS HR Office of Induction and Development has implemented the Teacher Comprehensive Induction Program (TCIP) that begins with all new hires attending the New Teacher Academy (NTA) prior to starting in any MSCS school or workplace. The TCIP also includes wraparound induction supports in partnership with our partner EPPS.

### Sustain and Engage

MSCS will ensure that there is intentionality in ensuring that high-impact strategies are implemented to sustain (strengthen/support) employees so they can be retained. As a critical lever within the overall talent strategy, the teacher retention component includes intensive leader development and retention accountability at the school level (retention and workplace culture/climate data). MSCS HR will work publicize a multitude of district level employee wraparound service offerings to equip leaders with tools to address wellness and engagement needs.

### STRATEGIES

Faculty, staff, and administrator recruitment initiatives should ensure students have access to high-quality, diverse, and motivated educators. The following strategies will support MSCS in this initiative:

-  Maximize existing partnerships with teacher residency programs like Teach for America
-  "Grow-Our-Own" teacher and principal pipelines
-  Provide mentoring and support for employees to obtain licensure and post-secondary degrees
-  Identify professionals in other fields who wish to change careers to become teachers
-  Create teaching pipelines that start with existing MSCS students
-  Reduce adult-to-student ratios in K-2 classrooms
-  Expand partnerships with education training programs at local colleges and universities
-  Create central office pathways for current MSCS employees seeking a principalship or other administrative opportunity
-  Create innovative strategies to communicate wellness and engagement supports to all employees

### Examples of Key Activities (\*ESSER FUNDED)

#### Strategic Recruitment

- Enhanced Attraction and Marketing Strategy: Teach Today, Reach Tomorrow Campaign \*\*
- Residency Partnerships (TFA, MTR, and Aspiring Teachers Program Relay)
- TDOE Grow Your Own Programs
- MSCS Special Education and Spanish Teacher Pipeline \*\*
- CTE Teaching as a Profession High School Pipeline (dual enrollment)\*\*
- School Leader Pipeline Programs\*\*

#### Comprehensive Induction

- New Teacher Academy (all employees)\*\*
- 1:1 Mentoring Program (enhanced investment in mentoring stipends, supports and accountability)\*\*
- Aspiring Teacher Program Induction Supports (Permit check-ins, Praxis and EdTPA tutoring/supports)\*\*
- Monthly Mentor and School Leader mandatory PD \*\*

#### Sustain and Engagement

- Retention Task Force (Cross-functional team dedicated to driving the direction/accountability of the overall retention strategy)
- Leadership Retention Support PD and Targeted Cohort
- Induction and Retention Plan required for all schools (Leader Guide Provided by HR)
- Total Rewards (Employee Wellness, Engagement and Wraparound Support Plan)





### KEY INITIATIVE 3: RELEVANT, RIGOROUS, AND EQUITABLE ACADEMICS

The third Key Initiative centers around preparing students with 21<sup>st</sup> Century skills and ensuring they are college- or career-ready in our current global environment. Importantly, this Key Initiative requires MSCS to evolve and innovate alongside modern industry and post-secondary institutions.

#### Student Engagement

To instill a love of learning in our students, MSCS will ensure that the students will connect to the relevance in what they are learning, how they are learning, and where they are learning. Instructional content will support students in their learning and will connect closely to the world around them. Notably, students will engage in "global classroom," an idea that classrooms can be more than the four walls of a building, and learning can extend beyond school boundaries. Traditional classroom learning can limit a student's access to a variety of programs and courses, particularly at the secondary level.

#### Family Engagement









MSCS will work to maximize the agency that families have in their student's learning and overall academic trajectory. The goal of MSCS is to ensure all four-year-old children have access to quality Pre-K by the 2031-32 school year.

#### Upgrades & Redesign

Major building projects will support this district initiative. Learning spaces across the district will be updated or redesigned to create high-quality school facilities.

#### STRATEGIES

Teaching and instructional initiatives should create learning spaces that provide equitable, relevant, and rigorous education for all students in the MSCS portfolio. The following strategies will support MSCS in this initiative:

-  Expanded emphasis on social-emotional learning and attendance supports
-  Enhance community engagement supports
-  Expand opportunities for creativity, arts curriculum, theater, and performance
-  Increase the effectiveness of and access to English language instruction
-  Create innovative high school programming and expand access to advanced courses
-  Enhance ACT preparation opportunities for students pursuing post-secondary education
-  Develop transition programs for Elementary-to-Middle and Middle-to-High School
-  Expand access to digital devices to create equity in technology

#### Instructional Innovation

- Expand student access to a diverse selection of virtual course offerings
- Expand outdoor Learning Spaces
- Expand the Foreign Language program
- Expand the Theatre and Visual Arts program
- Elementary to Middle and Middle to High School Transition Program

#### Innovative Initiatives

##### Community Engagement

- Provide academic and non-academic wraparound services to support students and families in under-resourced communities
- Build a strategic focus on challenges and solutions for recruiting new students, retaining current students, and reclaiming students who have left MSCS managed schools

##### College and Career Readiness

- Expand access to advanced academic offerings
- Expand access to College, Career, and Technical Education programs of study
- Expand internship and apprenticeship opportunities for students.
- Enhanced student preparedness for and access to post-secondary opportunities.



## ACCOUNTABILITY



### Building a Data-Driven Decision-Making Culture

- MSCS leaders will engage school and district-level staff in building a districtwide culture of inquiry that values the use of data for sound decision-making.
- MSCS will engage in discovering the power of data for promoting student growth and achievement.
- Data-driven decision-making will be based on gathering data to understand if a school or district is meeting its purpose and vision.
- MSCS leaders will review data in quarterly STAT meetings, Stock Take meetings, and the ongoing review of dashboards.

*“As the strategies are implemented, accountability will move to the next level.”*

### Data Meetings

MSCS leadership has planned the following data meetings to be held across the district. Data meetings will ensure that district and school leadership and staff are held accountable for student learning.

#### Superintendent's Academic Leadership Team (SALT)

**Goal:** The Executive Leadership Team will utilize the SALT meeting forum as an opportunity to examine instructional data to understand who's succeeding in MSCS, who's not, and why.

#### Cabinet Leaders Sessions

**Goal:** Chief of Staff will utilize the stat sessions with Cabinet Leaders each week to discuss the top ten strategies to ensure that we have Return on Investment with key strategies.

#### Audit/Finance Meeting

**Goal:** Chief of Finance will update the Superintendent and board monthly using the structure of the Audit/Finance meeting to discuss key strategies associated with ESSER.

#### STAT Meetings

**Goal:** The Deputy Superintendent along with the Chief Academic Officer, Chief of Schools, and the Executive Director of Accountability will review data and action steps in quarterly STAT Meetings.

#### School Walks

**Goal:** The Deputy Superintendent along with the Chief Academic Officer, Chief of Schools, and the Executive Director of Accountability will conduct school walks.

#### Data Week

**Goal:** ILDs and principals will participate monthly in "Data Week" to review school-wide data.



## Executive Summary


### EXPECTED YEAR OVER YEAR OUTCOMES

Indicator	State 2018-2019	MSCS 2018-2019	State 2019-2020	MSCS 2019-2020	State 2020-2021	MSCS 2020-2021	Milepost 2024-2025	Goal 2030
Students graduate on time.	89.7%	79.3%	89.6%	77.7%	89.9%	77.7%	82.0%	90.0%
Students earn Tennessee's Ready Graduate designation.	40.7%	20.9%	40.5%	20.7%	39.7%	23.0%	45.0%	80.0%
Students read on grade level before entering middle school.	35.5%	24.3%	37.6%	23.4%	31.4%	14.7%	40.0%	74.0%
Students' math skills are on grade level before entering middle school.	45.4%	34.5%	37.4%	18.2%	32.2%	9.8%	35.0%	70.0%


**Success in MSCS comes from the strategic action taken by all District Stakeholders as we work together.**

**The following appendix provides a look at the comprehensive, strategic map of our Lifeline Initiative Framework.**



 **SPRING 2022 TCAP RESULTS**  
 ACADEMIC PROFICIENCY SCORES FOR MEMPHIS-SHELBY COUNTY SCHOOLS, THE  
 ACHIEVEMENT SCHOOL DISTRICT AND THE STATE OF TENNESSEE.

**ACADEMIC PROFICIENCY SCORES**

	ELA	MATH
	<b>22%</b>	<b>13%</b>
<b>ASD (STATE-RUN)</b>	<b>9%</b>	<b>6%</b>
<b>TN</b>	<b>36%</b>	<b>30%</b>



**OUR STRATEGIC FRAMEWORK IS ALREADY SHOWING RESULTS. MSCS STUDENTS ARE GROWING, OVERCOMING LEARNING LOSS, AND ACHIEVING IN MATH AND READING ACROSS ALL GRADE BANDS.**



## Ready Graduates

	2019-2020		2020-2021		Change From 2020
	Number of Ready Graduates	Ready Graduate Rate	Number of Ready Graduates	Ready Graduate Rate	Change in Ready Graduate Rate
<b>All Students</b>	1,669	<b>20.7</b>	1,790	<b>23.0</b>	2.3
Black or African American	1,159	<b>18.1</b>	1,268	<b>20.7</b>	2.6
Economically Disadvantaged	663	<b>13.5</b>	809	<b>17.0</b>	3.5
English Learners with Transitional 1-4	32	<b>5.0</b>	43	<b>7.6</b>	2.6
Non-Economically Disadvantaged	1,006	<b>31.8</b>	981	<b>32.4</b>	0.6
Non-English Learners	1,637	<b>22.0</b>	1,747	<b>24.2</b>	2.2
Non-Students with Disabilities	1,623	<b>23.5</b>	1,734	<b>26.0</b>	2.5
Students with Disabilities	46	<b>3.9</b>	56	<b>5.0</b>	1.1





## Executive Summary

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### Key Initiative One:

#### Strengthening Early K-2 & Continuing Literacy 3-12

- **Aligned to Reimagining Education**
- **SMART Goal and KPIs:**

By the end of the 2022-23 school year, MSCS will increase literacy for all students through rigorous professional learning for teachers, 1:1 coaching support to bolster foundational literacy instruction, and the use of high-quality instructional materials and high yield literacy strategies aligned to the needs of all student subgroups, grounded in the science of reading. This will be evidenced by the following Key Performance Indicators:

- % of K-8 students achieving on-track or mastery in quarterly literacy diagnostics
- % of 3<sup>rd</sup> Grade Students achieving Meeting Expectations or Exceeding Expectations on 2023 TCAP
- % of K-2 teachers supported by Instructional Literacy Advisors
- % of K-2 teachers exhibiting instructional growth according to Early Literacy Walkthrough Tool
- % of ELA teachers attaining TVAAS level 3, 4 or 5 by the end of the school year
- % of students recommended for tutoring enrolled in MSCS tutoring opportunities

### Foundational Literacy Skills

**Strategy: Increase literacy subgroup performance through the use of high-quality instructional materials and the implementation of high yield literacy strategies.**

#### Performance Metric:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS across subgroups on English Language Arts TCAP assessment
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

#### Expected Outcomes:

- Accelerate academic growth and achievement across subgroups in ELA
- Reduce the number of students in the below and approaching categories across subgroups



## Executive Summary

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**Strategy: Provide Literacy Instructional Advisors resources to support K - 2 teachers with the implementation of foundational skills.**

**Performance Metrics:**

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS across subgroups on English Language Arts TCAP ACH assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts by 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

**Expected Outcomes:**

- Accelerate academic growth and achievement through the adoption of standards-based and skill-based instructional materials in English Language Arts
- Accelerate academic growth and achievement for all student subgroups

**Strategy: Reduce student to adult ratio and increase student support in all K-2 classrooms.**

**Performance Metrics:**

By the end of school year 2022 – 2023, the district will:

- Increase in student mastery (Target: 6-7% increase in Met and Exceeded for students in 3<sup>rd</sup> grade on TCAP ACH by 2022-23)
- Increase in academic performance on K-2 formative assessments
- Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)
- Improve culture and climate (K-2 student discipline, Panorama Student Survey results)

**Expected Outcomes:**

- Support the implementation of small group instruction and intervention
- Increase enrollment in Memphis-Shelby County Schools
- Support Implement small group instruction and intervention
- Reduce unemployment
- Contribute to reducing the poverty rate

### English Language Arts Supports

**Strategy: Utilize 17 Reading Advisors to support literacy instruction in identified middle and high schools for students struggling in reading and language arts.**

**Performance Metrics:**

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts by 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points
- Achieve a pre-test to post-test gain of 20 percentage points on the Reading Horizons diagnostic for high school students
- Gain an average of 100 lexiles from pre-test to post-test on Reading Horizons diagnostic for high school students



## Executive Summary

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### Expected Outcomes:

- Accelerate academic growth and achievement of standards-based and skill-based instructional materials in English Language Arts
- Accelerate academic growth and achievement for students with disabilities

**Strategy: Utilize Learning Loss Coaches to support instruction throughout the district by focusing on standards-based instruction and modeling for teachers throughout the district.**

### Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

### Expected Outcomes:

- Increase teacher capacity to plan and deliver instruction informed by whole group, small group, and one-on-one setting best practices in each grade band (PreK-5, 6-8, 9-12)
- Increase teacher capacity to present students with performance-based objectives informed by the demands of state standards
- Increase teacher capacity to leverage curriculum-driven opportunities to make sense of unfamiliar general and domain specific academic vocabulary

**Strategy: Accelerate academic growth and achievement through the adoption of standards-based and skill-based instructional materials in English Language Arts.**

### Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Increase to a TVAAS Level 4 on English Language Arts TCAP assessments
- Increase the percentage of students achieving Met and Exceeded performance on English Language Arts TCAP assessments by at least 6-7 percentage points
- Increase in performance on ESSA accountability measures for students with disabilities who are identified as at-risk or below grade level

### Expected Outcomes:

- Increase in school, student, and district performance
- Increase of skills mastery

## Virtual Education and Logistics

**Strategy: Implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms.**

### Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Increase in student achievement by 6-7 percentage points in Reading Language Arts
- Increase access to courses by 10 percentage points





## Executive Summary

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### Expected Outcomes:

- Expand online coursework
- Increase equity of access to a diversity of coursework
- Increase ready graduates and post-secondary attainment rates
- Decrease future textbook costs

### Build Teacher Capacity

**Strategy: Build teacher capacity by providing multi-tiered professional development (Content Academy - K-12, Instructional Practices, Foundational Skills) to support teachers, school leaders and parents/guardians in their individual and collective effort to promote early literacy (K-2) and continuing literacy (grades 3-12) development.**

### Performance Metrics:

By the end of school year 2022 – 2023, the district will:

- Achieve at least Level 4 TVAAS on English Language Arts TCAP Assessment
- Increase in percentage of students achieving Met and Exceeded performance on English Language Arts by 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

### Expected Outcomes:

- Increase teacher capacity to plan and deliver instruction informed by whole group, small group, and one-on-one setting best practices in each grade band (PreK-5, 6-8, 9-12)
- Increase teacher capacity to present students with performance-based objectives informed by the demands of state standards
- Increase teacher capacity to leverage curriculum-driven opportunities to make sense of unfamiliar general and domain specific academic vocabulary

### Expose Students and Parents to the foundational tools of literacy

**Strategy: Strengthen student and parent knowledge of the foundational tools of literacy through engagement in quarterly parent sessions.**

### Performance Metrics:

By the end of 2022 – 2023 school year, the district will:

- Provide at least 4 (quarterly) opportunities for parents to engage in sessions centered on foundational tools of literacy
- Increase the percentage of K-2 students "On Track" in ELA at least by 6-7 percentage points on the universal screener benchmark from Fall 2022 to Spring 2023
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic

### Expected Outcomes:

- Increase at-home literacy support by empowering parents to utilize foundational literacy tools
- Increase summative data on the universal screener
- Decrease literacy learning loss created by COVID-19 school closures



## Executive Summary

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### Ensure literacy rich environments and learning opportunities for students

**Strategy:** Ensure literacy-rich environments are viable in K-2 classrooms to stimulate all students to participate in authentic language and literacy activities.

**Performance Metrics:**

By the end of school year 2022 – 2023, the district will:

- Designate a literacy-rich model classroom in every elementary and K-8 school
- Increase the percentage of K-2 students “On Track” in ELA on the universal screener benchmark by at least 6-7% from Fall 2022 to Spring 2023
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic

**Expected Outcomes:**

- Increase number of students immersed in language-and literacy-rich environments and learning experiences
- Increase opportunities for students to build and practice literacy skills in meaningful ways
- Increase teacher implementation of instructional best practices in literacy
- Increase summative data on the universal screener
- Decrease literacy learning loss created by COVID-19 school closures

### High Dosage, Low Ratio Tutoring

**Strategy:** Implement/offer a 1:10 tutor/student ratio for before and after school tutoring for grades K-12.

**Performance Metrics:**

By the end of the 2022 – 2023 school year, the district will:

- Increase 6-7 percentage points on pre and post assessments using i-Ready diagnostic, EOC, and ACT testing for elementary, middle, and high school students in the bottom 20% with a 95% participation rate
- Increase 6-7 percentage points on pre and post assessments using i-Ready diagnostic, EOC, and ACT testing for elementary, middle, and high school students with a participation rate of 95% participation

**Expected Outcomes:**

- Increase student achievement/growth in elementary, middle, and high
- Close the learning gaps created by COVID closures

**Strategy:** Implement high dosage/low ratio tutoring during the school day (offer a 1:3 tutor/student ratio).

**Performance Metrics:**

By the end of the 2022-23 school year, the district will:

- Increase by 6-7 percentage points on pre and post assessment results for elementary and middle students in the bottom 15% who meet tutoring participation criteria

**Expected Outcomes:**

- Increase student achievement and growth in elementary, middle, and high
- Close the learning gaps created by COVID closures



## Executive Summary

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### Summer Learning Academy

**Strategy: Implement Summer Learning Academy by providing a minimum of 4 weeks of additional reading instruction as well as intervention.**

**Performance Metrics:**

By the end of the 2022 – 2023 school year, the district will:

- Increase student mastery by 6-7 percentage points on the Summer Learning Academy pre and post assessment, for students who attend at least 95% of the program

**Expected Outcomes:**

- Increase mastery of prerequisite skills
- Increase summative data (TCAP) performance (student, school, and district)

### Key Initiative Two:

#### Recruit, Retain, Immerse, and Entrench

- Aligned to Reimagining Education
- Aligned to Reimagining Schools
- SMARTIE Goal and KPIs:

By the end of the 2022-23 School year, all MSCS students, in every school will receive high quality instruction, from a qualified, well-supported teacher in a school building led by a principal selected and trained in the principles of equity and inclusion. This will be evidenced by the following Key Performance Indicators:

- % of teachers attaining a TVAAS level 3, 4 or 5 based on student growth
- # of End of Course Tested subject vacancies by school (9-12)
- # of K-2 vacancies by school
- # instances of progressive discipline (K-2)
- % Increase in annual Insight (Teacher) and Panorama (Student) culture and climate surveys
- % Teachers retained from end of school year 2022-23 to start of school year 2023-24
- # MSCS Principal Pipeline cohort graduates
- % of Principal Pipeline cohort graduates who attain school leadership roles for school year 2023-24



## Executive Summary

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### Initiative 2: Recruit, Retain, Immerse, and Entrench

Prior to the COVID-19 Pandemic, national estimates indicated that within the first five years of teaching, 40-50% of teachers leave the field for several reasons. These alarming figures have skyrocketed because of the pandemic. In schools that serve students of extreme poverty demographics across the U.S., the attrition rate for teachers averages up to 55%. At the National level, fewer than 1% of teachers receive an adequate comprehensive induction into the field of education, which allows them to work collaboratively with other teachers.

To effectively meet and exceed our academic goals, there must be a systemic human capital strategy that addresses personnel needs throughout the employee life cycle. The Memphis-Shelby County Schools Department of Human Resources will lead the charge in close partnership with school and district leaders focusing on strategic **recruitment, induction, sustaining, and engagement (RISE)**. These facets must be fully addressed and require full ownership from and accountability from all MSCS leaders/employs so the district can attract and retain high-quality faculty, staff, and administrators. This initiative will help foster a diverse, engaged, and passionate workforce through professional engagement and community development.

#### Recruitment

MSCS HR recognizes the importance of leveraging multiple strategies to attract and recruit individuals to serve in the district as an educator. Our recruitment strategic plan includes heavy participation in key activities which are essential in creating a positive work environment and strengthening our employees' commitment to the MSCS culture of excellence. These strategies advance the district's goal of becoming an "employer of choice." As we reimagine our schools and programs, we are also reimagining the type of professional that steps into our classrooms. MSCS is committed to recruiting a diverse talent pool that mirrors our community and has a strong commitment to meeting our students' needs.

#### Induction

The MSCS HR Office of Induction and Development has implemented the Teacher Comprehensive Induction Program (TCIP) that begins with all new hires attending the New Teacher Academy (NTA) prior to starting in any MSCS school or workplace. The TCIP also includes wraparound induction support in partnership with our partner EPPS.

#### Sustain

MSCS will ensure that high-impact employee development strategies are implemented to sustain (strengthen/support) and retain high quality teachers, staff, and leaders. As a critical lever within the overall talent strategy, the teacher retention component includes intensive leader development and retention accountability at the school level (retention and workplace culture/climate data). All teachers, staff and leaders will also be strengthened by way of robust professional development that begins with comprehensive induction, ongoing professional development, and targeted support. The goal is to develop our staff in a manner that ensures that they embrace and teach foundational literacy skills as well as contribute to the community and classroom.

#### Engage

MSCS HR will lead the implementation of a multifaceted district level employee wraparound service model that has various offerings to equip leaders with tools to address employee wellness and engagement needs. In addition, schools and departments will develop and implement yearly site-based engagement plans that include their efforts to engage employees throughout the school year. This facet will be measured on the principal's evaluation from multiple metrics (Insight Data, Panorama Engagement Data, Retention Data, TEAM Evaluation and NIE Evaluation).



## Executive Summary

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### Examples of Key Activities:

- 1. Innovative Recruitment Efforts**
  - a. Enhanced Marketing Strategy
  - b. Strategic Compensation Strategy
  - c. Special Education and Spanish Licensure Initiative
  - d. Para-Pro Testing Launch (2022-23)
  - e. Substitute Teacher Initiative
  - f. Retired Teacher/Adjunct Professor Recruitment
  
- 2. District Induction Overhaul**
  - a. Teacher Comprehensive Induction Program (TCIP)
  - b. New Teacher Academy
  - c. Leader and Mentor Monthly PD (Including MSCS Induction and Retention Leader Guide)
  - d. Targeted support for high attrition schools/leaders
  - e. Central Office Employee Induction Program (EIP)
  
- 3. Pipelines and Partnerships**
  - a. TN GYO Partnership
  - b. MSCS Aspiring Teachers Program (Relay Residency)
  - c. Teach for America
  - d. Memphis Teacher Residency
  - e. EPP Collaboratives (Student and Practicum Teachers)
  - f. Memphis Teachers of Excellence (High School Pipeline)
  
- 4. Central Office Pathways (PL&S Department)**
  - a. School leader pipeline, school immersion opportunities for central office personnel

### Academic Strategy: Strategic Teacher Retention & Establishing Sustainable Teacher Recruitment Models

**Strategy:** Implement and expand a variety of strategies designed to recruit and retain the best district leaders and teachers in the nation, immerse them in professional development to embrace and teach.

#### Performance Metrics:

- Decrease the average days to fill position rates by May 2023 from 30 to 15 workdays by implementing a refined ATS (Applicant Tracking System) based staffing recruitment plan
- Increase the number of early contacts by 10% by May 2023
- Increase the percentage of permit teachers passing licensure exam (teachers) vs. prior years by May 2023, by 10%
- Decrease the mentee/mentor ratio to 1:1 (baseline 1:12) Feedback from mentors and mentees (Beginning-of-year, mid-year, and end-of-year) Monthly mentee observation logs Teacher retention numbers; look at region over-all by May 2023
- Increase retention and performance data (yearly evals and/or academic outcomes) for staff who have gone through the comprehensive induction program (vs. cohort data from previous years) by 10% (First year Teacher retention and TEM Performance outcomes by May 2023)

#### Expected Outcomes:

- Improve teacher/staff retention = greater effectiveness
- Recruitment of high-quality talent
- Development of current staff



## Executive Summary

### Specifically reduce student to adult ratio and increase student support

**Strategy:** Reduce student to adult ratio and increase student support in all K-2 classrooms.

**Performance Metrics:**

By the end of the school year 2022 – 2023, the district will:

- Increase in student mastery (Target: 6-7% increase in Met and Exceeded for students in 3<sup>rd</sup> grade on TCAP ACH by 2022-23)
- Increase in academic performance on K-2 formative assessments
- Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)
- Improved culture and climate (K-2 student discipline, Panorama Student Survey results)

**Expected Outcomes:**

- Support the implementation of small group instruction and intervention
- Increase enrollment in Memphis-Shelby County Schools
- Support small group instruction and intervention
- Reduce unemployment
- Contribute to reducing the poverty rate

### Proximity Strategy

**Strategy:** Hire and deploy 63 Proximity EOC teachers for strategic co-teaching, small group rotations, and intensive workshops in high school English I, Algebra I, and Biology.

**Performance Metrics:**

By the end of the school year 2022-2023, the district will:

- Engage students with Proximity teachers at least one hour per week or 12 minutes a day to increase EOC scores.

**Expected Outcomes:**

- Enhance teacher understanding of blended learning model
- Students scoring “below” on EOC testing will decrease by 3 percentage points for students engaging in proximity learning in Algebra I, Biology, and English I.

### Central Office Pathways (PL&S Department)

**Strategy:** School Leadership: Create an equity and servant leadership-centered principal pipeline for school leaders.

**Performance Metrics:**

By the end of the school year 2022-2023, the district will:

- Increase scores using the Principal Pipeline Self Study Guide for Districts from Beginning (1.99) to Advancing (3.0-3.99) on the Principal Pipeline Seven Domains rubric by 2024.
- Ensure all Pipeline Fellows earn at least a 3.0 using the TEAMS rubric for administrators by 2024.
- Ensure a 70% promotion rate for Pipeline Fellows.

**Expected Outcomes:**

- Increase student achievement and growth
- Expand equity in school leadership



## Executive Summary

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**Strategy: Central Office Leadership: Create an equity and servant leadership-centered principal pipeline for school leaders.**

**Performance Metrics:**

By the end of the school year 2022-2023, the district will:

- Develop a comprehensive, aligned principal pipeline that will develop and support central office staff to lead schools by Spring of 2023
- Select a consultant for the pipeline by Spring of 2023
- Establish a cohort by July of 2023

**Expected Outcomes:**

- Increase student achievement and growth
- Expand equity and diversity in leadership

**Strategy: Executive Leadership: Develop an executive leadership pathway for junior and senior leaders.**

**Performance Metrics:**

By the end of the school year 2022-2023, the district will:

- Develop a plan of study for the pipeline by Spring 2023
- Select a consultant for the pipeline by Spring of 2023
- Establish a cohort by July 2023

**Expected Outcomes:**

- Enhance organizational leadership
- Astute in change management
- Increase equity and diversity in leadership

### Key Initiative Three:

#### Relevant, Rigorous, and Equitable Academics

- **Aligned to Reimagining Schools**
- **Aligned to Reimagining Communities**
- **SMARTIE Goal and KPIs**

By the end of the 2022-23 School year, through exposure to equitable and rigorous coursework and effective intervention, all MSCS students will demonstrate increased achievement and growth on national, state, and local assessments in all subject areas, and all student subgroups. This will be evidenced by the following Key Performance Indicators:

- % of students achieving Meeting Expectations or Exceeding Expectations on the 2023 TCAP and EOC tests
- % of students achieving TN Ready Graduate status before or upon graduation
- % of students graduating on time across all student subgroups
- # of Advanced Academics and College Career and Technical Education courses per high school
- % of classrooms effectively implementing blended learning model



## Executive Summary

### Initiative 3: Create relevant, rigorous, and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

The world has changed rapidly around us in the last decade, but school systems have struggled to evolve at the same pace. If we are to instill a love of learning in our students, then we must create relevance in what they are learning, how they are learning, and where they are learning. A global classroom must be more than the four walls of a building and arbitrary school boundaries should not limit a student's access to a variety of programs and course access, particularly at the secondary level.

To maximize the agency parents, have over their child's academic trajectory, we will ensure by 2031, all four-year-old children have access to quality Pre-K. By 2026, we will eliminate the barriers and inequities exacerbated by school boundaries and create choice program seats in *all middle and high schools* that will be accessed by student applications and a school choice lottery.

Creating relevant, rigorous, and equitable academic choices, MSCS will ensure scholars are prepared by:

- Providing beyond zip code access choice programs, quality seats and more Pre-K
- Reimagining 901 facilities, programs, and feeder patterns
- Preparing global ready graduates with the utilization of digital devices

#### AP and Dual Credit/Enrollment Courses

Strategy: Expand access to advanced academic offerings.

#### Performance Metrics

- By the end of school year 2022-23, the district will ensure each traditional high school has at least 5 SDC/DE courses, 8 by 23-24, and 10 by 24-25
- By the end of school year 2022-23, the district will ensure each traditional high school has at least 3 Pre-AP/AP/Virtual AP courses, 5 by 23-24, and 8 by 24-25
- By the end of school year 2022-2023, the district will increase the percent of students meeting Ready Graduate criteria by 5 percentage points
- By January 2023, 88% of ninth grade students identified in the baseline enrollment report will take the PSAT 8/9 as a universal screener for identification for advanced academics course offerings, improving to 90% by 2023-24
- By January 2023, 85% of eighth grade students identified in the baseline enrollment report will take the PSAT 8/9 as universal screener for identification for advanced academic course offerings increasing in subsequent years. (This year is the first administration for 8th graders.)
- By the end of the 2022-23 school year, increase the percentage of students enrolled in advanced courses (combination of honors, Pre-AP, AP/Virtual AP, DC, DE) by two percentage points

#### Expected Outcomes:

- Increase equity in learning
- Improve post-secondary readiness
- Increase the number of students earning Ready Graduate status





## Executive Summary

### High School Innovation

**Strategy: Provide K-12 district managed schools with the opportunity to engage in one of three Transformational School Models: Leadership, Social Justice Programs, and Environmental.**

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Decrease student discipline/behavior referrals in select schools by 5%
- Increase student retention in select schools by 5%
- Increase of select Insight Survey question responses by 5%
- Increase student attendance by 5% in select schools by the end of the 2023-24 school year

#### Expected Outcomes:

- Improve culture and climate at schools
- Improve responses on the Panorama Survey
- Improve responses via Insight Survey

**Strategy: Expand Outdoor Learning Spaces in a select number of schools which will provide flexible learning options for teachers and students by the end of 2022-23 school year.**

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Decrease student Discipline/Behavior referrals by 5% in select schools
- Increase the Insight Survey by 5% in select schools concerning the question – My School is a good place to teach and learn; Leaders at my school set clear expectations for family and community engagement Panorama Survey (for environmental models only)
- Increase student attendance by 5% in select schools by the end of the 2023-24 school year

#### Expected Outcomes:

- Allow for scheduling flexibility in select schools
- Provide opportunities for successful learning for students who struggle in a traditional classroom setting

**Strategy: Continue to use Naviance for middle and high school students to develop robust career pathway opportunities.**

#### Performance Metrics

By the end of 2022-2023 school year, the district will:

- Increase the percentage of 8<sup>th</sup>-12<sup>th</sup> graders to complete assessments from 52% to 70%
- Increase the percentage of 8<sup>th</sup>-12<sup>th</sup> graders to identify career favorites from 26% to 40%
- Increase the percentage of 9<sup>th</sup>-11<sup>th</sup> graders to complete ACT Diagnostic test from 61% to 80%
- Increase the percentage of 9<sup>th</sup>-12<sup>th</sup> graders selecting their favorite careers from 26% to 40%
- Increase the percentage of 8<sup>th</sup>-11<sup>th</sup> graders to complete course plans from 76% to 100%
- Increase the percentage of 8<sup>th</sup>-12<sup>th</sup> graders log ins at least once from 95% to 100%

#### Expected Outcomes:

- Increase fidelity of implementation with key student planning and exploration tasks for college and career goals



## Executive Summary

### Virtual Schools Expansion/1:1 Device Management

**Strategy:** Expand student access to a diverse selection of virtual course offerings.

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the number of full-time virtual students enrolled in advanced online coursework by 5%
- Increase the number of advanced courses available to students who do not have access to advanced coursework by 5%
- Increase the number of EPSOs obtained by MSCS students via enrollment in advanced coursework by 5%
- Increase Ready Graduates, enrolled in full-time online coursework, by 5% by 2022-23; 7% by 2023-24; and 9% by 2024-25
- Increase the number of middle school students engaging in part-time online coursework by 20%
- Increase the percent of students meeting Ready Graduate criteria by 5 percentage points

#### Expected Outcomes:

- Enhance safe and accessible educational environments by providing every student with a digital 1:1 learning device
- Continue learning despite closures (i.e. inclement weather, summer and calendar breaks) and incidents requiring individuals to quarantine
- Increase access to a high-quality online learning option and virtual school experience

### ACT Preparation

**Strategy:** Continue to provide college readiness and ACT tutoring concerning skills and content.

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the average ACT composite of 11<sup>th</sup> graders to at least 16
- Increase the percent of students meeting Ready Graduate criteria by 6-7 percentage points

#### Expected Outcomes:

- Enhance student preparedness for and access to post-secondary opportunities
- Increase attendance with students who attend ACT tutoring 95% of the prescribed time

### Transformational Models

**Strategy:** Expand the number of students participating in programs of study under the Agriculture Career Cluster.

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the percentage of students meeting the criteria for Ready Graduate designation by 6-7 percentage points

#### Expected Outcomes:

- Enhance student preparedness and access to post-secondary opportunities
- Improve culture and climate of schools



## Executive Summary

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### **Strategy: Expand access to College, Career, and Technical Education Programs of study.**

#### **Performance Metrics**

By the end of school year 2022-2023, the district will:

- Increase the percentage of students meeting the criteria for Ready Graduate designation by 6-7 percentage points

#### **Expected Outcomes:**

- Enhance student preparedness and access to post-secondary opportunities
- Improve culture and climate of schools
- 

### **Strategy: Expand Internship and Apprenticeship opportunities for students.**

#### **Performance Metrics**

By the end of school year 2022 – 2023, the district will:

- Increase the percent of students participating in Internship and Apprenticeship opportunities by 6-7 percentage points
- By September 1, 2023, the district will increase the overall percent of MSCS High schools offering Work-Based Learning programs to 85%

#### **Expected Outcomes:**

- Enhance student preparedness for and access to post-secondary opportunities

### **Strategy: Align MSCS College, Career and Technical Education programs of study with local workforce needs.**

#### **Performance Metrics**

By the end of school year 2022-2023, the district will:

- Increase the number of MSCS Signature Partnerships by 30 percentage points
- Increase the number of pipelines MSCS Partnerships by 10 percentage points
- Increase the number of MSCS Graduates transitioning into post-secondary opportunities by 6-7 percentage points

#### **Expected Outcomes:**

- Enhance student preparedness for and access to post-secondary opportunities

### **Strategy: Create a pipeline program to develop highly qualified educators for MSCS vacancies.**

#### **Performance Metrics**

By the end of the school year 2022–2023, the district will:

- Increase the number of students enrolled in the Teaching as a Profession program 25% by September 1, 2023

#### **Expected Outcome:**

- Enhance student preparedness for and access to post-secondary opportunities



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**Strategy: Expand the Foreign Language program by developing students into well-rounded citizens that are linguistically and culturally competent, successful, and who exhibit the ability to compete in a global economy (Language Expansion).**

### Performance Metrics

- By 2022-23, the number of elementary schools (30) will be prepared to offer the world language program for Pre-K Students will grow from 5 to 35
- By 2022-23, all elementary schools offering world language programs (30) will be paired with a partner school and have a weekly schedule for assigned teachers
- By 2023-24, all elementary schools offering world language programs (30) have a Flex program for grades K-2

### Expected Outcomes:

- Increase the number of students speaking two languages
- Increase the number of students linguistically and culturally competent

## Theatre and Performing Arts Expansion

**Strategy: Expand the Theatre and Visual Arts program by implementing successful afterschool opportunities at pilot schools, in addition to itinerant staffing models to enrich teaching strategies with Arts Integration and expanding engagement with cultural community arts opportunities.**

### Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase the number of students enrolled in Dance Education (ES, MS, HS)
- Increase the number of students enrolled in Theater (HS)
- Increase the number of students enrolled in Instrumental Music (MS and HS) by 20%
- Increase number of MSCS schools that offer the Elementary Dance Pilot
- Increase number of MSCS schools that participate in Arts Integration Pilot
- Beginning in 2024-25, 100% of students in Arts Integration Pilot attend a minimum of one extracurricular experience with a cultural institution/art agency

### Expected Outcomes:

- Increase student enrollment in performing arts courses and opportunities
- Expand quality offerings at pilot schools
- Increase student access to dance and theatre classes and programs
- Improve school culture and climate

## Elementary to Middle and Middle to High School Transition Program

**Strategy: Implement a transition program to springboard them into the next grade and to prepare them for successful performance in middle school and high school.**

### Performance Metrics

By the end of the 2022-2023 school year, the district will:

- No more than a 15% discipline referral rate for 6<sup>th</sup> and 9<sup>th</sup> grade students participating in the transition program
- Increase attendance rate by 5% of 6<sup>th</sup> and 9<sup>th</sup> grade students participating in the transition program



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### Expected Outcomes:

- Increase attendance with 6<sup>th</sup> and 9<sup>th</sup> grade students
- Decrease referral rates of 6<sup>th</sup> and 9<sup>th</sup> grade students

### Expand Social-Emotional Learning & Attendance Supports

**Strategy:** Increase support for homeless students and those with adverse childhood experiences.

### Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase the percent of homeless students served by homeless liaison by 5%
- Increase the academic achievement scores of homeless students in ELA and Math by 6-7%
- Increase the attendance rates for homeless students by 5%

### Expected Outcomes:

- Increase the percent of homeless students served by Homeless Liaisons and create safe spaces for students

**Strategy:** Provide additional support in improving attendance and truancy rates, as well as improving culture and climate (discipline, registration, truancy).

### Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.) to reduce the number of suspensions by 3%-5% in schools with Reset Classrooms and behavior specialists
- Increase in documented SART teams in PowerSchool by 5%

### Expected Outcomes:

- Improve culture and climate of schools
- Increase attendance rates and attendance accuracy

**Strategy:** Expand Social-Emotional Learning to include Re-set rooms, evening mental health centers, universal screening for all students, additional behavior specialists, and additional support for students with adverse childhood experiences.

### Performance Metrics

By the end of the 2022-2023 school year, the district will:

- Increase in use of progressive disciplinary practices and supports (Re-Set Room, Counseling, etc.)
- Reduce out-of-school suspensions in schools with Reset Rooms by 3%; 5% reduction for schools with both Reset Rooms and behavior specialists
- Increase in culture and climate scores on relevant sections of the Panorama/Insight Surveys
- Increase 5% in Tier 2 and Tier 3 behavior supports provided to students (restorative circles, behavior intervention plans, etc.)
- Increase in student attendance
- Decrease in the number of student discipline incidents

### Expected Outcomes:

- Improve culture and climate of schools
- Create safe spaces for students and adults



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- Increase attendance rates and attendance accuracy

### Community Engagement Supports

**Strategy: Provide academic and non-academic wraparound services to support students and families in under-resourced communities aiming to become a one-stop shop for students and families.**

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase the frequency of usage of Resource Centers and total number of families serviced annually by 20%
- Increase to and maintain 90% community confidence
- Increase attendance/participation in family engagement programming by 10%
- Increase availability of family support services delivered to non-English speaking families
- Increase service patterns and referrals to partner agencies for student and family case management for English learners by 10%
- Increase numbers and types of referrals to wraparound service agencies (e.g., adult education, employment/job readiness, housing, and utility assistance)
- Increase the distribution of clothing (e.g., uniforms, winter wear) and necessities (e.g., toiletries, school supplies)
- Increase homework help and tutorial service participation among targeted students by 10%

#### Expected Outcomes:

- Establish welcoming spaces that can be utilized by a mixture of diverse families and community members
- Provide services that are grounded in a strengths-based approach, are culturally sensitive and, when possible, linguistically competent, or offered in languages that reflect the families and communities being served
- Establish centers as integral parts of the community — serving as a link between families, schools, service partners, and the community — and sustain strong partnerships with a variety of other community-based providers, leaders, and key stakeholders in order to adequately address local needs

### Community Engagement Supports: Student Recruitment/Student decline due to the Pandemic

**Strategy: Build a strategic focus on challenges and solutions for recruiting new students, retaining current students, and reclaiming students who have been lost to other educational service providers.**

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Utilize Student Recruitment Coordinators at each school site to implement/develop unique and customized recruit and retain action plan within the school community with at least 5 different touch points with parents to implement the strategies for the 22-23 school year
- Deploy Student Recruitment Ambassadors at each school site (100%) to raise internal and external awareness of their school's environment and programming options
- Implement a digital marketing campaign targeting electronic methods for city and county-wide saturation to display positive imagery showcasing MSCS students, families, and alumni to increase awareness of the benefits of attending Memphis-Shelby County Schools
- Utilize program leads such as optional, arts, CTE, athletics, and school-based contacts to assist with district-wide recruit, retain, and reclaim strategies



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- Create data jackets and trend reports for feeder pattern schools to better determine matriculation patterns for individual schools and monitor withdrawal data to identify and target district “hotspots” for immediate intervention

### Expected Outcomes:

- Increase student enrollment percentages
- Increase visibility of MSCS as a premier school district through varied marketing mediums
- Decrease student withdrawals to other educational providers

### English Language Instruction

**Strategy: Expand English Language Development instruction, ESL Summer School and before and after tutoring utilizing programs to address learning loss and assist students in being successful in the classroom and gain language proficiency.**

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Reduce the number of quarter/course failures at least by 10%
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic
- Increase percentage of students that are showing growth on universal screener by 6-7% and WIDA Model Benchmarking WIDA ACCESS by 6-7%
- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in the percentage of students achieving Met and Exceeded performance on English Language Arts TCAP assessments by at least 6-7%
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

#### Expected Outcomes:

- Improve academic grade level performance for ELs Improved English proficiency growth through proficiency

**Strategy: Expand the ability to communicate with parents of English Learners by increasing translation services.**

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Increase percentage of students meeting growth standard to at least 35%
- Increase family engagement to 90% of EL families contacted in their native language to participate in school/district activities

#### Expected Outcomes:

- Improve parent engagement and participation at schools with the assistance of a translation service to discuss academic/proficiency progress and provide an opportunity to engage in communication with district staff

**Strategy: Provide additional ELL staff to increase academic performance of English Learners.**

#### Performance Metrics

By the end of school year 2022-2023, the district will:

- Reduce the number of quarter/course failures at least by 10%
- Achieve a median typical growth score of 120% from Fall to Spring on the i-Ready diagnostic



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- Increase percentage of students that are showing growth on universal screener by 6-7% and WIDA Model Benchmarking WIDA ACCESS by 6-7%
- Achieve at least Level 4 TVAAS on English Language Arts TCAP assessment
- Increase in the percentage of students achieving Met and Exceeded performance on English Language Arts TCAP assessments by at least 6-7 percentage points
- Increase the percentage of students achieving Met and Exceeded performance across subgroups by at least 6-7 percentage points

### Expected Outcomes:

- Improve academic grade level performance for ELs Improved English proficiency growth through proficiency

## Accountability

As the strategies are implemented, accountability will move to the next level. Memphis-Shelby County School leaders will engage school and district-level staff in building a districtwide culture of inquiry that values the use of data for sound decision-making. MSCS will engage in discovering the power of data for promoting student growth and achievement. Data-driven decision-making will be based on gathering data to understand if a school or district is meeting its purpose and vision. Data will be reviewed in quarterly STAT meetings, Stock Take meetings, and the ongoing review of dashboards.

The following data meetings will be held across the district to ensure that all are held accountable for student learning:

- The Executive Leadership Team will utilize the Superintendent's Academic Leadership Team (SALT) meeting forum as an opportunity to examine instructional data to understand who's succeeding in MSCS, who's not, and why.
- Chief of Staff will utilize the stat sessions with Cabinet Leaders each week to discuss the top ten strategies to ensure that we have Return on Investment with key strategies.
- Chief of Finance will update the Superintendent and board monthly using the structure of the Audit/Finance meeting to discuss key strategies associated with ESSER.
- The Deputy Superintendent along with the Chief Academic Officer, Assistant Superintendents, and the Executive Director of Accountability will review data and action steps in quarterly STAT Meetings, as well as conduct school walks.
- ILDs and principals will participate monthly in "Data Week" to review school wide data.

### Examples of Data Dashboards in the District:







## Executive Summary

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### Academic Framework Glossary

<b>Academic Achievement</b>	Performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.
<b>Academics</b>	Relating to, or associated with an academy or school especially of higher learning
<b>Achievement Gap</b>	Refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students
<b>ACT Preparation</b>	An educational course, tutoring service, educational material, or a learning tool designed to increase students' performance on standardized tests such as the American College Testing (ACT)
<b>Additional Targeted Support and Improvement (ATSI) Schools</b>	A subset of TSI schools that require additional targeted support because of significant low-performing subgroups
<b>Adult-Student Ratios</b>	The number of students for every adult or teacher in an educational setting. Ex: 10:1 indicates that there are 10 students for every one teacher
<b>Advanced Placement (AP) Credit</b>	Allows students to take college-level courses and the related Advanced Placement (AP) exam, to potentially earn college credit while still in high school
<b>Adverse Childhood Experiences (ACEs)</b>	Potentially traumatic events that occur in childhood
<b>Apprenticeship</b>	Work-based learning programs in which industry professionals and educational institutions partner to align on-the-job training with curriculum and instruction
<b>Aspiring Teacher Program</b>	A program that was developed and designed for current educators who desire to complete their licensure requirements to become a full-time teacher
<b>Beliefs</b>	An acceptance that a statement is true or that something exists
<b>BHNA</b>	Black, Hispanic, and Native American
<b>Blended Learning</b>	The practice of using both online and in-person learning experiences when teaching students
<b>Building Teacher Capacity</b>	Any effort being made to improve the abilities, skills, and expertise of educators



## Executive Summary

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<b>Cabinet Leaders</b>	It consists of district leaders that report directly to the superintendent and are responsible for guiding student success and building the strategic vision of Memphis-Shelby County Schools
<b>CCTE (College &amp; Career Technical Education)</b>	Provides students and adults with the academic and technical skills, knowledge and training necessary to succeed in future careers and develop skills they will use throughout their careers
<b>Central Office Pathways</b>	School immersion opportunities for central office personnel
<b>Charter Schools</b>	A public school that operates as a school of choice
<b>Chronically absenteeism</b>	Chronically absent means being absent for 10% or more of the enrolled school days in a school year, whether absenteeism is due to unexcused, excused, or disciplinary absences.
<b>Classroom Learning Strategies</b>	Strategies that represent the most fundamental skills that effective teachers use on a daily basis to build a successful classroom environment
<b>Classroom Teacher-Student Relationships</b>	The academic relation between teachers and their students
<b>Climate</b>	Refers to the quality and character of school life
<b>College and Career Readiness</b>	Students exit high school with the knowledge, skills, and dispositions needed to be successful in post-secondary education and/or training that lead to gainful employment
<b>Community Perceptions</b>	The attitudes and beliefs held about a school by members of the community with a vested interest in seeing the school succeed
<b>Community Engagement</b>	Stakeholders support, share their opinions, identify issues, and collaborate on responses as part of a meaningful decision-making process
<b>Compendium</b>	A collection of concise but detailed information about a particular subject, especially in a book or other publication
<b>Continuous Improvement</b>	The process cycle of school improvement with the major components of creating the vision, gathering data related to that vision, analyzing the data, planning the work of the school to align with the vision, implementing the strategies and action steps outlined in the plan, and gathering data to measure the impact of the intervention
<b>Cornerstones</b>	An important quality or feature on which a particular thing depends or is based
<b>Critical Thinking Skills</b>	Making reasoned judgments that are logical and well-thought out
<b>Culture</b>	The beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions



## Executive Summary

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<b>Data Driven Decision Making</b>	A system of teaching and management practices that focuses on students' day-to-day learning and overall achievement
<b>Decode</b>	The ability to apply your knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words
<b>Differentiation</b>	Tailoring instruction to meet individual needs
<b>Directed Teaching Model</b>	A model to teach students that focuses on carefully planned and well-developed lessons created around clearly explained teaching tasks and small learning increments
<b>Disparities</b>	A difference in level or treatment, especially one that is seen as unfair
<b>Diversity</b>	Recognizes the differences between people and includes different factors, such as religion, political orientation, sexual orientation, gender identity, age, race, ethnicity, language, socio-economic status, and family structure
<b>Domain specific academic vocabulary</b>	Words that are used across all content areas
<b>Dual Credit (DC)</b>	Programs allow secondary students to earn college credit for courses taken while they are in high school
<b>Dual Enrollment (DE)</b>	Dual enrollment refers to students being enrolled—concurrently—in two distinct academic programs at the same time
<b>Early Literacy</b>	A child's knowledge of reading and writing before they actually learn to read and write
<b>Economically Disadvantage (ED)</b>	A student whose household income is below average, which in turn the student(s) qualifies for specified resources, such as free/reduced lunch
<b>Edgenuity</b>	A standards-based online learning resource for school districts produced by Imagine Learning, which teaches kindergarten through 12th-grade in core, elective, credit recovery, technical, and career subjects, through both remedial and accelerated work
<b>Educational Advisors</b>	Delivers at a high level of competency in maintaining standards of excellence in an assigned curricular area, so that students may derive the greatest academic and personal benefit for the learning experience
<b>ELlevation</b>	Web-based software platform is designed to make EL administrators and educators more productive, collaborative, and effective
<b>English Learner (EL)</b>	A student who is in the process of acquiring English proficiency and has a first language other than English or in addition to English
<b>Entrench</b>	To take over something unfairly, improperly or unlawfully



## Executive Summary

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<b>Equity</b>	Providing all students with the opportunity with equal access to support and resources in order to be successful
<b>ESSA (Every Student Succeeds Act)</b>	A federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind” requires every state to develop a concise and easily understandable “State Report Card” that is accessible online and provides parents important information on test performance in reading, math, and science
<b>Evaluation</b>	A systematic process of determining to what extent instructional objectives have been achieved
<b>FLVS (Florida Virtual School)</b>	A self-paced online curriculum designed for student engagement and achievement that allows students to master key concepts
<b>Formative Assessments</b>	A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and supports students to become self-directed learners
<b>Foundational Tools of Literacy</b>	Represents the foundation of skills, experiences, and instructional practices that prepare students for reading proficiency and—as a result—for later academic and life success
<b>General vocabulary</b>	Vocabulary that occurs frequently in all kinds of texts and everyday language
<b>ILDs (Instructional Leadership Director)</b>	An instructional leader who supervises, supports, and develops principals to set and attain high level of student achievement
<b>ILPs (Individual Learning Plan)</b>	Outlines services for English language learners; intended to be living documents that reflect a student's current progress, goals, and needs
<b>Immerse learning</b>	Learning refers to any education approach that teaches by placing a student directly in an environment
<b>Inclusion</b>	Involves supporting students with disabilities through individual learning goals, accommodations, and modifications so that they are able to access the general education curriculum (in the general education classroom) and be held to the same high expectations as their peers
<b>Initiatives</b>	Programs, services, facilities, and learning communities that support the academic needs and goals
<b>Instructional Culture Insight Survey</b>	A tool to collect and aggregate teacher feedback to help principals set priorities around instructional culture



## Executive Summary

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<b>Instructional Planning</b>	Planning that includes what students will learn and how they will learn it
<b>Instructional Advisors</b>	Delivers at a high level of competency in maintaining standards of excellence in the assigned curricular areas such as Social Studies, Math, Science, World Language, Fine Arts or ELA, so that students may derive the greatest academic and personal benefit for the learning experience
<b>Instructional Innovation</b>	New processes, products, or approaches to learning experience design, delivery, or assessment
<b>Instructional Practices</b>	How information is delivered by teachers, received, and experienced by students; The four instructional practices are: Performance Based Objective, Academic Vocabulary, Gradual Release, and Writing
<b>Instructional Walk-through</b>	A brief, structured, non-evaluative classroom observation by the principal that is followed by a conversation between the principal and the teacher about what was observed
<b>Internship</b>	A form of experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional or community setting
<b>Intervention</b>	The use of a specific program or set of steps to target an academic need
<b>i-Ready</b>	An online assessment and instruction that helps teachers provide all students a path to proficiency and growth in reading and mathematics
<b>iStation</b>	A computer-adaptive diagnostic and screening assessment for reading, math, and Spanish literacy that is designed to support instructional decision-making, increase engagement, and improve educational outcomes
<b>Key Performance Indicators (KPIs)</b>	A type of performance indicators that help you understand how your organization or department is performing and allows you to understand if the organization is headed in the right direction
<b>Kindergarten Readiness</b>	What a student should know and be able to do when they start school
<b>Learning Strategies</b>	Are operations and actions that students use in order to optimize the processes of obtaining and storing information and course concepts
<b>Lexile level</b>	Method used by schools to measure a student reader's ability
<b>Literacy</b>	The ability to read and write
<b>Literacy enriched environments</b>	Demonstrates how literacy is useful in everyday life by allowing children to interact with print/texts independently and with educators



## Executive Summary

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<b>Literacy Laureates</b>	Each elementary and K-8 school has a designated Foundational Literacy Laureate (FLL) who coaches, supports, and guides their K-2 colleagues in best practices for early literacy instruction.
<b>Literacy Rich Environment</b>	A print-rich environment that supports all four domains of language: reading, writing, speaking, and listening
<b>Median Score</b>	The number which appears in the center of a set of numbers when they are placed in numerical order
<b>Metrics</b>	Tools designed to facilitate decision-making and improve performance and accountability through collection, analysis, and reporting of relevant performance-related data
<b>Multi-tiered professional development</b>	A framework used to give targeted support to teachers and school leaders
<b>Naviance</b>	A college and career readiness platform that helps students connect academic achievement to post-secondary goals and success
<b>Organizational Leadership</b>	A management approach in which leaders help set strategic goals for the organization while motivating individuals within the group to successfully carry out assignments in service to those goals
<b>Panorama Survey</b>	A survey instrument that elevates student voice on school climate, teaching and learning, relationships, and belonging
<b>Pedagogical Effectiveness</b>	Refers to a student-centered teaching and learning (SCL) approach where educators are reflective in their theory, practice and policy implementation in teaching/learning, resulting to positive impacts in the learners
<b>Pedagogical model</b>	Describes what effective teachers do in their classrooms to engage students in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into five domains or phases of instruction: Engage, Explore, Explain, Elaborate and Evaluate
<b>Peer Culture</b>	A stable set of activities or routines, artifacts, values, and concerns that children and youth produce and share with peers
<b>Performance management</b>	The process which links people and jobs to the strategy and objectives of the organization
<b>Performance metric</b>	Figures and data representative of an organization's action and abilities, and overall quality
<b>Phonemic Awareness</b>	The ability to identify and manipulate individual sounds (phonemes) in spoken words



## Executive Summary

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<b>Phonological Awareness</b>	The awareness of and ability to work with sounds in spoken language, sets the stage for decoding, blending, and ultimately word reading
<b>Post-secondary opportunities</b>	Includes education and training by institutions of higher education (two- and four-year colleges and universities), as well as other career training and technical education programs
<b>Principal Pipeline</b>	A districtwide strategy to develop a large, ongoing supply of effective school leaders
<b>Professional Development</b>	The set of tools, resources, and training sessions for educators to improve their teaching quality and effectiveness
<b>Proficiency</b>	A learner has demonstrated competence in relation to knowledge and/or a set of skills related to identified standards
<b>Progressive Discipline</b>	A method of discipline that uses graduated steps for dealing with problems related to a student's conduct or performance that do not meet clearly defined standards and policies
<b>Project Graduation</b>	A non-traditional academic program designed to meet the educational, social, and behavioral needs of students; PG offers credit recovery and accelerated graduation and earn core content and elective credits in the evening
<b>Proximity</b>	A comprehensive e-learning program designed to build foundational skills through intervention and instruction.
<b>Quartiles</b>	The values that divide an ordered data set into four (approximately) equal parts
<b>Reading &amp; math prescriptions</b>	A guide that provides teachers with standards alignment and pacing in reading and math
<b>Reading Horizons</b>	Reading Horizons develops a phonics based, English reading program for individuals, schools, and institutions throughout the United States, and the world
<b>Response to Instruction and Intervention for Behavior (RTI2-B)</b>	RTI2-B helps schools create a positive culture for students and staff with the goal of improving academic and behavioral outcomes for ALL students
<b>Response To Intervention (RTI)</b>	A multi-tier approach to the early identification and support of students with learning academic and behavior needs
<b>Rigorous</b>	A term used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging



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<b>SALT</b>	A group of district leaders, administrators, directors, and other district personnel who review and make important governance decisions regarding the district to support and improve the overall needs of the district initiatives and student achievement
<b>School Leadership</b>	Leadership is a process of influence leading to the achievement of desired purposes
<b>School Walk-Throughs</b>	A formal or informal observation used to analyze teacher performance and give them actionable feedback on their teaching strategies
<b>Scope and Sequence</b>	A term used to identify the amount of content an educator will teach for participants (Scope) and the order in which they teach the selected content (Sequence)
<b>Senior Reading Advisor</b>	Senior Reading Advisors (SRA) are a cohort of select middle and high school teachers who have been strategically placed in seventeen high need schools to deliver daily high-quality, direct instruction to select middle and high school students who demonstrate severe deficits in literacy.
<b>Skills based instruction</b>	Students are taught a specific skill
<b>Small Group Instruction</b>	When you teach the students in small groups ranging from 2-6 students
<b>SMARTIE Goal</b>	A goal that is strategic, measurable, ambitious, realistic, time-bound, inclusive, and equitable
<b>Social-Emotional Learning</b>	SEL helps learners develop skills, attitudes, and knowledge to identify and regulate emotions, cultivate positive relationships, and make responsible decisions
<b>Socioeconomic</b>	Encompasses not just income but also educational attainment, financial security, and subjective perceptions of social status and social class
<b>Specialized Education Assistants</b>	Classroom teacher assistants whose primary role is to assist teachers in closing the literacy gaps in grades K-2 by focusing on basic early literacy skills
<b>Stakeholders</b>	Refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives
<b>Standards based instruction</b>	A process for planning, delivering, monitoring, and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment
<b>STAT Meetings</b>	A meeting that is held for reviewing the progress of any project or program





## Executive Summary

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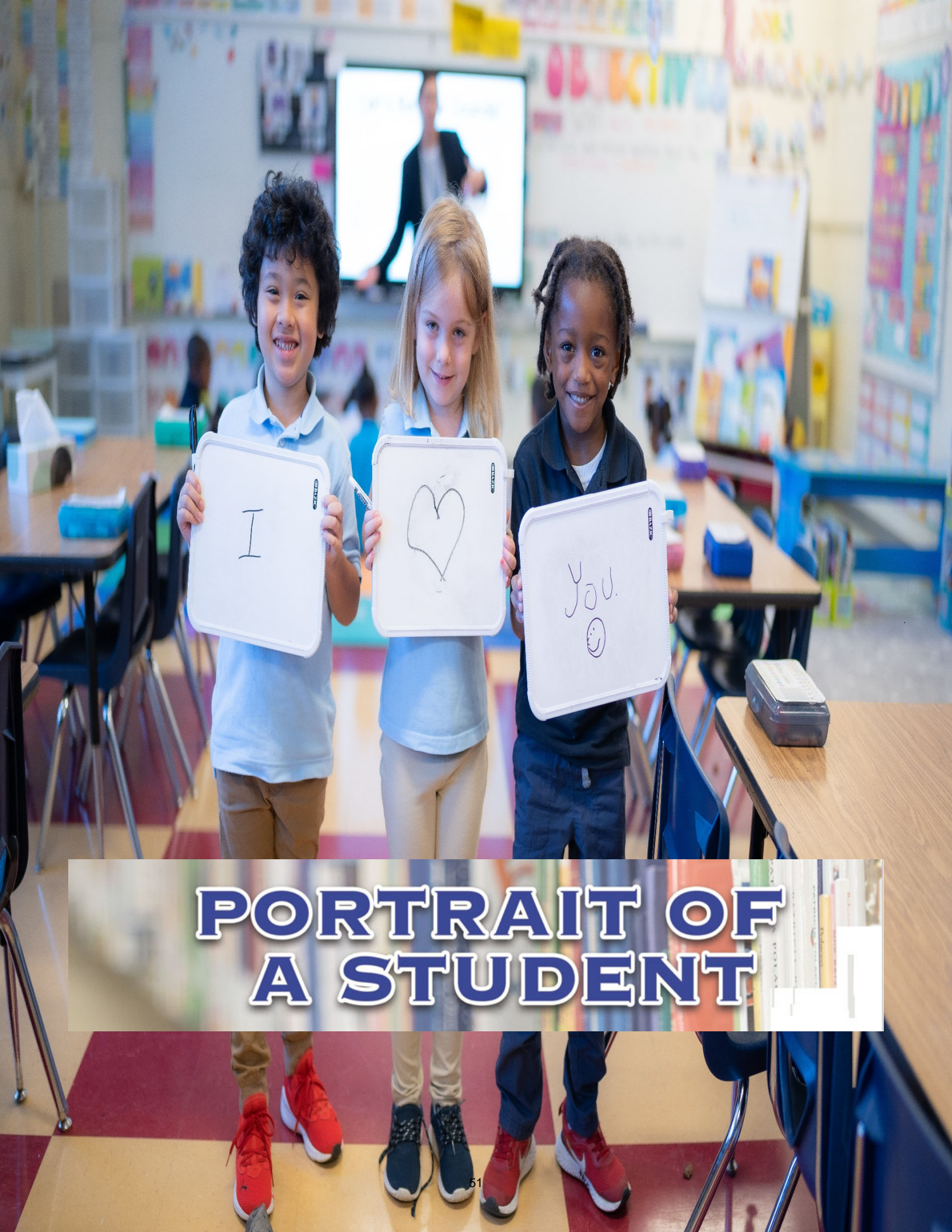
<b>Strategic Initiative</b>	A strategic initiative is designed to solve this problem; instead of declaring a general goal or desire, the strategic initiative has a very specific goal that is constrained by well-defined parameters well-defined parameters
<b>Strategies</b>	A teaching practice that shows students how to learn the content or skills they need to acquire
<b>Student Achievement</b>	The measurement of a student’s overall academic achievement and learning over a particular period of time
<b>Student Engagement</b>	The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education
<b>Student Survey</b>	A method of gathering, processing, and evaluating your students’ opinions about the school’s educational practices
<b>Subgroups</b>	A subordinate group whose members usually share some common differential quality
<b>Summer Learning Academy</b>	Provides additional reading and math instruction as well as intervention and physical activity during the summer months
<b>Suspension Rate</b>	The number of students who have received one or more suspensions divided by the number of students enrolled at any time during the school year
<b>Teacher Recruitment</b>	The process by which a district/school ensures that it has the largest and strongest pool of qualified applicants for a position
<b>Teacher Retention</b>	Relates to the goal of keeping staff in the workplace and reducing employee turnover
<b>Third (3rd) Grade Commitment</b>	A collaborative effort between schools, parents, and community towards ensuring we all work together to best help MSCS students reach reading readiness before the third grade
<b>Transformational Models</b>	The framework we use to help leaders understand their organizations and also guide a successful redesign
<b>Transformative Professional Development</b>	Assures that all educators can benefit from professional learning although they may approach it with different levels of skill and understanding
<b>TVAAS (Tennessee Value Added Assessment System)</b>	The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on their students’ academic progress.



## Executive Summary

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<b>Universal Screening</b>	The process of collecting valid and reliable data multiple times a year with all students
<b>Values</b>	The regard that something is held to deserve; the importance, worth, or usefulness of something
<b>Virtual Education and Logistics</b>	A method of teaching that is taught either entirely online or when elements of face-to-face courses are taught online through learning management systems and other educational tools and platforms
<b>Vision</b>	Provides a vivid picture of the school's values and objectives
<b>WIDA (World Class Instructional Design &amp; Assessment)</b>	Develops and provides proven tools and support to help multilingual learners, and their educators, succeed
<b>Wraparound Supports</b>	Supports necessary to achieve the desired outcome that are developed through a team approach



# PORTRAIT OF A STUDENT



### Memphis Shelby County Schools Portrait of an Elementary School Graduate

Social Responsiveness & Cultural Empathy

Digital Citizenship

College & Career Aware

Academically Prepared for Middle School



Personal Responsibility

Critical Thinkers & Problem Solvers

Strong Communicator

Effective Collaborators

#### Social Empathy & Cultural Responsiveness

- Empathetic listener
- Developing self-awareness that enables students to understand themselves as well as the perspective of others
- Ability to understand how someone else feels
- Ability to define culture and describe cultural practices
- Ability to differentiate their culture from the culture of their peers without making judgments on cultures that are different from their own
- Ability to acknowledge differences while remaining inclusive in activities and social groups

#### Personal Responsibility

- Demonstrates honesty and trust worthiness
- Able to self-manage behaviors and reactions
- Developing self-awareness and self-discipline
- Ability to acknowledge past infractions while exhibiting growth in similar situations in the future
- Demonstrates an understanding of personal accountability

#### Critical Thinkers & Problem Solvers

- Demonstrates reasoning to solve problems
- Demonstrate the ability to interpret and analyze information
- Demonstrates the ability to develop an argument or claim in a supportive manner without arguing
- Uses a wide range of creative solutions to solve problems

#### Strong Communicators

- Listens for understanding
- Can communicate ideas and thoughts verbally and in writing
- Uses accountable talk to participate in conversations in a meaningful and productive way without negative discourse

#### Effective Collaborators

- Can collaborate with others to discuss and solve problems in a productive manner
- Demonstrates ability to collaborate with others without creating an uncomfortable learning environment amongst peers

#### Academically Prepared for Middle School

- Demonstrates mastery of grade level standards across content areas
- Understands the importance of being prepared for class in terms of work and attitude
- Participates in 5<sup>th</sup> grade academic enrichment courses as eligible
- Participates in organizations and programs that enhance knowledge and encourage growth in academic areas

#### College & Career Aware

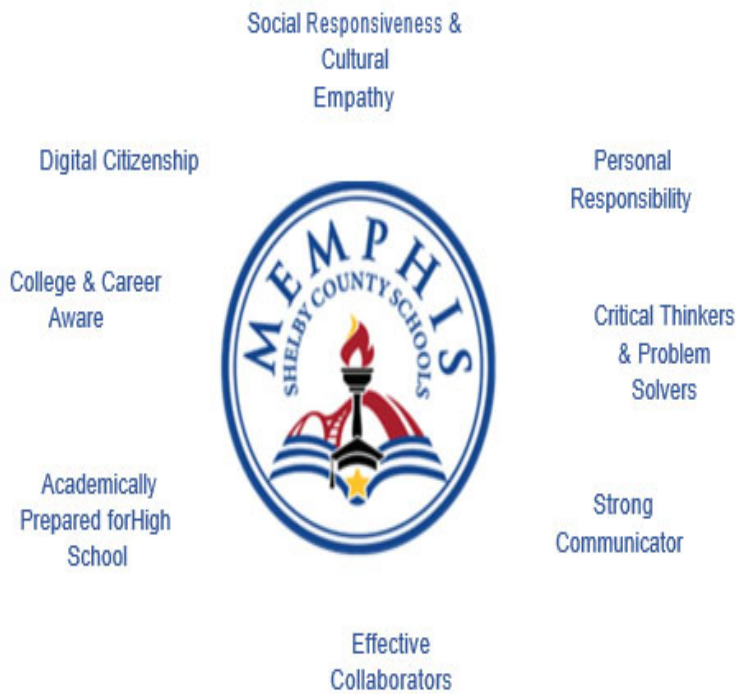
- Explores a variety of careers
- Have knowledge of personal interests and non-preferred activities
- Have knowledge of multiple careers

#### Digital Citizenship

- Demonstrates an understanding of how to appropriately care for and use technology
- Uses technology appropriately to complete academic tasks
- Maintaining safe practices while utilizing technology responsibly
- Stays focused while using technology (staying on appropriate websites, handling the task at hand)
- Staying focused while using technology (staying on appropriate websites; handling the task at hand)



Memphis Shelby County Schools Portrait of a Middle School Graduate



Social & Cultural Empathy

- Appreciation and consideration of the differences and similarities of another's cultural or social beliefs in comparison to one's own
- Possesses self-awareness that enables understanding with themselves, and the perspectives of others
- Active listener who understands diverse perspectives, needs, and situations

Personal Responsibility

- Demonstrates personal integrity, honesty, and ethical behavior
- Able to self-manage behaviors and reactions in challenging or difficult situations
- Demonstrates self-awareness and self-discipline

Critical Thinkers & Problem Solvers

- Asks questions to gain needed information
- Demonstrates reasoning when solving problems
- Gathers, interprets, analyzes, and evaluates evidence, arguments, and claims
- Uses a wide range of creative techniques, skills, and solutions to solve problems

Strong Communicators

- Listens for understanding
- Effectively articulates ideas and thoughts through verbal and written communication
- Can communicate through a variety of mediums effectively
- Uses accountable talk to effectively participate in conversations where they agree or disagree with others, ask questions, share opinions, or discuss a specific point in a meaningful way.

Effective Collaborators

- Can effectively collaborate with others to solve problems, create solutions, and facilitate new outcomes

Academically Prepared for High School

- Demonstrates mastery of grade level standards across content areas
- Understands academic responsibility and how academic choices shape future options and success
- Participates in honors courses, high school coursework, and World Languages options as eligible

College & Career Aware

- Participates in the creation and completion of a Four-Year Plan with the guidance counselor
- Participates in career interest inventories and/or career exploration courses

Digital Citizenship

- Uses technology tools effectively and efficiently to complete tasks (research; create products; use applications)
- Demonstrates an understanding and adherence to district acceptable use policies



### Memphis Shelby County Schools Portrait of a High School Graduate





## Elementary

### Social Empathy & Cultural Responsiveness

- Empathetic listener
- Developing self-awareness that enables students to understand themselves as the perspective of others
- Ability to understand how someone else
- Ability to define culture and describe cultural practices
- Ability to differentiate their culture from culture of their peers without making judgments on cultures that are different from their own
- Ability to acknowledge differences while remaining inclusive in activities and social groups

### Personal Responsibility

- Demonstrates honesty and trust worthiness
- Able to self-manage behaviors and
- Developing self-awareness and self-discipline
- Ability to acknowledge past infractions exhibiting growth in similar situations in the future
- Demonstrates an understanding of personal accountability

### Critical Thinkers & Problem Solvers

- Demonstrates reasoning to solve problems
- Demonstrate the ability to interpret and information
- Demonstrates the ability to develop an argument or claim in a supportive manner without arguing
- Uses a wide range of creative solutions to solve problems

## Middle

### Social Empathy & Cultural Responsiveness

- Active listener who understands diverse perspectives, needs, and situations
- Possesses self-awareness that enables understanding with themselves, and the perspectives of others
- Appreciation of the differences and similarities of another's cultural or social beliefs in comparison to one's own

### Personal Responsibility

- Demonstrates honesty, personal integrity, and ethical behavior
- Able to self-manage behaviors and reactions in challenging or difficult situations
- Demonstrates self-awareness and self-discipline
- Ability to reflect on past behaviors and make better choices in the future
- Understands and accepts personal accountability

### Critical Thinkers & Problem Solvers

- Demonstrates consistent reasoning and questioning when solving problems
- Effectively gathers, interprets, analyzes, and evaluates evidence, arguments, and claims.
- Demonstrates the ability to support an argument or claim without arguing
- Uses a wide range of creative techniques, skills and solutions to solve problems

## High

### Social & Cultural Empathy Responsiveness

- Active listener who understands, is responsive to, and appreciates diverse perspectives, needs, and situations well as
- Possesses self-awareness that enables understanding with themselves, and the feels perspectives and viewpoints of others
- Appreciation and consideration of the differences and similarities of another's cultural or social beliefs in comparison to the one's own

### Personal Responsibility

- Demonstrates and practices honesty, personal integrity, and ethical behavior
- Able to self-manage and regulate reactions behaviors and reactions in challenging or difficult situations
- Demonstrates and practices self-awareness and self-discipline while
- Ability to reflect on past behaviors, accept responsibility for poor choices, and proactively make better decisions in the future.

### Critical Thinkers & Problem Solvers

- Asks targeted questions to obtain necessary information
- Demonstrates and applies sound analyze reasoning when analyzing and solving problems
- Effectively gathers, interprets, analyzes, and evaluates evidence, arguments, and claims to support a position or decision without negative discourse
- Uses a wide range of creative techniques, skills, and solutions to solve problems and develop solutions



# Executive Summary

## Elementary

### Strong Communicators

- Listens for understanding
- Can communicate ideas and thoughts verbally and in writing
- Uses accountable talk to participate in conversations in a meaningful and productive way without negative discourse

### Effective Collaborators

- Can collaborate with others to discuss and solve problems in a productive manner
- Demonstrates ability to collaborate with others without creating an uncomfortable learning environment amongst peers

### Academically Prepared for Middle School

- Demonstrates mastery of grade level standards across content areas
- Understands the importance of being prepared for class in terms of work and attitude
- Participates in 5<sup>th</sup> grade academic enrichment courses as eligible
- Participates in organizations and programs that enhance knowledge and encourage growth in academic areas

### College & Career Aware

- Explores a variety of careers
- Have knowledge of personal interests and nonpreferred activities
- Have knowledge of multiple careers

## Middle

### Strong Communicators

- Actively listens for understanding
- Effectively articulates ideas and thoughts through verbal and written communication
- Can communicate through a variety of mediums effectively
- Uses accountable talk to effectively participate in conversations where they agree or disagree with others, ask questions, share opinions, or discuss a specific point in a meaningful way.

### Effective Collaborators

- Can effectively collaborate with others to solve problems, create solutions, and facilitate new outcomes

### Academically Prepared for High School

- Demonstrates mastery of grade level standards across content areas
- Understands academic responsibility and how academic choices shape future options and success
- Participates in honors courses, high school coursework, and World Languages options as eligible

### College & Career Aware

- Participates in the creation and completion of a Four-Year Plan with the guidance counselor
- Participates in career interest inventories and/or career exploration courses

## High

### Strong Communicators

- Actively listens for understanding and asks clarifying questions
- Effectively articulates ideas and thoughts through verbal, written, and visual communication
- Can effectively communicate through a variety of mediums effectively utilizing various techniques depending upon the situation, audience, and need
- Uses accountable talk to effectively participate in conversations where they agree or disagree with others, ask questions, share opinions, or discuss a specific point in a meaningful way to develop new understandings for themselves or others.

### Effective Collaborators

- Can effectively collaborate with others to solve problems, create solutions, and facilitate new outcomes that are both effective and agreed upon by the participating parties

### Academically Prepared for High School

- Demonstrates mastery of grade level standards across content areas
- Understands academic responsibility and how academic choices shape college and career options
- Participates in honors courses, AP coursework, and 1B options as eligible

### College & Career Readiness

- Executes the successful completion of a Four-Year Plan
- Participates in career interest inventories and/or career exploration courses
- Participates in internship opportunities when available
- Creates and develops a plan to pursue goals related to career ambitions
- Understands the employability skills needed to secure and maintain an entry level position in a career field of interest
- Understands the basic steps of completing a job search related to long-term career goals and planning





## Executive Summary

### Elementary

#### Digital Citizenship

- Demonstrates an understanding of how to appropriately care for and use technology
- Uses technology appropriately to complete academic tasks
- Maintaining safe practices while utilizing technology responsibly
- Stays focused while using technology (staying on appropriate websites; handling the task at hand)

### Middle

#### Digital Citizenship

- Uses technology tools effectively and efficiently to complete tasks (research; create products; use applications)
- Demonstrates an understanding and adherence to district acceptable use policies

### High

#### Digital Citizenship

- Uses technology tools effectively and efficiently to complete tasks and present information (research, create products, use applications)
- Demonstrates an understanding and adherence to district acceptable use policies without violations





## Executive Summary

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### ii. Awards and Recognitions

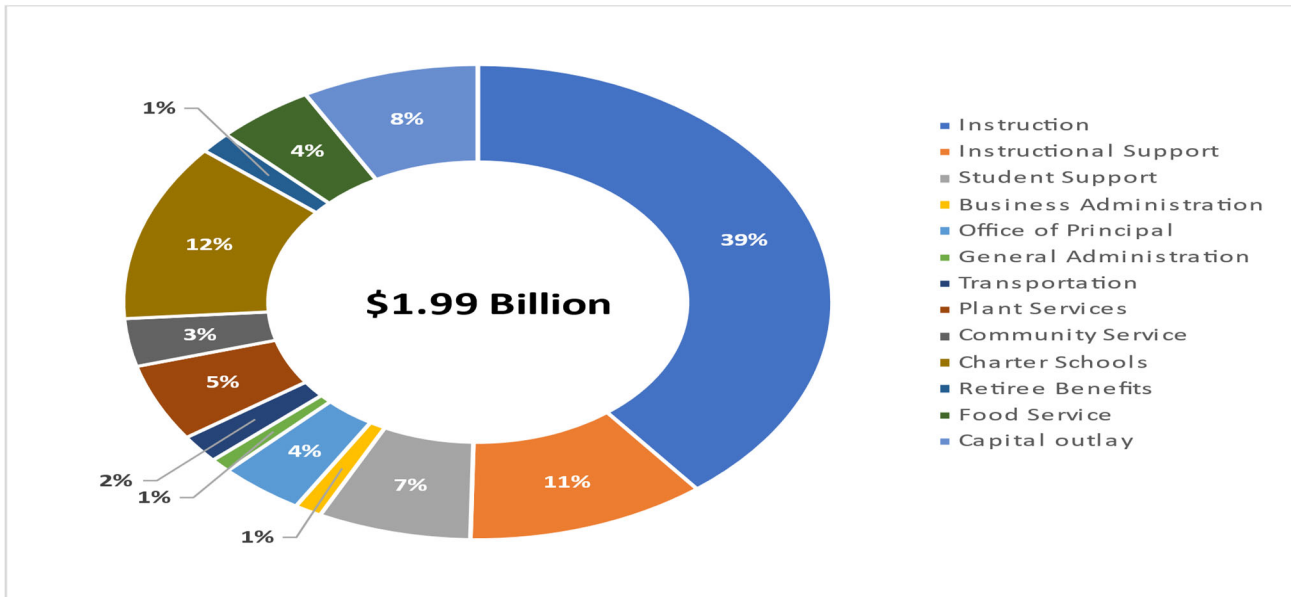
- Superintendent Williams, Board Member Kevin Woods Receive MBJ Power 100 List Recognition
- Dexter K-8 School Receives “America’s Healthiest Schools” Award
- MSCS Minority, Women-Owned Small Business Enterprise (MWSBE) Program received the prestigious 2022 Robert R. Church, Sr. Corporation of the Year Award from the Mid-South Minority Business
- Congressman Steve Cohen awarded the Shelby County Board of Education a \$1 million grant from the Department of Justice’s Office of Juvenile Justice Delinquency Prevention to enhance the capacity of schools to address youth violence.
- Three MSCS educators were recognized by the Country Music Association (CMA) Foundation as *Music Teachers of Excellence*.
- MSCS earns its Highest Graduation Rate Since Merger
- As part of *The Big Day For Teachers* event, AutoZone Liberty Bowl, and the College Football Playoff (CFP) Foundation selected Ridgeway High teacher Jawanna Franklin as the recipient of a DonorsChoose gift card to enhance learning in her classroom.
- More than a dozen MSCS Students Named 2023 National Merit Scholarship Semifinalists
- MSCS Ranked an Advancing District in State’s Accountability Report, Boasting 61 Reward Schools
- MSCS Partners with Amazon to support 20 Schools
- John P. Freeman Optional School teacher Dr. Melissa Collins was named the 2022-23 Tennessee Teacher of the Year and Tennessee’s 2022 Gilder Lehrman History Teacher of the Year.
- MSCS Named a Level 5 School District for the first time since the 2014-15 school year.
- White Station High School teacher Dr. Chikezie Madu was selected to join the College Board Exam Development Committee as an exam consultant.
- Cummings K-8 Optional School Receives \$50,000 Donation from Music Business Executive
- MSCS Celebrates First Memphis Virtual Adult High School Graduation
- MSCS Budget & Fiscal Planning Department was awarded the 2022-2023 Meritorious Budget Award from the Association of School Business Officials International (ASBO).
- MSCS Budget & Fiscal Planning Department was awarded the 2022 Distinguished Budget Presentation Award from the Government Finance Officers Association (GFOA).
- MSCS Accounting & Reporting Department was awarded the 2022 Certificate of Excellence in Financial Reporting for its Annual Comprehensive Financial Report from the Association of School Business Officials International (ASBO).
- MSCS Accounting & Reporting Department was awarded the 2022 Certificate of Excellence in Financial Reporting for its Annual Comprehensive Financial Report from the Government Finance Officers Association (GFOA).



## Executive Summary

### iii. 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 \$1.99 billion dedicated to the education of our students. The proposed budget reflects a \$165.4 million decrease in our total operations in fiscal year 2023-24 relative to the previous year amended budget. The chart below provides a breakdown of the fiscal year 2023-24 combined All Funds budget expenditures.



<b>Instruction:</b> \$749.3 million Activities directly linked to teaching students	<b>Charter Schools:</b> \$304.6 million State, local, and federal payments to charter schools	<b>Food Services:</b> \$88.7 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals
<b>Plant Services:</b> \$104.5 million School maintenance, including grounds, buildings, equipment, and utilities	<b>Instructional Support:</b> \$210.1 million Activities to facilitate & enhance instruction, including content and professional dev	<b>Student Support:</b> \$130.1 million Library, guidance, health, & technical services to students, incl school safety
<b>Community Services:</b> \$64.6 million Community dev programs such as early childhood development and innovation & planning	<b>Office of the Principal:</b> \$75.4 million Activities performed by principals & AP, includes school office staff	<b>Capital Outlay:</b> \$152.1 million Capital improvements and construction for the District's schools
<b>Retiree Benefits:</b> \$28.8 million District's contribution to 'pay as you as go' retiree benefit costs	<b>Student Transportation:</b> \$38 million Transportation for regular, vocational, and special education instruction	<b>General Administration:</b> \$19.4 million Commission fees, legal services, communications, and others
<b>OPEB:</b> \$3 million	<b>Other Support Services:</b> \$4 million Printing and Warehouse support	<b>Business Administration:</b> \$25 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing

Explanation of variance is explained throughout the book.



## Executive Summary

All Funds expenditure bridge from 2022-2023 to 2023-2024 is as follows:

### Memphis-Shelby County Schools Bridging the gap between FY 23 - FY24

Fund	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>General</b>	\$ 1,148,518,379	\$ 1,269,942,161	\$ 121,423,782	10.6%
<b>Capital Project</b>	95,578,304	90,554,258	(5,024,046)	-5.3%
<b>Non-Federal</b>	20,706,802	19,511,243	(1,195,558)	-5.8%
<b>Food Service</b>	79,580,955	88,701,262	9,120,307	11.5%
<b>Federal</b>	813,605,189	524,460,268	(289,144,921)	-35.5%
<b>Internal Service Funds</b>	4,685,536	4,135,186	(550,350)	-11.7%
<b>All Funds Expenditures Total</b>	<b>\$ 2,162,675,166</b>	<b>\$ 1,997,304,378</b>	<b>\$ (165,370,789)</b>	<b>-7.6%</b>





## Executive Summary

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### iv. 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 in excess of 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 as established by State law, budgetary restrictions and the policies as 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 a fund 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.



## Executive Summary

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 as 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 offset by efficiency savings in another cost center.

### v. Enrollment

The District's projected enrollment including (Charter Schools and ASD/PCSC) for school year 2023-24 is listed below. The District projects to serve 115,239 students in grades Pre-kindergarten through grade 12.

<b>Grade</b>	<b>MSCS District Enrollment</b>	<b>Charter Enrollment</b>	<b>ASD/PCSC Enrollment</b>	<b>Total Enrollment</b>
<b>PK</b>	5,480	-		5,480
<b>K</b>	7,374	1,625	714	9,713
<b>1</b>	7,038	1,623	526	9,187
<b>2</b>	7,283	1,540	452	9,275
<b>3</b>	6,515	1,573	478	8,567
<b>4</b>	6,749	1,576	455	8,781
<b>5</b>	7,093	1,455	478	9,026
<b>6</b>	6,097	1,794	630	8,521
<b>7</b>	5,887	1,744	667	8,298
<b>8</b>	5,800	1,638	667	8,104
<b>9</b>	7,053	1,422	584	9,060
<b>10</b>	6,265	1,315	496	8,076
<b>11</b>	5,539	1,108	369	7,016
<b>12</b>	4,810	1,010	314	6,134
<b>Totals</b>	<b>88,985</b>	<b>19,422</b>	<b>6,832</b>	<b>115,239</b>

ASD- Achievement School District

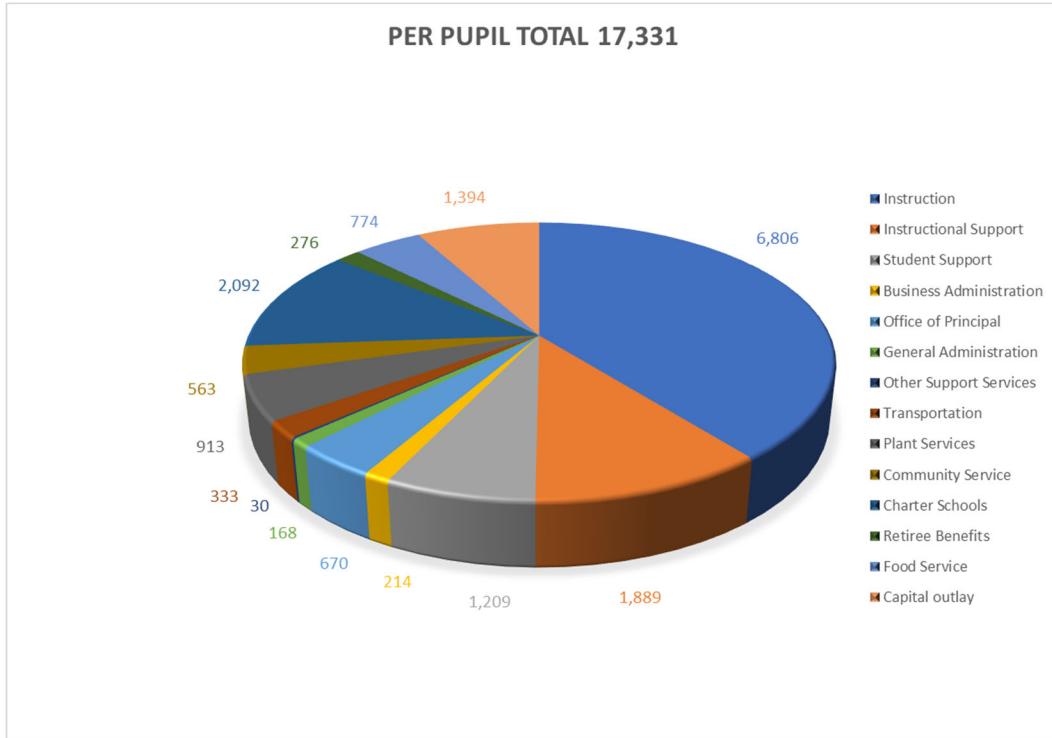
PCSC- Public Charter School Commission

Note that the projected enrollment includes students with disabilities needs such as learning disabilities, health impairments, serious emotional problems, physical disabilities, deafness, blindness, and intellectual disabilities. To ensure the academic success of all students, school districts are required by law to provide services for students with special needs.



## Executive Summary

In fiscal year 2023-24, the per-pupil amount of the combined All Funds budget is \$17,331 as shown in the chart below. Per pupil total consists of multiple year funding in one year's budget.



Of the total \$1.99 billion District Budget All Funds expenditure budget in fiscal year 2023-24, the General Fund consists of about \$1.26 billion (or 63.3%). The General Fund serves as the primary operating fund for the District. The fiscal year 2023-24 Proposed District General Fund expenditures budget reflects a \$121.1 million, a 10.6% increase compared to the prior year amended budget. The year over year variance is further explained in the financial section.





## Executive Summary

### vi. Staffing Levels

The chart below reports the District Budget All Funds budgeted staffing levels for fiscal years 2019 through 2024. The District does not budget all part-time positions, but does budget an amount for part-time salaries, particularly in the Nutrition Services Fund staffing. Budget Center Managers are responsible for restricting expenditures to remain within the allocated part-time budget.

	2019 -2020 Actual Budget	2020 -2021 Actual Budget	2021 -2022 Actual Budget	2022 -2023 Amended Budget	2023 -2024 Proposed Budget	Change from 2023 Amended Budget to 2024 Budget	Percentage Change from 2023 Amended Budget to 2024 Budget
<b>Full-Time Employees</b>							
Officials/Administration/Management	256.05	253.00	318.00	337.00	335.00	(2.00)	-0.59%
Principals	157.00	154.00	156.00	154.00	155.00	1.00	0.65%
Assistant Principals, Non-Teachers	203.00	201.00	207.00	218.00	218.00	-	0.00%
Elementary Classroom Teachers	2,368.00	2,264.00	2,218.00	2,231.00	2,254.00	23.00	1.03%
Secondary Classroom Teachers	1,892.85	1,816.00	1,772.00	1,751.00	1,749.00	(2.00)	-0.11%
Other Classroom Teachers	2,197.12	2,188.00	2,356.00	2,248.00	2,276.00	28.00	1.25%
Guidance	299.00	280.00	278.00	287.00	285.00	(2.00)	-0.70%
Psychological	79.00	74.00	74.00	68.00	68.00	-	0.00%
Librarian/Audio/Visual	145.00	138.00	130.00	132.00	133.00	1.00	0.76%
Consultants/Supervisors	153.00	147.00	173.00	187.00	197.00	10.00	5.35%
Other Professional	747.20	786.00	1,090.00	1,249.00	1,231.00	(18.00)	-1.44%
Teachers' Aides	1,749.00	1,927.00	3,149.00	2,846.00	2,736.00	(110.00)	-3.87%
Technicians	171.00	150.00	142.00	135.00	135.00	-	0.00%
Clerical/Secretarial	688.64	696.00	696.00	715.00	704.00	(11.00)	-1.54%
Service Workers	1,211.20	1,666.00	1,614.00	1,616.00	1,818.00	202.00	12.50%
Skilled Crafts	111.00	117.00	117.00	118.00	118.00	-	0.00%
Laborers Unskilled	260.00	276.00	277.00	253.00	253.00	-	0.00%
Professional Instructional	5.00	1.00	3.00	2.00	2.00	-	0.00%
<b>Total</b>	<b>12,693.06</b>	<b>13,134.00</b>	<b>14,770.00</b>	<b>14,547.00</b>	<b>14,667.00</b>	<b>120.00</b>	<b>0.82%</b>
<b>Part-Time Staff Employees</b>							
All Other	17.00	46.00	65.00	29.00	30.00	1.00	3.45%
Part-Time	8.00	12.00	-	-	-	-	0.00%
<b>Total</b>	<b>25.00</b>	<b>58.00</b>	<b>65.00</b>	<b>29.00</b>	<b>30.00</b>	<b>1.00</b>	<b>3.45%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>12,718.06</b>	<b>13,192.00</b>	<b>14,835.00</b>	<b>14,576.00</b>	<b>14,697.00</b>	<b>121.00</b>	<b>0.83%</b>

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

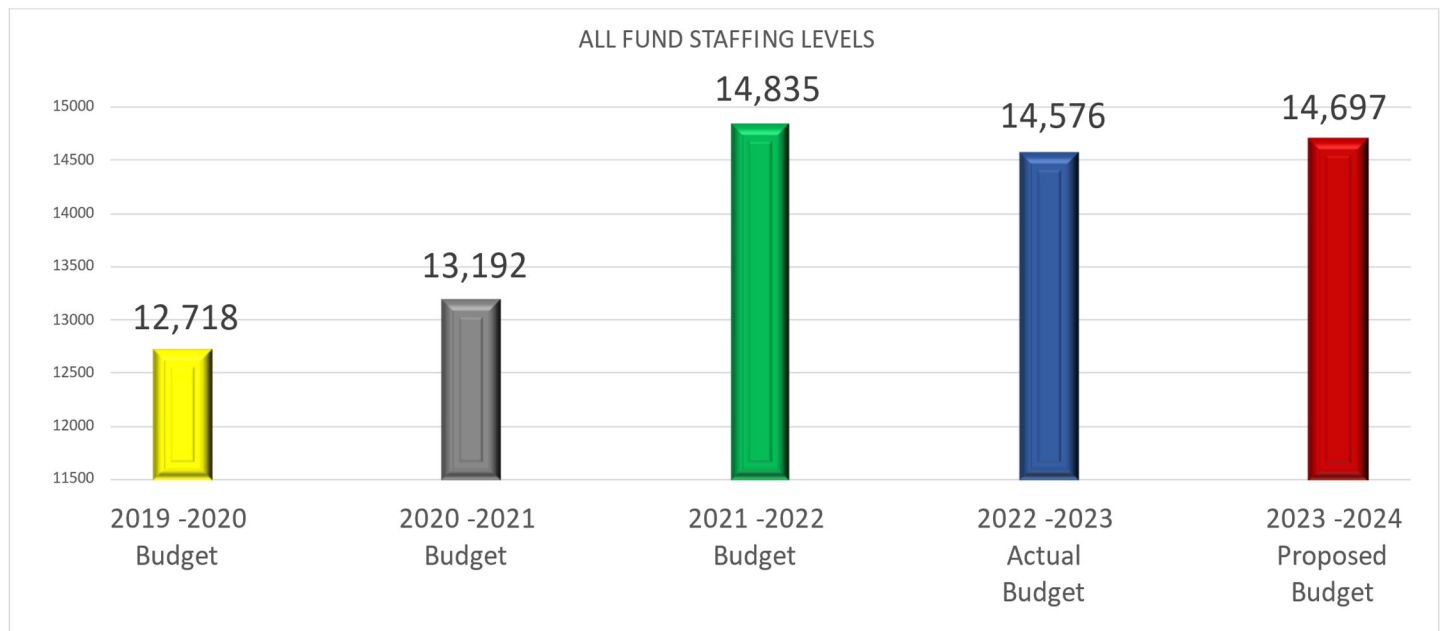




ALL FUNDS STAFFING LEVELS

For fiscal year 2023-24, the District has a budget of 14,697 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 53% of the District’s expenditures for the All Funds budget and 61% of the General Fund budget. The District projects a net increase of 121 positions in All Fund for fiscal year 2023-24. The increase is attributed to the increase of Safety and Security Monitors and the return of Hanley Elementary School.





# Executive Summary

## vii. Financial Overview

Memphis-Shelby County Schools is the largest school district in the state of Tennessee. The All Funds \$1.99 billion District budget for fiscal year 2023-24 reflects the academic support and operations needed to serve the projected number of 115,239 students (including charter schools and ASD/PCSC schools). This section provides details about the District’s primary operations; federal, state, and 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 \$1.99 billion for fiscal year 2023-24. The total expenditures for all funds reflect a \$165.4 million (or a 7.6%) decrease from the prior year amended budget. Most of the decrease is due to expenditures associated with federal funding, the Elementary and Secondary School Emergency Relief grant (ESSER) 2.0 and ESSER 3.0.

Below is the 2023-24 financial statement of functional activities for all funds, at the state function level.

#### FISCAL YEAR 2023-24 DISTRICT ALL FUNDS BUDGET

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	560,343,540	526,514,124	532,671,179	591,778,829	600,541,774	\$ 8,762,945	1.5%
State of Tennessee	550,352,588	575,057,731	603,091,048	600,877,097	686,395,693	\$ 85,518,596	14.2%
Federal Government	193,001,471	580,864,873	452,935,653	893,299,968	602,494,286	\$ (290,805,682)	-32.6%
Other Local Sources	24,446,470	24,941,897	24,781,790	19,348,249	19,615,450	\$ 267,200	1.4%
Operating Transfer	-	-	8,489,115	9,069,594	9,069,594	-	-
<b>Total Revenues</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 1,623,311,768</b>	<b>\$ 2,115,707,073</b>	<b>\$ 1,919,450,132</b>	<b>\$ (196,256,940)</b>	<b>-9.3%</b>
<b>Expenditures</b>							
Instruction	\$ 562,863,226	\$ 816,398,882	\$ 624,543,231	\$ 732,930,466	\$ 749,345,686	\$ 16,415,220	2.2%
Instructional Support	100,256,865	148,838,312	150,435,135	226,961,542	210,118,951	\$ (16,842,591)	-7.4%
Student Support	71,861,552	85,430,124	101,389,895	130,827,684	130,069,644	\$ (758,041)	-0.6%
Office of the Principal	63,522,590	63,338,657	61,336,229	70,815,312	75,428,840	\$ 4,613,528	6.5%
General Administration	17,100,303	18,464,098	17,560,476	18,580,326	19,369,530	\$ 789,204	4.2%
Educational Technology	-	38,316,778	-	32,093,294	-	\$ (32,093,294)	-100.0%
Fiscal Services	-	-	-	4,257,681	-	\$ (4,257,681)	-100.0%
Business Administration	16,879,959	18,974,173	22,645,940	19,597,534	24,666,790	\$ 5,069,256	25.9%
Other Support Services	264,806	220,945	2,612,447	5,190,906	3,982,575	\$ (1,208,331)	-23.3%
Student Transportation	20,261,262	41,020,437	33,935,497	41,673,194	37,965,778	\$ (3,707,417)	-8.9%
Plant Services	97,385,563	97,933,874	109,625,039	107,460,058	104,498,013	\$ (2,962,045)	-2.8%
Community Services	56,754,467	65,611,793	51,050,158	71,781,100	64,574,279	\$ (7,206,821)	-10.0%
Charter Schools	158,835,991	184,945,609	196,351,373	310,709,949	304,573,453	\$ (6,136,496)	-2.0%
Retiree Benefits	28,084,559	28,830,403	25,574,974	31,830,403	31,830,403	\$ -	0.0%
Food Service	65,181,209	81,790,493	70,783,084	79,580,955	88,701,262	\$ 9,120,307	11.5%
Indirect Cost/Transfers In and Out	-	-	-	39,685,588	-	\$ (39,685,588)	-100.0%
Capital Outlay	83,882,221	82,975,010	66,954,182	238,699,175	\$152,179,176	\$ (86,519,999)	-36.2%
<b>Total Expenditures</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 1,534,797,659</b>	<b>\$ 2,162,675,167</b>	<b>\$ 1,997,304,378</b>	<b>\$ (165,370,788)</b>	<b>-7.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ 88,514,110</b>	<b>\$ (46,968,094)</b>	<b>\$ (77,854,246)</b>		
<b>Approved use of Fund balance</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>-</b>	<b>46,968,094</b>	<b>77,854,246</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 88,514,110</b>	<b>\$ -</b>	<b>\$ -</b>		

### Revenues

Overall, the District combined All Funds revenues stand at \$1.92 billion (or a 9.3%) decrease for fiscal year 2023-24. Total expenditures for All Funds stand at \$1.99 billion (or a 7.6%) decrease from the FY23 amended budget. The largest cause of this decrease is due to Federal Programs revenues, which are projected to decrease by approximately \$290.8 million due to funds spent in fiscal year 2022 of \$115.7 million of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant award, and the \$166.2 million ESSER 3.0 grant.



## Executive Summary

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### Expenditures

The total budget for ALL FUNDS shows a \$165.4 million (or a 7.6%) decrease reflecting budgeted expenditures associated with ESSER revenues as noted above. All other funds (excluding Federal Funds) show moderate changes from the fiscal year 2022-2023 amended budget. The Non-Federal budget projects a marginal \$1.2 million decrease. A decrease can be attributed to \$380,274 for Pre-K, \$177,001 for LEAPS, \$355,409 for TVA ENERNOC, and \$160,709 for the SPED Medicaid Reimbursement. The decreases are offset by increases of \$541,000 for SCIAA Dues and \$537,575 for the 901 Café. Nutrition Services expenditures are budgeted to increase by \$9.7 million (or 12.1%) to \$89.2 million for fiscal year 2023-24. The primary reason for the increase in projected revenues is attributed to upgrades to the service lines, as well as the increased cost of food and food supplies. Additional information relative to the respective funds is presented with the budget fund information following this all-funds discussion.





## Executive Summary

Below is the 2023-24 District Budget for All Funds financial statement of activities by object spending category.

### FISCAL YEAR 2023-24 DISTRICT ALL FUNDS BUDGET BY SPENDING CATEGORY

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	560,343,540	526,514,124	532,671,179	591,778,829	600,541,774	\$ 8,762,945	1.5%
State of Tennessee	550,352,588	575,057,731	603,091,048	600,877,097	686,395,693	\$ 85,518,596	14.2%
Federal Government	193,001,471	580,864,873	452,935,653	893,299,968	602,494,286	\$ (290,805,682)	-32.6%
Other Local Sources	24,446,470	24,941,897	24,781,790	19,348,249	19,615,450	\$ 267,200	1.4%
Operating Transfer	-	-	8,489,115	9,069,594	9,069,594	-	-
<b>Total Revenues</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 1,623,311,768</b>	<b>\$ 2,115,707,073</b>	<b>\$ 1,919,450,132</b>	<b>\$ (196,256,940)</b>	<b>-9.3%</b>
<b>Expenditures</b>							
Instruction	\$ 562,863,226	\$ 816,398,882	\$ 624,543,231	\$ 732,930,466	\$ 749,345,686	\$ 16,415,220	2.2%
Instructional Support	100,256,865	148,838,312	150,435,135	226,961,542	210,118,951	\$ (16,842,591)	-7.4%
Student Support	71,861,552	85,430,124	101,389,895	130,827,684	130,069,644	\$ (758,041)	-0.6%
Office of the Principal	63,522,590	63,338,657	61,336,229	70,815,312	75,428,840	\$ 4,613,528	6.5%
General Administration	17,100,303	18,464,098	17,560,476	18,580,326	19,369,530	\$ 789,204	4.2%
Educational Technology	-	38,316,778	-	32,093,294	-	\$ (32,093,294)	-100.0%
Fiscal Services	-	-	-	4,257,681	-	\$ (4,257,681)	-100.0%
Business Administration	16,879,959	18,974,173	22,645,940	19,597,534	24,666,790	\$ 5,069,256	25.9%
Other Support Services	264,806	220,945	2,612,447	5,190,906	3,982,575	\$ (1,208,331)	-23.3%
Student Transportation	20,261,262	41,020,437	33,935,497	41,673,194	37,965,778	\$ (3,707,417)	-8.9%
Plant Services	97,385,563	97,933,874	109,625,039	107,460,058	104,498,013	\$ (2,962,045)	-2.8%
Community Services	56,754,467	65,611,793	51,050,158	71,781,100	64,574,279	\$ (7,206,821)	-10.0%
Charter Schools	158,835,991	184,945,609	196,351,373	310,709,949	304,573,453	\$ (6,136,496)	-2.0%
Retiree Benefits	28,084,559	28,830,403	25,574,974	31,830,403	31,830,403	\$ -	0.0%
Food Service	65,181,209	81,790,493	70,783,084	79,580,955	88,701,262	\$ 9,120,307	11.5%
Indirect Cost/Transfers In and Out	-	-	-	39,685,588	-	\$ (39,685,588)	-100.0%
Capital Outlay	83,882,221	82,975,010	66,954,182	238,699,175	\$152,179,176	\$ (86,519,999)	-36.2%
<b>Total Expenditures</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 1,534,797,659</b>	<b>\$ 2,162,675,167</b>	<b>\$ 1,997,304,378</b>	<b>\$ (165,370,788)</b>	<b>-7.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ 88,514,110</b>	<b>\$ (46,968,094)</b>	<b>\$ (77,854,246)</b>		
<b>Approved use of Fund balance</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>-</b>	<b>46,968,094</b>	<b>77,854,246</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 88,514,110</b>	<b>\$ -</b>	<b>\$ -</b>		





## Executive Summary

### 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 \$1.2 billion in fiscal year 2023-24, which for FY24 makes up about 62% of the District’s total budget across all funds. The proposed General Fund expenditure budget for fiscal year 2023-24 reflects a \$121.4 million or a 10.6% increase in expenditures relative to the fiscal year 2022-23 budget. The increase is attributed to a \$89.3 million increase in instruction and a \$35.2 million increase in Charter School enrollment. The proposed General Fund revenue budget for fiscal year 2023-24 reflects a \$98.3 million or an 8.9% increase in revenues resulting from increased 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 2023-24 DISTRICT GENERAL FUND BUDGET

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	478,409,181	513,631,685	502,279,082	514,374,278	12,095,195	2.4%
State of Tennessee	538,524,350	565,224,285	592,115,039	589,823,672	676,447,925	86,624,253	14.7%
Federal Government	16,650,234	16,128,066	12,222,416	1,520,586	1,060,861	(459,725)	-30.2%
Other Local Sources	9,893,866	7,284,251	7,396,380	4,352,437	4,378,054	25,617	0.6%
Operating Transfers	-	-	8,489,115	9,069,594	9,069,594	-	0.0%
<b>Total Revenues</b>	<b>\$ 1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,135,197,617</b>	<b>\$ 1,108,378,706</b>	<b>\$ 1,206,664,047</b>	<b>\$ 98,285,341</b>	<b>8.9%</b>
<b>Expenditures</b>							
Instruction	\$ 515,406,734	\$ 550,301,090	\$ 473,158,545	\$ 485,367,232	\$ 574,646,579	\$ 89,279,347	18.4%
Instructional Support	58,359,480	66,781,773	78,179,672	78,893,308	66,248,236	(12,645,071)	-16.0%
Student Support	63,924,512	62,374,936	57,893,878	92,416,267	100,701,869	8,285,602	9.0%
Office of the Principal	63,502,084	62,961,679	61,336,229	70,815,312	75,428,840	4,613,528	6.5%
General Administration	17,100,303	18,314,098	17,445,616	18,580,326	19,369,530	789,204	4.2%
Business Administration	16,879,959	18,974,174	21,543,011	19,547,534	21,365,782	1,818,248	9.3%
Other Support Services	207,583	155,494	254,689	302,708	-	(302,708)	-100.0%
Transportation	20,021,220	18,412,552	28,316,520	36,083,346	32,332,469	(3,750,877)	-10.4%
Plant Services	94,929,821	90,871,131	108,668,296	106,268,529	104,117,606	(2,150,923)	-2.0%
Community Services	10,408,639	9,942,690	11,115,446	13,185,772	13,389,441	203,669	1.5%
Charter Schools	158,835,991	173,293,941	179,948,551	195,227,642	230,511,406	35,283,764	18.1%
Retiree Benefits	28,084,559	28,830,403	25,574,974	31,830,403	31,830,403	-	0.0%
Regular Capital Outlay	-	-	746,112	-	-	-	100.0%
<b>Total Expenditures</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,064,181,540</b>	<b>\$ 1,148,518,379</b>	<b>\$ 1,269,942,161</b>	<b>\$ 121,423,783</b>	<b>10.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(2,124,577)</b>	<b>(32,834,845)</b>	<b>71,016,077</b>	<b>(40,139,673)</b>	<b>(63,278,114)</b>		
<b>Approved use of Fund balance</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>-</b>	<b>40,139,673</b>	<b>63,278,114</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 71,016,077</b>	<b>\$ -</b>	<b>\$ -</b>		



## Executive Summary

### C. Revenues

The general fund budget is balanced. Revenues are budgeted at \$1.2 billion. Tennessee Investment in Student Success Act (TISA) funds, county property tax revenues, and county sales tax revenues are the major source 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 2022-23. At the time this document was prepared, the state’s estimates were not available but will be updated with the adopted budget. The narratives below indicate the assumptions for the major revenue drivers of the fiscal year 2022-23 General Fund revenue budget.



*Tennessee Investment in Student Success Act (TISA):* MSCS is estimated to receive \$757.8 million in TISA funds from the State of Tennessee for fiscal year 2023. 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 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 \$86.6 million compared to the amended budget revenues for the following: increase in average daily membership (enrollment) in fiscal year 2023, 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 2024 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 \$493.8 million in total county taxes which includes property tax, local sales taxes, and mixed drink taxes. The county property tax revenue is approximately 59.7% of the \$493.9 million. 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. The District’s WFTEADA allocation for fiscal year 2023 is approximately 75.8%.

*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 34.1% of the \$493.8 million received in county taxes.

Overall County revenues increased by \$10.7 million primarily due to estimated local sales tax increases.



## Executive Summary

### FISCAL YEAR 2023-24 DISTRICT GENERAL FUND BUDGET BY SPENDING CATEGORY

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	478,409,181	513,631,685	502,279,082	514,374,278	\$ 12,095,196	2.4%
State of Tennessee	538,524,350	565,224,285	592,115,039	589,823,672	676,447,925	\$ 86,624,253	14.7%
Federal Government	16,650,234	16,128,066	12,222,416	1,520,586	1,060,861	\$ (459,725)	-30.2%
Other Local Sources	9,893,866	7,284,251	7,396,380	4,352,437	4,378,054	\$ 25,617	0.6%
	-	-	8,489,115	9,069,594	9,069,594	\$ -	0.0%
<b>Total Revenues</b>	<b>\$1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,135,197,617</b>	<b>\$ 1,108,378,706</b>	<b>\$ 1,206,664,047</b>	<b>\$ 98,285,341</b>	<b>8.9%</b>
<b>Expenditures</b>							
Salaries	\$ 551,222,879	\$ 562,007,128	\$ 531,653,681	\$ 536,687,179	\$ 746,412,760	\$ 209,725,581	39.1%
Benefits	165,368,545	156,793,511	162,218,554	175,076,182	31,373,763	\$ (143,702,419)	-82.1%
Contracted Services	63,955,584	63,629,942	73,069,036	108,274,754	154,069,423	\$ 45,794,669	42.3%
Professional Services	28,044,709	28,864,231	34,534,335	40,423,770	31,768,776	\$ (8,654,994)	-21.4%
Property Maintenance Services	32,358,678	32,784,320	36,382,277	36,918,342	41,617,659	\$ 4,699,317	12.7%
Travel	858,965	534,534	463,439	578,841	778,455	\$ 199,614	34.5%
Supplies and Materials	14,680,093	22,775,525	21,134,962	29,101,717	15,137,808	\$ (13,963,909)	-48.0%
Capital Outlay	17,046,710	21,881,333	9,635,605	8,667,498	1,998,815	\$ (6,668,683)	-76.9%
Other Charges	15,288,732	38,649,496	18,176,813	17,562,454	16,273,298	\$ (1,289,156)	-7.3%
Charter Schools	158,835,991	173,293,941	176,912,838	195,227,642	230,511,406	\$ 35,283,764	18.1%
<b>Total Expenditures</b>	<b>\$1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,064,181,540</b>	<b>\$ 1,148,518,379</b>	<b>\$ 1,269,942,161</b>	<b>\$ 121,423,783</b>	<b>10.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (2,124,577)</b>	<b>\$ (32,834,845)</b>	<b>\$ 71,016,078</b>	<b>\$ (40,139,673)</b>	<b>\$ (63,278,114)</b>		
<b>Approved use of Fund balance</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>-</b>	<b>40,139,673</b>	<b>63,278,114</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>71,016,078</b>	<b>\$ -</b>	<b>\$ -</b>		

#### D. Expenditures

General Fund expenditures are expected to increase 10.6% or \$121.4 million in comparison to the prior year. Salaries and Benefits increased primarily due to strategic compensation investments of \$27.3 million in teacher compensation, \$7.9 million for a recommended 2% increase for non-certified staff and \$3.2 million for school leaders and additional investments in recruitment and retention strategies. The Charter Schools expenditure category is increasing due to projected enrollment growth from 18,496 to 19,422 for fiscal school year 2023-24. This change will cause the charter portfolio cost to increase by \$35.3 million or 18.1% from fiscal school year 2022. Contracted Services will experience a \$45.8 million or 42.3% increase to support the Safety & Security initiative. Supplies and Materials are projected to decrease by \$13.9 million or 48% due to district wide reductions. The reduction in Other Charges is largely due to decreased planned expenditures for staff's professional development. Property maintenance services are projected to slightly increase.



## Executive Summary

### 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 supports. Some of the resources supplement the District's student support and operational services. Evening Reporting Center, Lottery for Education Afterschool Programs, Memphis Education Fund, Project Graduation, and other grants/fees have been used to address student achievement by improving instructional support and development.

#### FISCAL YEAR 2023-24 DISTRICT NON-FEDERAL FUND

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 11,173,191	\$ 10,475,438	\$ 10,592,145	\$ 10,533,426	\$ 9,487,768	\$ (1,045,658)	-9.9%
Federal Government	-	-	-	-	-	-	-
Other local sources	9,584,150	6,950,929	8,542,850	9,423,514	9,807,602	384,088	4.1%
<b>Total Revenues</b>	<b>\$ 20,757,341</b>	<b>\$ 17,426,367</b>	<b>\$ 19,134,995</b>	<b>\$ 19,956,940</b>	<b>\$ 19,295,370</b>	<b>\$ (661,570)</b>	<b>-3.3%</b>
<b>Expenditures</b>							
Instruction	\$ 1,643,754	\$ 889,395	\$ 817,837	\$ 1,062,898	\$ 478,383	\$ (584,515)	-55.0%
Instructional Support	366,703	517,813	354,537	800,108	405,111	(394,997)	-49.4%
Student Support	86,354	125,273	358,007	998,395	1,076,700	78,305	7.8%
Office of the Principal	20,506	-	-	-	-	-	0.0%
General administration	-	75,000	114,860	50,000	-	(50,000)	-100.0%
Fiscal Services	-	-	-	-	-	-	0.0%
Other support services	-	-	-	-	537,575	537,575	0.0%
Plant Services	555,919	197,526	246,319	552,696	145,000	(407,696)	-73.8%
Community services	21,791,413	21,065,198	16,655,826	17,242,705	16,868,475	(374,230)	-2.2%
<b>Total Expenditures</b>	<b>\$ 24,464,649</b>	<b>\$ 22,870,204</b>	<b>\$ 18,547,388</b>	<b>\$ 20,706,802</b>	<b>\$ 19,511,243</b>	<b>\$ (1,195,558)</b>	<b>-5.8%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	(\$ 3,707,308)	\$ (5,443,837)	\$ 587,607	(\$ 749,862)	\$ 215,873		
<b>Approved use of fund balance</b>	3,707,308	5,443,837	-	749,862	215,873		
<b>Net Change</b>	\$ -	\$ -	\$ 587,607	\$ -	\$ -		

The Non-Federal Programs expenditures budget is expected to be \$19.5 million during fiscal year 2023-2024. This is a decrease of \$1.2 million (or 5.8%) less than the prior year's amended budget. This decrease can be attributed to \$380,274 for Pre-K, \$177,001 for LEAPS, \$355,409 for TVA ENERNOC, \$54,941 for Bolton High Agri stem and \$160,709 for the SPED Medicaid Reimbursement along with other projects. The decreases are offset by increases of \$541,000 for SCIAA Dues and \$537,575 for the 901 Café. We returned to playing sports in fiscal year 2021-22 and that allowed the District to receive more revenues. There was also an increase for YMCA before and after care of \$280,000. Although we no longer have our traditional before and after schools in house, we lease facilities to the YMCA to carry out those services.





## Executive Summary

### 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 \$524.5 million for fiscal year 2023-24, which represents a \$289 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 the conclusion of the Elementary and Secondary School Emergency Relief (ESSER) 2.0 grant. In fiscal year 2021-2022, the District was awarded the 2.0 and 3.0 grant awards for \$727 million. ESSER 1.0, which was initially 24 million, ended September 2022. ESSER 2.0 ends June 30, 2023, while ESSER 3.0 will have one year left to spend.

Below is the Federal Programs Fund's budget for fiscal year 2023-24.

### FISCAL YEAR 2023-24 DISTRICT FEDERAL PROGRAMS FUND

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Proposed Budget		
<b>Revenues</b>							
Federal Government	\$ 119,286,786	\$ 211,348,588	356,782,688	813,605,189	524,460,268	\$ (289,144,921)	-35.5%
<b>Total Revenues</b>	<b>\$ 119,286,786</b>	<b>\$ 211,348,588</b>	<b>\$ 356,782,688</b>	<b>\$ 813,605,189</b>	<b>\$ 524,460,268</b>	<b>\$ (289,144,920)</b>	<b>-35.5%</b>
<b>Expenditures</b>							
Instruction	42,078,268	99,825,739	150,411,851	246,241,376	173,920,840	\$ (72,320,536)	-29.4%
Instructional Support	41,524,359	42,576,863	71,895,849	147,259,698	143,457,175	(3,802,523)	-2.6%
Student Support	7,785,061	11,359,686	43,095,451	37,266,555	28,144,608	(9,121,947)	-24.5%
Business Administration	-	-	719,752	4,257,681	3,301,008	(956,673)	100.00%
Education Technology	-	-	350,835	32,093,294	-	(32,093,294)	-100.0%
Student Transportation	27,628	1,923,932	5,522,130	5,501,828	5,633,309	131,481	2.4%
Plant Services	-	-	529,375	384,295	-	(384,295)	-100.0%
Charter Schools	3,315,462	3,931,156	16,382,165	115,445,638	74,062,047	(41,383,591)	-35.8%
Community Services	24,554,415	25,849,660	23,278,886	41,348,368	34,316,364	(7,032,004)	-17.0%
Office of the Principal	-	369,611	-	-	-	-	-
Capital Outlay	-	25,511,940	44,596,394	143,120,871	61,624,918	(81,495,953)	-56.9%
Food Services	1,593	-	-	-	-	-	0.0%
Indirect Cost/Transfers In and C	-	-	-	39,685,588	-	(39,685,588)	-100.0%
Other Support Services	-	-	-	1,000,000	-	(1,000,000)	-100.0%
<b>Total Expenditures</b>	<b>\$ 119,286,785</b>	<b>\$ 211,348,588</b>	<b>\$ 356,782,688</b>	<b>\$ 813,605,189</b>	<b>\$ 524,460,268</b>	<b>\$ (289,144,923)</b>	<b>-35.5%</b>



## Executive Summary

### 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. Revenues for Nutrition Services are budgeted to decrease by \$853,200 (or 1.1%) to \$78.7 million, while expenditures are budgeted to increase by \$9.1 million (or 11.5%) to \$88.7 million for fiscal year 2023-24. The primary reason for the increase in expenditures is to upgrade cafeteria equipment and service lines as well as the increased cost of food and food supplies. Nutrition Services is expected to utilize \$9.9 million of fund balance to increase efficiency in operation. The approved use of fund balance will be used to offset the increased cost of food and food supplies. Supplies and Materials show an increase of \$10.2 million for fiscal year 2023-24.

The chart below is the Nutrition Services Fund budget for fiscal year 2023-24 by object category.

### FISCAL YEAR 2023-24 DISTRICT NUTRITION SERVICE FUND

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024		
	Actual	Actual	Actual	Amended Budget	Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 655,047	\$ 527,153	\$ 383,864	\$ 520,000	\$ 460,000	\$ (60,000)	-11.5%
Federal Government	57,064,452	44,684,267	83,930,549	78,174,193	76,973,157	(1,201,036)	-1.5%
Other local sources	2,214,821	518,118	1,308,804	886,762	1,294,608	407,846	46.0%
<b>Total Revenues</b>	<b>\$ 59,934,320</b>	<b>\$ 45,729,538</b>	<b>\$ 85,623,217</b>	<b>\$ 79,580,955</b>	<b>\$ 78,727,765</b>	<b>\$ (853,190)</b>	<b>-1.1%</b>
<b>Expenditures</b>							
Salaries	\$ 25,344,898	\$ 23,916,901	\$ 26,655,073	\$ 35,003,118	\$ 35,517,238	\$ 514,120	1.5%
Benefits	4,757,038	4,525,030	5,034,797	8,341,159	7,891,570	(449,589)	-5.4%
Contracted Services	2,046,395	315,388	297,447	1,521,300	2,941,045	1,419,745	93.3%
Professional Services	23,667	22,603	25,872	64,169	-	(64,169)	-100.0%
Property Maintenance Services	349,787	307,339	176,782	511,500	-	(511,500)	-100.0%
Travel	59,615	29,351	36,659	53,420	-	(53,420)	-100.0%
Supplies and Materials	27,687,689	23,453,844	31,957,706	25,795,862	36,005,386	10,209,524	39.6%
Furniture, equipment & building improvement	2,915,297	2,392,654	4,176,682	4,902,896	3,772,042	(1,130,854)	-23.1%
Other Charges	1,995,230	2,252,331	2,422,067	3,387,531	2,573,981	(813,550)	-24.0%
<b>Total Expenditures</b>	<b>\$ 65,179,616</b>	<b>\$ 57,215,441</b>	<b>\$ 70,783,084</b>	<b>\$ 79,580,955</b>	<b>\$ 88,701,262</b>	<b>\$ 9,120,307</b>	<b>11.5%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	\$ (5,245,296)	\$ (11,485,902)	\$ 14,840,133	\$ -	\$ (9,973,497)		
<b>Approved use of fund balance</b>	<u>5,245,296</u>	<u>11,485,902</u>	<u>-</u>	<u>-</u>	<u>9,973,497</u>		
<b>Net Change</b>	\$ -	\$ -	\$ 14,840,133	\$ -	\$ -		



## Executive Summary

### 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 appropriated at the time the individual project is approved by the Shelby County Board of Education and Shelby County Commission.

#### FISCAL YEAR 2023-24 CAPITAL PROJECTS FUND

Fiscal Year 2023-2024	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	81,327,937	24,571,440	19,039,494	89,499,747	\$86,167,496	(3,332,251)	-3.7%
Other Local Sources	736,482	6,044,493	3,245,428	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 82,064,419</b>	<b>\$ 30,615,933</b>	<b>\$ 22,284,922</b>	<b>\$ 89,499,747</b>	<b>\$ 86,167,496</b>	<b>\$ (3,332,251)</b>	<b>-3.7%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 83,882,221	\$ 23,946,900	\$ 21,564,640	\$ 95,578,304	\$90,554,258	\$ (5,024,046)	-5.3%
<b>Total Expenditures</b>	<b>\$ 83,882,221</b>	<b>\$ 23,946,900</b>	<b>\$ 21,564,640</b>	<b>\$ 95,578,304</b>	<b>\$90,554,258</b>	<b>\$ (5,024,046)</b>	<b>-5.3%</b>
Excess (deficiency) of revenues over expenditure	\$ (1,817,802)	\$ 6,669,033	\$ 720,282	\$ (6,078,557)	\$ (4,386,762)		
Approved use of Fund balance	1,817,802	336,240	(720,282)	6,078,557	4,386,762		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ 7,005,273</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		

For fiscal year 2023-24, the Capital projects proposed budget totals approximately \$90.5 million utilizing \$4.3 million of fund balance. The FY24 capital funds includes proposals for several notable projects listed below:

- North East Region High School New Build
- Frayser High School New Build
- Westwood High School Roof Replacement
- Dexter K-8 School Roof Replacement
- Robert R. Church Elementary Roof Replacement
- East Region New High School

See Section 4.3 Financial Capital Fund Section for additional capital budget details.



## Executive Summary

### 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 has 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 2023-24.

#### FISCAL YEAR 2023-24 DISTRICT INTERNAL SERVICE FUNDS

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Other Local Sources	\$ 2,017,148	\$ 2,842,458	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
<b>Total Revenues</b>	<b>\$ 2,017,148</b>	<b>\$ 2,842,458</b>	<b>\$ 2,938,319</b>	<b>\$ 4,685,536</b>	<b>\$ 4,135,186</b>	<b>\$ (550,350)</b>	<b>-11.7%</b>
<b>Expenditures</b>							
Instruction	\$ 419,008	\$ 142,489	\$ 175,654	\$ 299,884	\$ 299,884	\$ -	0.0%
Instructional Support	6,323	7,802	5,077	8,428	8,428	-	0.0%
Student Support	65,625	113,209	42,558	146,466	146,466	-	0.0%
Other Support Services	57,222	1,412,731	2,386,503	3,888,197	3,445,000	(443,197)	-11.4%
Student Transportation	212,414	85,352	96,847	88,021	88,021	(88,021)	-100.0%
Plant Services	1,899,823	568,982	231,681	254,539	235,407	(19,132)	-7.5%
<b>Total Expenditures</b>	<b>\$ 2,660,414</b>	<b>\$ 2,330,565</b>	<b>\$ 2,938,320</b>	<b>\$ 4,685,536</b>	<b>\$ 4,135,186</b>	<b>\$ (550,350)</b>	<b>-11.7%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (643,266)</b>	<b>\$ 511,893</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Approved use of Fund balance</b>	<b>643,266</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ 511,893</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	<b>1,124,788</b>	<b>481,556</b>	<b>\$ -</b>	<b>-</b>	<b>-</b>		
Increase (decrease) in revenue for encumbrances	(643,265)	330,384	17,367,785	-	-		
Transfers To/(From)Other Funds	33	-	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 17,367,785</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Fund Balance Categories</b>							
Unassigned	481,556	811,940	17,367,785	-	-		
<b>Total Ending Fund Balance</b>	<b>\$ 481,556</b>	<b>\$ 811,940</b>	<b>\$ 17,367,785</b>	<b>\$ -</b>	<b>\$ -</b>		

In fiscal year 2023-24, the combined Internal Service Fund budgeted revenues are expected to decrease to approximately \$4.1 million compared to 2022-2023 amended budget revenues. The combined Internal Service Fund budgeted expenditures are expected to decrease to approximately \$4.1 million, which is \$550,350 less than fiscal year 2022-2023 amended budget expenditures. This decrease in expenditures occurred due to a reduction in additional support costs in the warehouse funds for the delivery of books and materials.

# ORGANIZATIONAL



## FY 2024 District Proposed Budget



## Organizational

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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
  - iv. Education Landscape of Shelby County
  - v. School Options
  - vi. Academic Innovations
  - vii. Basis of Accounting and Budgeting
  - viii. Fund Structure
  - ix. Classification of Revenues and Expenditures
- II. Administrative Organizational Chart
- III. Schools Organizational Chart
- IV. Mission, Vision, Goals and Priorities
- V. Financial Management Goals
- VI. Financial Policies and Law Requirements
  - i. Annual Operating Budget and Balanced Budget
  - ii. Procurement
  - iii. Internal Accounting Controls
  - iv. Risk Management
  - v. Debt Limits
  - vi. Fund Balance
  - vii. Investments
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- VII. Budget Process and Calendar
- VIII. Annual Operating Budget Policy
- IX. Laws Affecting this Budget
  - i. Budget Approval
  - ii. Teacher Supply
  - iii. Charter Schools
  - iv. Hold Harmless Laws
  - v. Annual Charter School Authorizer Fees
  - vi. Statewide Charter School Authorizer
  - vii. Every Student Succeed Act (ESSA) Financial Transparency
  - viii. School Safety
- X. Fiscal Sustainability
  - i. Strategic Priorities
  - ii. Budgetary Highlights: Our Overall Budget
  - iii. Long Term Financial Drivers
  - iv. Fiscal Sustainability Initiatives
  - v. Teacher Compensation



# Organizational

## I. FINANCIAL STRUCTURE AND ENVIRONMENT OF THE DISTRICT

### i. Legal Status and Authority

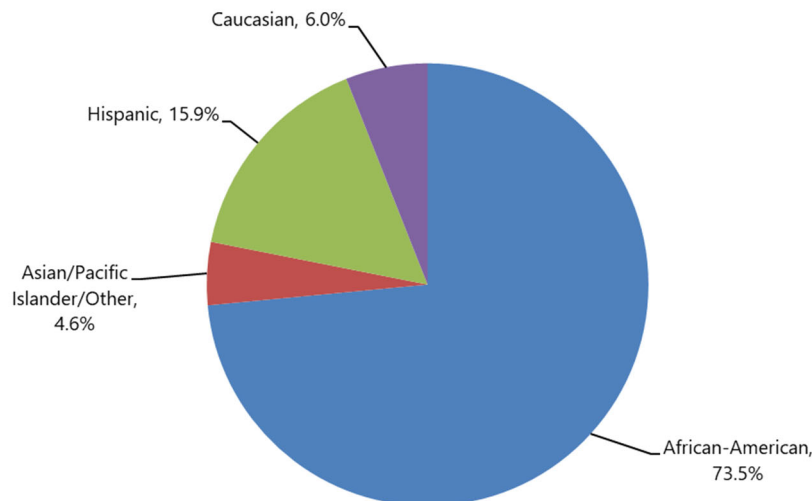
Memphis-Shelby County Schools (MSCS or District) is a component unit of Shelby County Government, which is defined as the oversight entity by Governmental Accounting Standards Board (GASB) Codification Section 2100. Reporting for the District follows the criteria established by GASB. The District is 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 2023-2024, the District’s budget enrollment is for 109,760 students in grades kindergarten through grade 12: including Pre-K 5,480 to total 115,239.

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 2022-23 were 73.5% African American, 6% Caucasian, 15.9% Hispanic, 4.6% Multiracial and other races and nationalities. The chart below represents the District’s student demographics for school year 2022-23 per the Tennessee Department of Education Report Card.





## Organizational

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*Source: Tennessee State Report Card Data FY2022-23*

The District encompasses 211 schools, including regular 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 2022-23, MSCS had 289 pre-kindergarten classrooms; 30 of which were within community partner locations.

The District has budgeted for approximately 6,400 teachers in fiscal year 2023-24, with more National Board-Certified Teachers than any other district in the State. National Board-Certified Teachers are teachers who have earned the highest certification standard a teacher can attain. 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.







## Organizational

### iii. Geographical Area Served

Effective July 15, 2014, the District moved to serving geographical areas by Instructional Leadership Director (ILD) zone. The zones below are effective for the 2023-24 school year and are subject to reassignment during the school year.

#### Zone 1

Cordova Elementary  
Delano Elementary  
Egypt Elementary  
Germanshire Elementary  
Grahamwood Elementary  
Highland Oaks Elementary  
Keystone Elementary  
Lucy Elementary  
Northhaven Elementary  
Richland Elementary  
Riverwood Elementary  
Ross Elementary  
Scenic Hills Elementary  
Southwind Elementary  
Springdale Elementary  
Windridge Elementary

#### Zone 4

Bethel Grove Elementary  
Cherokee Elementary  
Crump Elementary  
Double Tree Elementary  
Downtown Elementary  
Ford Road Elementary  
Gardenview Elementary  
Hickory Ridge Elementary  
Holmes Road Elementary  
Levi Elementary  
Oakshire Elementary  
Robert R. Church Elementary  
Sea Isle Elementary  
Westhaven Elementary  
Whitehaven Elementary  
William H. Brewster Elementary  
Willow Oaks Elementary

#### Zone 2

Berclair Elementary  
Brownsville Rd Elementary  
Campus School  
Chimneyrock Elementary  
Germantown Elementary  
Jackson Elementary  
Kate Bond Elementary  
Kingsbury Elementary  
Macon-Hall Elementary  
Oak Forest Elementary  
Raleigh-Bartlett Meadows Elementary  
Shelby Oaks Elementary  
Vollentine Elementary  
Wells Station Elementary  
Westside Elementary  
Whitestation Elementary

#### Zone 5

A Maceo Walker Middle  
Bellevue Middle  
Chickasaw Middle  
Colonial Middle  
Cordova Middle  
Germantown Middle  
Havenview Middle  
Highland Oaks Middle  
Kate Bond Middle  
Hickory Ridge Middle  
Kingsbury Middle  
Maxine Smith STEAM Middle  
Mt. Pisgah Middle (6-9)  
Oakhaven Middle  
Ridgeway Middle  
Sherwood Middle  
Treadwell Middle  
University Middle  
White Station Middle

#### Zone 3

Balmoral/Ridgeway Elementary  
Belle Forrest Elementary  
Bruce Elementary  
Cromwell Elementary  
Evans Elementary  
Fox Meadows Elementary  
Idlewild Elementary  
Lucie E. Campbell Elementary  
Newberry Elementary  
Oakhaven Elementary  
Parkway Village Elementary  
Peabody Elementary  
Rozelle Elementary  
Sharpe Elementary  
Sherwood Elementary  
South Park Elementary

#### Zone 6

Barrets Chapel K-8  
Cummings K-8  
Dexter K-8  
Douglass K-8  
E.E. Greeter K-8  
Geeter K-8  
Hamilton K-8  
J.P. Freeman K-8  
Lowrance K-8  
Snowden K-8



# Organizational

### Zone 7

Avon Lenox High  
Central High  
Douglass High  
East High  
Germantown High  
Kirby High  
Mitchell High  
Overton High  
Raleigh Egypt High  
Ridgeway High  
White Station High

### Zone 10

American Way Middle  
Craigmont Middle  
Georgian Hills Middle  
Grandview Heights Middle  
Raleigh Egypt Middle  
Woodstock Middle

### Zone 13 \*

Airways Achievement Academy \*  
Gordon Achievement Academy \*  
G.W. Carver Career Academy \*  
Hope Academy \*  
Ida B. Wells Academy \*  
New Comers International Center \*  
Northeast Prep Academy \*  
Northwest Prep Academy \*

Note: \* Alternative  
∞ CTE

### Zone 8

Bolton High  
Cordova High  
Craigmont High  
Hollis Price High  
Kingsbury High  
Medical District High  
Melrose High  
Middle College High  
Shrine School  
Southwind High  
Whitehaven High

### Zone 11

BT Washington 6-12  
Manassas High  
Oakhaven High  
Trezevant High  
Westwood High  
Wooddale High

### Zone 14 ∞

Kingsbury CTE ∞  
Sheffield CTE ∞  
Southwest CTE ∞  
Trezevant CTE ∞

### Zone 9

Alyc Elementary  
Dunbar Elementary  
Frayser-Corning Elementary  
Georgian Hills Elementary  
Hawkins Mill Elementary  
Sheffield Elementary  
Whitney Elementary

### Zone 12

A B Hill Elementary  
Getwell Elementary  
LaRose Elementary  
Winchester Elementary  
Riverview K-8  
Hamilton High  
Sheffield High

### Zone 15

Memphis Virtual Schools

### Zone 16

Ridgeway Early Learning Center

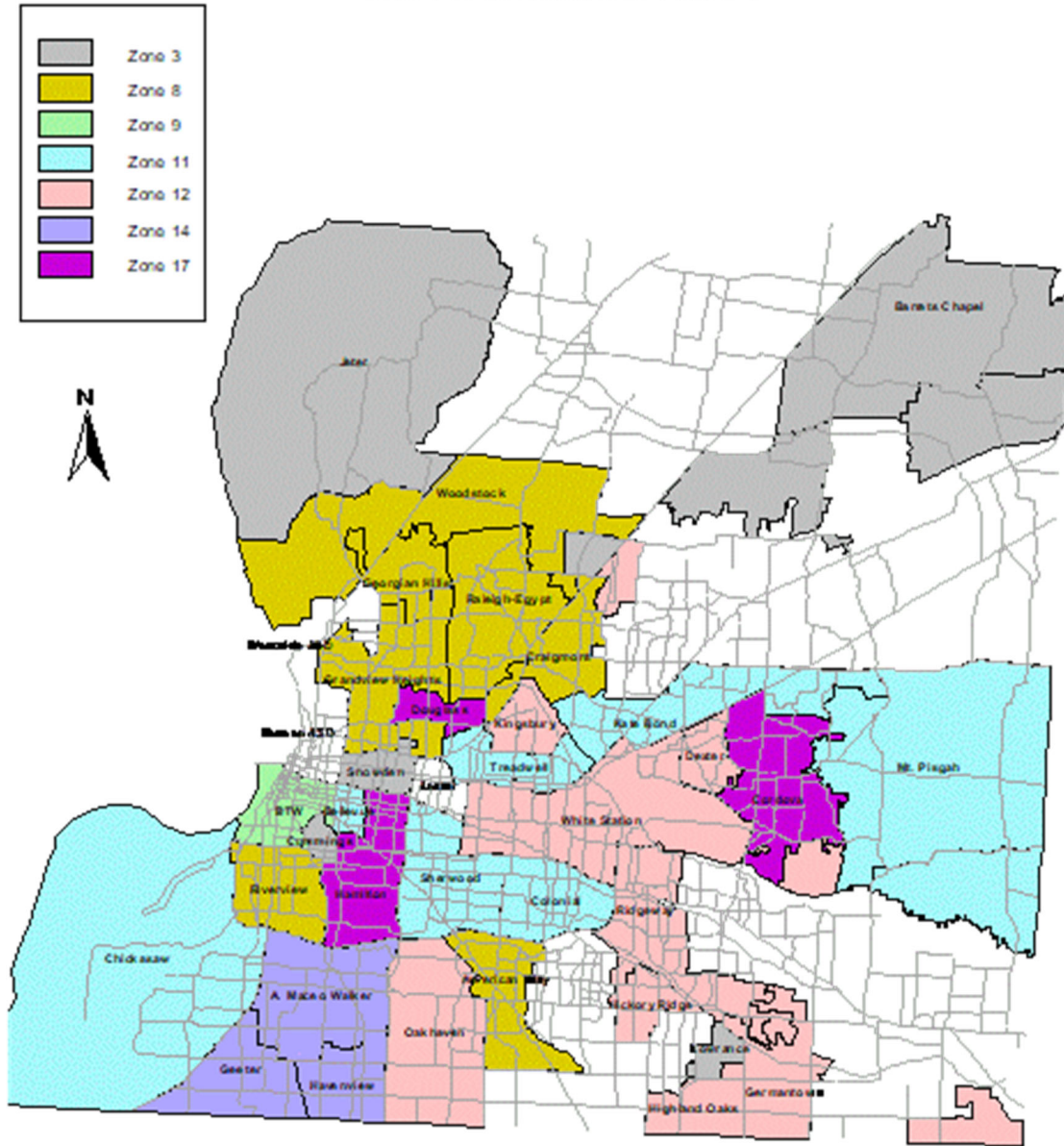






# Organizational

## ILD Assignment MSCS Middle Schools





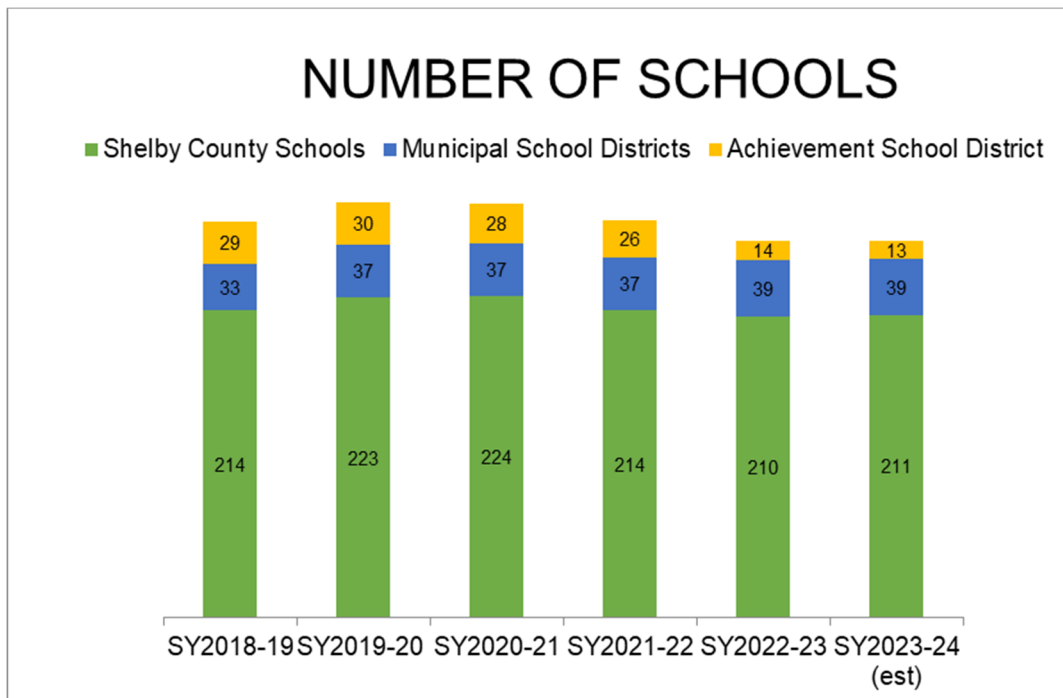


## Organizational

### iv. Education Landscape of Shelby County

Memphis-Shelby County Schools is part of a unique education 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 211 schools in school year 2023-24. However, since school year 2016-17, the number of MSCS schools has declined. The creation of 6 municipal districts caused a loss of 33 schools. Although ASD has taken over 28 schools in the past, some have returned.



Current ASD School Journey Hanley will return to MSCS in school year 2023-24. Next year enrollment projections for Journey Hanley are projected at 547 students. ASD did not initiate any changes regarding acquiring additional schools for the 2023-24 year.

Memphis-Shelby County Schools student Traditional and Charter School enrollment stands at 99,674 in school year 2022-23. Projected enrollment for school year 2023-24, including Pre-K and Charter School enrollment, is 115,239.



## Organizational

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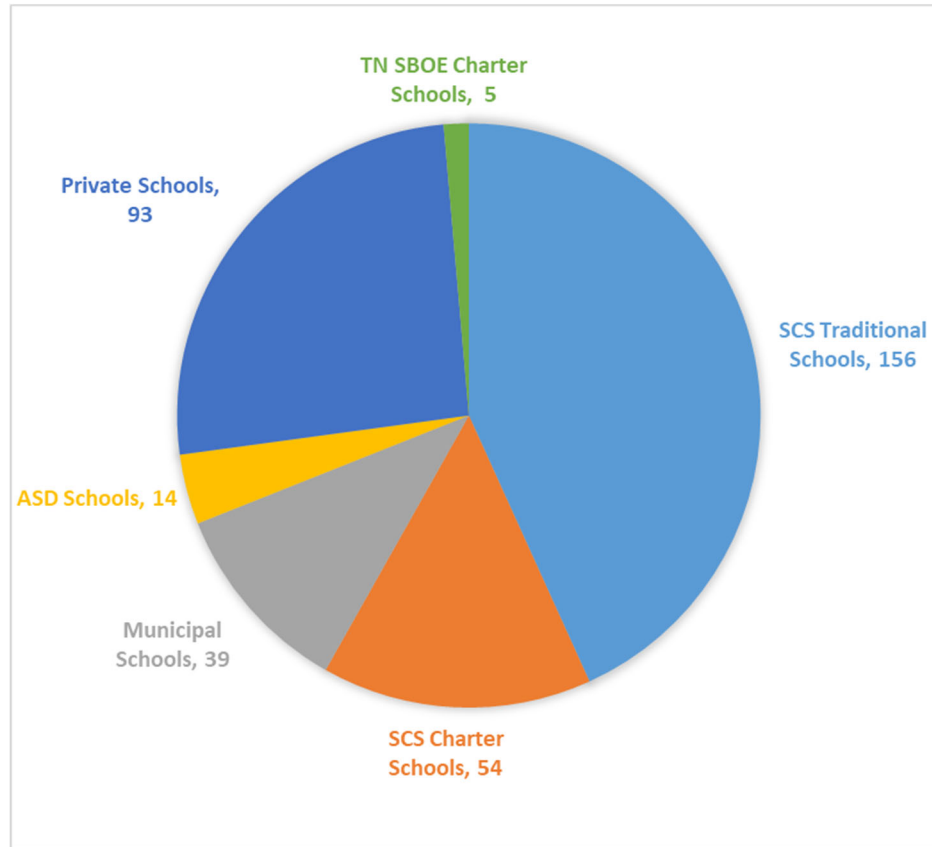
The education landscape in Shelby County has changed significantly over the past seven years. Memphis-Shelby County Schools has evolved from a school district with minimal competition to a school district embedded in a unique landscape of educational options for students and parents. Few school districts have been sparked by competition and innovation as Memphis-Shelby County Schools. Within the education ecosystem in Shelby County, MSCS traditional 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.





## Organizational

The chart below illustrates the number of all 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 has the largest educational footprint in Shelby County with 211 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, 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. 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



## Organizational

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Green Dot's Bluff City High School. This was the first school the state board oversees in Memphis and one of three that TN State Board of Education has authorized. KIPP Antioch College Prep Elementary and KIPP Antioch College Prep Middle are both located in Davidson County.

- **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.
- **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.

With the entry of the Achievement School District, MSCS enrollment has declined significantly. In school year 2012-13, the ASD had six schools. In school year 2013-14, the ASD had 3,748 students. The ASD experienced the closure of two schools in school year 2017-18 and one in school year 2018-19. However, the number of ASD schools increased to 30 in school year 2019-20. By school year 2019-20, its enrollment was projected for 10,235 by year end enrollment declined to 8,942 due to closure (Aster College Preparatory & Grad Academy). However, ASD (KIPP) schools transition back to MSCS (Charter) in fiscal year 2021. In fiscal year 2023, ASD had four schools (Frayser Achievement, Corning Achievement, Georgian Hills Achievement and Whitney Achievement) transition back to MSCS. Current ASD School Journey Hanley will transition to the District in 2023-2024. Projected enrollment for ASD is 4,497 students for school year 2023-24.

TN House Bill 921 defines when state takeovers occur. House Bill 921 prohibits the placement of a priority school in the ASD if, after the school is identified as a priority school but before the education commissioner determines that the school should be assigned to the ASD, the school demonstrates student achievement growth at a level of “above expectations” or greater, as represented by TVAAS.

The State of Tennessee provides a share of Memphis-Shelby County Schools’ local and state funds to the ASD as a direct allocation from the Tennessee Investment in Student Achievement (TISA). State law requires that charter schools, including those authorized by ASD, receive state and local funding based on current year enrollment. In school year 2020-21, the ASD revenue allocation was projected to be \$98.7 million. For 2021-22, ASD revenue allocation was projected as \$85.6 million. For 2022-23, the ASD revenue allocation was projected as \$85.6 million. For 2023-24, the ASD revenue allocation is projected as \$81.4 million.



## Organizational

Achievement School District	Grades Served	SY 2022-23 Enrollment	SY 2023-24 Projected Enrollment
Cornerstone Prep - Lester Campus	K-5	359	359
Fairley High School	9-12	388	388
Hillcrest High School	9-12	416	416
Humes Preparatory Academy Middle School	6-8	185	185
Journey Coleman School	K-8	612	612
Journey Hanley School	K-8	626	0
Kirby Middle School	6-8	375	375
Martin Luther King Preparatory High School	9-12	512	512
Memphis Scholars Caldwell-Guthrie	K-5	297	297
Memphis Scholars Florida Kansas	K-5	134	134
Memphis Scholars Raleigh-Egypt	6-8	74	74
Promise Academy - Spring Hill	K-5	348	348
Westside Middle School	6-8	321	321
Wooddale Middle School	6-8	476	476
<b>TOTAL</b>		<b>5,124</b>	<b>4,497</b>



## Organizational

### v. School Options



#### 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 2023-2024.

Optional School	Program
Balmoral Ridgeway Elementary (1-5)	International Baccalaureate (IB) World School Primary Years Program (PYP)
Bellevue Middle (6-8)	Enriched Academics / College Preparatory
William H. Brewster Elementary (1-5)	Science, Technology, Engineering, Arts and Math (STEAM)
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)	College Preparatory / International Studies
Cummings School (1-8)	Enriched Academics
Delano Elementary (1-5)	Information Technology
Double Tree Elementary (K-5)	Montessori-Inspired / 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)	College Preparatory
Germantown High (9-12)	International Baccalaureate / Creative and Performing Arts
Grahamwood Elementary (1-5)	Enriched Academics



## Organizational

Optional School	Program
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)
Kingsbury High (9-12)	Global Health Studies: Applied Health Science & Health Science Policy
Oak Forest Elementary (1-5)	International Baccalaureate (IB) World School Primary Years Program (PYP)
Overton High (9-12)	Creative and Performing Arts (CAPA)
Peabody Elementary (1-5)	Enriched Academics / International Studies
Ridgeway High (9-12)	International Baccalaureate (IB) World School
Ridgeway Middle (6-8)	International Baccalaureate (IB) World School Middle Years Program (MYP)
Riverwood Elementary (1-5)	Environmental Science and Community Service
Rozelle Elementary (K-5)	Creative and Performing Arts (CAPA)
Sherwood Elementary (1-5)	Enriched Academics through the Arts
Maxine Smith Steam Academy (6-8)	Science, Technology, Engineering, Arts, and Mathematics (STEAM)
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 (STEM)
Whitehaven High (9-12)	Business and Finance / College Preparatory
Willow Oaks Elementary (1-5)	Enriched Academics through Arts and Technology
Wooddale High (9-12)	College Preparatory



## Organizational

### 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. 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 in its efforts to achieve these goals using strategies such as 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.





# Organizational

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

<p style="text-align: center;"><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 style="text-align: center;"><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>
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<p style="text-align: center;"><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 style="text-align: center;"><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 style="text-align: right; font-size: small;">MEMPHIS-SHELBY COUNTY SCHOOLS DIVISION OF COLLEGE, CAREER, AND TECHNICAL EDUCATION - BIG 6</p>
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## Organizational

<p style="text-align: center;"><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 style="text-align: center;"><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>• AIR TRAFFIC CONTROLLER</li> <li>• COMMERCIAL PILOTS</li> <li>• INDUSTRIAL TRUCK AND TRACTOR OPERATORS</li> <li>• AUTOMOTIVE SERVICE TECHNICIANS AND MECHANIC</li> <li>• BUS AND TRUCK MECHANIC AND DIESEL ENGINE SPECIALIST</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

- |  |  |   |
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| <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> </ul> | <ul style="list-style-type: none"> <li>• Caissa Public Strategy</li> <li>• Church Health YMCA</li> <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> </ul> | <ul style="list-style-type: none"> <li>• Greater Memphis Chamber of Commerce</li> <li>• Greater Memphis Medical Device Council</li> <li>• Jordan Aluminum</li> <li>• KQ Communications</li> <li>• Memphis and Shelby County Airport Authority</li> <li>• Memphis Christian Pastors Network</li> </ul> |
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## Organizational

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- Memphis Police Bluepath Program
- Memphis Public Library/JobLINC
- Memphis Tomorrow
- Memphis Zoo
- Memphis Light, Gas, and Water (MLGW)
- National Guard Products
- Passport Health
- Peabody Hotel
- Phillip Ashley Chocolates
- ServiceMaster Clean
- Sheet Metal Workers Union
- Shelby County Board of Commissioners

- 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 postgraduation. 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 hone problem-solving skills and leave these programs with not only an academic education, but with a personalized techniques for negotiating the world.





## Organizational

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Both Shrine and Avon boast superior technological provisions, from cutting edge computer labs, tablet availability and SMART Boards in every classroom. Specially trained instructors take 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 believes 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.

### Campus Schools

The University of Memphis and Memphis-Shelby County Schools contracted to operate the Campus School, which is a laboratory school that promotes excellence in teaching and enthusiasm for learning. Through integration of research into an innovative curriculum, the school can offer its best to aspiring teachers and to the urban community it serves. A diverse school population allows for valuable relationships and collaborations - educational, cultural, social, and personal - among the stakeholders who are involved. Teachers, students, and parents working together can maximize outcomes to the benefit of all involved.

### University Middle

The Board approved a "model laboratory school" for the 2019-20 school year. University Middle enrolled one class a year starting with the 6<sup>th</sup> grade of 60-65 students (3 classrooms). Each subsequent class will include 80-90 students (4 classrooms). To achieve its diversity mission, the school began school year 2019-20 with 3 enrollment goals: (1) 1/3 children of faculty/staff and graduates of Campus Elementary school; (2) 1/3 neighborhood residents (2-mile radius); (3) 1/3 county-wide residents. Projected enrollment for school year 2023-24 is 283 students.



## Organizational

### University High

September 2021, the Board approved the addition of University High School expanding the educational offerings to K-12. The expansion will continue to prepare a diverse body of students with the knowledge, skills, and mindsets needed to thrive in the 21st century global community, through innovative and inclusive practices, transformational partnerships, and equitable access to opportunities that lead to success in college and in life. University High will have the capacity to enroll up to 318 students. School year 2023-24, University High will expand its second year, adding a tenth-grade class. Projected enrollment for school year 2023-24 is 101 students.

### 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

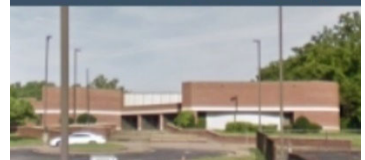
Students are offered an opportunity to continue their education, as opposed to being absent from the education process, and benefit from smaller, more structured, and non-traditional environments. Programming includes high quality, personalized instruction in core curriculum areas, individualized intervention 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.

Airways Achievement Academy



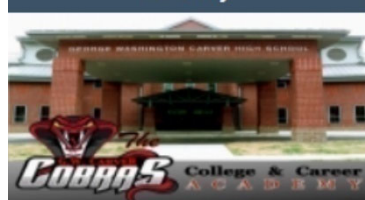
Gordon Achievement Academy



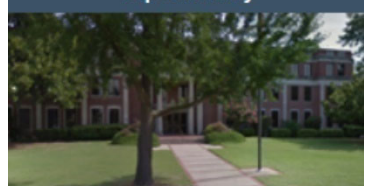
Ida B. Wells Academy



G.W. Carver College and Career Academy



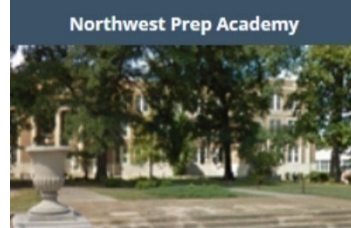
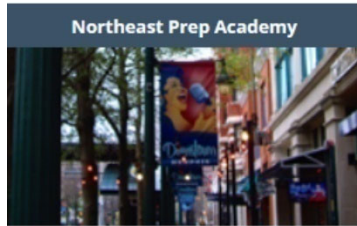
Hope Academy





## Organizational

- 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.



Adolescent Parenting Program (APP) provides support to first-time pregnant and parenting teens. In school year 2022-2023, 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. In school year 2022-2023, Newcomer International Center 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 supports, and increased academic availability.



## Organizational

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### MSCS Authorized Charter Schools

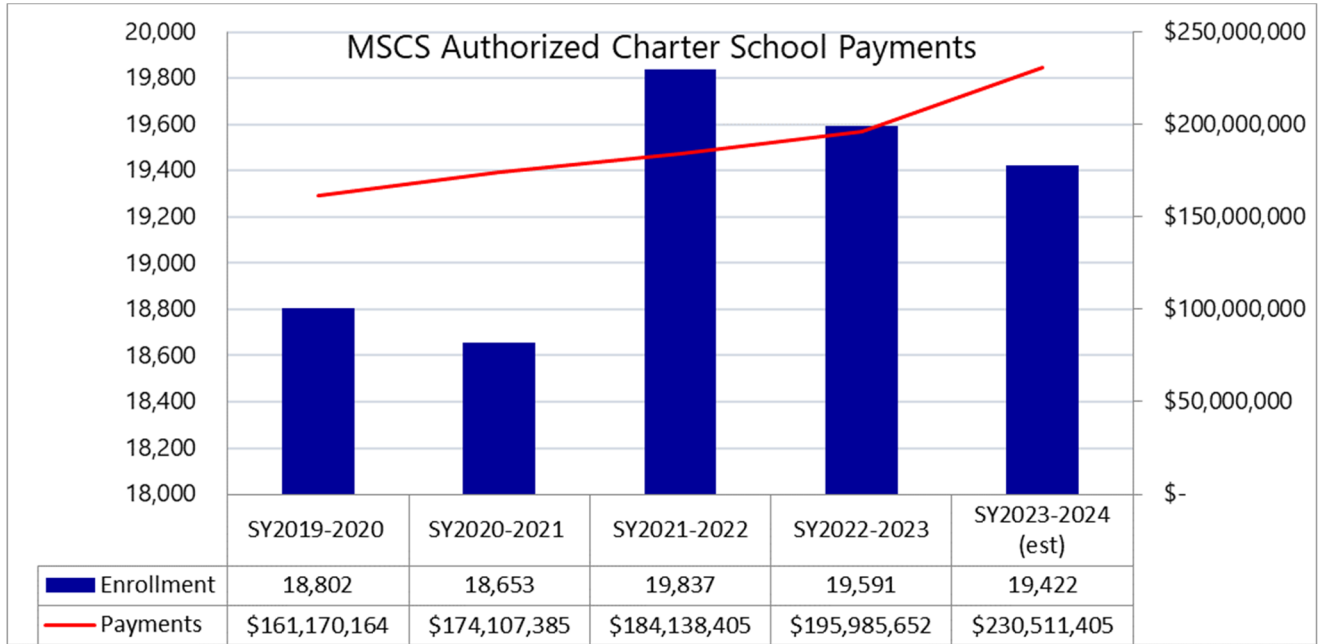
A charter school is a public school that is established and operates under the terms of a charter agreement and in accordance with the Tennessee Public Charter Schools Act of 2002 (T.C.A. § 49-13). Governed by independent operators, charters are publicly funded, and as such, subject to the same performance 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





## Organizational

The chart below identifies Charter schools operating in the 2023-24 school year.

Charter School	Grades Served	SY 2022-23 Enrollment	FY 2022-23 Payment	SY 2023-24 Projected Enrollment	SY 2023-24 Projected Payment
Arrow Academy of Excellence	K-5	95	\$989,726	99	\$1,178,551
Aurora Collegiate Academy	K-5	323	3,382,089	339	4,027,341
Beacon College Preparatory	K-5	204	2,135,703	214	2,543,163
Believe Memphis Academy Charter School	4-8	311	3,253,423	326	3,874,127
Circles Of Success Learning Academy	6-8	218	2,285,936	229	2,722,058
City University School Girls Preparatory	6-8	84	876,428	88	1,043,638
City University School Of Independence	12	14	141,285	14	168,240
City University School Of Liberal Arts	9-12	223	2,335,810	234	2,781,447
Compass Community School, Berclair Campus	K-8	228	2,387,190	240	2,842,630
Compass Community School, Binghampton Campus	K-8	207	2,164,902	217	2,577,932
Compass Community School, Frayser Campus	K-8	208	2,180,705	219	2,596,750
Compass Community School, Hickory Hill Campus	K-8	255	2,670,178	268	3,179,608
Compass Community School, Midtown Campus	9-12	331	3,463,219	347	4,123,949
Compass Community School, Orange Mound Campus	K-8	197	2,064,956	207	2,458,918
Crosstown High School	9-12	470	4,923,458	494	5,862,780
Freedom Prep Elementary - Millbranch	K-5	537	5,621,748	564	6,694,292
Freedom Prep Elementary - Parkrose	K-5	564	5,903,125	592	7,029,351
Freedom Prep Middle - Brownlee	6-8	279	2,918,142	293	3,474,879
Freedom Preparatory Academy Flagship	6-12	778	8,145,203	817	9,699,184
Granville T. Woods Academy of Innovation Charter School	K-8	378	3,958,299	397	4,713,483
Journey East Academy	K-5	340	3,560,279	357	4,239,526
KIPP Memphis Academy Middle	6-8	224	2,344,245	235	2,791,491
KIPP Memphis Collegiate Elementary	K-5	498	5,212,258	523	6,206,678
KIPP Memphis Collegiate High School	9-12	446	4,662,542	468	5,552,084
KIPP Memphis Collegiate Middle	6-8	203	2,120,973	213	2,525,622
Leadership Preparatory Charter School	K-8	417	4,365,226	438	5,198,045
Memphis Academy Of Science Engineering Middle/High	6-12	584	6,110,235	613	7,275,975
Memphis Business Academy Elementary School	K-5	267	2,793,986	280	3,327,036
Memphis Business Academy Hickory Hill Elementary School	K-4	95	989,203	99	1,177,928
Memphis Business Academy Hickory Hill Middle School	6-8	52	545,657	55	649,760
Memphis Business Academy High School	9-12	506	5,291,642	531	6,301,207
Memphis Business Academy Middle	6-8	385	4,031,954	405	4,801,189
Memphis College Preparatory	K-5	254	2,656,573	267	3,163,407
Memphis Delta Preparatory	K-5	377	3,940,617	395	4,692,427
Memphis Grizzlies Preparatory Charter School	6-8	338	3,536,853	355	4,211,631
Memphis Merit Academy	K-5	288	3,013,859	302	3,588,858
Memphis Rise Academy	6-12	744	7,789,578	782	9,275,712
Memphis School of Excellence	6-12	520	5,438,574	546	6,476,171
Memphis School of Excellence Cordova	6-10	293	3,070,111	308	3,655,842
Memphis School of Excellence Elementary	K-5	409	4,282,813	430	5,099,909
Memphis School of Excellence Elementary Cordova	K-5	305	3,192,723	320	3,801,846
Memphis STEM Academy	K-5	215	2,245,905	225	2,674,390
Perea Elementary School	K-4	259	2,712,257	272	3,229,715
Power Center Academy Elementary - Southeast	K-5	407	4,260,178	427	5,072,955
Power Center Academy Elementary School	K-5	716	7,490,317	751	8,919,356
Power Center Academy High School	9-12	696	7,282,949	731	8,672,425
Power Center Academy Middle	6-8	445	4,658,455	467	5,547,218
Power Center Academy Middle - Southeast	6-8	239	2,504,092	251	2,981,835
Promise Academy	K-12	285	2,987,389	300	3,557,337
Soulsville Charter School	6-12	636	6,656,211	668	7,926,115
Southern Avenue Charter School Of Academic Excellence Creative Arts	K-5	333	3,480,070	349	4,144,015
Star Academy	K-6	283	5,370,547	297	3,529,821
Veritas College Preparatory	6-8	144	1,505,363	151	1,792,564
Vision Preparatory Charter School	K-5	390	4,080,495	409	4,858,991
<b>TOTAL</b>		<b>18,497</b>	<b>\$195,985,652</b>	<b>19,422</b>	<b>\$230,511,405</b>



## Organizational

### vi. Academic Innovations

Memphis-Shelby County Schools is dedicated to fostering academic innovation across the District. Currently, there are four major innovations within the District: Innovation Zone (iZone), Empowerment Zone, Virtual Schools, and T-STEAM Design. iZone has been the most established academic innovation with proven success in improving the academic performance of our students.

#### Innovation Zone (iZone 3.0)



MSCS Innovation Zone (iZone) was created in 2012 to improve MSCS priority schools ranked in the bottom five percent. Our charge is to provide the turnaround support critically needed to move 50% of the MSCS managed schools off the Tennessee Department of Education’s State Priority List. The iZone has been one of Memphis-Shelby County Schools’ most successful initiatives since being established in 2012. Since its establishment, 11 of the iZone schools have attained double-digit test score gains, and seven have moved off the state’s priority list. Unlike MSCS traditional schools, iZone schools earn autonomy in relation to the academic programs available for their school based on academic results.

In 2019, the iZone was reimagined and became known as iZone 2.0; the iZone team was restructured and a new vision was collaboratively developed. This vision continues to serve as the through-line for all programs and initiatives. iZone 2.0 aligns all work through the following Five Key Levers of School Turnaround: Teaching and Learning, Culture and Climate, Aligned Staff, Systems and Operations, and Personal Leadership.

*Hire Highly Effective Talent:* Highly effective school leaders, teachers and support staff are hired to ensure ambitious student achievement goals are met. Principals have the autonomy to select their own staff to improve student outcomes. The Zone is supported by the Department of Human Resources to engage in Priority Hiring which enables early selection and hiring processes to begin one week earlier than the District. In addition, iZone 2.0 has partnered with Teach 901 to increase its candidate pool.

*Empowered Principals:* Empowerment in human capital, time and resources gives school leaders the leverage to greatly impact achievement. To successfully lead turnaround schools, principals and school leaders require stamina and specific competencies to effectively impact student academic achievement with urgency. iZone 2.0 principals have been trained by vendors with research-proven results; specifically: The University of Virginia/Partnership for Leaders in Education (UVA/PLE), Data Wise, and the National Center for Urban School Transformation (NCUST), *Central-Level Instructional Support Team:* Teachers, grades K-12, receive weekly support and coaching in ELA, Mathematics, and Science from the centralized support team comprised of content managers and coaches who have been trained in coaching best practices from Learning Forward. The centralized support team provides differentiated support to teachers, school content leads, and administrators through one-on-one coaching, planning support, unit, and module studies, decomposing of standards through Know/Show charts, modeling of lessons, co-teaching, and monthly Learning Clinics.



*Extended Learning Day:* Students are educated for one additional hour per day to provide more time for core instruction, intervention, and enrichment. Each principal has the autonomy to extend the day or core subject learning blocks innovatively to meet the needs of their students.





## Organizational

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*Student Support:* Resources and wraparound services are provided to support student learning and to ensure that the whole child needs are addressed. All iZone schools have received Adverse Childhood Experiences training (ACES) and many have been trained in Trauma Informed School practices. Resources have been used to provide reset rooms in schools, hire a behavior specialist or additional counselors, and a Zone graduation coach. In addition, iZone will invest in a daily Social-Emotional Learning curriculum (SEL), In Focus, that engages students and teachers in daily strategies to work through feelings and emotional triggers that malign many of our students.

In the school year 2023-24, an estimated 33,458 students will be part of the iZone 3.0. The iZone 3.0 will serve the following forty schools comprised of eleven elementary, sixteen middle, and thirteen high schools: A. B. Hill Elementary, Alcy Elementary, Dunbar Elementary, Georgian Hills Elementary, Getwell Elementary, Hawkins Mill Elementary, LaRose Elementary, Sheffield Elementary, Whitney Elementary, Winchester Elementary, American Way Middle, Chickasaw Middle, Craigmont Middle, Cummings K-8, Georgian Hills Middle, Grandview Heights Middle, Hamilton K-8, Hanley K-8, Kingsbury Middle, Oakhaven Middle, Raleigh-Egypt Middle, Riverview K-8, Woodstock Middle, Booker T. Washington 6-12, G.W. Carver College & Career Academy, Hamilton High, Manassas High, Melrose High, Memphis Virtual School, Mitchell High, Northwest Prep Academy, Oakhaven High, Sheffield High, Trezevant High, Westwood High, and Wooddale High.

Schools within the iZone receive additional funding through Federal and Discretionary Grants. Funding is used for additional class time for students and signing and retention bonuses for teachers and administrators. An investment of \$9.9 million dollars is being proposed in the FY24 budget to increase these supports. Tailored vendor services are used to provide additional support and build capacity of school leaders and centralized team members to construct models of continuous learning that will yield a lasting and sustainable return on investments. The entire iZone team analyzes multiple data sources and reflects on the impact of resources, implementations, and innovations to ensure that the return on investment positively impacts our students.

### Empowerment Zone



In school year 2016-17, the District launched a new turnaround model for schools that were at risk of being placed in Priority status by the state and recognized the need to be more aggressive and intentional about how we are supporting our struggling schools. The Empowerment Zone model is an innovative and proactive strategy designed to provide strategic interventions to students who need them most through improved school culture, climate, and curriculum. Most of the schools in the Whitehaven area are in, or currently at risk of being placed in Priority status; the model began with Havenview Middle School in school year 2016-17.

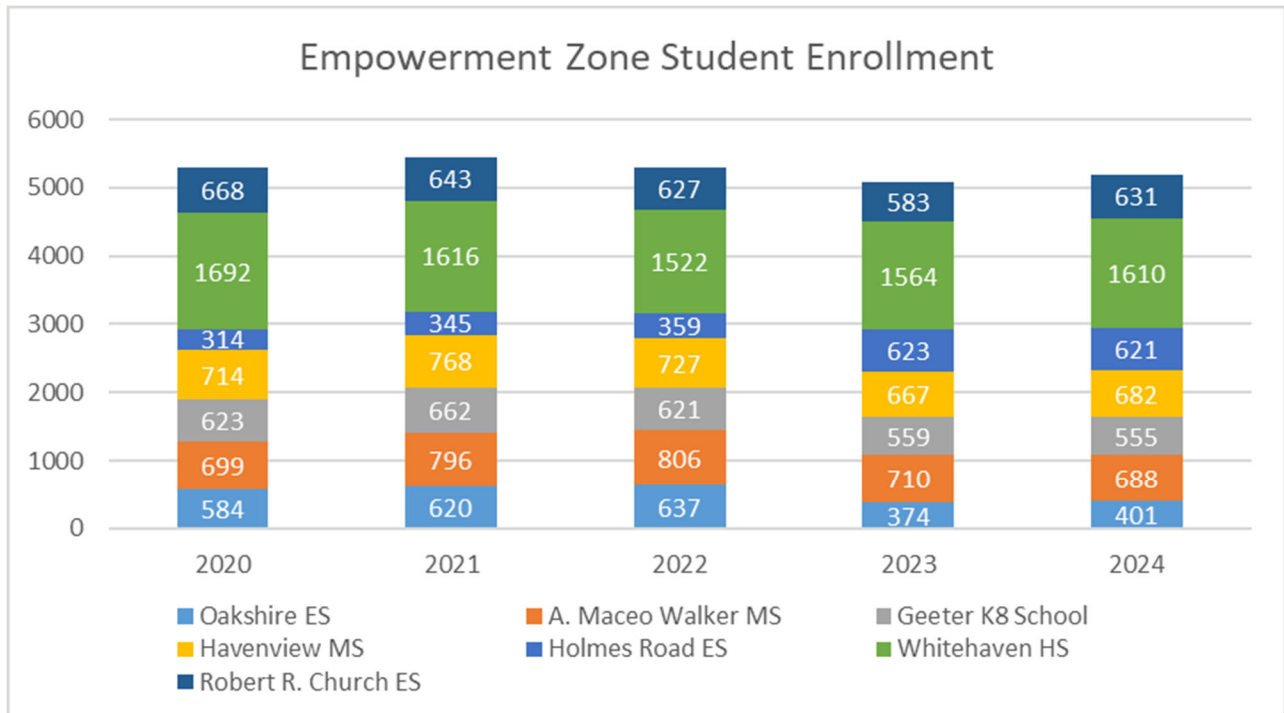


## Organizational

The unique driver of success in the Empowerment Zone is total vertical alignment across all schools in terms of academics, particularly in the core subject areas of math, language arts, science, and social studies, as well as best teaching practices and school operational procedures. Vertical alignment means teachers can collaborate and interact with students across the Empowerment Zone, providing more access to diverse and competitive courses - such as world languages, business, and technology - that will prepare them for college and careers. Parents, educators, and community stakeholders formed a unified leadership council and PTSA to ensure they have an active voice in decisions that impact students across the Empowerment Zone and are good for the community. The proactive intervention strategy targets schools in the southwest area of the District, specifically the Whitehaven community, zip codes 38116 and 38109. Schools in the Empowerment zone receive additional support (Coaches, Interventionists, Facilitators, Family Specialists, etc.) and resources.



Student enrollment is listed in the below chart for the four years of the Empowerment Zone, including projections for school year 2023-24

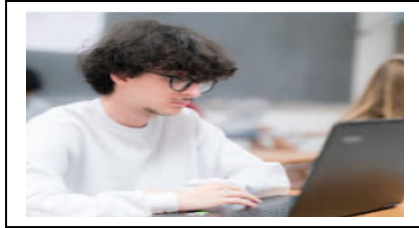




## Organizational

### Virtual Schools

MVCS 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 the 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.

### Medical District High School Mission & Vision



#### Mission Statement

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.

#### Vision Statement

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.

#### School-Wide Student Outcomes

Medical District High School will prepare its graduates to be global-minded and forward thinkers who exemplify Integrity, Intelligence, and Innovation.



## Organizational

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### vii. 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. Under 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 expenditures 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.



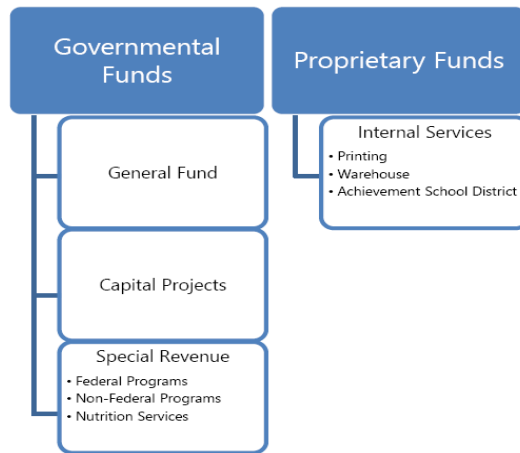
# Organizational

## viii. 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 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.



## Organizational

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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 appropriated.





## Organizational

### ix. 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



# Organizational

## 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.

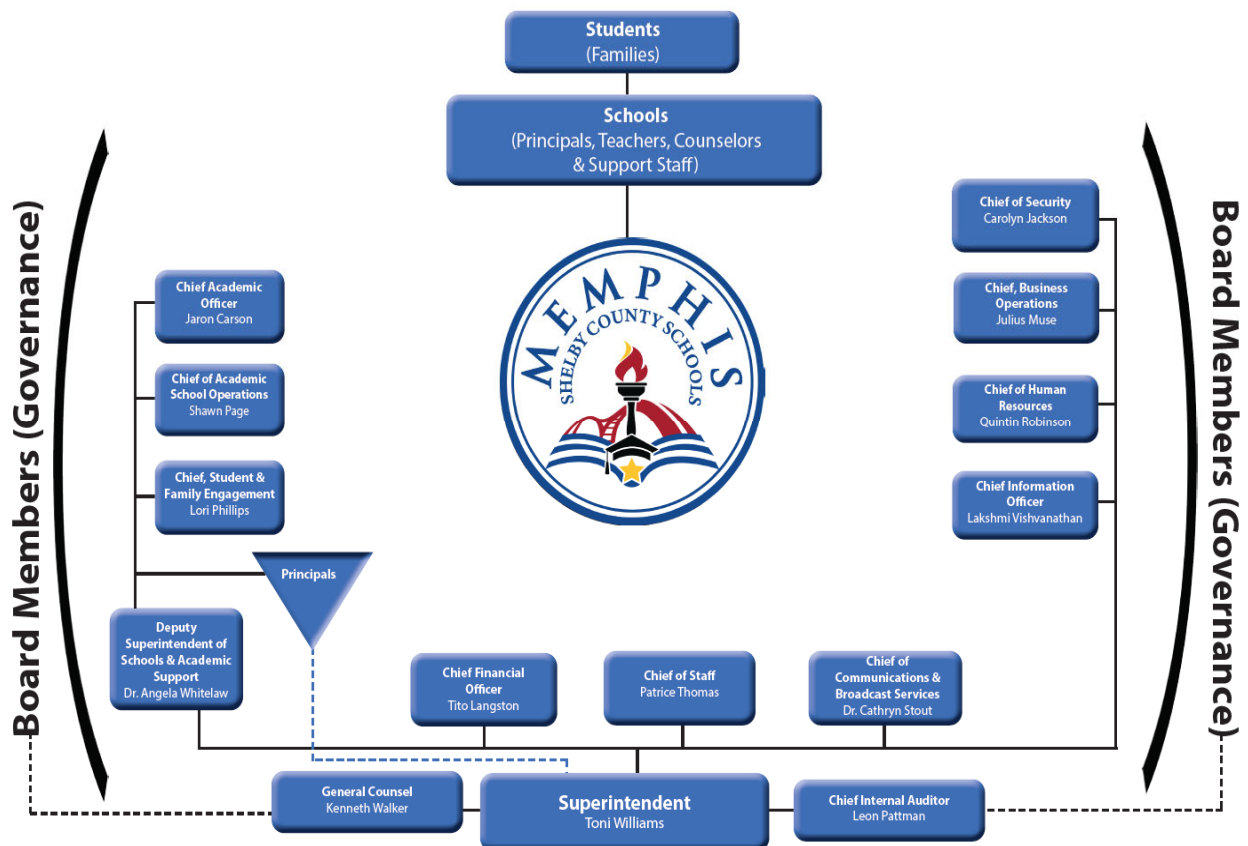
The Shelby County Board of Education (SCBE) governs the business operations of Memphis-Shelby County Schools (MSCS or District) which is comprised of nine elected Board members representing Shelby County, excluding six municipalities that have created independent school districts. The legal basis for 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 listed below.

### MSCS Board Members:

Ms. Michelle Robinson McKissack  
 Ms. Althea Greene - Chair  
 Ms. Stephanie P. Love

Ms. Sheleah Harris – Vice Chair  
 Mr. Kevin Woods  
 Ms. Joyce Dorse Coleman

Mr. Frank Johnson  
 Ms. Amber Garcia  
 Mr. Keith Williams





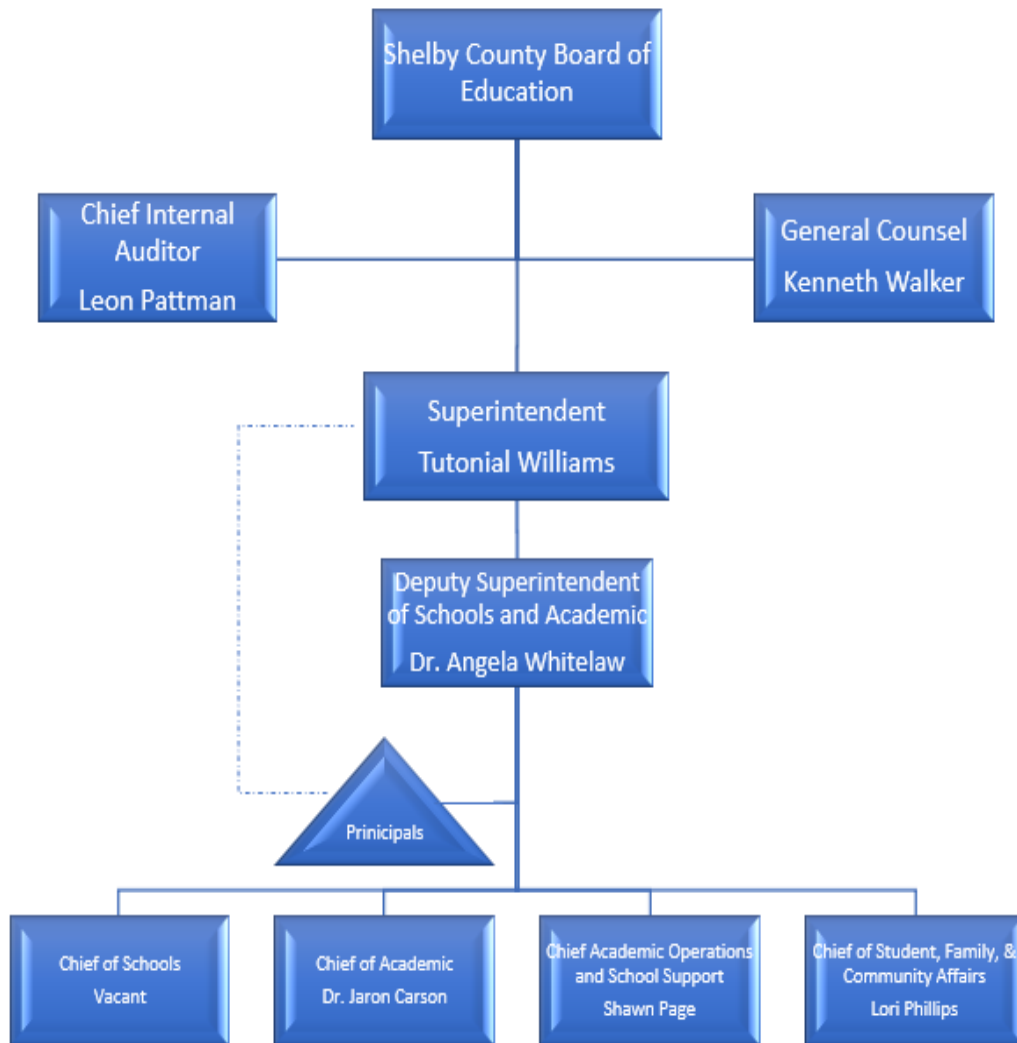


# Organizational

## III. SCHOOLS ORGANIZATIONAL CHART

Under the Deputy Superintendent of Schools, schools are provided further operational, instructional, and school leadership support. The District has instructional leadership directors that ensure our principals can cultivate strong teachers.

### MEMPHIS-SHELBY COUNTY SCHOOLS ORGANIZATIONAL CHART





## Organizational

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### IV. 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*

We are transforming 901. Our goals are:

- To strengthen Early (K-2) and Continuing Literacy (3-12)
- 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
- To create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

### V. 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

### VI. 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 Chairman 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 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.



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### **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 the 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.



## Organizational

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### **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**

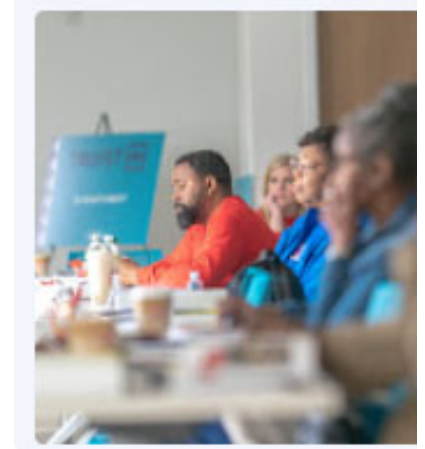
The Superintendent shall submit financial reports to the Board and to State and Federal agencies, as required. Principals are responsible for submitting monthly financial reports to the central office and to State and Federal agencies, as required. Summary financial statements consisting of the various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

## **VII. BUDGET PROCESS AND CALENDAR**

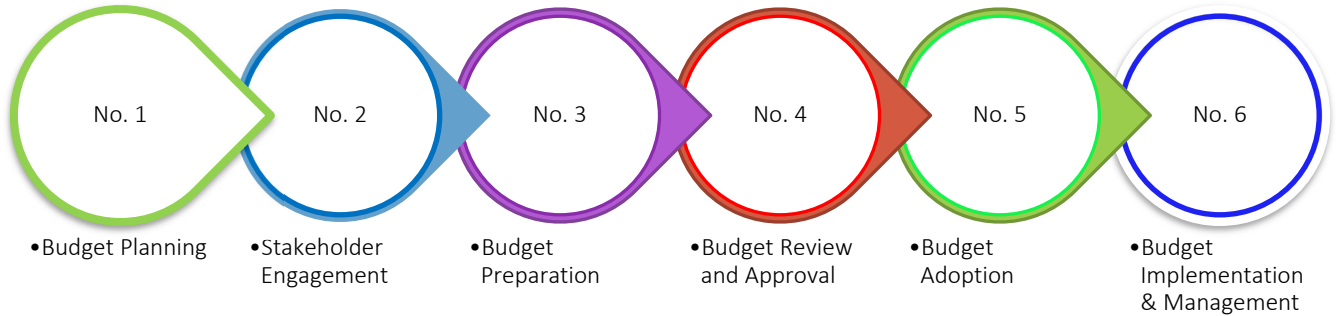
The budget process is a year-round process, which includes budget development, adoption, and management. The budget development process starts in September by preparing a roadmap that jumpstarts the District-wide budget discussion. Departments, schools, parents, and community begin in October to shape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





## Organizational

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.





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### **Memphis-Shelby County Schools BUDGET CALENDAR FISCAL YEAR 2023-2024**

#### **Presentation of Proposed Budget Calendar**

Tuesday, October 4, 2022	Present Budget Calendar to the Board – Audit, Budget Finance Committee
Tuesday, October 18, 2022	Present Budget Calendar and Strategic Priorities at Board Work session

#### **Development of Budget priorities and Community Engagement**

Monday, October 10, 2022	Begin Collaborations with Communications and FACE to develop Community Engagement Strategy
Tuesday, December 13, 2022	Share community engagement plan around a collaborative budget process for board approval in Audit, Budget, Finance. The plan should include information regarding workshops, focus groups, panel discussions with teachers, parents, students, and community partners
Tuesday, December 13, 2022 to Friday, March 10, 2023	Implement a community engagement plan around a collaborative budget development process; Hold budget various workshops, focus groups, panel discussions with teachers, parents, students, and community partners. Budget Engagement will be aligned with Reimagining 901 Our Schools Our Community Sessions

#### **Internal Budget Development**

Monday, October 10, 2022 to Friday, October 28, 2022	Begin school strategic planning sessions assessing student/teacher needs, budget development with School Leaders and Central Office support teams
Monday, November 7, 2022	Present General, Federal, CIP, and Special Revenue Funds budget guidelines to Chiefs



## Organizational

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### **Memphis-Shelby County Schools BUDGET CALENDAR (continued) FISCAL YEAR 2023-2024**

Monday, December 12, 2022	Provide initial draft budget to Supt; MSCS Cabinet reviews departmental budgets and alignment to priorities and needs assessments
Monday, February 6, 2023	Present initial budget to Cabinet
Saturday, February 18, 2023	Deliver initial budget to Memphis-Shelby County Board of Education-Retreat
February 27-March 10, 2023	Budget Checkout – Schools (Subject to change)

#### **Budget Review and Approval Process**

Tuesday, April 18, 2023	Deliver proposed budget to Memphis-Shelby County Board of Education
Tuesday, April 25, 2023	Present proposed budget to Memphis-Shelby County Board of Education for approval
Wednesday, May 3, 2023	Present Memphis-Shelby County Board of Education's FY2023-24 proposed budget for approval before Shelby County Board of Commissioners Education Committee
Wednesday, May 10, 2023	Present Memphis-Shelby County Board of Education's FY2023-24 proposed budget for approval before Shelby County Board of Commissioners
Monday, May 22, 2023	Present final budget to Memphis-Shelby County Board of Education for approval as adopted budget ( <i>Special Call</i> )
Wednesday, June 7, 2023	Present final budget to Memphis-Shelby County Board of Commissioners Education Committee for approval as adopted budget
Tuesday, August 1, 2023	Submit budget to State of Tennessee



## Organizational

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

After completing the budget planning phase, the public engagement of school leaders, teachers, parents, community leaders and department leaders usually serves as a critical step in ensuring multiple views and needs are reflected in the budget process. However, in the spring of calendar year 2020, governmental mandates have prohibited gatherings of ten or more people to decrease the spread of COVID-19 (Coronavirus). Therefore, the District's planning and execution of interactive and physical community budget hearings involving stakeholders, Board members and District staff have not been determined at this time.

### **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 principals' 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.





## Organizational

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### *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 Commissioners for approval of funding. After the Shelby County Board of Commissioners 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 Commissioners.



## Organizational

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

Once the Shelby County Board of Commissioners approves the proposed budget, the Board adopts the budget. The adopted 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 adopted 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 expenditures 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 adopted. 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 adopted budget into the financial system once the final budget has been approved. As the budget is expended, 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 spend relative to the annual budget. Quarterly financial reports are presented to the Audit, Finance, & Budget Subcommittee of SCBE and Shelby County Board of Commissioners. Also, monthly financial projections are conducted to track spend against the budget across the District. The District uses the monthly financial projections to inform investment decisions throughout the fiscal years. 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 adopted operating budget, adjustments can be accomplished in the following manner. The Superintendent or her designee is authorized to transfer budget amounts between state functions when approval has been provided by the Board and Shelby County Board of Commissioners. Budget revisions that increase the balance of a fund are taken by resolution before the Board and the Shelby County Board of Commissioners.

The monitoring of expenditures 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



## Organizational

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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.





## Organizational

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### VIII. 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 Chairman 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.

### IX. LAWS AFFECTING THIS BUDGET

#### i. Budget Approval

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

- Shelby County Board of Commissioners
- 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 adopted 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 adopted 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.



## Organizational

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### **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). The teachers shall 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 as 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.



## Organizational

### viii. School Safety

Former Governor Bill Haslam devoted \$10 million annually towards the school safety grant fund. Governor Bill Lee is proposing an investment of \$205 million for the school safety program in the fiscal year 2023-24 Governor's budget.

## X. FISCAL SUSTAINABILITY

### i. Strategic Priorities

A long-term fiscal sustainability plan is critical. For FY2024 we are transitioning to Transforming the 901, a long-term plan that expands our initial Destination 2025 to Transforming Education, Transforming Schools, and Transforming Communities.

The Transforming the 901 plan 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 Transforming the 901 goals. Below are the three strategic priorities that support the Transforming 901:

- To strengthen Early (K-2) and Continuing Literacy (3-12)
- 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
- To create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

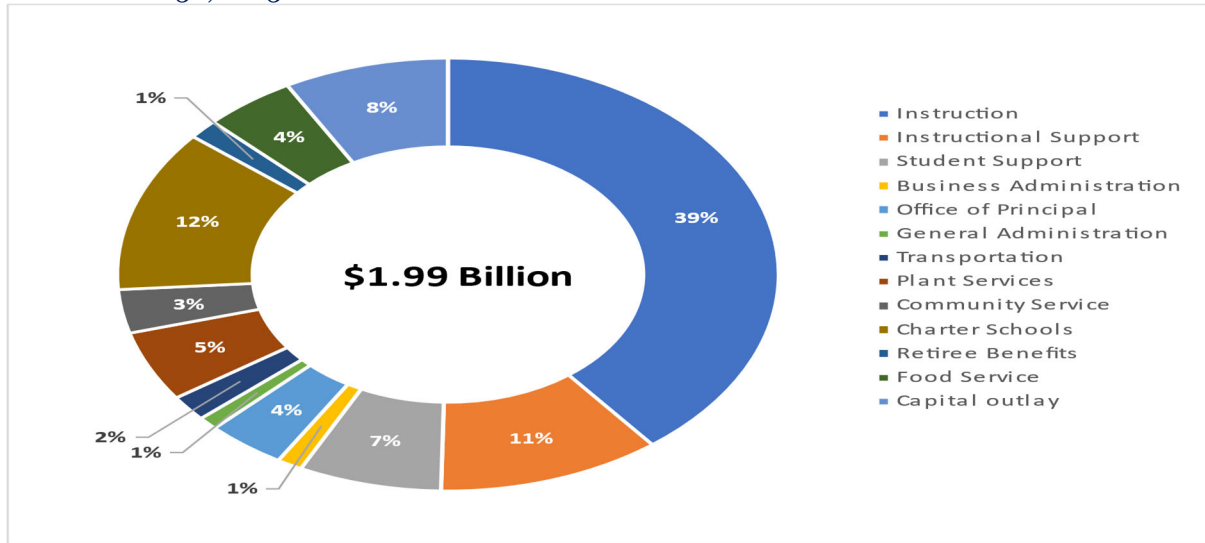




## Organizational

### 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 District's combined or All Funds budget is approximately \$1.99 billion for fiscal year 2023-24. The total expenditure for all funds reflects a \$165.4 million (or a 7.6%) decrease from the prior year amended budget. Most of the decrease is due to expenditures associated with federal funding, the Elementary and Secondary School Emergency Relief grant (ESSER) 2.0 ending effective June 30, 2023.

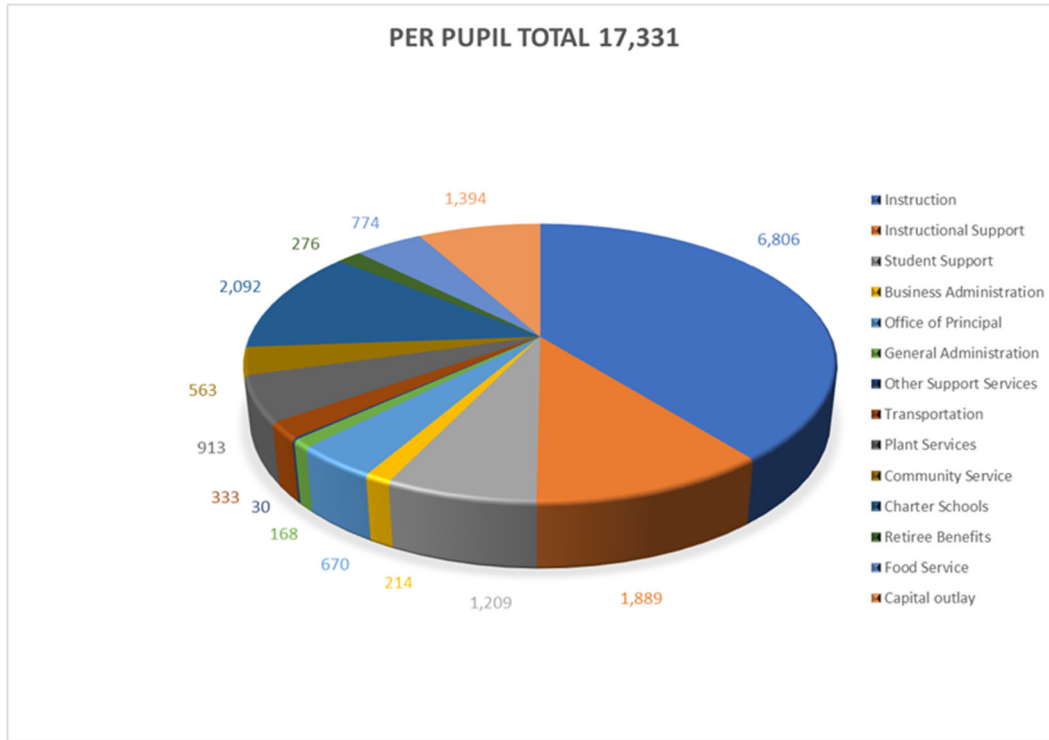


<b>Instruction:</b> \$749.3 million Activities directly linked to teaching students	<b>Charter Schools:</b> \$304.6 million State, local, and federal payments to charter schools	<b>Food Services:</b> \$88.7 million Prep, delivery, & services of breakfasts, lunches, snacks, & other meals
<b>Plant Services:</b> \$104.5 million School maintenance, including grounds, buildings, equipment, and utilities	<b>Instructional Support:</b> \$210.1 million Activities to facilitate & enhance instruction, including content and professional dev	<b>Student Support:</b> \$130.1 million Library, guidance, health, & technical services to students, incl school safety
<b>Community Services:</b> \$64.6 million Community dev programs such as early childhood development and innovation & planning	<b>Office of the Principal:</b> \$75.4 million Activities performed by principals & AP, includes school office staff	<b>Capital Outlay:</b> \$152.1 million Capital improvements and construction for the District's schools
<b>Retiree Benefits:</b> \$28.8 million District's contribution to 'pay as you as go' retiree benefit costs	<b>Student Transportation:</b> \$38 million Transportation for regular, vocational, and special education instruction	<b>General Administration:</b> \$19.4 million Commission fees, legal services, communications, and others
<b>OPEB:</b> \$3 million	<b>Other Support Services:</b> \$4 million Printing and Warehouse support	<b>Business Administration:</b> \$25 million Accounting, budgeting, financial reporting, human resources, payroll, purchasing, information technology and internal auditing



## Organizational

In fiscal year 2023-24, the per-pupil amount of the combined All Funds budget is \$17,331 as shown in the chart below. Per pupil total consists of multiple year funding in one year's budget.



Of the total \$1.99 billion District Budget All Funds expenditure budget in fiscal year 2023-24, the General Fund consists of about \$1.269 billion (or 63.3%). The General Fund serves as the primary operating fund for the District. The fiscal year 2023-24 Proposed District General Fund expenditures budget reflects a \$121.1 million 10.6% increase compared with the prior year amended budget. The year over year variance is further explained in the financial section.

### iii. Long Term Financial Drivers

MSCS revenue is generated primarily based on enrollment. MSCS financial drivers includes 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





## Organizational

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budgetary pressures and requires 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.

#### *Student Recruitment & Retention*

The Department of Student Affairs' Recruitment Plan oversees the Recruit, Retain, and Reclaim (R3) initiative, which continues to seek strategies, and solutions that will increase our District's footprint and student market share. Through these most difficult times, we work to maintain a laser-like focus with our ongoing commitment to students and families. MSCS believes in caring for the well-being of all children because we are Transforming the 901, and WE choose MSCS!

#### Support Strategies:

- \$10 million investment in academic performance bonus base on state data (TVAAS)
- \$15 million investment in our educators in the form of recruitment and retention bonus
- Investment of \$3 million for student exposure fieldtrips that will expose our students to various opportunities across the city
- Implementation of year two of the new principal step progression scale will begin in the 2023-2024 school year
- More than \$27M invested in strategic compensation for teachers, implementing a new teacher salary schedule
- \$7.9 million in raises for our non-certified staff.
- Continued investment in the Teacher Academy with more than 160 participants since January 2022
- Recommended \$37.6 million investment in safety and security for a total two-year investment of \$52 million
- Our Strategic Partners for Literacy partnership will construct a strategic framework and identify high-level options to meet the overall goal – ensure literacy success by third grade for all students
- The District has added 750 Specialized Education Assistant (SEAs) positions this school year, increasing the teacher pipeline
- MSCS invested \$5 million of ESSER funding to install filtered water bottle filling stations, removing 99.3% of lead from drinking water
- Continued investment in our hands-on internship program called Power 1000 will employ one thousand of our juniors and seniors
- Our partnerships with Minority and Women-Owned Small Business Enterprises increased from 22.6% in 2022 to 37.1% in 2023



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### *Academics Transformation and Interventions*

To meet the needs of struggling schools with greater rigor and effectiveness, the Academic Office has undertaken significant changes within the iZone for the 2022-23 school year. Equity in Action laid out the transition plan for the schools moving both into and out of the iZone; however, this work is further supported by several key goals to ensure that iZone personnel are best positioned to serve stakeholders. iZone 3.0 will support 40 priority schools under the Assistant Superintendent of iZone and Priority Schools. Schools leaving the iZone will continue to receive support through the Continuous Improvement Zone structure before transitioning to a traditional school model after two years of proven stability.

Additionally, the iZone continues to embrace a robust program of professional development to ensure that iZone planning includes numerous initiatives aimed at principals, teachers, and instructional staff to build capacity specifically within schools that require innovative solutions for strong instruction. Perhaps most significantly, iZone sets its sights on two key goals to drive learning and the deployment of support structures within its schools.

MSCS also introduced a second model called the Empowerment Zone in school year 2016-2017 which focused on schools between the 6th and 10th percentiles in the State. The District recognizes the need to be more aggressive and intentional about supporting struggling schools, particularly those at risk of being placed in Priority status by the State. The Empowerment Zone includes nine schools in the Whitehaven community – a community with several schools in the bottom 10 percent of schools in the State.

### *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 moves 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.



## Organizational

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### *Benefits and Compensation*

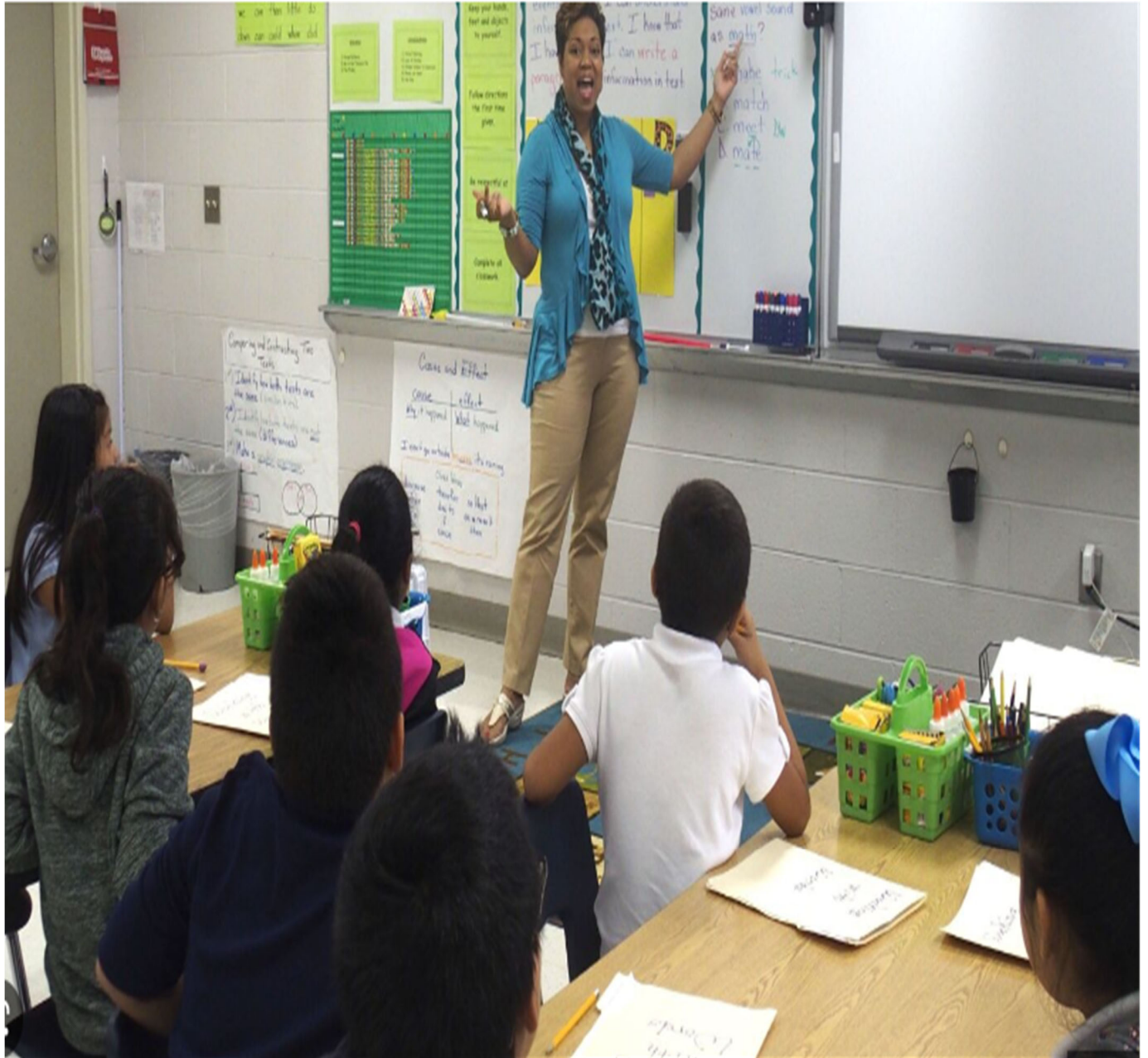
Memphis-Shelby County Schools offers employees competitive healthcare plan to ensure they have the best options for themselves and their families. Medical, dental, vision and life insurance options are just a few benefits offered. Additionally, a wellness/fitness program and other fringe benefits are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





## Organizational



# TEACHER COMPENSATION

2024 Fiscal Year

DISTRICT PROPOSED BUDGET



## Organizational

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### v. Memphis-Shelby County Schools Teacher Compensation Proposal

One of the first commitments Superintendent Williams made at the onset of her tenure in August 2022 was to finalize an approved MOU with the teacher associations. She committed to return to collaborative conferencing to discuss four items. Those four items were the grievance policy, bereavement policy, insurance contributions, and the teacher salary schedule.

At the conclusion of collaborative conferencing all four items were agreed. The District is proposing a new teacher salary schedule for school year 2023-24 which includes a \$27.3 million commitment. This investment includes the highest starting salary for teachers and a quicker path to the maximum salary connection to step increases.

NEW GRIEVANCE POLICY:

AGREED



NEW BEREAVEMENT LEAVE POLICY:

AGREED



INSURANCE CONTRIBUTIONS:

AGREED



TEACHER SALARY SCHEDULE:

AGREED





## Organizational

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Additional investments in compensation are also being made to support Superintendent Williams' commitment to improving culture and climate as well as recruitment and retention. Those investments include:

- Sign-on and retention bonuses of \$10,000 - \$15,000 totaling upwards of \$10 million to attract new teachers to the district and fill hard-to-staff teaching positions, such as ESL, Dual Language, Critical EOC, Special Education, Pre-K, and I-Zone
- Academic performance bonus based on state data (TVAAS) as opposed to evaluations of \$10 million. The goal is to reward teachers who move the academic needle for students while also driving a culture of achievement in the District
- Athletic coaching stipends and compensation alignment for electricians, plumbers, HVAC technicians, and security resource officers of \$3 million
- Expanding new teacher support and mentor teacher stipends of \$2 million
- An incremental step increase for school leaders of \$3.2 million
- A 2% raise for all on on-instructional employees of \$7.9 million

### *Transforming the 901*

Building a stronger 901 will heighten our ability to guarantee equity across all communities while delivering a strong academic foundation for all schools. This effort is based on a commitment to high-quality instruction, safe learning environments and empowering families and communities with support for academic achievement.

MSCS has increased its graduation rate from 77.7% to 80.1%. Middle College High School earned a 100 percent grad rate for the seventh year in a row. Hollis F. Price Middle College High School earned a 100 percent grad for the fourth consecutive year. The District's Ready Graduate rate increased from 20.7% to 23.0% from 2019-2020 to 2020-2021 (lag year).

Our students earned over 2,800 career certifications through our Ready Grad College, Career & Technical Education (CCTE) programs. The Tennessee Department of Education (TDOE) recognized 22 MSCS managed schools as Reward schools.

### *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 application. In school year 2018-19, the CCTE program launched a new redesign 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.



## Organizational

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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 CTE • 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 CTE. The Carl D. Perkins Federal grant is used to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs.

### *Transportation*

MSCS transportation cost for FY2024 will be approximately \$32.2 million (unaudited). The breakdown for the total transportation cost is \$19.3 million for regular transportation and \$12.9 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 Instructional Leadership Director (ILD).



## Organizational

### 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.

## SCS PARTNERSHIP DEFINITIONS TYPES OF PARTNERSHIPS



### District Partner:

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.



### Campus Adopter:

An organization/individual that works with one school by providing resources and/or services at no cost during the school year.



### Community Adopter:

An organization/individual that works with two or more schools by providing resources and/or services at no cost during the school year.



### Sponsor:

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.

### 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.





## Organizational

### ACCESS FOR ALL



#### *1:1 Digital Device Plan*

Every MSCS student will continue to have access to a digital device in school year 2023-24. Our 1:1 digital device plan is part of our ongoing commitment to student equity and 21st century learning to prepare our students for college and careers. We believe the addition of modern technology into daily instruction will open amazing new learning possibilities!

Memphis-Shelby County Schools recognizes that technology access and digital literacy is a necessary skill for student success in the 21st century. MSCS is preparing our students and classrooms for the future by providing devices to students and working to expand access to the Internet throughout the community. Use of the Internet must be supportive of and consistent with the educational objectives of the District. Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users should recognize that among the valuable content online, there is also unverified, incorrect, or inappropriate content. Users should remember not to post anything online that they would not want students, parents, teachers, or future colleges or employers to see. Once something is online, it is out there and can sometimes be shared and spread in ways you never intended. The following guidelines and policies apply to:

1. Students who use computer devices belonging to MSCS
2. Students who use hotspot devices belonging to MSCS
3. Students who access network resources available through the District

Our goal in providing network access and technological resources is to promote instruction and learning during distance learning and beyond. The District has taken precautions to restrict access to controversial materials.



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### *Device Cost*

Driven by MSCS Board Policy #6047, liability and financial responsibilities are defined in the MSCS Digital Device Loaner Program agreement form that is signed when devices are distributed. In the event of loss or theft, a police report must be filed and provided to the school, and a school representative must be contacted within 24 hours after the occurrence. A charge of \$75 is assessed the first three times a student loses a device. The student is responsible for the full replacement cost of the device upon the fourth instance in losing the device. Direct certified economically disadvantaged students can request a fee waiver at any time.

### *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 No Child Left Behind (NCLB) 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.

MSCS has experienced tremendous financial pressures from the increase of charter schools. Charter school enrollments have increased annually, manifesting in double-digit percentage increases in charter school growth over a five-year period. Charter schools' overall increase in enrollment and market share has become impactful. Therefore, MSCS consistently investigates cost effectiveness strategies, including an evaluation of operating costs versus administrative fees to determine the fiscal impact.

# FINANCIAL



## FY 2024 District Proposed Budget



## Financial

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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

V. ALL FUNDS

- i. All Fund Types Fund Balance

VI. GOVERNMENTAL FUNDS

- i. All Government Fund Types Fund Balance
- ii. General Fund

A. Departmental Detail

- iii. Capital Project Fund

- Budget for Capital Projects Fund
- Districts Deferred Maintenance Needs
- State Law for Public Charter School Facility Fund

- iv. Special Revenue Fund

- 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)

- v. Federal Programs

- Needs of Memphis-Shelby County Schools
  - a. Poverty
  - b. Special Landing Project
- Budget Summary of the Federal Programs Fund
- Summary of Major Federal Grants

- vi. Non-Federal Programs

- Needs of Memphis-Shelby County School Students
- Financial Summary of the Non-Federal Programs Fund
- Summary of the Non-Federal Programs Revenue Sources
- Non-Federal Grant Summary by Project



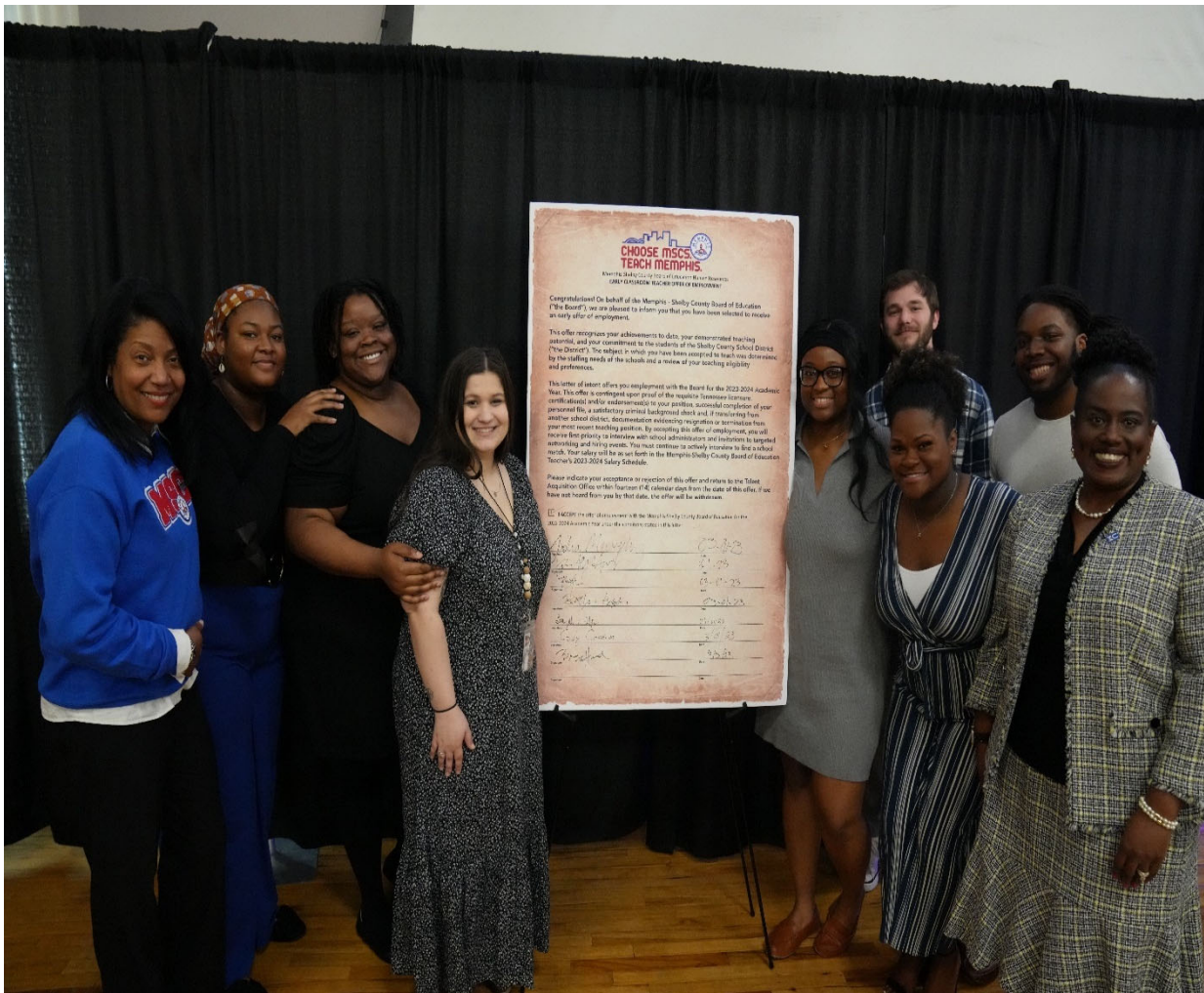
# Financial

## vii. Nutrition Services

- 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

## VII. PROPRIETARY FUNDS

### i. 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 less, it cannot be reduced 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 Commissioner 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.



Last year, 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.



## Financial

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.

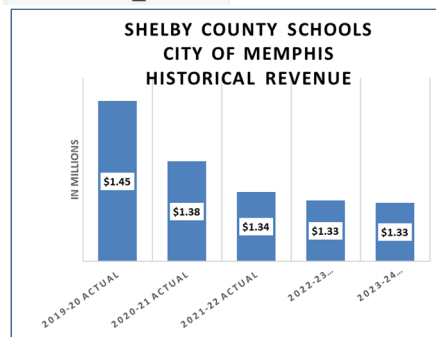
Local grants are revenues derived from outside sources other than the Federal or State governments. Revenues from local grants may be received through donations or a competitive application process. Expenditures are restricted for specific purposes.

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 2023-24 of \$1.3 million remains the same as the amended budget for fiscal year 2022-23.

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.

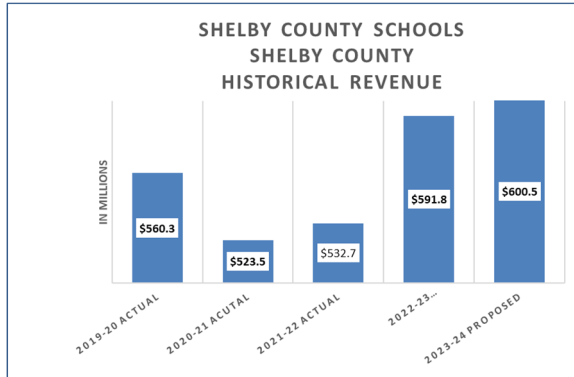
**Other:** These revenues are received from time-to-time from various sources other than taxes.

**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 FY23. Prior to FY 17, up to 50% was designated for operations with the remainder used for repayment of school debt.



## Financial



The chart to the left 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 increase in fiscal year 2023-24 in comparison to fiscal year 2022-23 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 32.0% of total funding and is considered a major revenue source in the Governmental Funds.

The above chart represents the categorical revenue allocations across All 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.



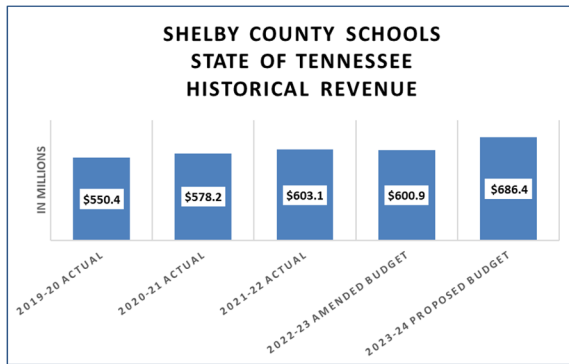


## Financial

**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.

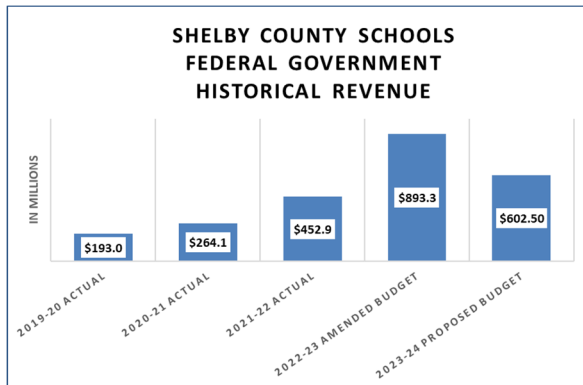
**Safe Schools** – Positive Behavior Intervention and Supports (PBIS) has been the underlying process to document needs and use data-based problem solving to develop interventions at universal, secondary, and tertiary levels. The program also includes emergency management and safety preparedness; violence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



Total Revenues received from the **State of Tennessee** are illustrated in the chart to the left. The District estimates that it will receive \$686.4 million in fiscal year 2023-24. 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 30.3% of total funding and is considered a major revenue source in the Governmental Funds.

The above chart represents the categorical revenue allocations across All 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:** The 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 instructor pay budgeted expenditures.

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

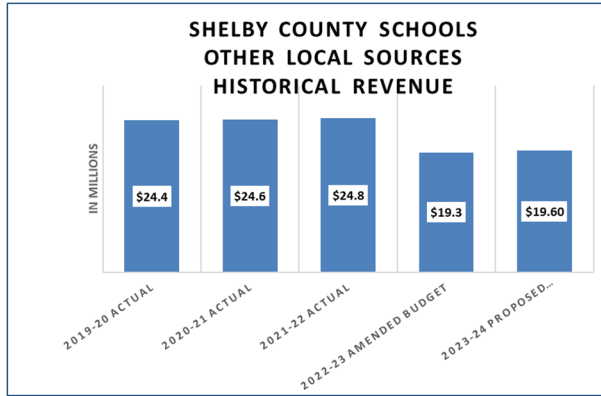
The above chart represents the categorical revenue allocations across All Funds. \*

Total Revenues received from the **Federal Government** are illustrated in the chart above. The District will receive a total of \$602.5 million which includes a decrease compared to the prior fiscal year's budget due to the funding from the Elementary and Secondary School Emergency Relief Fund (ESSER 2.0 and 3.0) ending. Revenue from the Federal Government is considered a major revenue source 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 is 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 managing 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.



## Financial



**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 2023-2024.

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-1N-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 TECH 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 F 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 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-Ezone	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
60000-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 1A, 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-IN 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 ESGym Addition		X				
C987-Mitchell High School Fire Safety Upgrades		X				
C988-Halle Stadium upgrade		X				
C989-White Haven 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 Support			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 were developed by school site while factoring in the return to in-person learning and the decrease in cases for Covid-19.
2. For Fiscal Year 2023-24, the number of authorized charters will decline to 54.
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 Basic Education Program (BEP) allocation for Memphis-Shelby County Schools, including the Achievement School District (ASD) and the State Board of Education is to be replaced by the Tennessee Investment in Student Success Act (TISA).
2. 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. The fiscal year 2023-24 General Fund budget assumes that Shelby County's total education budget will be funded at a lower level than compared to prior year.
3. The County Sales Tax revenues for the District are budgeted to increase slightly in fiscal year 2023-24 based on an upward trend of 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.
4. The indirect cost rate for fiscal year 2023-2024 is 14.56% for non-restricted programs (Nutrition) and 3.87% for restricted programs (Federal Grants).
5. 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 2023-24. The formulas used will comply with State requirements.



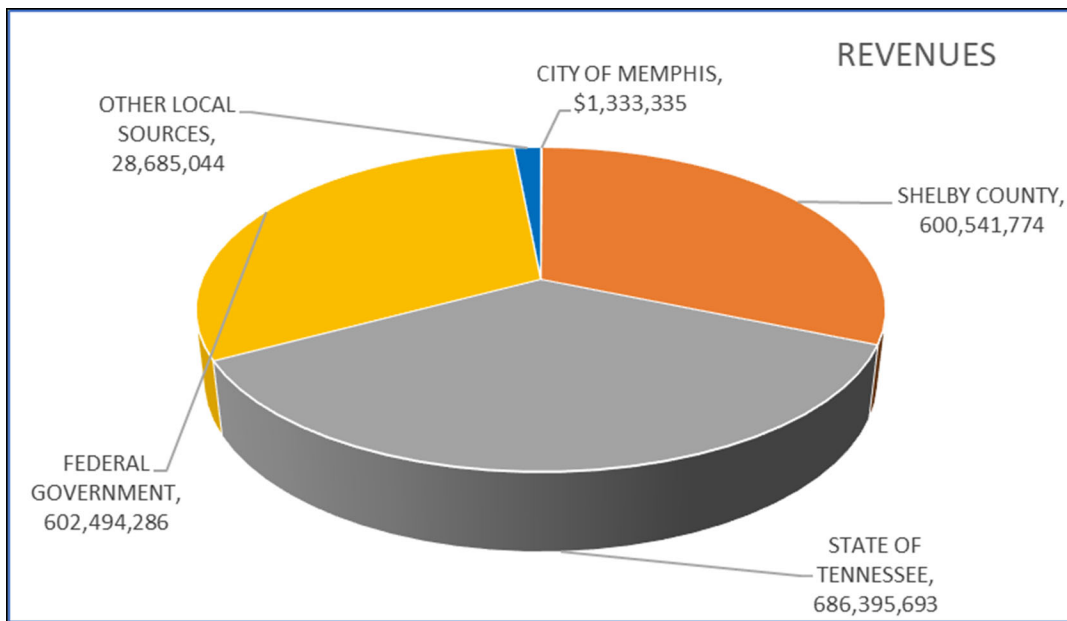
IV. ALL FUND TYPES

**Memphis-Shelby County Schools  
Highlights of the 2023-24 Budget**

**All Funds**

The District’s total expenditure for the FY 2023-24 budget across all funds is approximately \$1.9 billion. The total budgeted expenditures for all funds reflect a \$165.4 million or a 7.6% decrease from the FY23 amended budget. The largest cause of this decrease is due to Federal Program revenues, and associated expenses.

**Where the Money Comes From...**



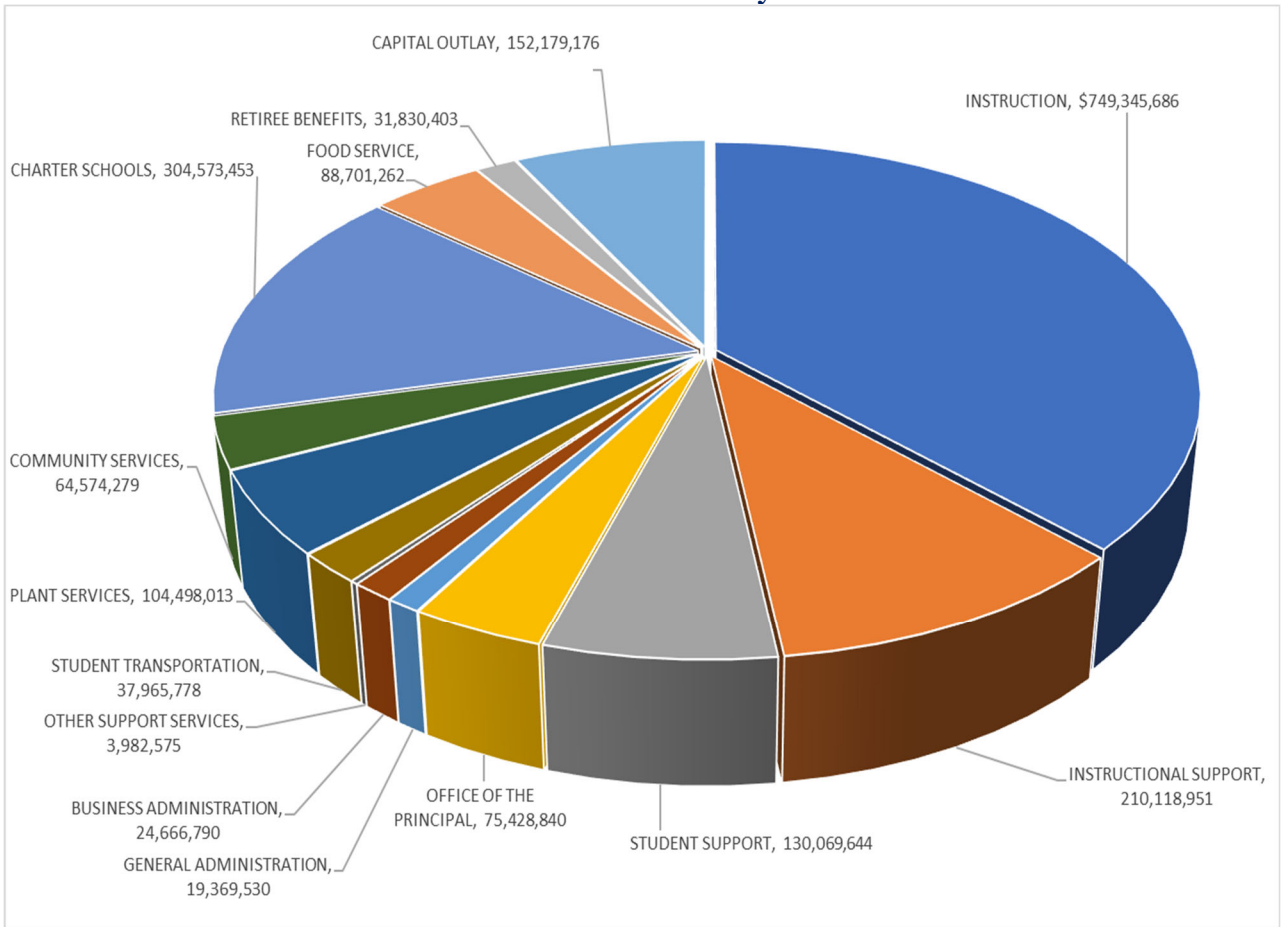
**SOURCE OF FUNDS**

	<u>2022-23</u> <u>Amended Budget</u>	<u>2023-24</u> <u>Proposed Budget</u>	<u>Variance</u>	<u>% Change</u>
<b>Revenues</b>				
City of Memphis	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	591,778,829	600,541,774	\$ 8,762,945	1.5%
State of Tennessee	600,877,097	686,395,693	\$ 85,518,596	14.2%
Federal Government	893,299,968	602,494,286	\$ (290,805,682)	-32.6%
Other Local Sources	19,348,249	19,615,450	\$ 267,200	1.4%
Operating Transfer	9,069,594	9,069,594	-	-
<b>Total Revenues</b>	<b>\$ 2,115,707,073</b>	<b>\$ 1,919,450,132</b>	<b>\$ (196,256,940)</b>	<b>-9.3%</b>



## Financial

### ...and Where the Money Goes



### Use of Funds

INSTRUCTION	\$ 732,930,466	\$ 749,345,686	16,415,220	2%	
INSTRUCTIONAL SUPPORT	226,961,542	210,118,951	(16,842,591)	-7%	
STUDENT SUPPORT	130,827,684	130,069,644	(758,040)	-1%	
OFFICE OF THE PRINCIPAL	70,815,312	75,428,840	4,613,528	7%	
GENERAL ADMINISTRATION	18,580,326	19,369,530	789,204	4%	
EDUCATIONAL TECHNOLOGY	32,093,294	-	(32,093,294)	-100%	
FISCAL SERVICES	4,257,681	-	(4,257,681)	-2%	
BUSINESS ADMINISTRATION	19,597,534	24,666,790	5,069,256	26%	
OTHER SUPPORT SERVICES	5,190,906	3,982,575	(1,208,331)	-23%	
STUDENT TRANSPORTATION	41,673,194	37,965,778	(3,707,416)	-9%	
PLANT SERVICES	107,460,058	104,498,013	(2,962,045)	-3%	
COMMUNITY SERVICES	71,781,100	64,574,279	(7,206,821)	-10%	
CHARTER SCHOOLS	310,709,949	304,573,453	(6,136,496)	-2%	
FOOD SERVICE	79,580,955	88,701,262	9,120,307	11%	
RETIREE BENEFITS	31,830,403	31,830,403	-	0%	
INDIRECT COST/TRANSFERS IN AND OUT	39,685,588	-	(39,685,588)	-100%	
CAPITAL OUTLAY	238,699,175	152,179,176	(86,519,999)	-36%	
<b>TOTAL EXPENDITURES</b>	<b>\$ 2,162,675,167</b>	<b>\$ 1,997,304,380</b>	<b>\$ (165,370,787)</b>	<b>-8%</b>	



# Financial

## SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION

### FISCAL YEAR 2023-24 PROPOSED BUDGET

#### With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	560,343,540	526,514,124	532,671,179	591,778,829	600,541,774	\$ 8,762,945	1.5%
State of Tennessee	550,352,588	575,057,731	603,091,048	600,877,097	686,395,693	\$ 85,518,596	14.2%
Federal Government	193,001,471	580,864,873	452,935,653	893,299,968	602,494,286	\$ (290,805,682)	-32.6%
Other Local Sources	24,446,470	24,941,897	24,781,790	19,348,249	19,615,450	\$ 267,200	1.4%
Operating Transfer	-	-	8,489,115	9,069,594	9,069,594	-	-
<b>Total Revenues</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 1,623,311,768</b>	<b>\$ 2,115,707,073</b>	<b>\$ 1,919,450,132</b>	<b>\$ (196,256,940)</b>	<b>-9.3%</b>
<b>Expenditures</b>							
Instruction	\$ 562,863,226	\$ 816,398,882	\$ 624,543,231	\$ 732,930,466	\$ 784,371,524	\$ 51,441,058	7.0%
Instructional Support	100,256,865	148,838,312	150,435,135	226,961,542	217,694,978	\$ (9,266,563)	-4.1%
Student Support	71,861,552	85,430,124	101,389,895	130,827,684	139,304,861	\$ 8,477,177	6.5%
Office of the Principal	63,522,590	63,338,657	61,336,229	70,815,312	77,226,731	\$ 6,411,419	9.1%
General Administration	17,100,303	18,464,098	17,560,476	18,580,326	19,369,530	\$ 789,204	4.2%
Educational Technology	-	38,316,778	-	32,093,294	-	\$ (32,093,294)	-100.0%
Fiscal Services	-	-	-	4,257,681	-	\$ (4,257,681)	-100.0%
Business Administration	16,879,959	18,974,173	22,645,940	19,597,534	24,666,790	\$ 5,069,256	25.9%
Other Support Services	264,806	220,945	2,612,447	5,190,906	3,445,000	\$ (1,745,906)	-33.6%
Student Transportation	20,261,262	41,020,437	33,935,497	41,673,194	38,339,407	\$ (3,333,787)	-8.0%
Plant Services	97,385,563	97,933,874	109,625,039	107,460,058	105,227,683	\$ (2,232,374)	-2.1%
Community Services	56,754,467	65,611,793	51,050,158	71,781,100	64,860,794	\$ (6,920,306)	-9.6%
Charter Schools	158,835,991	184,945,609	196,351,373	310,709,949	241,079,963	\$ (69,629,986)	-22.4%
Retiree Benefits	28,084,559	28,830,403	25,574,974	31,830,403	31,830,403	\$ -	0.0%
Food Service	65,181,209	81,790,493	70,783,084	79,580,955	89,238,837	\$ 9,657,882	12.1%
Indirect Cost/Transfers In and Out	-	-	-	39,685,588	-	\$ (39,685,588)	-100.0%
Capital Outlay	83,882,221	82,975,010	66,954,182	238,699,175	160,647,876	\$ (78,051,298)	-32.7%
<b>Total Expenditures</b>	<b>\$ 1,343,134,573</b>	<b>\$ 1,773,089,590</b>	<b>\$ 1,534,797,659</b>	<b>\$ 2,162,675,167</b>	<b>\$ 1,997,304,378</b>	<b>\$ (165,370,789)</b>	<b>-7.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,632)</b>	<b>\$ 88,514,110</b>	<b>\$ (46,968,094)</b>	<b>\$ (77,854,246)</b>		
<b>Approved use of Fund balance</b>	<b>13,538,248</b>	<b>64,377,632</b>	<b>(88,514,110)</b>	<b>46,968,094</b>	<b>77,854,246</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



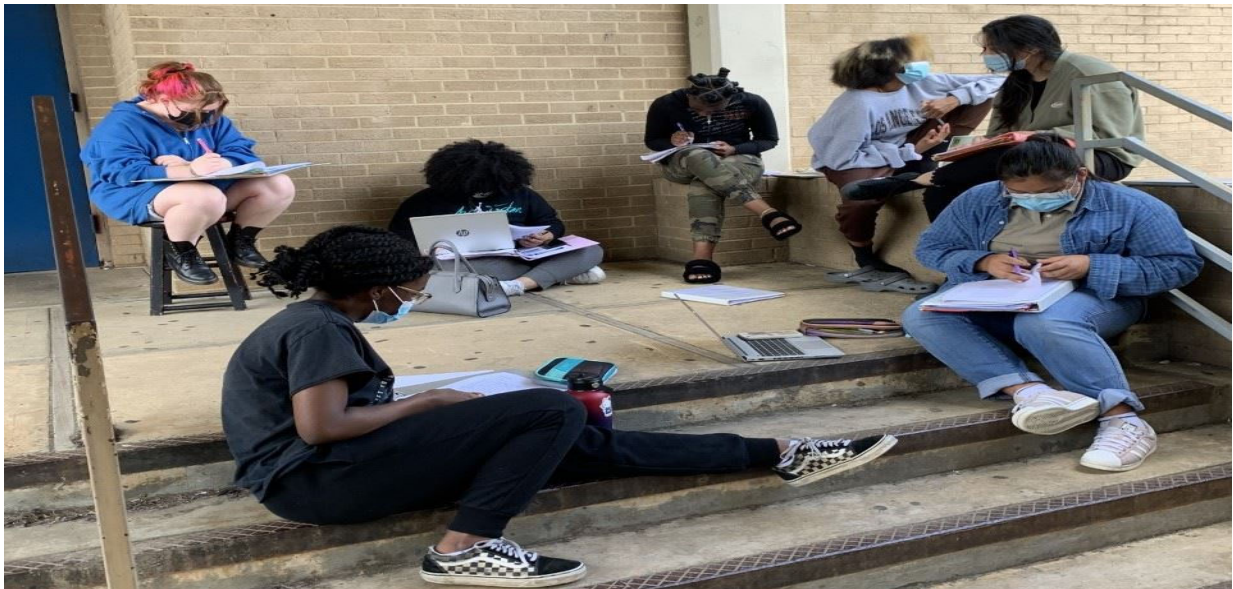
# Financial

## SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT

### FISCAL YEAR 2023-24 PROPOSED BUDGET

#### With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	560,343,540	526,514,124	532,671,179	591,778,829	600,541,774	8,762,945	1.5%
State of Tennessee	550,352,588	575,057,731	603,091,048	600,877,097	686,395,693	85,518,596	14.2%
Federal Government	193,001,471	580,864,873	452,935,653	893,299,968	602,494,286	(290,805,682)	-32.6%
Other Local Sources	24,446,470	24,941,897	24,781,790	19,348,249	19,615,450	267,201	1.4%
	-	-	8,489,115	9,069,594	9,069,594	-	0.0%
<b>Total Revenues</b>	<b>\$ 1,329,596,325</b>	<b>\$ 1,708,711,958</b>	<b>\$ 1,623,311,768</b>	<b>\$ 2,115,707,073</b>	<b>\$ 1,919,450,132</b>	<b>\$ (196,256,940)</b>	<b>-9.3%</b>
<b>Expenditures</b>							
Salaries	\$ 644,962,501	\$ 721,844,407	\$ 676,327,086	\$ 805,549,378	\$ 976,977,277	\$ 171,427,899	21.3%
Benefits	187,787,962	197,491,613	197,942,910	246,292,406	91,725,281	(154,567,126)	-62.8%
Contracted Services	84,019,949	221,934,971	151,927,354	316,155,344	295,546,460	(20,608,884)	-6.5%
Professional Services	48,277,690	51,456,538	48,091,588	102,025,445	47,241,523	(54,783,922)	-53.7%
Property Maintenance Services	33,469,728	38,387,395	37,559,992	38,826,571	44,450,420	5,623,849	14.5%
Travel	1,062,835	319,469	703,046	1,152,639	1,233,440	80,801	7.0%
Supplies and Materials	50,325,847	140,528,620	96,098,459	130,412,787	98,135,418	(32,277,369)	-24.8%
Capital Outlay	110,627,322	163,620,547	108,839,954	249,839,336	168,865,179	(80,974,157)	-32.4%
Other Charges	23,764,748	64,212,088	40,394,431	77,193,618	42,617,977	(34,575,641)	-44.8%
Debt Services	-	-	-	-	-	-	0.0%
Charter Schools	158,835,991	173,293,941	176,912,838	195,227,642	230,511,406	35,283,764	18.1%
<b>Total Expenditures</b>	<b>\$ 1,343,134,574</b>	<b>\$ 1,773,089,590</b>	<b>\$ 1,534,797,659</b>	<b>\$ 2,162,675,167</b>	<b>\$ 1,997,304,378</b>	<b>\$ (165,370,786)</b>	<b>-7.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (13,538,248)</b>	<b>\$ (64,377,633)</b>	<b>\$ 88,514,109</b>	<b>\$ (46,968,094)</b>	<b>\$ (77,854,246)</b>		
<b>Approved use of Fund balance</b>	<b>13,538,248</b>	<b>64,377,633</b>	<b>(88,514,109)</b>	<b>46,968,094</b>	<b>77,854,246</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



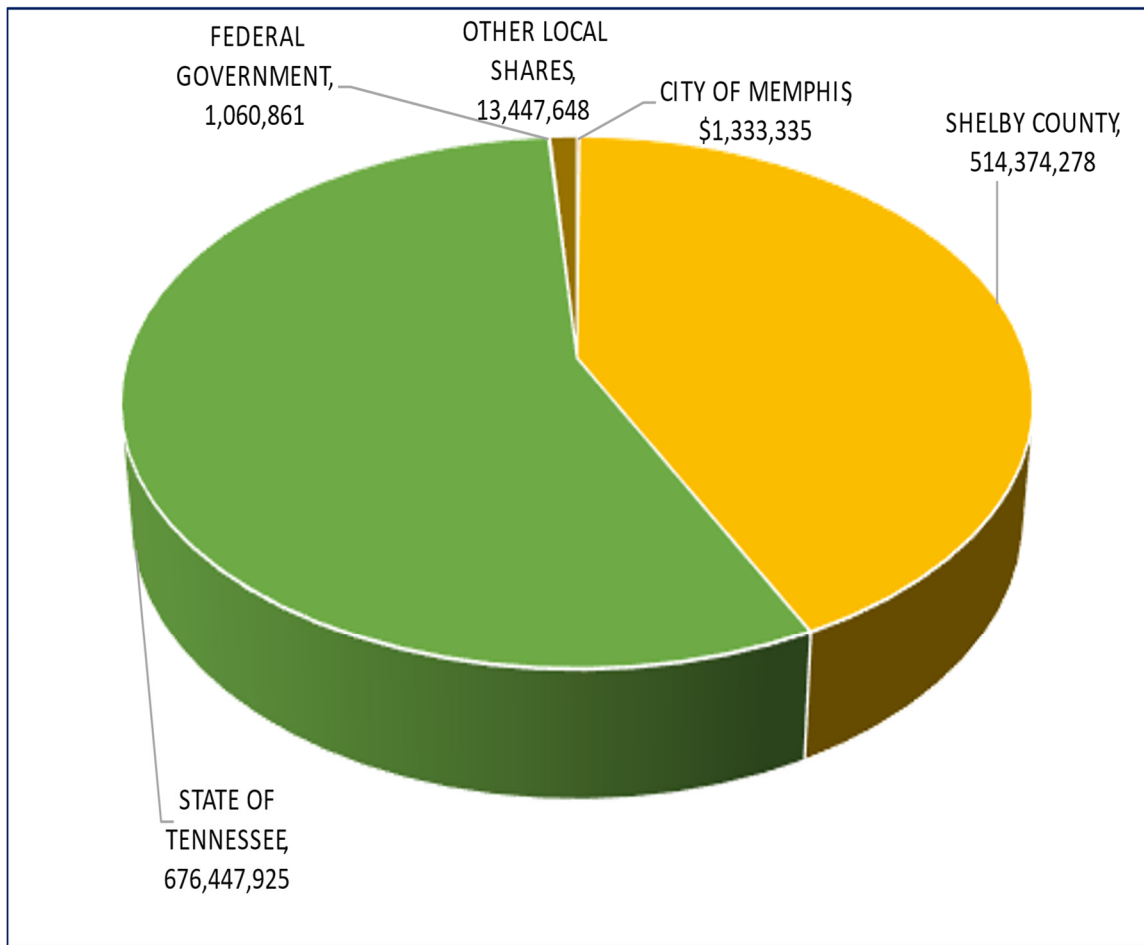


i. General Fund

2023-24 PROPOSED GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES

Source of Funds

General Fund Revenues

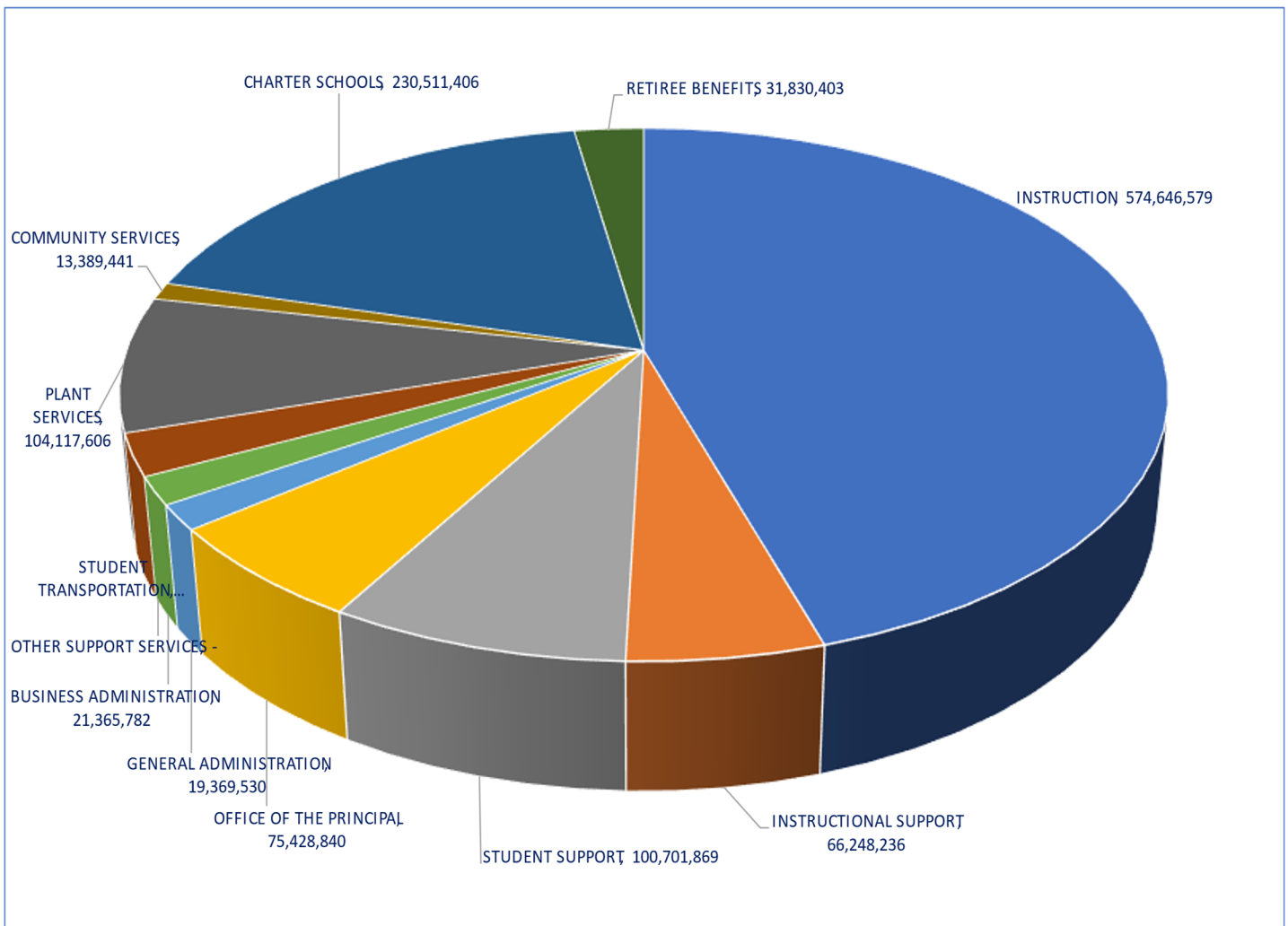






Use of Funds

# General Fund Expenditures





# Financial

## GENERAL FUND BY FUNCTION FISCAL YEAR 2023-24 GENERAL FUND BUDGET With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	478,409,181	513,631,685	502,279,082	514,374,278	12,095,195	2.4%
State of Tennessee	538,524,350	565,224,285	592,115,039	589,823,672	676,447,925	86,624,253	14.7%
Federal Government	16,650,234	16,128,066	12,222,416	1,520,586	1,060,861	(459,725)	-30.2%
Other Local Sources	9,893,866	7,284,251	7,396,380	4,352,437	4,378,054	25,617	0.6%
Operating Transfers	-	-	8,489,115	9,069,594	9,069,594	-	0.0%
<b>Total Revenues</b>	<b>\$ 1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,135,197,617</b>	<b>\$ 1,108,378,706</b>	<b>\$ 1,206,664,047</b>	<b>\$ 98,285,341</b>	<b>8.9%</b>
<b>Expenditures</b>							
Instruction	\$ 515,406,734	\$ 550,301,090	\$ 473,158,545	\$ 485,367,232	\$ 574,646,579	\$ 89,279,347	18.4%
Instructional Support	58,359,480	66,781,773	78,179,672	78,893,308	66,248,236	(12,645,071)	-16.0%
Student Support	63,924,512	62,374,936	57,893,878	92,416,267	100,701,869	8,285,602	9.0%
Office of the Principal	63,502,084	62,961,679	61,336,229	70,815,312	75,428,840	4,613,528	6.5%
General Administration	17,100,303	18,314,098	17,445,616	18,580,326	19,369,530	789,204	4.2%
Business Administration	16,879,959	18,974,174	21,543,011	19,547,534	21,365,782	1,818,248	9.3%
Other Support Services	207,583	155,494	254,689	302,708	-	(302,708)	-100.0%
Transportation	20,021,220	18,412,552	28,316,520	36,083,346	32,332,469	(3,750,877)	-10.4%
Plant Services	94,929,821	90,871,131	108,668,296	106,268,529	104,117,606	(2,150,923)	-2.0%
Community Services	10,408,639	9,942,690	11,115,446	13,185,772	13,389,441	203,669	1.5%
Charter Schools	158,835,991	173,293,941	179,948,551	195,227,642	230,511,406	35,283,764	18.1%
Retiree Benefits	28,084,559	28,830,403	25,574,974	31,830,403	31,830,403	-	0.0%
Regular Capital Outlay	-	-	746,112	-	-	-	100.0%
<b>Total Expenditures</b>	<b>\$ 1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,064,181,540</b>	<b>\$ 1,148,518,379</b>	<b>\$ 1,269,942,161</b>	<b>\$ 121,423,783</b>	<b>10.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(2,124,577)</b>	<b>(32,834,845)</b>	<b>71,016,077</b>	<b>(40,139,673)</b>	<b>(63,278,114)</b>		
<b>Approved use of Fund balance</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>(71,016,077)</b>	<b>40,139,673</b>	<b>63,278,114</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



# Financial

## GENERAL FUND BY OBJECT FISCAL YEAR 2023-24 BUDGET

With Comparative Information for Fiscal Years 2019-20 through 2023-24

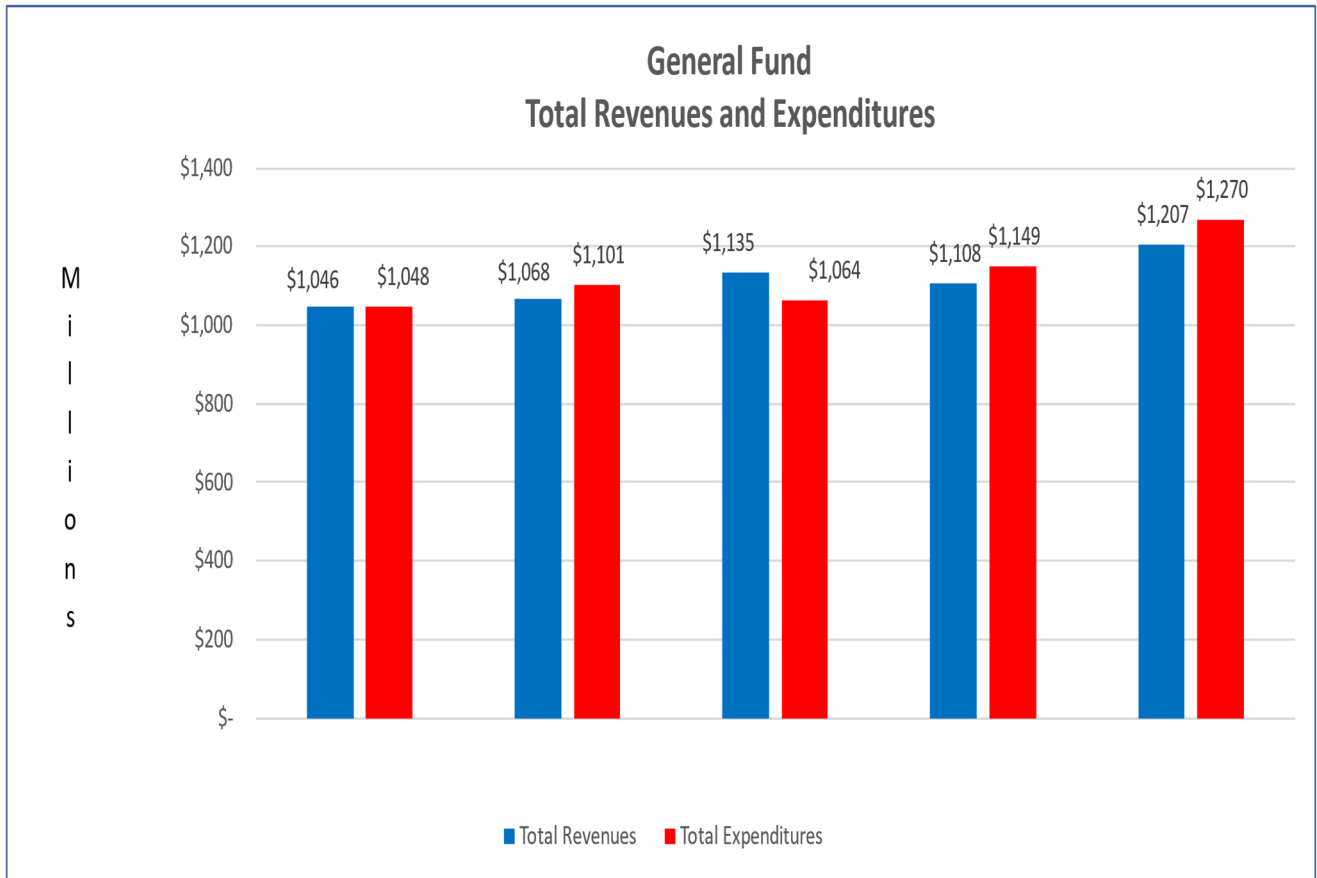
	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 1,452,256	\$ 1,333,333	\$ 1,342,983	\$ 1,333,335	\$ 1,333,335	\$ -	0.0%
Shelby County	479,015,603	478,409,181	513,631,685	502,279,082	514,374,278	\$ 12,095,196	2.4%
State of Tennessee	538,524,350	565,224,285	592,115,039	589,823,672	676,447,925	\$ 86,624,253	14.7%
Federal Government	16,650,234	16,128,066	12,222,416	1,520,586	1,060,861	\$ (459,725)	-30.2%
Other Local Sources	9,893,866	7,284,251	7,396,380	4,352,437	4,378,054	\$ 25,617	0.6%
	-	-	8,489,115	9,069,594	9,069,594	\$ -	0.0%
<b>Total Revenues</b>	<b>\$1,045,536,309</b>	<b>\$ 1,068,379,116</b>	<b>\$ 1,135,197,617</b>	<b>\$ 1,108,378,706</b>	<b>\$ 1,206,664,047</b>	<b>\$ 98,285,341</b>	<b>8.9%</b>
<b>Expenditures</b>							
Salaries	\$ 551,222,879	\$ 562,007,128	\$ 531,653,681	\$ 536,687,179	\$ 746,412,760	\$ 209,725,581	39.1%
Benefits	165,368,545	156,793,511	162,218,554	175,076,182	31,373,763	\$ (143,702,419)	-82.1%
Contracted Services	63,955,584	63,629,942	73,069,036	108,274,754	154,069,423	\$ 45,794,669	42.3%
Professional Services	28,044,709	28,864,231	34,534,335	40,423,770	31,768,776	\$ (8,654,994)	-21.4%
Property Maintenance Services	32,358,678	32,784,320	36,382,277	36,918,342	41,617,659	\$ 4,699,317	12.7%
Travel	858,965	534,534	463,439	578,841	778,455	\$ 199,614	34.5%
Supplies and Materials	14,680,093	22,775,525	21,134,962	29,101,717	15,137,808	\$ (13,963,909)	-48.0%
Capital Outlay	17,046,710	21,881,333	9,635,605	8,667,498	1,998,815	\$ (6,668,683)	-76.9%
Other Charges	15,288,732	38,649,496	18,176,813	17,562,454	16,273,298	\$ (1,289,156)	-7.3%
Charter Schools	158,835,991	173,293,941	176,912,838	195,227,642	230,511,406	\$ 35,283,764	18.1%
<b>Total Expenditures</b>	<b>\$1,047,660,886</b>	<b>\$ 1,101,213,961</b>	<b>\$ 1,064,181,540</b>	<b>\$ 1,148,518,379</b>	<b>\$ 1,269,942,161</b>	<b>\$ 121,423,783</b>	<b>10.6%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (2,124,577)</b>	<b>\$ (32,834,845)</b>	<b>\$ 71,016,078</b>	<b>\$ (40,139,673)</b>	<b>\$ (63,278,114)</b>		
<b>Approved use of Fund balance</b>	<b>2,124,577</b>	<b>32,834,845</b>	<b>-</b>	<b>40,139,673</b>	<b>63,278,114</b>		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>71,016,078</b>	<b>\$ -</b>	<b>\$ -</b>		

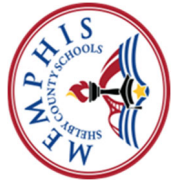


REVENUE AND EXPENDITURE TRENDS

The fiscal year 2023-24 General Fund revenue budget totals \$1.21 billion representing an 8.9% increase from the fiscal year 2022-23 amended budget of \$1.11 billion. State and Shelby County revenues make up 98.7% (or \$1.19 billion) of General Fund budgeted revenues in fiscal year 2023-24. 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 2023-24 General Fund expenditure budget totals \$1.27 billion representing a 10.6% increase from the fiscal year 2022-23 amended appropriation of \$1.15 billion. The change is primarily related to an increase of \$89.2 million in Instruction, \$1.8 million in Business Administration and \$35.2 million in Charter Schools.





# Financial

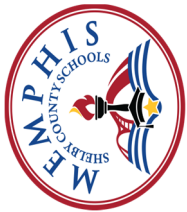
## 2023 - 2024 GENERAL FUND BUDGET EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Proposed Budget	2023-24 Proposed Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
<b>Superintendent</b>												
020000 Superintendent	\$ 684,434	4	\$ 713,758	4	\$ 836,044	4	\$ 588,682	3	\$ 540,940	3	\$ (47,742)	0
<b>Total Superintendent</b>	<b>\$ 684,434</b>	<b>4</b>	<b>\$ 713,758</b>	<b>4</b>	<b>\$ 836,044</b>	<b>4</b>	<b>\$ 588,682</b>	<b>3</b>	<b>\$ 540,940</b>	<b>3</b>	<b>\$ (47,742)</b>	<b>0</b>
<b>Deputy Superintendent of Finance &amp; Operations</b>												
010000 Board of Education	\$ 1,767,457	14	\$ 1,778,100	12	\$ 2,768,454	12	\$ 2,477,836	13	\$ 2,658,612	13	\$ 180,776	0
350000 Strategic Operations	877,805	5	798,429	4	1,046,549	4	-	2	0	0	-	-2
<b>Total Strategic Operations</b>	<b>\$ 2,645,262</b>	<b>19</b>	<b>\$ 2,576,529</b>	<b>16</b>	<b>\$ 3,815,004</b>	<b>16</b>	<b>\$ 2,477,836</b>	<b>15</b>	<b>\$ 2,658,612</b>	<b>13</b>	<b>\$ 180,776</b>	<b>-2</b>
<b>Deputy Superintendent of Schools and Academic Support</b>												
210000 Strategy	\$ 341,096	3	\$ 364,541	5	\$ 137,217	1	\$ 9,500	0	\$ 17,500	0	\$ 8,000	0
103000 Career and Technical Education	-	0	-	0	-	0	-	0	-	1	-	1
104000 Exceptional Children-Gifted	-	0	-	0	-	0	-	0	-	6	-	6
106061 School Leadership-Elementary	-	0	-	0	-	0	-	0	-	1	-	1
190002 General Education - Middle	-	0	-	0	-	0	-	0	-	2	-	2
215505 eZone	-	0	-	0	-	0	-	0	-	14	-	14
211100 Charter Schools Administration	-	0	-	12	-	0	-	0	-	0	-	0
220000 Planning and Accountability	174,095	1	175,156	1	261,369	2	351,767	3	342,119	3	(9,648)	0
221000 Student Info. Management	1,706,063	22	1,516,450	20	1,600,093	21	2,455,394	30	2,521,602	30	66,208	0
222000 Assessment and Accountability	1,517,295	7	1,508,507	7	1,955,484	7	2,248,748	10	1,990,619	10	(258,129)	0
223000 Research Planning and Improvement	187,671	2	224,343	3	217,158	3	333,661	3	226,793	3	(106,868)	0
300000 Deputy Superintendent of Schools & Academic Support	-	0	50,535	0	1,564,728	5	1,333,224	5	849,330	5	(483,894)	0
311000 Performance Management	1,690,006	13	1,613,788	14	1,635,697	12	962,769	9	1,508,025	8	545,255	-1
<b>Total Strategy and Performance Management</b>	<b>\$ 5,616,826</b>	<b>48</b>	<b>\$ 5,453,320</b>	<b>62</b>	<b>\$ 7,371,745</b>	<b>51</b>	<b>\$ 7,695,064</b>	<b>60</b>	<b>\$ 7,455,988</b>	<b>83</b>	<b>\$ (239,076)</b>	<b>23</b>
<b>Chief of Staff</b>												
020100 Chief of Staff	\$ 450,881	3	\$ 400,711	3	\$ 595,846	5	\$ 653,369	5	\$ 691,609	5	\$ 36,240	0
215504 Equity Office	-	0	-	0	426,651	6	619,544	3	711,264	3	91,720	0
020200 M/WBE Department	219,452	3	306,243	4	781,179	4	794,049	4	372,064	4	(421,166)	0
350000 Strategic Operations	-	0	-	0	-	0	726,019	0	287,190	1	-	1
<b>Total Chief of Staff</b>	<b>\$ 670,333</b>	<b>6</b>	<b>\$ 706,954</b>	<b>7</b>	<b>\$ 1,803,676</b>	<b>15</b>	<b>\$ 2,792,981</b>	<b>12</b>	<b>\$ 2,062,927</b>	<b>13</b>	<b>\$ (291,225)</b>	<b>1</b>
<b>General Counsel</b>												
030000 General Counsel	\$ 5,379,968	18	\$ 4,656,205	17	\$ 4,080,222	25	\$ 4,464,550	20	\$ 5,261,156	20	\$ 796,606	0
030200 Policy	192,663	3	191,828	2	204,915	2	201,884	2	205,420	2	3,536	0
330000 Risk Management	1,861,729	4	1,647,857	4	3,809,311	4	3,358,191	4	4,066,780	4	708,589	0
<b>Total General Counsel</b>	<b>\$ 7,434,360</b>	<b>25</b>	<b>\$ 6,495,890</b>	<b>23</b>	<b>\$ 8,094,449</b>	<b>31</b>	<b>\$ 8,024,625</b>	<b>26</b>	<b>\$ 9,933,356</b>	<b>26</b>	<b>\$ 1,908,731</b>	<b>0</b>



**Financial**

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Proposed Budget	2023-24 Proposed Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
<b>Academic Admin Office</b>												
100000 Academic Office	\$ 2,086,037	19	\$ 2,367,237	47	\$ 2,471,015	30	\$ 2,255,291	17	\$ 1,739,161	17	\$ (516,130)	0
100230 Leadership Development and Capacity Building	1,225,283	7	944,821	7	696,954	6	758,422	6	766,272	6	7,850	0
102000 Curriculum	6,971,271	16	5,761,053	16	1,741,599	17	1,820,937	17	1,767,981	17	(52,956)	0
102002 Response to Intervention	840,313	9	838,045	9	886,479	9	-	1	66,432	1	66,432	0
102010 English As a Second Language	1,354,651	28	947,234	12	1,938,727	14	1,562,893	9	1,553,988	9	(8,905)	0
102011 English As a Second Language Elementary	12,137,163	189	11,389,045	178	11,703,036	171	12,137,970	163	12,333,251	174	195,280	11
102012 English As a Second Language Middle	2,371,099	40	2,093,929	39	2,264,908	40	2,512,172	39	3,067,286	44	555,114	5
102013 English As a Second Language K8	408,670	5	433,884	7	441,119	6	473,814	11	954,977	13	481,163	2
102014 English As a Second Language High	2,676,222	39	2,610,767	39	2,827,727	49	3,454,891	51	3,362,993	53	(91,899)	2
102030 Literacy	109,019	1	56,305	0	29,547	0	26,323	0	32,323	0	6,000	0
102040 Mathematics	120,991	1	110,718	11	129,945	1	123,539	1	118,447	1	(5,093)	0
102050 Science	133,356	1	138,965	16	284,120	3	273,759	3	268,236	3	(5,523)	0
102060 Social Studies	197,831	0	13,082	0	34,421	0	11,129	0	13,629	0	2,500	0
102090 Pre-K	5,869,532	72	4,728,816	85	7,213,603	106	8,089,384	86	8,378,614	99	289,230	13
102100 Textbooks	1,520,636	2	9,080,287	7	2,476,217	2	235,064	2	2,830,638	2	2,595,574	0
102200 World Languages	1,334,104	20	1,307,496	30	1,317,688	20	1,411,301	19	1,315,777	19	(95,524)	0
102300 Band and Strings	2,376,025	21	1,950,975	23	2,235,894	23	2,062,395	22	2,012,514	22	(49,881)	0
102500-Library Services	355,414	2	363,536	2	445,455	2	412,982	2	400,382	2	(12,600)	0
102600 Educational Support	288,362	4	290,224	14	304,433	4	303,526	4	303,456	4	(70)	0
103000 Career and Technical Education	19,583,190	233	17,566,033	217	19,053,418	249	20,076,013	220	19,586,221	229	(489,792)	9
103010 Project Graduation	948,669	4	911,226	4	3,554,778	4	140,652	0	104,236	0	(36,416)	0
108000 Project Stand/ Alternative Schools (only 8907-9907)	6,701,081	0	6,514,697	3	7,469,921.7	0	6,251,945	0	6,157,391	0	(94,555)	0
212010 Virtual School	1,802,285	14	1,752,246	19	2,877,919	18	2,816,506	21	2,825,829	21	9,324	0
212030 Virtual Education & Logistics	-	-	-	-	947,802	7	1,207,245	10	1,094,869	10	(112,376)	0
301010 Instructional Television (GHS TV)	509,842	6	507,938	6	545,108	6	543,062	6	521,429	6	(21,634)	0
312000 Professional Development	2,260,224	24	2,109,394	27	3,062,492	16	3,041,739	25	2,613,521	25	(428,218)	0
349000 Student Technology	-	-	12,105,887	-	3,052,181	20	813,761	5	1,118,539	5	304,778	0
349020 Pre-K technology	-	-	35,439	-	-	0	-	-	-	0	-	0
<b>Total Academic Admin</b>	<b>\$ 75,431,362</b>	<b>762</b>	<b>\$ 87,188,709</b>	<b>853</b>	<b>\$ 80,226,820</b>	<b>823</b>	<b>\$ 72,816,717</b>	<b>740</b>	<b>\$ 75,308,392</b>	<b>782</b>	<b>\$ 2,491,675</b>	<b>42</b>

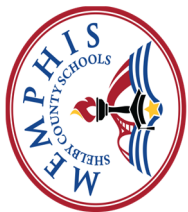


**Financial**

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Proposed Budget	2023-24 Proposed Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
<b>Academic Operations and Student Support</b>												
100300 Assistant Superintendent of Operations	\$ 4,080,458	24	\$ 3,169,702	25	\$ 5,437,938	27	\$ 3,836,360	27	\$ 2,883,875	27	\$ (952,466)	0
102001 New Comers Program	877,030	15	953,584	14	968,673	12	1,629,844	18	1,330,696	18	(299,149)	0
102081 Summer School	2,474,961	0	1,749,436	0	3,742,280	0	2,600,000	0	2,600,000	0	-	0
102095 Summer Learning Camps	-	0	1,293,993	0	12,039,270	0	7,696,253	0	-	0	(7,696,253)	0
102096 STREAM Mini Camps	-	0	517,723	0	2,991,494	0	2,198,929	0	-	0	(2,198,929)	0
102097 Learning Loss Bridge Camps	-	0	48,535	0	2,310,286	0	2,866,524	0	-	0	(2,866,524)	0
103010 Project Graduation	-	0	-	4	-	0	-	0	-	0	-	0
104000 School Culture and Climate	450,448	5	498,334	5	460,436	5	281,719	3	270,819	3	(10,900)	0
104000 Exceptional Children	75,038,676	1,122	70,498,699	1,124	70,204,814	1,136	66,664,268	1,049	65,564,659	1,064	(1,099,609)	15
104040 Exceptional Children-Administration	7,342,717	85	6,995,613	87	7,298,793	83	7,558,534	84	3,266,105	84	(4,292,429)	0
104090 Exceptional Children-Schools-Admin	627,958	6	525,829	5	545,604	6	547,051	6	494,595	6	(52,456)	0
104020 Exceptional Children-Gifted	9,037,882	115	8,735,632	114	9,439,795	129	9,528,908	115	9,075,859	115	(453,049)	0
104010 Exceptional Children-Homebound & Hospital	1,424,607	17	1,320,826	17	1,454,376	17	1,408,875	17	1,321,857	17	(87,018)	0
107000 Optional Schools	5,878,719	71	5,285,330	68	5,572,661	70	5,696,590	63	6,137,986	66	441,396	3
108000 Alternative Schools	-	83	-	83	-	81	-	77	-	78	-	1
108010 Adolescent Parenting	1,232,364	21	1,213,229	21	1,247,198	21	1,318,119	16	1,064,196	16	(253,923)	0
108020 Prep Northwest	2,160,734	27	2,068,215	34	2,122,030	25	2,080,666	25	2,006,671	25	(73,995)	0
108030 Prep Northeast	1,870,956	24	1,833,849	24	1,897,501	24	1,907,544	24	1,826,957	24	(80,588)	0
108040 Carver High School	1,628,603	24	1,632,367	24	1,520,766	24	1,809,715	24	1,797,266	24	(12,449)	0
108060 Ida B Wells Academy	1,583,497	21	1,467,559	20	1,581,914	21	1,706,465	21	1,604,823	21	(101,641)	0
190500 Student Residential/Mental/Health General Education Other	292,052	0	374,652	0	485,856	0	577,752	0	500,000	0	(77,752)	0
201000 Attendance & Discipline	6,105,376	64	6,485,412	74	7,212,472	83	8,219,045	90	7,285,643	93	(933,402)	3
203000 Student Support	1,866,654	86	1,292,332	19	1,432,344	8	693,956	8	787,550	8	93,594	0
203010 Athletics	2,750,398	4	1,995,982	4	2,767,008	4	2,343,804	3	2,240,858	3	(102,946)	0
203020 JROTC	2,636,512	46	3,053,020	43	3,525,354	43	3,379,822	43	3,500,520	43	120,697	0
203040 Guidance Counseling	342,245	3	342,563	3	341,645	3	342,532	3	1,048,681	3	706,149	0
204000 Coordinated School Health	2,227,647	24	1,264,067	21	3,787,919	21	4,726,324	19	1,530,165	19	(3,196,159)	0
204200 Behavior and Mental Health Services	7,516,250	112	6,727,192	98	6,711,324	81	6,822,758	76	6,411,095	77	(411,663)	1
204300 Health Promotions	-	0	-	0	772,827	15	437,638	5	331,617	16	(106,020)	11
349010 SPED Student Technology	-	0	3,820,423	0	80,802	0	-	0	1,390,166	0	1,390,166	0
<b>Total Academic Operations and Student Support</b>	<b>\$ 40,526,638</b>	<b>1,999</b>	<b>\$ 135,926,314</b>	<b>1,937</b>	<b>\$ 158,812,983</b>	<b>1,948</b>	<b>\$ 148,879,995</b>	<b>1,815</b>	<b>\$ 126,272,658</b>	<b>1,849</b>	<b>\$ (22,607,338)</b>	<b>34</b>

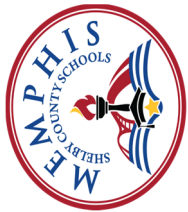






# Financial

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Proposed Budget	2023-24 Proposed Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
<b>Communications</b>												
301000 Communications	\$ 1,880,518	17	\$ 1,706,491	16	\$ 1,864,370	18	\$ 1,878,701	20	\$ 2,187,842	20	\$ 309,141	0
303000 Voice of SCS	914,116	10	782,049	9	780,937	10	802,584	10	821,909	10	19,325	0
<b>Total Communications</b>	<b>\$ 2,794,634</b>	<b>27</b>	<b>\$ 2,488,540</b>	<b>25</b>	<b>\$ 2,645,307</b>	<b>28</b>	<b>\$ 2,681,285</b>	<b>30</b>	<b>\$ 3,009,751</b>	<b>30</b>	<b>\$ 328,466</b>	<b>0</b>
<b>Business Operations</b>												
331000 Business Operations Admin	\$ 7,328,848	5	\$ 437,554	4	\$ 521,980	3	\$ 576,811	5	\$ 764,113	5	\$ 187,302	0
332000 Transportation	11,066,389	9	8,663,880	9	21,892,198	9	21,366,184	9	19,034,206	9	(2,330,978)	0
332010 Special Education Transportation	8,941,693	0	4,792,738	0	13,040,477	0	12,993,016	0	13,243,058	0	250,042	0
333000 Procurement	868,569	15	906,713	11	1,023,976	11	-	0	-	0	-	0
333100 Asset Management	339,606	4	303,095	4	454,584	5	643,876	5	686,500	5	42,624	0
334000 Facilities	14,070,532	178	12,471,112	170	16,195,758	170	13,991,872	170	16,201,753	169	2,209,881	-1
334100 Custodial and Grounds	35,749,519	199	33,317,512	192	36,432,085	197	43,409,745	184	43,521,409	184	111,664	0
334200 Utilities	23,700,971	0	23,494,980	0	30,143,668	0	25,958,311	0	30,013,169	0	4,054,858	0
334300 General Services	1,591,407	0	1,531,565	0	2,237,114	0	308,142	0	478,400	0	170,258	0
334400 Zone 4 Maintenance	113	0	801,456	0	1,730,329	0	850,000	0	850,000	0	-	0
334500 Zone 2 Maintenance	1,293,534	0	1,125,645	0	2,213,977	0	759,040	0	833,682	0	74,642	0
334600 Zone 1 Maintenance	1,506,587	0	1,307,133	0	3,677,765	0	717,082	0	722,082	0	5,000	0
334700 Zone 3 Maintenance	1,285,604	0	1,208,221	0	5,340,815	0	745,013	0	771,000	0	25,988	0
334800 Plant Services	1,997,622	0	2,846,336	0	2,022,344	0	1,732,700	0	1,556,591	0	(176,109)	0
335000 Facilities Planning and Property	578,406	6	546,699	5	547,200	5	568,188	5	560,349	5	(7,839)	0
337000 Warehousing	-	0	-	0	-	0	-	0	0	0	-	0
<b>Total Business Operations</b>	<b>\$ 110,337,401</b>	<b>416</b>	<b>\$ 93,753,640</b>	<b>395</b>	<b>\$ 137,474,469</b>	<b>400</b>	<b>\$ 124,618,979</b>	<b>378</b>	<b>\$ 129,236,312</b>	<b>377</b>	<b>\$ 4,617,332</b>	<b>-1</b>
<b>Finance Office</b>												
105000 Federal Programs	\$ -	0	\$ 30,737	1	\$ 202	0	\$ -	0	\$ -	-	\$ -	0
320000 Finance	-	8	1,199,263	8	1,345,435	11	1,235,656	11	1,415,454	11	179,797	0
320100 Early Childhood-Fiscal	-	0	-	0	-	0	168,400	2	170,820	2	2,420	0
321000 Accounting and Reporting	785,533	11	950,674	10	1,309,841	12	1,055,949	12	1,256,763	12	200,815	0
322000 Budget and Fiscal Planning	910,440	10	1,028,241	12	1,742,232	13	1,778,665	13	1,908,540	13	29,875	0
323000 Payroll	811,920	12	791,001	12	902,418	12	814,537	12	901,561	12	87,025	0
324010 Accounts Payable	663,787	8	676,896	9	746,913	9	723,906	11	825,255	11	101,350	0
333000 Procurement	-	0	-	0	-	0	1,000,815	12	1,061,483	12	60,667	0
<b>Total Finance Office</b>	<b>\$ 3,171,681</b>	<b>49</b>	<b>\$ 4,676,812</b>	<b>51</b>	<b>\$ 6,047,042</b>	<b>57</b>	<b>\$ 6,777,928</b>	<b>73</b>	<b>\$ 7,439,876</b>	<b>73</b>	<b>\$ 661,949</b>	<b>0</b>



**Financial**

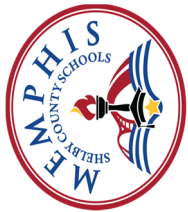
	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Proposed Budget	2023-24 Proposed Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
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<b>Human Capital and Talent Management</b>												
030100 Labor Relations	\$ 546,143	7	\$ 775,220	7	\$ 738,077	8	\$ 801,362	8	\$ 771,568	8	\$ (29,794)	0
100200 Teacher and Leader Effectiveness and Evaluation	1,182,868	9	1,219,958	9	1,218,118	8	1,181,645	8	1,167,652	8	(13,994)	0
102400 Substitutes	5,113,660	3	2,329,098	0	5,635,196	0	9,228,519	0	9,228,519	0	-	0
190300 Career Ladder	981,640	0	874,544	0	1,212,612	0	839,002	0	839,002	0	-	0
313000 Recruitment and Staffing	2,233,753	27	3,282,847	23	4,089,136	21	5,153,453	23	5,225,565	23	72,112	0
314000 Employee Services	1,007,389	15	729,118	15	1,033,755	13	1,015,019	11	984,226	11	(30,792)	0
315000 Human Resources	1,154,277	7	1,026,617	7	2,037,334	7	1,973,872	8	2,379,356	8	405,485	0
325000 Benefits	29,571	0	1,228,985	0	33,939	0	-	0	-	0	-	0
<b>Total Human Capital and Talent Management</b>	<b>\$ 12,249,291</b>	<b>68</b>	<b>\$ 11,466,387</b>	<b>61</b>	<b>\$ 15,998,167</b>	<b>57</b>	<b>\$ 20,192,872</b>	<b>58</b>	<b>\$ 20,595,888</b>	<b>58</b>	<b>\$ 403,017</b>	<b>0</b>

<b>Information Technology</b>												
340000 Information Technology	\$ 4,582,958	3	\$ 7,008,459	4	\$ 10,101,026	3	\$ 8,762,064	3	\$ 8,497,186	3	\$ (264,878)	0
341000 User Support Services	8,729,721	70	8,899,469	67	4,999,510	70	5,404,121	70	5,164,928	70	(239,193)	0
342000 Business Application Services	-	0	-	0	-	0	-	-	-	-	-	0
343000 Infrastructure and Systems support Services	7,397,597	34	5,385,934	30	5,919,357	39	7,042,678	38	7,044,609	38	1,930	0
344000 Project Management Office	391,665	7	183,485	0	99,528	3	387,516	4	364,347	4	(23,169)	0
345000 ERP	-	0	-	0	1,500,000	0	118,685	0	237,074	0	118,389	0
346000 Enterprise Resource Planning	-	9	-	13	393,823	7	489,095	5	478,869	5	(10,226)	0
<b>Total Information Technology</b>	<b>\$ 21,101,941</b>	<b>123</b>	<b>\$ 21,457,347</b>	<b>114</b>	<b>\$ 22,413,243</b>	<b>122</b>	<b>\$ 22,204,159</b>	<b>120</b>	<b>\$ 21,787,012</b>	<b>120</b>	<b>\$ (417,147)</b>	<b>0</b>

<b>Internal Audit</b>												
040000 Internal Audit	\$ 1,118,118	14	\$ 1,072,786	12	\$ 1,183,513	12	\$ 1,227,193	12	\$ 1,439,326	12	\$ 212,133	0
020200 MWBE Department	-	0	-	0	-	0	-	0	-	0	-	0
<b>Total Internal Audit</b>	<b>\$ 1,118,118</b>	<b>14</b>	<b>\$ 1,072,786</b>	<b>12</b>	<b>\$ 1,183,513</b>	<b>12</b>	<b>\$ 1,227,193</b>	<b>12</b>	<b>\$ 1,439,326</b>	<b>12</b>	<b>\$ 212,133</b>	<b>0</b>

<b>Student Family and Community Affairs</b>												
204100 Family Resource Health	\$ 102,259	2	\$ 86,973	2	\$ 150,000	2	\$ 150,000	2	\$ -	0	\$ (150,000)	-2
302000 Community Outreach	500,296	6	525,361	6	546,982	7	479,287	5	451,663	5	(27,623)	0
302100 Parent Engagement	3,889,828	46	3,995,038	43	4,533,187	48	4,117,894	42	4,091,217	42	(26,676)	0
<b>Total Student Family and Community Affairs</b>	<b>\$ 4,492,383</b>	<b>54</b>	<b>\$ 4,607,373</b>	<b>51</b>	<b>\$ 5,230,169</b>	<b>57</b>	<b>\$ 4,747,180</b>	<b>49</b>	<b>\$ 4,542,881</b>	<b>47</b>	<b>\$ (204,300)</b>	<b>-2</b>



**Financial**

	2019-20 Actuals	2019-20 Positions	2020-21 Actuals	2020-21 Positions	2021-22 Actuals	2021-22 Positions	2022-23 Amended Budget	2022-23 Amended Positions	2023-24 Proposed Budget	2023-24 Proposed Positions	2023 vs 2024 Budget Variance	2023 vs 2024 Positions Variance
<b>Safety and Security</b>												
190400 Extended Contract	\$ -	2	\$ -	0	\$ -	0	\$ -	0	\$ -	0	\$ -	0
200000 Student Services Administration	\$ 291,889	2	\$ 296,415	6	\$ 320,644	2	\$ 279,879	2	\$ 273,642	2	\$ (6,237)	0
202000 Safety & Security	14,906,204	181	12,228,793	191	16,144,379	185	12,884,978	196	21,016,888	196	8,131,910	0
202100 Safe Schools	917,300	2	2,626,793	2	3,324,175	8	3,304,334	19	1,168,787	221	(2,135,547)	202
202200 Safe Schools: Non-Recurring	1,398,935	30	308,236	0	-	0	124,800	0	-	-	(124,800)	0
<b>Total Safety and Security</b>	<b>\$ 17,514,328</b>	<b>215</b>	<b>\$ 15,460,236</b>	<b>199</b>	<b>\$ 19,789,198</b>	<b>195</b>	<b>\$ 16,593,991</b>	<b>217</b>	<b>\$ 22,459,317</b>	<b>419</b>	<b>\$ 5,865,326</b>	<b>202</b>
<b>Other</b>												
010000 Trustee Commission	\$ 7,486,763	0	\$ 7,727,633	0	\$ 7,807,077	0	\$ 7,490,927	0	\$ 7,441,578	0	\$ (49,349)	0
190000 Schools / Fee Waiver	190,742	0	212,596	0	287,547	0	433,972	0	-	0	(433,972)	0
203100 Money Due Board (School Reimbursement)	255,922	6	230,073	0	497,749	0	1,334,776	0	1,318,776	0	(16,000)	0
211000 Charter Schools	-	0	177,713,306	0	176,358,573	0	195,227,642	0	230,511,406	0	35,283,764	0
325010 Benefits - Retirees	31,142,553	0	30,311,474	0	31,910,706	0	31,830,403	0	31,830,403	0	-	0
560000 Other Potential Uses	9,786,191	0	11,729,153	0	32,433,743	0	48,060,166	0	121,284,848	0	73,224,682	0
560016 SCORP	-	0	-	0	8,276,054	0	6,186,264	0	876,584	0	(5,309,680)	0
934792 CTE Internships	-	0	-	0	841,743	0	-	0	-	0	-	0
<b>Total Other</b>	<b>\$ 48,862,171</b>	<b>6</b>	<b>\$ 227,924,236</b>	<b>0</b>	<b>\$ 258,213,191</b>	<b>0</b>	<b>\$ 290,564,150</b>	<b>0</b>	<b>\$ 393,263,595</b>	<b>0</b>	<b>\$ 102,699,445</b>	<b>0</b>



## A. DEPARTMENTAL DETAIL

### DEPARTMENTS

This section includes the following information:

- Introduction
- Departmental Financial Summary
- Departmental Budget Narratives

#### INTRODUCTION

Memphis-Shelby County Schools strives to improve its operations, reduce administrative costs, and secure more resources for classrooms and schools. The fiscal year 2023-24 General Fund budget stands at \$1.27 billion.

Despite our budget size, the needs of our students and schools demand even more investments. To maintain the best leaders and teachers in the nation we have invested \$12.4 million in recruitment, retention, and development of staff to teach foundational literacy skills concepts.



In general, 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 implementation of Student Based Budgeting (SBB) for school year 2022-23, 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 continues 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.



# Financial

## STAFFING LEVELS

The District’s Fiscal Year 2023-24 budget for General Fund includes 9,447 full time positions, and 28 part-time and other 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 2019-20 through 2022-23 and for the 2023-24 proposed budget; the chart below shows total full time and part-time positions for the same periods. The District does not budget for all part-time positions but does budget an amount for part-time salaries. Departments are responsible for restricting expenditures to remain within the allocated part-time budget. The District projects a net increase of 222 positions in the General Fund for fiscal year 2023-24. The increase is attributed to the increase of Safety and Security Monitors and the return of Hanley Elementary School.

	2019 -2020 Actual Budget	2020 -2021 Actual Budget	2021 -2022 Actual Budget	2022 -2023 Amended Budget	2023 -2024 Proposed Budget	Change from 2023 Amended Budget to 2024 Budget	Percentage Change from 2023 Amended Budget to 2024 Budget
<b>Full-Time Staff</b>							
Officials/Administration/Management	202.05	200.00	212.00	225	224	(1.00)	-0.44%
Principals	157.00	154.00	156.00	154	155	1.00	0.65%
Assistant Principals, Non-Teachers	202.00	196.00	199.00	210	201	(9.00)	-4.29%
Elementary Classroom Teachers	2,226.00	2,162.00	2,017.00	2,046	2,073	27.00	1.32%
Secondary Classroom Teachers	1,885.85	1,814.00	1,770.00	1,747	1,747	-	0.00%
Other Classroom Teachers	1,974.81	1,910.66	1,986.00	1,866	1,910	44.00	2.36%
Guidance	278.00	263.00	240.00	254	249	(5.00)	-1.97%
Psychological	48.00	44.40	43.00	36	37	1.00	2.78%
Librarian/Audio/Visual	144.00	138.00	130.00	132	133	1.00	0.76%
Consultants/Supervisors	89.00	82.80	78.00	72	72	-	0.00%
Other Professional	523.44	516.14	599.00	643	653	10.00	1.56%
Teachers' Aides	812.00	775.00	639.00	682	641	(41.00)	-6.01%
Technicians	127.00	113.00	104.00	103	103	-	0.00%
Clerical/Secretarial	632.64	605.00	596.00	605	597	(8.00)	-1.32%
Service Workers	145.00	134.00	136.00	147	349	202.00	1.37%
Skilled Crafts	110.00	109.00	116.00	117	117	-	0.00%
Laborers Unskilled	178.00	195.00	199.00	186	186	-	0.00%
Professional Instructional	-	-	1.00	-	-	-	-
<b>Totals</b>	<b>9,734.79</b>	<b>9,412.00</b>	<b>9,221.00</b>	<b>9,225.00</b>	<b>9,447.00</b>	<b>222.00</b>	<b>2.41%</b>
<b>Part-Time Staff</b>							
All Others	16.00	21.00	27.00	28.00	28.00	-	0.00%
Part-time	129.23	89.26	-	-	-	-	-
<b>Totals</b>	<b>145.23</b>	<b>110.26</b>	<b>27.00</b>	<b>28.00</b>	<b>28.00</b>	<b>-</b>	<b>0.00%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>9,880.02</b>	<b>9,522.26</b>	<b>9,248.00</b>	<b>9,253.00</b>	<b>9,475.00</b>	<b>222.00</b>	<b>2.40%</b>

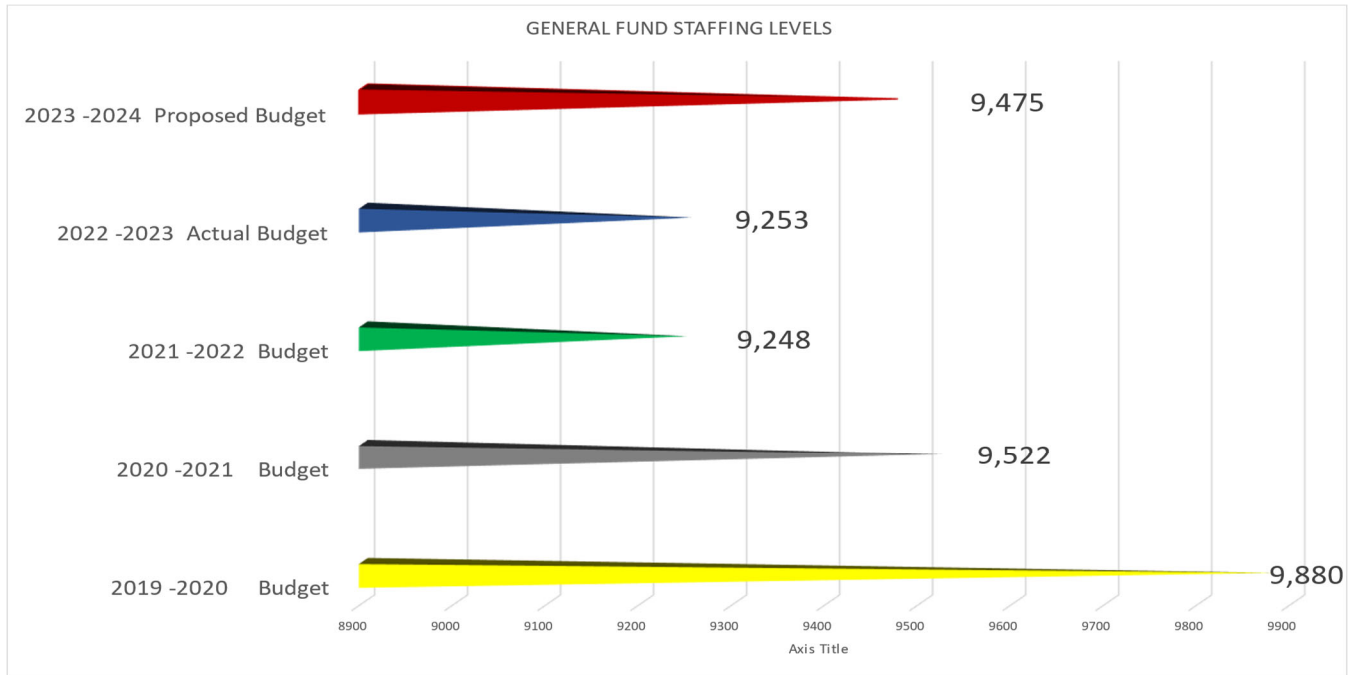
\*Source: Budgeted Positions Mapped to Elementary-Secondary Staff Information (EEO-5) Report



# Financial

Personnel costs account for 53% of the District’s expenditures for All Funds and 61% of the District’s General Fund expenditures.

## GENERAL FUND STAFFING LEVELS





## Financial

### DEPARTMENTAL FINANCIAL SUMMARY

The fiscal year 2023-24 Memphis-Shelby County Schools General Fund budget is \$1.21 billion which includes high impact investments. Below are the individual departmental budgets for fiscal year 2023-24. The Executive/Administrative Level budget is \$458 million, which is \$6.5 million less than the prior year's budget. The reason for the increase will be discussed throughout this section.

Department	FY 2022-2023	FY 2023-2024	Variance	Percent Change
	Amended Budget	Proposed Budget		
Academic Operations and Student Support	148,879,995	126,272,658	-22,607,337	-15.2%
Board of Education	2,477,836	2,658,612	180,776	7.3%
Chief of Academic	72,816,716	75,308,392	2,491,676	3.4%
Chief of Communications	2,681,285	3,009,751	328,466	12.3%
Chief of Schools	12,221,026	13,681,998	1,460,972	12.0%
Chief of Staff	2,792,981	2,062,927	-730,054	-26.1%
Deputy Superintendent	7,695,064	7,455,988	-239,076	-3.1%
Finance	6,777,928	7,439,876	661,948	9.8%
General Counsel	8,024,625	9,533,356	1,508,731	18.8%
Human Capital and Talent Management	20,192,872	20,595,888	403,017	2.0%
Information Technology	22,204,159	22,131,159	-73,000	-0.3%
Internal Audit	1,227,193	1,439,326	212,133	17.3%
Operations	124,618,979	129,236,312	4,617,333	3.7%
Safety and Security	16,593,991	22,459,317	5,865,326	35.3%
Student Family and Community Affairs	4,747,180	4,542,881	-204,300	-4.3%
Superintendent	588,682	540,940	-47,742	-8.1%
<b>Total</b>	<b>\$ 454,540,511</b>	<b>\$ 448,369,379</b>	<b>\$ (6,171,132)</b>	<b>-1.4%</b>

Below are the individual components of the combined Other Uses and Charter Schools budget for fiscal year 2023-24. This budget is projected to be \$393.3 million, which is an increase of \$103 million compared to the prior year. The Other Uses Department, also known as District Initiatives, is projected to increase by \$74.1 million. The proposed Retiree Benefits cost is projected to remain the same as the prior year's amended budget.

Department	FY 2022-2023	FY 2023-2024	Variance	Percent Change
	Amended Budget	Proposed Budget		
Money Due Board	1,334,776	1,318,776	-16,000	-1.2%
Other Uses District Initiatives	48,060,166	121,284,849	73,224,683	152.4%
Retiree Benefits	29,264,376	28,830,403	-433,973	-1.5%
Trustee Commission	7,490,927	7,441,578	-49,349	-0.7%
OPEB	3,000,000	3,000,000	0	0.0%
SCORP	6,186,264	876,584	-5,309,680	-85.8%
Charter Schools	195,227,642	230,511,406	35,283,764	18.1%
<b>Total</b>	<b>\$ 290,564,150</b>	<b>\$ 393,263,595</b>	<b>\$ 102,699,444</b>	<b>35.3%</b>



## Financial

In fiscal year 2023-24, 9,475 positions are included in the General Fund budget. Each department is responsible for staying within its allocated part-time staffing budget. The chart below represents budgeted positions by department. Each department is responsible for staying within its allocated part-time staffing budget.

Department	FY2022-23			FY2023-24			2023 vs 2024 Variance %	
	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	Change
Superintendent	3	-	3	3	-	3	-	-
Board of Education	12	-	12	12	1	13	1	0%
Strategic Operations	1	1	2	-	-	-	(2)	(1%)
Deputy Superintendent	54	6	60	77	6	83	23	0%
Chief of Staff	10	2	12	11	2	13	1	0%
General Counsel	23	3	26	23	3	26	-	-
Chief of Schools	72	16	88	72	16	88	-	-
Academic Office	668	72	740	676	106	782	42	0%
Academic Operations and Student Support	1,564	252	1,816	1,577	272	1,849	33	0%
Business Operations	302	76	378	303	74	377	(1)	(0%)
Information Technology	94	26	120	94	26	120	-	-
Internal Audit	11	1	12	11	1	12	-	-
Chief of Communications	25	5	30	25	5	30	-	-
Finance	61	12	73	61	12	73	-	-
Human Capital and Talent Management	53	5	58	53	5	58	-	-
Student Family and Community Affairs	41	8	49	41	6	47	(2)	(0%)
Safety and Security	191	26	217	191	228	419	202	1%
Academic Office-School Based Formula	5,099	458	5,557	4,999	483	5,482	(75)	(0%)
<b>Total</b>	<b>8,284</b>	<b>969</b>	<b>9,253</b>	<b>8,229</b>	<b>1,246</b>	<b>9,475</b>	<b>222</b>	<b>0%</b>





## Financial

### DEPARTMENTAL BUDGET NARRATIVES

For each department, including the Board of Education and the Office of the Superintendent, a narrative has been provided to highlight the mission, strategic priorities, budget, and structural changes.

#### 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 board members representing a geographical district of Shelby County, excluding municipalities that have created their own school districts.

#### Mission Statement

The Office of the Shelby County Board of Education provides administrative support to the Board relating to its legal duties and obligations in the governance of Memphis-Shelby County Schools, including coordinating policy development, budget review, and constituent services.

#### Departmental Goals



Coordinate and assist the Board in providing governance through the exercise of its legal authority to conduct required functions, which includes but is not limited to, providing financial resources and oversight by developing and adopting a budget; developing and evaluating Board policy; employing and evaluating the Superintendent; overseeing educational planning; and authorizing the employment and dismissal of tenured teachers.

- Develop and implement a system of accountability that ensures Board Members, and the Superintendent are accessible and responsive to addressing the needs of constituents

- Coordinate and facilitate Board meetings

in an efficient and effective manner, Board calendars, Board Member trainings, and other Board related administrative services

#### Major Services Provided

##### *Board Administrative Services*

- Coordinate and attend Board meetings, including compiling and managing agendas; meeting locations; and compiling, reporting, and archiving meeting minutes
- Coordinate with Board Committee Chair(s) through scheduling meetings, managing the agendas, and maintaining meeting records
- Assist in coordinating and maintaining Board calendar, coordinating Board travel and trainings
- Facilitator for Board/Board members' requests for information from the Administration; and local, state, and federal governmental entities/organizations
- Compose Board Resolutions/Proclamations
- Coordinate with Office of General Counsel to schedule teacher tenure process and to appeal hearings



## Financial

### Constituent Services

- Ensure proper routing of constituent concerns addressed to Board members, Superintendent and/or Chief of Staff to appropriate departments
- Distribute reports pertaining to constituent requests and/or concerns received from Board members and the District

### Fiscal Year 2022-23 Priorities

- Coordinate and assist the Board in providing governance through exercise of its legal authority to conduct required functions, which includes but is not limited to, providing financial resources and oversight by developing and evaluating Board policy; employing and evaluating the Superintendent; overseeing academic planning; and authorizing the employment and dismissal of tenured teachers
- Develop and implement a system of accountability that ensures Board Members and the Superintendent are accessible and responsive to addressing the needs of constituents
- Manage and facilitate efficient and effective logistics for Board Meetings, the Board Calendar, Board Member Trainings, Board Intergovernmental Affairs, and other Board related administrative services

### Divisional Budget

In fiscal year 2023-24, the proposed budget for the Board Office is \$2.7 million which is \$180,776 more than the prior year's amended budget. The variance is largely due to an increase in supplies and materials and a decrease in contracted services. Board member allocations are spread across several non-salaried categories in fiscal year 2023-24. The reallocation also contributes to the variance in other charges compared to the 2022-23 amended budget. The allocations will again be reallocated based on the needs of schools in fiscal year 2023-2024.

Board of Education	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 489,908	\$ 501,322	\$ 532,574	\$ 525,864	\$ 513,420	\$ (12,443)	-2%
30000 Contracted Services	761,916	808,117	992,323	1,181,601	736,991	(444,610)	-38%
40000 Supplies and Materials	78,745	183,929	772,246	607,881	1,325,300	717,419	118%
50000 Other Charges	96,731	45,641	102,467	79,310	82,900	3,590	5%
70000 Capital Outlay	340,157	239,091	245,619	83,180	-	(83,180)	-100%
<b>Grand Total</b>	<b>\$ 1,767,457</b>	<b>\$ 1,778,100</b>	<b>\$ 2,645,229</b>	<b>\$ 2,477,836</b>	<b>\$ 2,658,612</b>	<b>\$ 180,776</b>	<b>7%</b>

Board of Education	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
010000 Board of Education	\$ 1,767,457	\$ 1,778,100	\$ 2,645,229	\$ 2,477,836	\$ 2,658,612	\$ 180,776	7%
<b>Total Board of Education</b>	<b>\$ 1,767,457</b>	<b>\$ 1,778,100</b>	<b>\$ 2,645,229</b>	<b>\$ 2,477,836</b>	<b>\$ 2,658,612</b>	<b>\$ 180,776</b>	<b>7%</b>



## Financial

### SUPERINTENDENT

The Superintendent is responsible for the strategic direction of Memphis-Shelby County Schools as the Chief Executive Officer of the Memphis-Shelby County Board of Education. The Superintendent oversees the development of procedures for implementation of policies adopted by the Board. In addition, the Superintendent is responsible for the following District objectives:



- To accelerate the academic performance of all students
- To establish a holistic accountability system that evaluates the academic, operational, and financial performance of the school district
- To build and strengthen family and community partnerships to support the academic and character development of all students
- To create a school community that listens to student input and promotes student leadership and healthy youth development
- To maintain a positive, safe, and respectful environment for all students and staff
- To create a school community that is sensitive and responsive to the needs of an increasingly diverse population

### Fiscal Year 2022-2023 Accomplishments

Continuing another unprecedented year under the Superintendent's leadership, students and staff returned to in person learning stronger. Students began the year wearing masks and safety was prioritized during the pandemic. Despite the ongoing pandemic, the Superintendent still managed to excel with the following:

- Received commitment of over \$103 million in funding to reinvest into facilities, including the construction of the District's first new high school in 10 years
- Resolved and brokered a four-year transition plan, allowing Millington Municipals schools to purchase Lucy Elementary
- Allocated an additional \$24M in federal funds for immediate school needs
- Reinvigorated efforts to bring student, staff and community voices to the table
- Reached an agreement, The Unity MOU, with education associations to collaborate on behalf of teachers for the first time since 2018
- Allocated \$27.3 Million for a New Teacher Salary Schedule
- Outlined new grievance and bereavement leave policies and insurance contributions
- Reestablished the Attendance Task Force with city and county government agencies and community partners to remove student barriers causing truancy and enhance interventions
- Reestablished the District Teacher Advisory Council (DTAC)
- Reestablished District commitment to building maintenance
- Strengthened internal controls in Procurement
- Superintendent named to 2023 Memphis Business Journal Power 100 list
- Superintendent named to 2023 Memphis Business Journal Women Who Lead list



## Financial

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### **Fiscal Year 2023-24 Priorities**

Under the leadership of Superintendent Williams, the District will work to reset our culture and climate, reform academic and business operations, as well as stabilize and ensure public confidence by continuing to lead through listening. It is time to get back to the basics of educating yet pushing with intentionality and purpose. FY24 priorities will focus on TRANSFORMING the 901.

### **TRANSFORMING THE 901 FOCUS AREAS**

**Academics** should be at the core of everything that we do. The District's strategies and resources must directly align with student achievement and outcomes. We can no longer be afraid to call out when strategies do not work.

- Attendance
  - Continue the attendance taskforce committee meetings
  - Use technology more efficiently to ensure we are eliminating student barriers and connecting families with needed supports
  - Invest in attendance specialists to directly support schools with the lowest attendance rate
  - Utilize the support of philanthropic and community partners to improve school-year attendance and participation in summer programs
- Pre-K Expansion
  - Expand available seats with city administration, count, and partnerships
  - Continue to monitor the alignment of Pre-K curriculum to kindergarten curriculum
  - Build capacity with new teachers through new professional learning opportunities
  - Invest in recruitment and retention stipends for Pre-K staff
- Literacy Commitment-Extended Learning
  - Continue the investment of \$30 million for specialized education assistants in grades K-2
  - Continue investment of \$42.3 million in before, after, and in-school tutoring programs
- Improving Supports- Special Populations
  - Adding an additional 20 English as a Second Language (ESL) Teachers
  - Invest in recruitment and retention stipends for ESL Teachers
  - Partner with local Universities to support with increasing number of teachers with ESL endorsements
- College, Career & Technical Education (CCTE) & Workforce Development
  - Restructuring CCTE to get more preferred credentials
  - Exploring new CCTE academic programs through the \$43.2 million Innovative School Grant
  - Investing in adult education through the expansion of the Goodwill Excel Center

**Safety** is paramount. As we have a conversation around crime as a community, it is important to understand that our District must invest in safety for over 100,000 students and approximately 14,000 employees. Safety also includes: their emotional well-being and support for families.

- Enhancing Safety Technology in Schools
  - Investment of a total \$50 million to add and upgrade technology to improve safety
  - Adding an additional 202 security monitors to school campuses
  - Continued investment in safe schools initiatives and security training
- Expanding Opportunities for Students and family supports
  - Additional Safety Special Project Coordinators to provide students more mentoring, life skills/conflict resolution sessions and more social emotional supports
  - Expand after-school programming, providing more safe havens across the city
  - Investment in stadiums and practice fields upgrades



## Financial

**Respect** goes along way, it is important to be treated and most importantly to treat our parents, students, and staff, with respect ultimately improving our culture and climate.

- Improved Culture & Climate
  - Continue staff engagement efforts (Tea with Superintendent Toni, District teacher advisory committee (DTAC), weekly school visits)
  - Provide veteran teacher mentor stipends to provide new teachers mentors – reducing the mentor ratio from 2:1 to 1:1
- Attracting and Retaining Staff
  - Investment of \$27.3 million in teacher and teacher type salaries
  - Continuing investments in teacher career pathways through partnerships with local universities to assist aspiring teachers with education and certification requirements
  - Offering sign on bonus for new certified teachers and teachers in hard to staff subjects
  - Provide retention stipend for teachers in hard to staff areas
- Reducing Centralized Footprint to Support Schools
  - Review District’s central office staffing module in an effort to move resources to school locations
  - Conduct facilities assessment to develop administration buildings consolidation plan

### Divisional Budgets

The fiscal year 2023-24 proposed budget for the Office of the Superintendent is \$540,940 which is \$47,742 lower than the prior year’s budget.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Superintendent</b>							
10000 Salaries and 20000 Benefits	\$ 650,759	\$ 685,335	\$ 604,435	\$ 552,347	\$ 507,690	\$ (44,657)	-7%
30000 Contracted Services	24,498	15,460	16,110	22,835	22,250	(585)	0%
40000 Supplies and Materials	4,170	3,618	4,062	735	735	-	0%
50000 Other Charges	5,007	3,994	16,615	12,765	10,265	(2,500)	-20%
70000 Capital Outlay	-	5,351	-	-	-	-	0%
<b>Grand Total</b>	<b>\$ 684,434</b>	<b>\$ 713,758</b>	<b>\$ 641,222</b>	<b>\$ 588,682</b>	<b>\$ 540,940</b>	<b>\$ (47,742)</b>	<b>-8%</b>

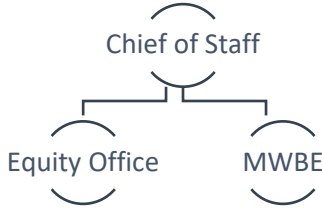
	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Superintendent</b>							
020000 Superintendent	\$ 684,434	\$ 713,758	\$ 641,222	\$ 588,682	\$ 540,940	\$ (47,742)	-8%
<b>Total Superintendent</b>	<b>\$ 684,434</b>	<b>\$ 713,758</b>	<b>\$ 641,222</b>	<b>\$ 588,682</b>	<b>\$ 540,940</b>	<b>\$ (47,742)</b>	<b>-8%</b>



**CHIEF OF STAFF**

**Mission Statement**

The Office of the Chief of Staff works to improve outstanding academic performance for all SCS students by serving as the headquarters for effective problem solving and crisis management. The Office ensures that all directives of the Superintendent are accomplished and executes efficient management and operation of the Board.



**Departmental Goals**

- Coordinate the performance indicators for the Superintendent’s major initiatives, as defined in the Seven Next Steps and Evaluation Tools
- Effectively and efficiently support and manage Board meetings

**Major Services Provided**

- Serves as a liaison to governmental funding bodies, division chiefs, employee organizations, other schools districts, public agencies, community groups and the public, as directed
- Ensures all major projects initiated by the Superintendent are properly resources, prioritized and ultimately accomplished
- Facilitate collaborative services delivery methods by designing and developing effective cross-functional teams to assure coordinated efforts to address various problems and emergencies
- Provide administrative support to the Board relating to governance of Memphis-Shelby County Schools, including coordinating board action development, budget review and constituent services

**Fiscal Year 2021-22 Performance Highlights**

- Executed the 1:1 Device Initiative
- Spearheaded drive to ensure all District employees had access to the COVID-19 vaccination
- Established twice-weekly communication effort to Board, Cabinet, and managers
- Coordinated the performance indicators for the Superintendent’s 90-day plan

**Fiscal Year 2022-23 Priorities**

- Coordinate the performance indicators for the Superintendent’s major initiatives, as defined in the Superintendent Evaluation Tool
- Effectively and efficiently support and manage Board meetings

**Divisional Budgets**



## Financial

In fiscal year 2023-24, the Chief of Staff's budget is \$2.1 million, which is \$730,054 less than the prior year's budget. This decrease is being driven by a \$439,825 change under Contracted Services in the MWBE department for a one-time cost for the District's disparity study. Salary and benefits decreased due to the elimination and realignment of the Strategic Operations department.

Chief of Staff	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 496,658	\$ 602,128	\$ 1,574,945	\$ 1,667,451	\$ 1,400,602	\$ (266,848)	-44%
30000 Contracted Services	122,972	75,813	137,113	866,084	426,258	(439,825)	-51%
40000 Supplies and Materials	28,753	7,144	34,124	103,076	144,902	41,826	41%
50000 Other Charges	20,876	19,016	42,286	105,158	46,951	(58,207)	-55%
70000 Capital Outlay	1,073	2,852	19,180	51,213	44,213	(7,000)	-14%
<b>Grand Total</b>	<b>\$ 670,333</b>	<b>\$ 706,954</b>	<b>\$ 1,807,649</b>	<b>\$ 2,792,981</b>	<b>\$ 2,062,927</b>	<b>\$ (730,054)</b>	<b>-26%</b>

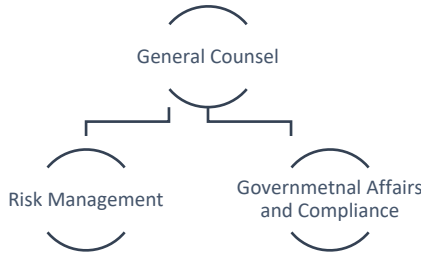
Chief of Staff	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
020100 Chief of Staff	\$ 450,881	\$ 400,711	\$ 660,982	\$ 653,369	\$ 691,609	\$ 38,240	6%
350000 Strategic Operations	-	-	-	726,019	287,190	(438,829)	-60%
215504 Equity Office	-	-	789,790	619,544	711,264	91,720	15%
020200 MWBE Department	219,452	306,243	356,876	794,049	372,864	(421,185)	-53%
<b>Total Chief of Staff</b>	<b>\$ 670,333</b>	<b>\$ 706,954</b>	<b>\$ 1,807,649</b>	<b>\$ 2,792,981</b>	<b>\$ 2,062,927</b>	<b>\$ (730,054)</b>	<b>-26%</b>

### General Counsel

#### Mission Statement

The Office of the General Counsel strives to provide, manage, and coordinate all legal services for Memphis-Shelby County Schools in a professional and ethical manner to support and advance the District's mission and goals.





**Departmental Goals**

For the current and coming year, our office seeks to provide effective and impactful legal advice and representation of Memphis-Shelby County Schools administrative and staff regarding legal issues effecting all levels of district operations.

**Major Services Provided**

The Office of the General Counsel provides a variety of legal services to the administration and staff of Memphis-Shelby County Schools. The primary function of this department is to provide legal advice, consultation and representation regarding legal issues impacting all levels of district operations. The Office of the General Counsel provides services primarily in the following areas:

- School Board Operations
- Open Meetings Act Compliance
- Open Records Act Compliance
- Litigation Management and Tort Claims
- Due Process Hearings
- Facilities and Capital Projects
- Contracting and Procurement
- District and School Operations
- Policy and Procedure Compliance
- Legislative Monitoring and Analysis
- Labor and Employment Issues
- Educational Operations Issues
- Special Education
- General Student Issues
- Student Records and Privacy Compliance
- Risk Management (Risk and Loss Prevention)
- Subpoena Responses
- District Safety and Security
- Constitutional Issues

**Fiscal Year 2022-23 Performance Highlights**

- Hired 2 firms to assist with MSCS legislative advocacy
- Provided legal assistance to the District, including representation in federal and state courts and leading key District investigations
- Hired MSCS’s first full-time compliance officer

**Fiscal Year 2023-24 Priorities**

- Continuing to strengthen MSCS legislative advocacy efforts
- Fill vacant Associate General Counsel role to assist with District-wide compliance and bolster representation
- Build MSCS’s compliance program and have it implemented during the 2023-24 fiscal year

**Divisional Budgets**

In fiscal year 2023-24, the budget for the Office of General Counsel is \$9.5 million, which is \$1.5 million more than the prior year’s amended budget. The addition is for an increase related to the District’s insurance policy and the purchase of automated external defibrillators (AED).





# Financial

Chief Legal Officer & General Counsel	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 1,872,606	\$ 1,833,302	\$ 2,585,696	\$ 3,211,357	\$ 3,071,963	\$ (139,394)	-8%
30000 Contracted Services	3,975,540	2,611,735	1,791,457	1,936,287	2,878,018	941,731	49%
40000 Supplies and Materials	12,917	35,937	35,500	16,100	32,200	16,100	100%
50000 Other Charges	1,378,800	1,973,220	2,702,263	2,569,036	3,259,330	690,293	27%
70000 Capital Outlay	194,497	41,696	289,345	291,845	291,845	-	0%
<b>Grand Total</b>	<b>\$ 7,434,360</b>	<b>\$ 6,495,890</b>	<b>\$ 7,404,261</b>	<b>\$ 8,024,625</b>	<b>\$ 9,533,356</b>	<b>\$ 1,508,731</b>	<b>19%</b>

General Counsel	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
030000 General Counsel	\$ 5,379,968	\$ 4,656,205	\$ 3,736,766	\$ 4,464,550	\$ 5,261,156	\$ 796,606	18%
030200 Policy	192,663	191,828	198,219	201,884	205,420	3,536	2%
330000 Risk Management	1,861,729	1,647,857	3,469,275	3,358,191	4,066,780	708,589	21%
<b>Total General Counsel</b>	<b>\$ 7,434,360</b>	<b>\$ 6,495,890</b>	<b>\$ 7,404,261</b>	<b>\$ 8,024,625</b>	<b>\$ 9,533,356</b>	<b>\$ 1,508,731</b>	<b>19%</b>





# Financial

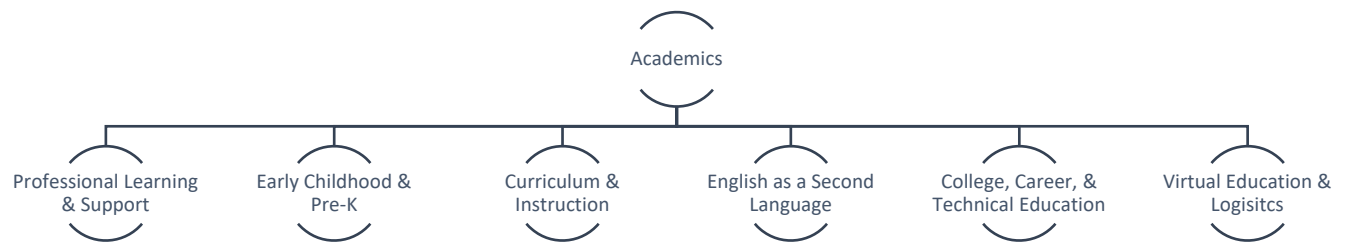
## ACADEMICS

### Mission:

Every day, Memphis-Shelby County Schools (MSCS) students will experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year.

### Vision:

We envision Memphis-Shelby County Schools (MSCS) becoming a transformational district that provides opportunities for innovation to meet the needs of all scholars.



### DEPARTMENTAL GOALS:

- By 2024, **82%** of MSCS students will graduate on time. (Baseline data: 77.7%)
- By 2024, **45%** of MSCS students will earn Tennessee’s Ready Graduate designation. (Baseline data: 20.9%)
- By 2024, **40%** of grade 3-5 students will read on grade level before entering middle school. (Baseline data: 24.1%)
- By 2024, **50%** of grade 3-5 students’ math skills will be on grade level before entering middle school. (Baseline data:34.2%)

### Major Services Provided

- Provide resources, professional learning, and support to increase teacher and leader capacity to ensure support exists in every school to provide high quality instruction daily.
- Ensure the highest rated curriculum and materials are available to students.
- Provide high quality Early Childhood experiences that lead to kindergarten readiness.
- CCTE creates industry and postsecondary partnerships to support student learning in career pathways, and provides students with intellectually demanding, real-world curricula that includes integration of academic and technical skills, as well as employability.
- Provide high quality English language instruction that leads to proficiency growth and academic achievement.
- Deploy support to schools to support blended learning and 1:1 initiative
- Increase equity through programs such as:
  - Naviance College, Career, and Life Readiness platform,
  - ACT Program and the ACT Field Guide,
  - 1:1 Program and Blended Learning,



## Financial

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### **Fiscal Year 2022-23 Performance Highlights**

#### ***Curriculum & Instruction 2022-23 Highlights***

- Reading Prescriptions: The Reading Prescriptions were developed and provided quarterly to better align selected texts to the standards they address and to ensure that our instructional materials meet the cognitive demand required by the standards. These documents work to align the literacy materials and resources at our disposal to best meet the needs of our students while providing educators with the tools they will need to be successful
- Implementation of Instructional Practices: C&I created and provided Professional Learning Guides weekly for teachers across content areas to support the effective implementation of the Instructional Practices during the delivery of instruction
- Blended Learning: C&I developed and provided two station rotation lessons per week for teachers across content areas through the PLC Guides to provide teachers with a model of and a starting point for the implementation of Blended Learning in the classroom
- Reteach Do Now Calendar: C&I developed and provided teachers with a Reteach Do Now calendar that ensured teachers were provided with standards aligned Do Nows to assist with the review of standards leading into the TNReady assessment
- Standards Aligned Question Bank: C&I provided a standard aligned question bank for math teachers to ensure that teachers had a substantial resource for standards aligned questions when developing lesson plans and CFAs
- Supplemental Instructional Materials: Ready Read and Ready Math text resources were provided to students in grades K-8 as a supplemental resource for instruction that is aligned to the academic demands of the standards
- Memphis-Shelby County Schools was awarded the Literacy Implementation Network Grant in the amount of \$364,000 to support improved implementation of district's current ELA curricula, increase students' literacy skills, and enhance school and district leader ability to build teacher capacity through participation in the Literacy Implementation Network cohort

#### ***Professional Learning & Support 2022-23 Highlights***

- Implementation of Blended Learning. Blended Learning is a term that is used widely to refer to a variety of learning experiences where students engage in learning through a combination of a brick-and-mortar school and online. In MSCS, Blended Learning consists of any formal education program in which a student learns at least in part through online learning, with some element of student control over four components of: time, place, path and/or, pace. PL&S provided professional learning to over 6,000 teachers, 165 principals, ILDS and other district office staff
- Implementation of Instructional Practices. PL&S delivered professional learning to teachers, leaders, and central offices on the 4 instructional practices and direct teaching model. Instructional Practices ensures access to high-quality rigorous instruction that is aligned to the expectation of the standards. Intended to provide teachers with a method for delivering instruction that provides students access to the content as we move through the phases. IP I: Starts with the PBO (Performance-Based Objectives) so that students have a clear understanding of what they should know and be able to do at the conclusion of the lesson. IP II focuses on content-driven opportunities for students to determine the meaning of general and domain-specific words before and during reading (7 strategies). IP III focuses on the GRR during the progression of a lesson. As the lesson progresses through the four phases of gradual release, the cognitive load shifts from the teacher to the student. This moves the student closer to a conceptual understanding of each phase. IP4 in ELA deals with curriculum-driven opportunities for students to compose original informational texts from sources and/or curriculum-driven opportunities to compose original narratives. IP4 in Math deals with curriculum opportunities for students to use manipulatives to understand abstract math concepts



## Financial

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- Provides professional development for Central Office. Central Office Friday Professional Learning Sessions allows all academic departments to collaborate and plan support for schools resulting in schools receiving one message and intentional layers of support
- Implementation of Aspiring Leadership Pipeline. This leadership pipeline was designed to support aspiring assistant principals and aspiring principals within our district. Partnering with the University of Memphis, fellows will gain pedagogical knowledge as well as leadership experience to prepare them for school leadership

### ***Early Childhood 2022-23 Highlights***

- The Istation literacy results showed, 74% of our Pre-K students were academically ready for Kindergarten at Tier 1 in Literacy as of the June 2022 assessment
- The Division of Early Childhood strengthened relationships with our families through Heard's Homeroom family meetings. These homeroom sessions have provided parents with insight, strategies, and tips on how to work with their children at home
- Over 150+ teachers participated in after-school professional development provided by the Division of Early Childhood to strengthen learning strategies and received additional tools for achieving high-quality instruction
- The Real Men Read (MSCS Central Office Male Staff) has continued to promote literacy in the classroom helping students develop a lifelong love for reading. During the 2022-23-school term, the men of MSCS have read to over nineteen hundred students in twenty-five schools
- A partnership was established with the Excel Adult Learning Center and fully implemented this school term. The Division of Early Childhood worked closely with the organization and referred pre-kindergarten parents to the program to further their education and work skills
- In its efforts to support families experiencing homelessness and other family crises, the Division of Early Childhood provided numerous services to the Salvation Army Purdue Residential Facility, such as on-site registration for early childhood services (Pre-K/Head Start). This partnership is vital to the services for families enrolled in the Pre-K/Head Start program and community outreach and support to many families in Memphis and Shelby County communities
- During this school year, the Division of Early Childhood provided family support to the Shelby County Division of Corrections for families of pre-kindergarten students. We increased the number of referrals for enrollment of children of incarcerated parents in Memphis-Shelby County Schools Early Childhood Program. The families received case management support from the intake phase of Shelby County Government (CSA) Pretrial Services until the students were enrolled in the program
- All Pre-K Advisors are Classroom Assessment Scoring System (CLASS) certified
- Early Childhood Pre-K has expanded the health services team to include skilled and certified behavior specialists and health services advisors. The experienced staff has allowed us to provide more direct support to students with mental health concerns in the classroom. This team teaches social and emotional learning skills to students, classroom management techniques to teachers, and provides strategies/resources to parents to use at home

### ***Early Literacy 2022-23 Highlights***

- Through the application submission of the Early Literacy Department, Memphis-Shelby County Schools was awarded the Early Literacy Networks Grant in the amount of \$100,000 to support foundational literacy teaching and learning
- One Early Literacy Advisor was selected as a member of the Governor's Early Literacy Foundation's Educator Advisory Council. The aim of the GELF Educator Advisory Council is to provide students and families with the tools they need to strengthen early literacy and combat learning loss
- The Early Literacy Senior Manager and Advisors facilitated sessions during Literacy Mid-South's Lit Families quarterly literacy webinars. The webinars are open to all **community members** and are accessed via the Facebook pages of Stand for Children TN and Literacy Mid-South's Facebook



## Financial

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- The Foundational Literacy Laureates engaged in 7 monthly professional learning sessions centered on literacy best practices, curriculum implementation, and coaching strategies. Laureate's session attendance exceeds 85% per session
- Senior Reading Advisors, a group of educators employed in middle and high schools, provided explicit foundational literacy instruction to over 700 students in 6th or 9th grades. Delivered in a small class size setting, this intensive, targeted basic literacy instruction assists in closing the literacy gaps of middle and high school students
- Senior Reading Advisors designed and facilitated a mini-series of professional learning sessions to equip all teachers in grades 6-12, across subject areas, with the skills needed to effectively integrate content literacy practices and strategies into their disciplines. The professional learning sessions were facilitated at both the school level and district level
- Over 600 K-2 Specialized Education Assistants were employed to provide instructional support to students in the classroom throughout the 120-minute comprehensive literacy block, as well as during RTI2 and pull-out settings
- K-2 Specialized Education Assistants engage in monthly professional learning sessions aligned to the literacy skills in the Wonders curriculum. The K-2 Specialized Education Assistants attend their specific professional learning sessions at a rate of approximately 75%

### ***College, Career, and Technical Education 2022-23 Highlights***

- CTE Industry Certifications: As a part of its 2021-2022 annual goals, the Division of College, Career and Technical Education will support CTE students in grades 6-12 to earn 5,000 industry certifications – 4,500 for high school and 500 middle school certifications. To date, CTE is on target to meet and exceed its goals with over 4,100 industry certifications earned in over 150 courses at 29 high schools and 34 middle schools
- Redesign of Bolton High School: As we Transform 901 at Memphis-Shelby County Schools, we are transforming careers in AgriSTEM for students as Bolton High School transforms into a world-class AgriSTEM school. The district will invest millions of dollars to renovate and architecturally landscape internal and external learning spaces while providing students access to multiple work-based learning opportunities, dual enrollment classes, as well as job shadowing internships and apprenticeships in the innovative industry of AgriSTEM
- Expansion of Medical District High School: During its inaugural year, Medical District High School's partnership with the University of Tennessee Health Science Center (UTHSC) Nursing Program will allow students immediate access into UTHSC's program upon graduation from MDHS. During the first semester, 100% of students have earned college credit, as well as an overall Dual Enrollment GPA of 4.72 on a 5-point scale and 3.72 on a 4-point scale

### ***English as a Second Language 2022-23 Highlights***

- Expanded on a partnership with Union University to create an ESL teacher certification pipeline to meet the district-wide need for certified ESL teachers
- An increase in our support for our Multilingual Family engagement resulted in us creating and distributing monthly multilingual family newsletters in the district's 5 most spoken languages
- Hosted an expert led Conference Style District Learning Day for all ESL teachers to provide professional development on the latest researched based practices in the ESL field
- Held quarterly training courses for Bilingual Mentors to inform them of the best practices for interpretation of meetings, registering students from other countries and/or with home languages other than English, addressing students who also are identified with disabilities and mental health concerns, etc.
- Increased the number of schools with Families Connect program that educates parents on American culture and education standards and expectations from the 2021-22 school year
- Expanded the Families Connect program to include first ever cohort of parents at a high school



## Financial

- An ESL Peer Coach team of 5 current expert ESL teachers provided support for new ESL teachers
- Led a departmental Retention Prevention initiative to examine current practices and communication around the retention of English Learners, identify students at risk for failure each quarter beginning in Q1, and meet with parents, school leaders, and stakeholders for each student at risk for retention to address student academic needs or other contributing factors affecting academic performance
- Hosted ESL Monthly Meetings to provide professional development and support to all ESL Teachers
- Provided additional funding for ESL teachers to purchase instructional supplies, materials, and resources tailored to the needs of English learners
- Provided licenses and access to the following programs to support English Language Development and Acquisition:
  - IXL
  - Lexia English
  - ELlevation Instructional Strategies
  - Footsteps2Brilliance

### Fiscal Year 2023-24 Priorities

- Strengthen Early (K-2) and Continuing Literacy (3-12). Continue Literacy Laureates, Specialized Education Assistants and 3rd Grade commitment supports and services
- 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. Continue teacher and leadership pipeline, leadership symposium, and professional learning and support services and efforts
- Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce. Continue Instructional Practices training and observations/walks and continue to train on implementing high quality curriculum materials within day-to-day instruction





# Financial

## Divisional Budgets

The Office of Academics' budget is \$75.3 million for fiscal year 2023-24, which is an increase of \$2.5 million compared to the prior year's budget. The increases are largely attributed to an increase in shipping for textbooks and a re-organization of student technology expenditures compared to the prior year' budget.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Chief Academic Officer</b>							
10000 Salaries and 20000 Benefits	\$ 58,952,101	\$ 58,655,927	\$ 64,768,914	\$ 63,826,534	\$ 63,041,139	\$ (785,398)	-1%
30000 Contracted Services	10,408,357	9,380,041	4,892,575	5,467,659	6,837,286	1,369,626	25%
40000 Supplies and Materials	3,247,748	10,237,187	4,461,084	1,658,922	4,242,555	2,583,633	156%
50000 Other Charges	948,824	381,191	306,454	581,113	347,843	(233,270)	-40%
70000 Capital Outlay	1,874,332	8,534,363	1,609,168	1,282,487	839,568	(442,919)	-35%
<b>Grand Total</b>	<b>\$ 75,431,362</b>	<b>\$ 87,188,709</b>	<b>\$ 76,038,195</b>	<b>\$ 72,816,716</b>	<b>\$ 75,308,392</b>	<b>\$ 2,491,673</b>	<b>3%</b>

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Academic Admin Office</b>							
100000 Academic Office	\$ 2,086,037	\$ 2,367,237	\$ 2,618,625	\$ 2,255,291	\$ 1,739,161	\$ (516,132)	-23%
100230 Leadership Development and Capacity Building	1,225,283	944,821	843,744	758,422	766,272	7,850	1%
102000 Curriculum	6,971,271	5,761,053	1,719,900	1,820,937	1,767,981	(52,956)	-3%
102002 Response to Intervention	840,313	838,045	898,029	-	66,432	66,432	0%
102010 English As a Second Language	1,354,651	947,234	1,276,617	1,562,893	1,553,988	(8,905)	-1%
102011 English As a Second Language Elementary	12,137,163	11,389,045	12,013,231	12,137,970	12,333,251	195,280	2%
102012 English As a Second Language Middle	2,371,099	2,093,929	2,348,456	2,512,172	3,067,286	555,114	22%
102013 English As a Second Language K8	408,670	433,884	438,003	473,814	954,977	481,163	102%
102014 English As a Second Language High	2,676,222	2,610,767	3,269,239	3,454,891	3,362,993	(91,899)	-3%
102030 Literacy	109,019	56,305	32,323	26,323	32,323	6,000	23%
102040 Mathematics	120,991	110,718	121,779	123,539	118,447	(5,093)	-4%
102050 Science	133,356	138,965	280,433	273,759	268,236	(5,523)	-2%
102060 Social Studies	197,831	13,082	15,000	11,129	13,629	2,500	22%
102090 Pre-K	5,859,532	4,729,816	6,415,279	8,089,384	8,378,614	289,230	4%
102100 Textbooks	1,520,636	9,080,287	2,280,331	235,064	2,830,638	2,595,574	1104%
102200 World Languages	1,334,104	1,307,496	1,352,059	1,411,301	1,315,777	(95,524)	-7%
102300 Band and Strings	2,376,025	1,950,975	2,231,508	2,062,395	2,012,514	(49,881)	-2%
102500-Library Services	355,414	363,536	406,199	412,982	400,382	(12,600)	-3%
102600 Educational Support	288,362	290,224	306,022	303,526	303,456	(70)	0%
103000 Career and Technical Education	19,583,190	17,566,033	20,608,538	20,076,013	19,586,221	(489,792)	-2%
103010 Project Graduation	948,669	911,226	934,159	140,652	104,236	(36,416)	-26%
108000 Project Stand (only 8907-9907) formerly Alternative Schools)	6,701,081	6,514,697	6,432,451	6,251,945	6,157,391	(94,555)	-2%
212010 Virtual School	1,802,285	1,752,246	1,736,019	2,816,506	2,825,829	9,324	0%
212030 Visual Education & Logistics	-	-	1,064,521	1,207,245	1,094,869	(112,376)	-9%
301010 Instructional Television (GHS TV)	509,842	507,938	531,889	543,062	521,429	(21,634)	-4%
312000 Professional Development	2,260,224	2,109,394	1,758,399	3,041,739	2,613,521	(428,218)	-14%
349000 Student Technology	-	12,105,887	4,105,443	813,761	1,118,539	304,778	37%
<b>Total Academic Admin</b>	<b>\$ 75,431,362</b>	<b>\$ 87,188,709</b>	<b>\$ 76,038,195</b>	<b>\$ 72,816,716</b>	<b>\$ 75,308,392</b>	<b>\$ 2,491,673</b>	<b>3%</b>



# Financial

## CHIEF OF SCHOOLS

**VISION STATEMENT:** We envision Memphis-Shelby County Schools (MSCS) becoming a transformational district that provides opportunities for innovation to meet the needs of all scholars.

**MISSION STATEMENT:** Preparing all students for success in learning, leadership, and life.



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 Cabinet Chiefs to meet the Reimagining 901 goals. The Office of Schools supervises, coaches, and supports principals and oversees teacher coaching, oversees the functions of schools and school leadership, and Exceptional Children. The Office of Schools and its major divisions 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.

### Purpose of the Chief of Schools Department

The Chief of Schools is charged with managing The Office of Schools and Leadership, which includes the district’s schools and school leaders. The Chief of Schools is dedicated to ensuring that schools are implementing effective strategies that are significant for student growth and achievement.

In partnership with The Office of Schools and Academic Support and other essential departments within the district, the Chief of Schools Department works to analyze and use multiple sources of data to guide the continuous improvement of all school’s district wide.

The major divisions operating under the Chief of Schools are highlighted below:

- Assistant Superintendents
- Instructional Leadership Directors
- Innovation Zone, Empowerment Zone, Charter and Contract schools, and Alternative schools





## Financial

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### **DEPARTMENTAL GOALS:**

- Our goals are directly aligned to our District's Three Strategic Initiatives:
  - Strategic Initiative 1 -Strengthen early (PK-2) and Continuing Literacy (3-12)
  - Strategic Initiative 2 - 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
  - Strategic Initiative 3 - Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce
- Ensure at least 85% of teachers will effectively implement high quality instruction everyday
- Utilize the Cornerstones of the Four Instructional Practices to ensure that the Gradual Release of Responsibility (GRR) stays at the forefront of student learning
- Equip leaders by providing continuous impactful coaching and development that create diverse transformational and turn-around school leadership
- Provide leadership to schools in preparing and implementing programs and services to ensure the Transforming 901 goals are met

### **MAJOR SERVICES PROVIDED:**

- Chief of Schools: Provides direction by establishing departmental standards to effectively select, train, motivate, delegate, monitor and evaluate performance to ensure goals for school improvement are met
- Assistant Superintendents: The Assistant Superintendents are responsible for creating and modeling a culture of high expectations as well as developing an exceptional team of instructional leaders. The Assistant Superintendent will serve as the primary connection point between a team of Instructional Leadership Directors, the Office of Schools, and the Office of Academics, helping to ensure departmental alignment with the long-term strategic plan of the district
- Instructional Leadership Directors (ILDs): ILDs will provide professional development, coaching and support to help principals improve areas of opportunity using the improvement plan developed by the Chief
- Innovation Zone, Empowerment Zone, Alternative Schools: The purpose of these zones is to provide intensive and systemic attention to students by way of promoting high academic success utilizing academic vertical alignment, and the use of feeder patterns as a conduit to implement enriched academics through linear transition pathways. They also engage in continuous improvement work to improve outcomes for students
- Charter and Contract Schools: The Memphis-Shelby County Schools, Office of Charter Schools mission is to support the accountability of performance in each of its charter schools through academics, operations, and finance, to ensure that SCS Charters are in the top 25% of schools in Tennessee

### **ISSUES & TRENDS:**

- An effective communication plan to create a stronger alignment for all initiatives, programs, and departmental changes
- ESSER accountability standards will impact schools and the District for students with disabilities. Funding allocations must be aligned to learning loss and tutoring initiatives; and be aligned with both standards-based grade level instruction and skill-based IEP goals to increase growth and proficiency
- RTI2: State eligibility requirements for students with specific learning disabilities have impacted the number of identified students. This has implications for the overall SPED population, staffing and funding



# Financial

## FISCAL YEAR 2022-23 PERFORMANCE HIGHLIGHTS:

- Established strategies to inform parents of students’ Third-Grade Commitment (3GC) status
- Regularly scheduled AFSS meetings were held - designed to give progress monitoring updates from essential departments on how they supported the work of schools
- A process was established to norm school walkthroughs
- Targeted and focused structures and strategies were established to provide intentional supports to high schools around (Ex: Curricula implementation, ACT strategies)
- Memphis-Shelby County Schools was recognized as a Best for All District by the Tennessee Department of Education

## FISCAL YEAR 2023-24 PRIORITIES:

- Coaching Portal to support Assistant Superintendents, Instructional Leadership Directors, and Instructional Support Advisors to log coaching hours in a designated portal.
- Coaching support to strengthen principals’ capacity with the following: Observation and Feedback, Culture and Climate, Instructional Leadership, and Data Analysis

### Driving Pillars

#### Ready Graduates



#### Third Grade Commitment



#### Naviance



#### Improving ACT Focus



#### Blended Learning

##### Blended Learning





# Financial

## Divisional Budgets

In fiscal year 2023-24, the Chief of Schools Department budget is \$13.7 million, which is \$1.5 million more than the prior year's budget. The increase is being driven by a \$819,768 change in contracted services for ACT initiatives and teacher professional development. An additional factor that contributing to the increase is additional human capital support that was realigned from Deputy Superintendent of Academics office.

Chief of Schools	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 10,584,236	\$ 9,198,877	\$ 12,880,827	\$ 11,297,819	\$ 11,962,108	\$ 664,289	6%
30000 Contracted Services	2,634,439	2,107,331	2,384,265	526,611	1,346,379	819,768	156%
40000 Supplies and Materials	105,272	154,025	103,738	132,280	253,657	121,376	92%
50000 Other Charges	6,500	30,759	141,003	264,315	119,854	(144,461)	-55%
70000 Capital Outlay	549	20,422	-	-	-	-	0%
<b>Grand Total</b>	<b>\$ 13,330,996</b>	<b>\$ 11,511,414</b>	<b>\$ 15,509,833</b>	<b>\$ 12,221,026</b>	<b>\$ 13,681,998</b>	<b>\$ 1,460,972</b>	<b>12%</b>

Chief of Schools	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
100200 Department of Schools and Leadership	\$ 1,176,696	\$ 781,652	\$ 696,871	\$ 1,299,798	\$ 872,135	\$ (427,663)	-33%
100210 Instructional Leadership Directors	2,077,677	2,078,597	1,802,117	1,287,350	1,446,201	158,851	12%
211100 Charter Schools Administration	1,324,467	1,646,193	1,863,372	2,012,108	2,216,847	204,740	10%
215000 iZone	5,579,790	3,167,157	4,387,411	5,119,409	5,129,390	9,982	0%
215500 Chief of Schools	3,171,928	3,837,815	2,912,185	832,320	1,605,653	773,333	93%
215503 School Improvement & Accountability	-	-	730,091	466,482	460,252	(6,230)	-1%
215505 eZone	-	-	3,117,785	1,203,560	1,951,519	747,959	62%
<b>Total Chief of Schools</b>	<b>\$ 13,330,996</b>	<b>\$ 11,511,414</b>	<b>\$ 15,509,833</b>	<b>\$ 12,221,026</b>	<b>\$ 13,681,998</b>	<b>\$ 1,460,972</b>	<b>12%</b>





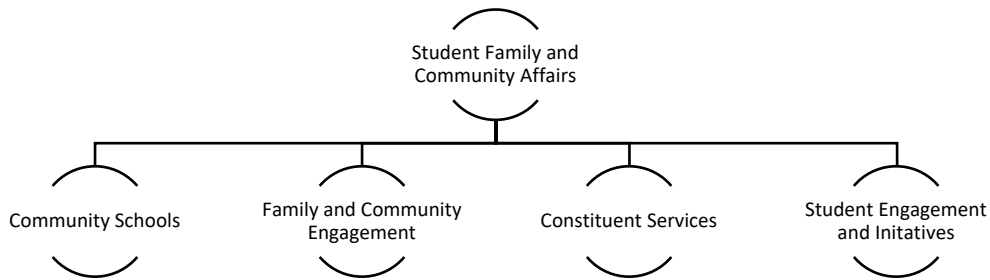
**STUDENT FAMILY AND COMMUNITY AFFAIRS (SFCA)**

**District Mission Statement**

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

**SFCA Mission Statement**

The purpose of the Student Family and Community Affairs Division 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.



**Vision**

Through transformed communities and partners, we will work to address the needs of families and students both at school and at home. We will take a holistic approach to address the needs of the child to improve academic and social success at a strategic and aggressive pace.

**Departmental Goals**

- Build the capacity of Family Engagement Specialist to authentically engage families and community partners in ways that build trust and positively impact student learning
- Implement components of the community school model in two identified hub schools that will serve as a prototype to decrease non-school factors that negatively impact student performance and attendance
- Continue to foster community confidence to a 90% positive perception rate
- Provide optimal opportunities for students to partner in shaping their foundational experiences in education through capturing student voice
- Ensure the community is aware of school needs (adopters and partners)
- Align and broaden partnerships to serve more schools and/or students
- Continue to survey and capture parent voice
- Support the long-term sustainability of MSCS by yielding a positive return on investment (ROI) through retaining and reclaiming students

**Major Services Provided**

Family and Community Engagement:

- Family Resources
- Community Partners
- Parental Engagement
- Multicultural Services
- Alumni Affairs
- Engagement and Support Specialists



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### **Develop Family and Community Affairs (FACE)**

- Ensure that families are equal participants in their child’s education and empowered to foster positive outcomes for themselves and others
- Build capacity of school leaders to engage parents how to support education at home
- Provide mutual communication between school, home, and district level
- Promote collaboration between the district, schools, and community partners to assist school teams with developing and sustaining strong partnerships to provide holistic supports
- Support school-based specialist operating through feeder patterns, collaboratively bridging the pipeline with family and community engagement in schools
- Family Engagement Specialist Role (School-based and District-based):
  - Facilitate parent group meetings in various schools, establishes collaborative school support groups, and serves as conduits to strengthen communication links between FACE, school administrators, school staff, school partners, and families
  - Participate in and facilitate personal development opportunities for families and peers
  - Support neighborhood communities through school feeder patterns - centrally deployment to a specific assigned cluster of elementary, middle, or high schools
  - Support efforts around student recruitment and outreach program services

### **Engagement Priorities**

- Integrated Student Support – School-Based Specialists will create support schools on all 3 levels (e.g., Cohort, Targeted Group and Whole School)
- Chronic Absenteeism – Focus on reducing the chronic absentee rate for cohort level students
- Welcoming Walks – Focus on creating welcoming environments through assessment and participation in the “Great Works” program
- Parent Capacity – Focus on building the capacity of parents to the support the achievement of their students

### **Student Affairs:**

- Student Voice, Engagement, & Academic Equity
- Student Leadership, Internship & Mentorship
- Multicultural Engagement (School Level)

### **Constituent Service:**

- Central Office Directory
- District Concern Communications
- Customer Services
- Graduation Services

### **Constituent Services**

- Central Office Directory
  - Leads the development of a comprehensive online MSCS Directory and maintain accuracy of key contacts for each department, contact information for each school and overall District reporting structure
- District Communications
  - Address, document and analyze customer inquiries to monitor and support improvement
  - Provide support to constituents who visit the Parent Welcome Center
  - Create detailed quarterly and annual narratives and statistical reports to provide analysis of call center volume and assistance disaggregated by school, zones, and/or Central Office departments
  - Responds to SCSHelp emails from constituents who have questions or inquiries regarding district rules, policies, and/or procedures and those who need assistance from department representatives
  - Utilize Let’s Talk! online customer service and communication tool to better serve the community by allowing constituents to submit a question, comment, concern, or



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suggestion and receive an immediate chatbot answer or an email response to a dialogue submission 24 hours a day and seven days a week

- Customer Service
  - Train employees district-wide on customer service W.O.R.K.S. expectations and framework
  - Plan recognition of 5 Star Service - “Leading from the Frontline” Award
- Graduation Services
  - Plan, coordinate and execute components of all high school graduation commencement ceremonies

### **Community Schools:**

- Implementation of Community Schools (CS) Strategy:
  - Expanded the Community School Strategy (first MSCS Community School, Belle Forest)
  - Expanded to seven new Community Schools (Dunbar ES, Larose ES, Manassas HS, Northaven ES, Treadwell MS/ES, Woodstock MS, and Westwood HS)
  - Conducted comprehensive Needs Assessment (Over 1,700 Staff, Parents, Students, and Community Members surveyed) to determine specific needs of the schools and resources in their respective communities
  - Developed Key Performance Indicators (KPI's) to measure the success of CS
  - Established two Community Resource Centers at Treadwell MS/ES and Dunbar ES equipped with Computer lab, meeting/training space, washer/dryer, and counseling center)
  - Implemented parent resource centers in three schools and placed specialists and coordinators

### **Student Engagement & Initiatives (SE&I)**

- R3 Model: Recruit, Retain, Reclaim
  - Tracking withdrawals to collect data from parent responses
  - Supporting a strong culture climate that will attract all 901 families
  - Cross collaborating with school administrators and central office departments to carry out positive incentives that align with the vision of MSCS to encourage enrollment
  - Assisting with various mentoring initiatives within the district
- Feeder Family Focus
  - Conducting demographic and culture/climate analysis to recruit students and families to stay within their respective school cohort (Elementary, Middle, High)
- School Choice Showcase
  - 214 MSCS schools participate to RECRUIT, RETAIN, RECLAIM students
- Voter Registration Campaign
  - Educating eligible students and families on the importance of registering to vote prior to Voting Day
- District Wide Academic Signing Day
  - District wide event that celebrates students matriculating to higher learning institutions
- The Voice of MSCS
  - Vocal talent showcase competition for MSCS High School Students
  - Faith based Community mentoring action groups



## Financial

### Fiscal Year 2022 -23 Performance Highlights



- Developed the inaugural 5 Star Customer Service Academy to immerse school-based and Central Office front-line staff in customer service best practices and equip them with the knowledge and resources needed to provide optimal customer experiences
- Launched the Let's Talk! platform to provide an additional avenue for constituents to reach out and get support for their inquiries via engaging with a chatbot or submitting a dialogue 24 hours and day/7 days a week outside of the Parent Welcome Center hours of

operation

- Implement Community Schools Strategy which provides wrap-around services in a strategic manner that supports families and communities and remove barriers that hinder academic performance. Major pillars are Out of School and Extended Time, Arts and Music, Integrated Student Support (Two Generational), Health and Mental Health
- Launched the Adopt-A-School Month campaign (October 2022) to heighten awareness throughout the community about the MSCS Adopt-A-School program, provide businesses/organizations the opportunity to have a significant impact on our students while giving their employees a meaningful volunteer opportunity and, ensure every school has dedicated adopters. The month culminated with the Adopter Appreciation Luncheon celebration honoring adopters
- Hosted the 3rd & 4th Annual School Choice Showcase – providing an opportunity to learn about the District's vast array of school choices (Participation of over 7,000 families and stakeholders)
- Hosted a month-long Hispanic Heritage Month Celebration (Sep15-Oct15) including: kicked-off event featuring various community cultural organizations and MSCS student performing and visual arts (in partnership with the Mexican Consulate); highlights of Latino influencers and community partners; bilingual story time at schools where pre-k and kindergarten students received books for their home library; and, culminated with a district wide event for families to experience and share the Hispanic culture with food, performances, speakers, art displays, books and a resource fair
- Expanded the Families Connect Program to include elementary schools to help parents engage effectively with their assigned schools in English, Spanish, and Arabic
- Developed a web-based school adopter management system for data collection and management
- Expanded the multi-tiered approach to support schools in higher need by piloting the placement of 18 School Family Based Specialist to serve high-needs school feeder patterns
- Coordinated the "Lift Every Voice" High School Survey
- Hosted Student Congress Night at the Board
- 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
- Launched the Father in Action engagement program to strengthen the engagement of fathers and father like figures in the school process
- Implemented the training and monitoring of the Driving the Dream platform for family engagement specialist. Driving The Dream (DTD) aligns resources in a manner that unites local agencies in a "no wrong door," collaborative effort to help Memphis' and the Mid-South's most economically challenged individuals advance toward economic self-sufficiency and other life goals they identify. The DTD partner agencies and their programs improve education, financial stability, and health-boosting our local economy by reducing poverty, one person at a time



## Financial

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- Expanded the Integrated Student Support process (Cohort) to enhance the access of resources for our families

### Fiscal Year 2023-24 Priorities

- Expand the Let's Talk! Platform to reside on school websites so families can receive direct support from school staff on concerns and/or inquiries to improve the communication loop between families and schools
- Implementation of a multifaceted, two generational multicultural engagement plan that promotes enhanced cultural competency, community outreach and concerted collaborations that inform and guide SCFA approach to best serve students and families of diverse backgrounds
- Increase 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
- Expand family and community engagement opportunities programmatically to meet the goals of Reimagining 901 Strategic Plan and ESSA by 5 % from 2021-22
- Broaden strategic community partnerships to serve more schools and/or students
- Streamlining contracted partners and ensuring accountability in schools through quarterly data reports and a metric with school leader feedback
- Develop systems and structures to inform and engage families and community partners about district strategies and progress through multi-lingual sources and print media as well as social
- Increase and redefine parental involvement and create avenues for more parental participation for the disengaged
- Enhance district-embedded collaborator roles that provide stakeholders with opportunities to be a part of the strategy design and planning process







# Financial

## Divisional Budget

In fiscal year 2023-24, the budget for the Student Family and Community Affairs department is \$4.5 million, which is a decrease of \$204,300 compared to the prior year's amended budget. The decrease is due to the reduction of the Family Resource Center grant that will be realigned through TISA funding.

Chief of Student & Family Engagement	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 3,819,214	\$ 3,771,091	\$ 3,900,287	\$ 3,734,489	\$ 3,509,834	\$ (224,655)	-6%
30000 Contracted Services	590,804	734,103	857,201	850,236	916,306	66,069	8%
40000 Supplies and Materials	38,383	56,543	54,033	100,098	43,533	(56,565)	-57%
50000 Other Charges	19,967	40,440	92,608	42,357	53,208	10,851	26%
70000 Capital Outlay	24,015	5,196	34,020	20,000	20,000	-	0%
<b>Grand Total</b>	<b>\$ 4,492,383</b>	<b>\$ 4,607,373</b>	<b>\$ 4,938,150</b>	<b>\$ 4,747,180</b>	<b>\$ 4,542,881</b>	<b>\$ (204,300)</b>	<b>-4%</b>

Student Family and Community Affairs	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
204100 Family Resource Health	\$ 102,259	\$ 86,973	\$ 150,000	\$ 150,000	\$ -	\$ (150,000)	-100%
302000 Community Outreach	500,296	525,361	312,394	479,287	451,663	(27,623)	-6%
302100 Parent Engagement	3,889,828	3,995,038	4,475,755	4,117,894	4,091,217	(26,676)	-1%
<b>Total Student Family and Community Affairs</b>	<b>\$ 4,492,383</b>	<b>\$ 4,607,373</b>	<b>\$ 4,938,150</b>	<b>\$ 4,747,180</b>	<b>\$ 4,542,881</b>	<b>\$ (204,300)</b>	<b>-4%</b>

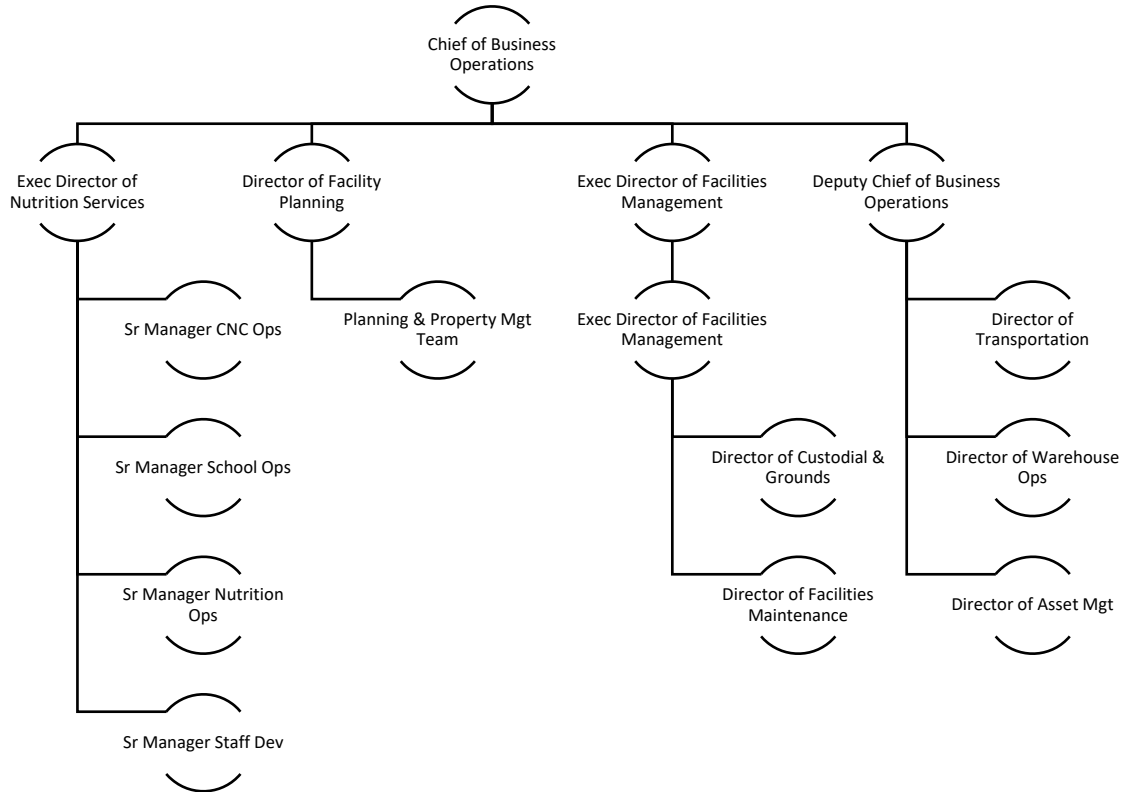




**BUSINESS OPERATIONS**

**Mission Statement**

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.



**Departmental Goals**

- Complete CIP and ESSER funded projects scheduled for completion in FY24 to be 90% on time and 95% within budget
- Improve service, efficiency, and responsiveness of Facilities by reducing work order Avg. time to completion by 10% compared to YOY
- Reduce Vacant Property inventory of the District’s Portfolio in FY24 by 10%
- Improve FY24 meal participation across the district by 5% compared to YOY
- Improve on time arrival of Pupil Transportation buses by 5% YOY



## Financial

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### **Major Services Provided**

#### *Asset Management Services*

- 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

#### *Construction Services*

- New construction and building addition project management
- Deferred maintenance capital projects management
- Construction, alterations, and modifications cost estimates
- Building/facility plans, permits, and design guidelines

#### *Custodial and Grounds Services*

- Vendor management of custodial service providers
- First response building support, maintenance, and work order management
- Outdoor grounds, lawns, and stadiums maintenance
- Pest control and herbicide maintenance

#### *Facility Planning and Property Management Services*

- Mapping, geographic, enrollment, and capacity analyses
- Regional planning and residential development monitoring
- Real estate portfolio, property sales, leasing, and facility rental management
- Space capacity planning and usage assignment

#### *Facilities Maintenance Services*

- Corrective, preventive, and emergency repair & maintenance of district infrastructure
- Remodeling and renovation of building space
- Facilities condition and deferred maintenance needs assessments
- Environmental, health, fire & life safety compliance management
- Corrective, preventive, and emergency repair & maintenance of district vehicles

#### *Nutrition Services*

- Year around nutritious meals service to all students and children of Shelby County
- Breakfast, lunch, breakfast in classrooms, grab n' go lunch, snack and supper meals
- Drive-up, multi-day bulk meals distribution of all meal types
- Meal services to various community centers, organizations, and programs
- Menu planning, procurement and inventory of food, supplies, and equipment



## Financial

### *Transportation Services*

- Vendor management of transportation service providers
- Safe, dependable transportation services to and from school to all eligible students
- Bus routing logistics analysis and management
- Bus passes and other alternative pupil transportation services administration



### *Warehouse and Fulfillment Services*

- Receiving, storage, and distribution services for all district materials, supplies, and equipment
- Fuel, inventory control, operations, and systems management
- Inventory control, distribution, and physical disposal of district assets
- Mail room operations and distribution services
- Print Shop operations and fulfillment services

### **Issues & Trends**

- Custodial service level challenges due to pandemic related labor shortages and competitive market for wages in this category of labor
- Compromised construction and project completion dates due to pandemic related supply chain delays, labor shortages, and long material lead times

### **Fiscal Year 2022-23 Performance Highlights**

Design and Initiation of \$20M in FY23 CIP projects:

- 21 Schools – Intercom System Replacements
- 4 Schools – HVAC Upgrades and Replacements
- 2 Schools – Roof Replacements
- 9 Stadiums – LED Lighting Projects
- 4 schools – Fire Alarm System Upgrades
- Opening 3 new K8 safe gyms which will also be used as storm shelters for the community
- Solicitation and identification of Project Manager and A&E design services for new East Region HS
- Development of strategy for correction and completion of Water Bottle Filling Stations Project
- Increased wages for HVAC Techs, Plumbers, and Electricians to fairly compensate team members, and better align with market and attract talent to MSCS
- Identification of upgrade for current work order system/asset management software to better suit needs of the district for tracking/fulfilling requests and maintaining asset inventory
- Completed sale of (8) District properties
- Completed (10) school closures, rezonings, and/or reconfigurations in support of Reimagine 901
- 100% of school locations will receive quality summer cleaning
- 100% of school locations lawns are being cut on 14-day rotation during the growing season
- Evaluated over 64,000 bus stops for routing efficiency
- Exceeded 90% on time bus arrival rate
- 2023 Nutrition Services Administrative Review (Audit) 95%
- Spring Food Show featured 48 Vendors for 400 Students from various schools with MSCS
- Asset entry and database tracking for over 23,000+ new district assets
- Final stage of the FAMS Inventory Management System Implementation is 95% complete
- Upgraded Fuel System we are now able to access our fuel inventory in real time; we are no longer on MSCS Server



## Financial

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- Upgraded Veeder Root system which gives notifications of any changes concerning fuel capacity within tanks

### **Fiscal Year 2023-24 Priorities**

- **Asset Management**
  - Adjust org structure to centralize asset management staff and activities across funds and programs into one department
  - Phase II Lawn Equipment Consignment
  - VEL Student Devices
  - FAMS Inventory Management System
  - Verify, inventory and track Charter and Private schools Title I and ESSER equipment purchases
- **Construction**
  - Manage major capital projects using contract construction and project management services where needed
  - Engage with the A&E and Project Management teams to complete design of new school(s) and begin construction
- **Custodial & Grounds**
  - Continue implementation of new Grounds Keeping Improvement Initiative including reassignment of Grounds crewmen and plant managers' duties
  - Manage custodial vendors through staffing shortages for cleaning performance
  - Recruit, train, & retain plant managers for each school location to aid in improving custodial cleaning performance, buildings appearance and functionality
- **Facilities Maintenance**
  - Identify a vendor and oversee completion of Facilities Condition Assessment to aid in the development of a 10-Year Facilities Master Plan
  - Realign Facilities Maintenance department to include reduction of 3<sup>rd</sup> party spend through an increase of overall talent pool as well as a shift from contracted services to self-performance
- **Facility Planning**
  - Manage Transforming 901 vision for schools through data and district strategy
  - Manage district-wide facility condition assessment of approximately 22 million square feet
  - Continue aggressive review of competitive offers and property sale activities
- **Nutrition Services**
  - Increase Student Participation with new menu options and student engagement
  - Complete the Freezer expansion and begin utilizing extended space
  - Upgrade nutrition software- warehouse/inventory & management system, kitchen equipment, Nutrition vehicles
- **Transportation**
  - Manage pupil transportation needs for the entire school calendar, including summer programs and possible bell time changes
  - Manage bus contractor to ensure ongoing driver recruitment and safety training is implemented with fidelity
- **Warehouse**
  - Textbook consolidation and Bay 2 clean up; textbooks are being removed from the floor and placed into racks; obsolete textbooks are also being removed to create additional space



## Financial

- Also, removing obsolete inventory from Bay 1 of the warehouse; this will also create additional storage space
- Maintenance parts initiative: the plan is to incorporate RF Scan guns to improve the overall efficiency for order pulling and processing maintenance parts

### Divisional Budgets

In fiscal year 2023-24, the budget for the Business Operations division is \$129.2 million, an increase of \$4.6 million when compared to the prior year's budget. The increase is primarily due to an increase in District wide supplies and materials, an upgraded work order management system, increases salary for skilled crafts, and total outlay supporting building maintenance. There is also an investment in the outsourcing of lawn service to better support the beautification efforts of the District.

Chief of Business Operations	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 23,665,398	\$ 22,976,111	\$ 25,899,108	\$ 24,338,622	\$ 27,537,439	\$ 3,198,816	13%
30000 Contracted Services	74,527,047	40,850,731	62,642,581	69,442,375	64,655,743	(4,786,632)	-7%
40000 Supplies and Materials	5,820,005	29,092,594	30,970,858	30,514,785	36,500,126	5,985,341	20%
50000 Other Charges	134,440	100,182	191,616	113,686	145,158	31,472	28%
70000 Capital Outlay	6,190,510	734,024	558,047	209,511	397,847	188,336	90%
<b>Grand Total</b>	<b>\$ 110,337,401</b>	<b>\$ 93,753,640</b>	<b>\$ 120,262,209</b>	<b>\$ 124,618,979</b>	<b>\$ 129,236,312</b>	<b>\$ 4,617,332</b>	<b>4%</b>

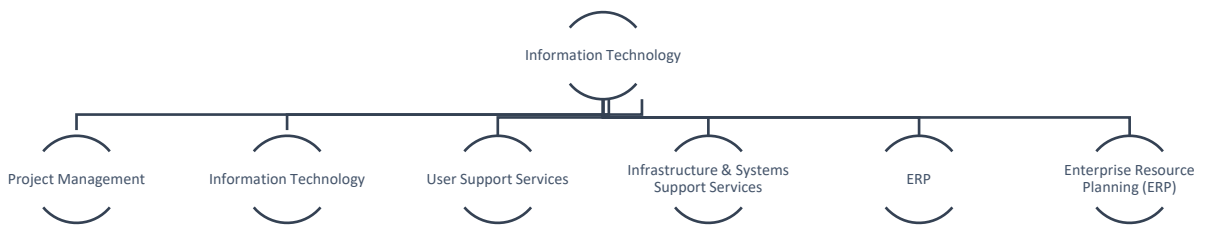
Business Operations	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
331000 Business Operations Admin	\$ 7,328,848	\$ 437,554	\$ 521,980	\$ 576,811	\$ 764,113	\$ 187,302	32%
332000 Transportation	11,085,389	8,663,881	21,892,198	21,365,184	19,034,206	(2,330,978)	-11%
332010 Special Education Transportation	8,941,693	4,792,738	13,040,477	12,993,016	13,243,058	250,042	2%
333000 Procurement	868,569	905,713	1,023,976	-	-	0	0%
333100 Asset Management	339,606	303,095	454,584	643,876	686,500	42,624	7%
334000 Facilities	14,070,532	12,471,112	16,195,758	13,991,872	16,201,753	2,209,881	16%
334100 Custodial and Grounds	35,749,519	33,317,512	36,432,085	43,409,745	43,521,409	111,664	0%
334200 Utilities	23,700,971	23,494,980	30,143,668	25,958,311	30,013,169	4,054,858	16%
334300 General Services	1,591,407	1,531,565	2,237,114	308,142	478,400	170,258	55%
334400 Zone 4 Maintenance	113	801,456	1,730,529	850,000	850,000	0	0%
334500 Zone 2 Maintenance	1,293,534	1,125,645	2,213,977	759,040	833,682	74,642	10%
334600 Zone 1 Maintenance	1,505,587	1,307,133	3,677,765	717,082	722,082	5,000	1%
334700 Zone 3 Maintenance	1,285,604	1,208,221	5,340,815	745,013	771,000	25,988	3%
334800 Plant Services	1,997,622	2,846,336	2,022,344	1,732,700	1,556,591	-176,109	-10%
335000 Facilities Planning and Property	578,406	546,699	547,200	568,188	560,349	-7,839	-1%
<b>Total Business Operations</b>	<b>\$ 110,337,401</b>	<b>\$ 93,753,640</b>	<b>\$ 137,474,470</b>	<b>\$ 124,618,979</b>	<b>\$ 129,236,312</b>	<b>\$ 4,617,332</b>	<b>4%</b>



**INFORMATION TECHNOLOGY**

**Mission Statement**

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



**Departmental Goals**

- Infrastructure Availability of 99.99%
- Application Availability of 95% or higher
- First call resolution of 75% or higher
- High/Medium priority Field incident response time of 4 hours
- Evaluate and assess enterprise and operational risk management technology applications which will provide recommendations for creation of Technology framework, controls, and processes

**Major Services Provided**

- Provide technical support, assistance and response/resolution to Students, Teachers, Academic staff and Central office staff members through call center and field support
- Customization and development of data integrations, and robust reporting on Learning, content and Educational Software that meets the needs of administrators, teachers, and students that are specific to our district
- Provide support to back-office systems and central office operations to ensure timely, cost-effective, and quality delivery of technology support to internal customers and business partners
- Underlying technology and Data Storage- Wide-area networking (WAN) and telephone services (including cellphones and wireless networking) and data center operations
- IT security team ensures the protection of the IT systems, data and user’s identity from harmful threats and theft 24/7/365 through continuous monitoring, upgrade of protection systems

**Issues & Trends**

- Stand up a Technology Advisory Group for the District to identify standards for all enterprise systems and application development
- Identify Application consolidation opportunities to reduce operational expenses wherever permissible
- Partner with our vendors and inter-departmental resources to standardize our hardware and software solutions to better serve and protect the district moving forward



## Financial

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- Utilize our Partners to complete quarterly health checks of our environment assisting IT toward maintaining a higher level of SLA
- Improving Cybersecurity awareness and training for all employees and enhanced training for IT security team. Track identified security risk events, set priority rankings, and develop plans for immediate remediations
- Effective utilization of ESSER funding for modernize the Infrastructure and Improving Cybersecurity awareness, posture, and security for MSCS
- Further improve our Change Management Process to extend beyond IT associates for capturing all software and hardware changes to on-premises or by 3<sup>rd</sup> party vendor
- The development, maintenance, and sustainability and modernization of IT infrastructure
- Create and maintain an IT Service Catalog to present to the district as to installed and approved Technology offerings

### **Fiscal Year 2022-23 Performance Highlights**

- Implemented an automated Leave of Absence and Retirement request system through employee self-service reducing manual and paper-based processes
- Established Azure authentication for students with Clever, so that now student's login to Clever with the same credentials they use for their device and Office O365
- Developed PS API Upload Pipeline for delivering a wide variety of data to PowerSchool
- Established new relationship with IMS Global and began curating available apps in the Clever teacher's library based for greater privacy and security compliance
- Completed the RTI-PSI Diagnosis System for MSCS Mental Health Department, a massive mental health diagnosis and tracking system
- IT Service Desk successfully rolled out new ITSM ticketing system for IT. Developed and executing wider roll out for other additional MSCS Departments through 2024
- Renewed our Wireless Network Access Control and improved the security of assets that utilize our wireless technology
- Implement third party Penetrating testing and continue on a annual cadence
- Implement Vulnerability Scanning solution to identify gaps in our technologies for immediate remediation
- Upgraded cabling for all school sites to allow for faster internet connection for students and teacher from 100 MB up to 1 GB connection, thereby increasing productivity in the classroom

### **Fiscal Year 2023-24 Priorities**

- Complete the development of local data repository for PS Data that is kept current via API and can be provided as a reliably data source for any function requiring current PowerSchool data
- Replacing several legacy data systems (frequently using FileMaker) with integrated solutions available in PowerSchool, such as the Homebound database and the Disciplinary Hearing Authority database
- Migrate all Systems to the New Datacenter Hardware to reduce complexity, operational expense, and on-going support
- Execute on all Network Equipment Refresh (switches, routers, and access points) and begin deployment across the district to improve Internet stability, Speed of access, and to support future projects (IE: School Security Scanner, added Video surveillance, and a new Intercom Solution)
- Complete the implementation of a full disaster recovery solution and plan for O365 and critical applications managed by IT
- Improve hardware for the stability of power at both IT Datacenters
- Complete the installation of Electrical, Walls, Video Surveillance, Badge Readers, Fire Suppression, and Water Detection at our second datacenter
- Migrate unused hardware from our Avery Datacenter to the Bayer Datacenter to create a virtual Development and Staging Environment for our applications





# Financial

## Divisional Budgets

In the fiscal year 2023-24, the IT Department's budget is \$21.8 million, which is \$417,147 less than prior year's budget. The primary reason for the reduction is the repurposing of staffing resources to support short term IT infrastructure projects.

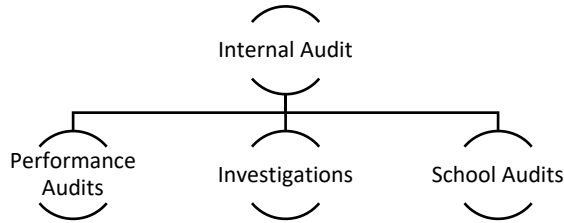
	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Chief Information Officer</b>							
10000 Salaries and 20000 Benefits	\$ 8,834,308	\$ 8,097,296	\$ 10,048,571	\$ 10,106,091	\$ 9,641,802	\$ (464,289)	-5%
30000 Contracted Services	9,301,854	9,898,735	12,560,946	11,860,464	12,324,753	464,289	4%
40000 Supplies and Materials	9,390	10,822	878,906	51,204	53,204	2,000	4%
50000 Other Charges	5,570	44,992	39,800	41,400	66,400	25,000	60%
70000 Capital Outlay	2,950,818	3,405,501	75,000	145,000	45,000	(100,000)	-69%
<b>Grand Total</b>	<b>\$ 21,101,941</b>	<b>\$ 21,457,347</b>	<b>\$ 23,603,222</b>	<b>\$ 22,204,159</b>	<b>\$ 22,131,159</b>	<b>\$ (73,000)</b>	<b>0%</b>

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Information Technology</b>							
340000 Information Technology	\$ 4,582,958	\$ 7,008,459	\$ 8,087,398	\$ 8,762,064	\$ 8,669,259	\$ (92,805)	-1%
341000 User Support Services	8,729,721	8,899,469	7,668,548	5,404,121	5,337,001	(67,119)	-1%
343000 Infrastructure and Systems support Services	7,397,597	5,365,934	7,549,608	7,042,678	7,044,609	1,930	0%
344000 Project Management Office	391,665	183,485	297,669	387,516	364,347	(23,169)	-6%
345000 ERP	-	-	-	118,685	237,074	118,389	100%
346000 Enterprise Resource Planning	-	-	-	489,095	478,869	(10,226)	-2%
<b>Total Information Technology</b>	<b>\$ 21,101,941</b>	<b>\$ 21,457,347</b>	<b>\$ 23,603,222</b>	<b>\$ 22,204,159</b>	<b>\$ 22,131,159</b>	<b>\$ (73,000)</b>	<b>0%</b>

## INTERNAL AUDIT

**Mission Statement** 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.





**Departmental Goals**

- Complete all school audits by September 30<sup>th</sup> annually
- Increase awareness of fraud, waste, and abuse within MSCS
- Deliver high quality audit reports to stakeholders
- Complete 3 performance audit projects annually

**Major Services Provided**

- Professional consultation regarding management control systems to increase organizational efficiency, effectiveness, compliance, equity, and economical operations
- Professional assurance services regarding the management of internal school funds at all schools
- Administer the District’s fraud, waste, and abuse program
- Conduct administrative investigations pertaining to potential fraud

**Issues & Trends**

- Compliance and monitoring pertaining to school support organizations will require significant investment in business process improvement to achieve satisfactory compliance with state requirements
- Continue to receive reports of fraud, waste, and abuse despite our increase in fraud awareness training
- School internal fund audits are positively improving and the incident of external auditor comments substantially down
- Internal Controls within District operations remain highly questionable with respect to their adequacy, effectiveness, design, and full implementation

**Fiscal Year 2022-23 Performance Highlights**

- Completed the quality control review of 100% of school audits prior to September 1<sup>st</sup>
- 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
- Conducted a significant conflict of interests and fraud investigations in the Business Operations facilities and ground maintenance areas

**Fiscal Year 2023-24 Priorities**

- Continue to gain audit efficiency and utilize audit hours on grant compliance
- 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
- Develop a strong performance audit capability



## Financial

### Divisional Budget

In fiscal year 2023-24, the combined budget for the Internal Audit department is \$1.4 million, which is \$212,133 more than the prior year's budget. The increase is due to the investment in additional human capital to support increased oversight of District resources.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Chief Internal Auditor</b>							
10000 Salaries and 20000 Benefits	\$ 1,063,797	\$ 1,029,588	\$ 1,072,381	\$ 1,095,041	\$ 1,323,628	\$ 228,587	21%
30000 Contracted Services	20,942	36,954	28,823	96,805	37,005	(59,800)	-62%
40000 Supplies and Materials	1,780	584	64,600	9,607	55,000	45,393	472%
50000 Other Charges	31,598	5,660	14,692	20,500	23,692	3,192	16%
70000 Capital Outlay	-	-	5,582	5,240	-	(5,240)	-100%
<b>Grand Total</b>	<b>\$ 1,118,118</b>	<b>\$ 1,072,786</b>	<b>\$ 1,186,078</b>	<b>\$ 1,227,193</b>	<b>\$ 1,439,326</b>	<b>\$ 212,133</b>	<b>17%</b>

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Internal Audit</b>							
040000 Internal Audit	\$ 1,118,118	\$ 1,072,786	\$ 1,186,078	\$ 1,227,193	\$ 1,439,326	\$ 212,133	17%
<b>Total Internal Audit</b>	<b>\$ 1,118,118</b>	<b>\$ 1,072,786</b>	<b>\$ 1,186,078</b>	<b>\$ 1,227,193</b>	<b>\$ 1,439,326</b>	<b>\$ 212,133</b>	<b>17%</b>



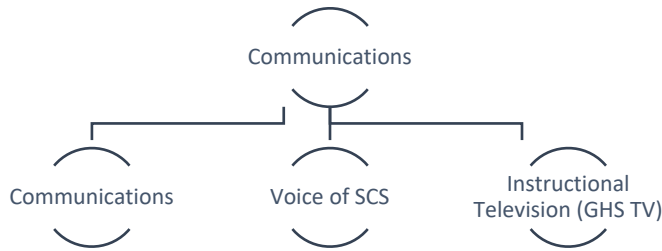
## COMMUNICATIONS

### Mission Statement

The Department of Communications and Broadcast Services provides strategic and innovative support for all schools and District departments in alignment with the goals and priorities of Transforming 901. 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 for student success.



## Financial



### Major Services Provided

- Strategic planning
- Media relations
- Marketing and promotions
- Internal communications
- Social media
- Bilingual communications
- Graphic design
- Web development
- Broadcast services (TV and Radio)
- Executive communications

### Fiscal Year 2022-23 Performance Highlights

- We established a multi-member Bilingual Communications division to improve communication with our Spanish-speaking families and provide translation services for Districtwide initiatives
- We redesigned, modernized, and relaunched the home page of the website to maximize space and better serve the needs of our stakeholders
- We launched MSCS News and Views, a newsletter specific to the interests and needs of District families
- We started the MSCS Scribes program to amplify teacher voice by including their written pieces in Communications publications

### Fiscal Year 2022-23 Priorities

- We will launch one project management and tracking system for use by all members of the Communications and Broadcast Services Department and use it with fidelity. All requests will be directed through the system to ensure projects have been pre-approved and that responses are provided in a timely manner
- We will continue to review and update the District website, using newly created templates and eliminating outdated information and links
- We will train additional staff members on the APECS system to ensure there are no delays to department payroll processing or business transactions

### Divisional Budgets

In fiscal year 2023-24, the Office of Communications has a \$3.0 million budget, which is \$328,466 more than the prior year’s budget. The increase is due to the implementation of a new project management/tracking system. Project will allow schools to submit communication, highlighting the great things happening around the District.



## Financial

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Chief of Communications</b>							
10000 Salaries and 20000 Benefits	\$ 2,242,142	\$ 2,145,632	\$ 2,451,050	\$ 2,517,787	\$ 2,634,463	\$ 116,677	5%
30000 Contracted Services	448,696	211,130	196,326	94,434	214,324	119,890	127%
40000 Supplies and Materials	8,431	23,488	8,000	33,250	5,000	(28,250)	-85%
50000 Other Charges	38,393	88,465	107,463	10,213	107,463	97,250	952%
70000 Capital Outlay	56,972	19,823	48,500	25,600	48,500	22,900	89%
<b>Grand Total</b>	<b>\$ 2,794,634</b>	<b>\$ 2,488,540</b>	<b>\$ 2,811,340</b>	<b>\$ 2,681,285</b>	<b>\$ 3,009,751</b>	<b>\$ 328,466</b>	<b>12%</b>

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Communications</b>							
301000 Communications	\$ 1,880,518	\$ 1,706,491	\$ 1,999,309	\$ 1,878,701	\$ 2,187,842	\$ 309,141	16%
303000 Voice of SCS	914,116	782,049	812,031	802,584	821,909	19,325	2%
<b>Total Communications</b>	<b>\$ 2,794,634</b>	<b>\$ 2,488,540</b>	<b>\$ 2,811,340</b>	<b>\$ 2,681,285</b>	<b>\$ 3,009,751</b>	<b>\$ 328,466</b>	<b>12%</b>

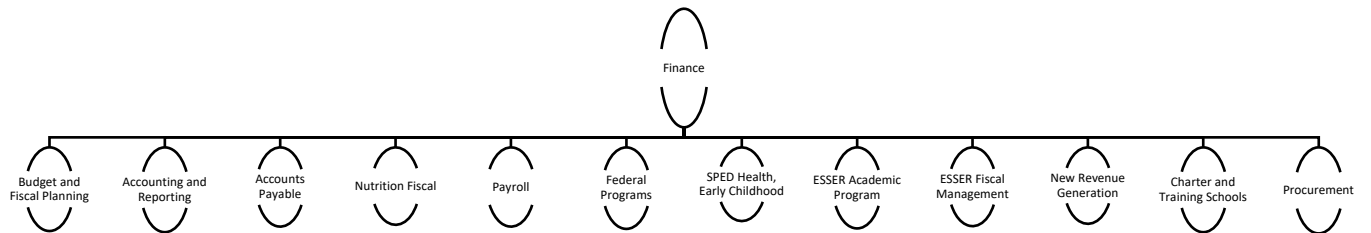




FINANCE

Mission Statement

The mission of the Finance Office is 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.



Major Services Provided

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 2022-23 Accomplishments

- Obtained an unmodified "clean" opinion on the FY 2021-22 external audit
• No significant deficiencies or material weaknesses for the FY 2020-21 audit of the major federal award programs
• Received the Association of School Business Officials and the Government Finance Officers Association awards for the FY 2021-22 Annual Financial Report
• Received the Association of School Business Officials Meritorious Budget Award for the FY 2021-22 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 FY2021 Annual Financial Report on May 2022
• The District received the Association of School Business Officials Meritorious Budget Award in March 2021 and March 2022
• Received the Association of School Business Officials Meritorious Budget Award for the FY 2021-22 Budget Book
• Received the Government Finance Officers Association Distinguished Budget Presentation Award FY 2021-22



## Financial

### Fiscal Year 2023-24 Priorities

- 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
- Manage ESSER Fund 2.0, and 3.0 to ensure alignment with federal, state, and compliance standards for the allocation for the entire LEA including charters
- Improve efficiency and better utilization of resources within the Department
- Develop ten-year District footprint strategy

### Divisional Budgets

In fiscal year 2023-24, the budget for the Division of Finance is \$7.4 million, which is an increase of \$661,949 compared to the prior year. The Division of Finance year over year budget variance, can be attributed to the addition of the procurement department which was realigned from Business Operations to Finance.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Chief Financial Officer</b>							
10000 Salaries and 20000 Benefits	\$ 3,864,246	\$ 4,348,484	\$ 4,868,920	\$ 5,870,363	\$ 6,360,561	\$ 490,198	8%
30000 Contracted Services	774,115	248,297	966,256	768,572	902,864	134,292	17%
40000 Supplies and Materials	36,461	28,936	53,105	89,988	87,323	(2,665)	-3%
50000 Other Charges	16,956	32,662	65,459	41,705	79,329	37,624	90%
70000 Capital Outlay	13,534	18,433	104,592	7,300	9,800	2,500	34%
<b>Grand Total</b>	<b>\$ 4,705,312</b>	<b>\$ 4,676,812</b>	<b>\$ 6,058,333</b>	<b>\$ 6,777,928</b>	<b>\$ 7,439,876</b>	<b>\$ 661,949</b>	<b>10%</b>

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Finance Office</b>							
320000 Finance	\$ 1,533,631	\$ 1,199,262	\$ 1,417,042	\$ 1,235,656	\$ 1,415,454	\$ 179,797	15%
320100 Early Childhood-Fiscal	-	-	-	168,400	170,820	2,420	1%
321000 Accounting and Reporting	785,533	950,674	1,225,836	1,055,949	1,256,763	200,815	19%
322000 Budget and Fiscal Planning	910,440	1,028,241	1,805,785	1,778,665	1,808,540	29,875	2%
323000 Payroll	811,920	791,001	882,901	814,537	901,561	87,025	11%
105000 Federal Programs	-	30,737	-	-	-	-	0%
333000 Procurement	-	-	-	1,000,815	1,061,483	60,667	6%
324010 Accounts Payable	663,787	676,896	726,769	723,906	825,255	101,350	14%
<b>Total Finance Office</b>	<b>\$ 4,705,312</b>	<b>\$ 4,676,812</b>	<b>\$ 6,058,333</b>	<b>\$ 6,777,928</b>	<b>\$ 7,439,876</b>	<b>\$ 661,949</b>	<b>10%</b>



**HUMAN CAPITAL AND TALENT MANAGEMENT**

**Mission Statement**

The Human Resources Department will be a strategic partner maximizing the potential of our greatest asset, our employees, and positioning Memphis-Shelby County Schools (MSCS) as an employer of CHOICE. We are committed to delivering quality customer service; recruiting, retaining, and rewarding a talented workforce; and contributing to the improvement of student achievement.



**Departmental Goals**

- Implement Human Resources (HR) best practices to attract qualified applicants, motivate the existing workforce, inspire long-term commitment resulting in 99% of vacancies filled by June 15, 2023 (100% by the first day of school)
- MSCS HR will improve diversity of the candidate pool every year by 5% to reflect and align with student population (Latino and African American Male) through the implementation of a comprehensive recruitment plan
- The MSCS Human Resources Department will provide high quality customer service resulting in an overall 90% customer satisfaction rating based on accuracy, timeliness, and courtesy measures on an ongoing basis
- Retain high performing, talented teachers, and staff throughout the District via a comprehensive induction and development program
- Increase organizational capacity, diversity, and inclusion
- Ensure customers understand basic HR processes and procedures, through an efficient, streamlined, multi-tiered service delivery system
- Develop strategic partnerships and pipelines to ensure candidate pools for instructional, non-instructional, and central office positions are comprised of candidates who meet (or exceed) minimum qualifications

**Major Services Provided**

*Talent Management*

- Talent Management is committed to recruit, hire, retain, and develop the human capital required for Memphis-Shelby County Schools to not only meet but exceeds our goals. This includes innovative, responsive, fair, and consistent processes and systems that are related to retaining and developing a superior workforce for MSCS.

*Employee Performance Support*

- The Employee Performance and Support (EPS) Department’s work is divided into five critical branches: design, implementation, stakeholder investment, data management and systems management. Our





## Financial

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goal is to build systems and processes that both support and enhance employee job performance and development, ultimately impacting employee engagement and job satisfaction.

- The EPS team offers the following services: 1) Provides TNDOE and District process updates regarding employee evaluations to all stakeholders; 2) Develops and leads evaluator training and support systems to expand support options for all staff members; 3) Maintains user-friendly and easy-to-navigate training and employee performance data systems, such that these tools and processes clearly align to and reinforce the District's strong vision for excellence; and 4) Ensures employee performance data are accurate—reflecting true MSCS employee effectiveness.

### *Office of Benefits*

- The Office of Benefits is responsible for providing a comprehensive, flexible benefits package for our Memphis-Shelby County Schools employees, retirees, and eligible dependents (including medical, dental, vision and life insurance). A primary focus is to effectively communicate and ensure that employees are educated on the tools and resources available to create a positive impact on mental and physical well-being.

### *Business Strategy & Total Rewards*

- The Business Strategy & Total Rewards team is committed to ensuring MSCS employees are rewarded, valued and know that their overall health and wellness is a priority. This will equip our employees better to serve our ultimate customers, parents, and students. When employees feel valued, they are more likely to remain loyal to the organization and produce positive outcomes. Our Customer Service team is committed to helping employees navigate through our MSCS resources and departments by providing the level of support needed to ensure all employees receive excellent customer care.

### *Office of Professional Standards*

- The Office of Professional Standards supports collaborative relationships between management, employees, and employee organizations, by ensuring fair and consistent treatment of all employees; aiding in resolving workplace conflicts, providing guidance on managing performance and conduct issues; and cultivating a work environment of employee engagement.

### *Office of Compensation*

- The Office of Compensation is committed to providing a fair and competitive compensation program that promotes an atmosphere that will attract, motivate, retain, and reward high-performing employees at all levels. This is achieved through establishing clear and transparent compensation policies and applying administrative best practices that ensure all district pay programs are administered in a consistent and equitable manner for all employees.

### *Office of Induction and Development*

- The Office of Induction and Development provides targeted, intentional support to new teachers, mentor teachers, and central office staff designed to increase employee performance, satisfaction, and retention

## Issues & Trends

- Providing the operational foundational structure for Human Resources to succeed
- Identifying and creating opportunities to collaborate with employees to increase organizational effectiveness with tools such as new process and transaction automation (Self-Service interactive website, ICIMs, APECS, Electronic Form Submission, etc.)
- Improving the climate and culture for instructional and non-instructional positions
- Improving the employee experience through quality and consistent customer service



### Fiscal Year 2022-23 Performance Highlights

- Developed the "Open Interview for Teachers" initiative, allowing candidates to schedule interviews with on-the-spot recommendations, which has led to hiring over 500+ teachers since June. By the in of Academic Year 22-23, the "Open Interview for Teachers" initiative will have hosted over 100+ events and hired 1000+ teachers
- Implemented a Teacher Comprehensive Induction Program to address provide targeted support for new teachers
- Implemented Peer Assistance and Review to support struggling teachers through coaching support
- Expanded Aspiring Teachers Program through partnerships with Christian Brothers University and Grand Canyon University
- Restructured partnership with Teach for America to include Fellowship Program to prepare current Ed Assistants to apply for upcoming TFA Corps
- Expanded Grow Your Own apprenticeships to include partnerships with the University of Tennessee Knoxville and the University of Memphis
- Partnered with the University of Memphis to offer GYO teacher apprenticeship for candidates with an Associate's degree
- Recruited and secured licensure support for 20 K-5 Spanish teachers through Freed-Hardeman University
- Broadened the Aspiring Teachers Program supports to retain and develop MSCS employees seeking to earn or maintain their TN teacher license. Supports include Praxis Tutoring, Online Study Guides, Relay Graduate School of Education Residency Program, and Grow Your Own partnerships
- Launched the New Teacher Academy to support all new employees throughout the first school year and beyond to provide a more equitable onboarding experience for new hires regardless of their start date
- Doubled summer New Teacher Orientation offerings to increase access to induction training for new hires prior to the first day of school
- Increased the substitute teacher daily fill rate from 40% to 70% or higher of assignment filled by substitute teachers
- Partnered with the Compensation team to revise, update and increase the pay structure for substitute teachers
- Received 100% on state audit for federal program employees being compliant with state background requirements
- Completed Announced Observations – A total of 5,939 (97.6%) observations were completed by the December 9<sup>th</sup> deadline
- Certified MSCS Staff – EPS has certified 664 staff members to conduct NIE Observations; 778 were TEM Certified with the ability to conduct instructional evaluations
- The cross-functional technology team developed iCIMS Applicant tracking system process maps to bring visibility into best practices, improving the functionality and day-to-day user experience
- Enhance marketing strategy, including integrating video for television and social media platforms, increased process automation, and Geo-Fencing for targeted marketing
- Used web-based creative software such as Adobe Creative Suite to develop a content portfolio of social media graphics highlighting career opportunities, special events, and holiday messaging for the Department of Human Resources social media accounts
- Successfully integrated the Text Recruit text message web-based software, which enhanced communication with individuals and large groups of candidates



## Financial

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### **Fiscal Year 2023-24 Priorities**

- Implementing differentiated staffing strategies to meet unique needs for talent, for example Priority Schools
- Revise HR organizational structure to improve service delivery and operational effectiveness
- Expand recruitment footprint beyond the Mid-South and expand current Pipeline Programs to increase hiring of diverse and other qualified teacher hires
- Implement new initiatives for ALL EMPLOYEES focused on mental health, work life balance and professional development
- Develop a Total Rewards program for MSCS employees and brand
- Develop and implement a district-wide Retention Plan to improve retention of highly qualified teachers, support personnel and school leaders
- Establish Service Level Agreements for Human Resources processes to improve customer service and increase productivity
- Improve the overall quality of service through the development of annual and periodic stakeholder surveys to assess overall strengths and weaknesses and introduce pulse surveys for specific initiatives
- Promote an Employee-centric culture that boosts morale, encourages engagement, and promotes a sense of teamwork and collaboration
- Provide access to professional development and training opportunities for team members that focus on those skills critical to the development of qualified and motivated team members
- Increase the number of NIE, TEAM and ILD evaluation completion to ensure timely feedback for all staff
- Conduct Master Coder sessions twice a year



# Financial

## Divisional Budgets

The Office of Human Resources budget is \$20.6 million in fiscal year 2023-24, which is a \$403,017 increase compared to the prior year's budget. The increase can be contributed to additional compensation incentives to support the District's recruitment and retention strategies.

Chief of Human Resources	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 10,877,607	\$ 8,725,690	\$ 14,676,984	\$ 17,985,897	\$ 18,383,510	\$ 397,612	2%
30000 Contracted Services	1,202,117	1,412,904	2,733,800	1,841,868	1,868,303	26,435	1%
40000 Supplies and Materials	25,447	34,952	32,571	32,509	32,509	-	0%
50000 Other Charges	59,216	1,241,277	136,533	255,203	224,172	(31,031)	-12%
70000 Capital Outlay	84,905	51,563	79,905	77,393	87,393	10,000	13%
<b>Grand Total</b>	<b>\$ 12,249,291</b>	<b>\$ 11,466,387</b>	<b>\$ 17,659,793</b>	<b>\$ 20,192,872</b>	<b>\$ 20,595,888</b>	<b>\$ 403,017</b>	<b>2%</b>

Human Capital and Talent Management	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
030100 Labor Relations	\$ 546,143	\$ 775,220	\$ 797,487	\$ 801,362	\$ 771,568	\$ (29,794)	-4%
100220 Teacher and Leader Effectiveness and Evaluation	1,182,868	1,219,959	1,282,751	1,181,645	1,167,652	(13,994)	-1%
102400 Substitutes	5,113,650	2,329,097	6,855,791	9,228,519	9,228,519	0	0%
190300 Career Ladder	981,640	874,544	839,002	839,002	839,002	-	0%
313000 Recruitment and Staffing	2,233,753	3,282,847	4,842,452	5,153,453	5,225,565	72,112	1%
314000 Employee Services	1,007,389	729,118	1,013,337	1,015,019	984,226	(30,792)	-3%
315000 Human Resources	1,154,277	1,026,617	2,028,973	1,973,872	2,379,356	405,485	21%
325000 Benefits	29,571	1,228,985	-	-	-	-	0%
<b>Total Human Capital and Talent Management</b>	<b>\$ 12,249,291</b>	<b>\$ 11,466,387</b>	<b>\$ 17,659,793</b>	<b>\$ 20,192,872</b>	<b>\$ 20,595,888</b>	<b>\$ 403,017</b>	<b>2%</b>





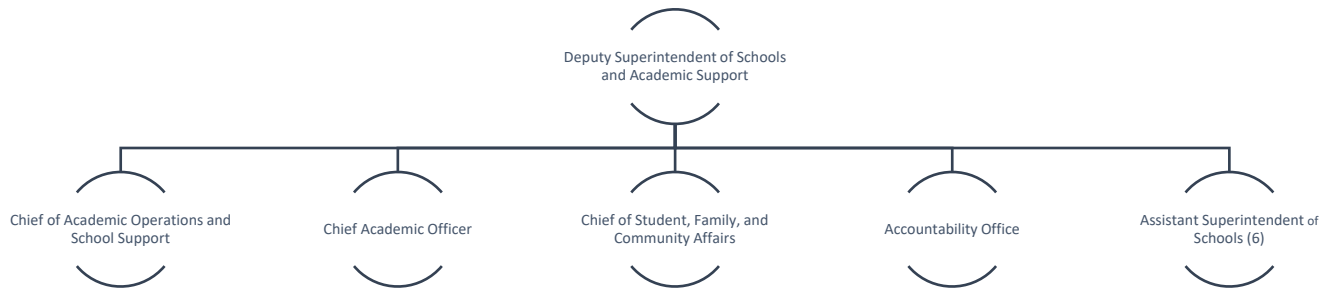
SCHOOLS & ACADEMIC SUPPORT

Vision

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

Mission Statement

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



District Priorities

Our departmental goals are aligned to our District’s three Strategic Initiatives.

- Strengthen Early (K-2) and Continuing Literacy (3-12)
- 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
- Create relevant and equitable choices and learning environments to ensure scholars are prepared for the global workforce

Departmental Goals

- Increase Literacy Subgroup Performance
- Provide Literacy Instructional Advisors to support K-2 teachers’ implementation of Foundational Skills
- Reduce student to adult ratio (K-12)
- Provide Reading Advisors to support literacy instruction in High Schools
- Utilize Learning Loss Coaches district-wide to support standards-based instruction
- Accelerate academic growth and achievement through adoption of standards-based and skill-based instructional materials
- Implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms
- Build teacher capacity by providing multi-tiered professional development (Content Academy - K-12, Instructional Practices, Foundational Skills) to support teachers, school leaders and parents/guardians in their individual and collective effort to promote early literacy (K-2) and continuing literacy (grades 3-12) development
- Strengthen student and parent knowledge of the foundational tools of literacy through engagement in quarterly parent sessions
- Ensure literacy-rich environments are viable in K-2 classrooms to stimulate all students to participate in authentic language and literacy activities
- 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)



## Financial

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- Implement Summer Learning Academy by providing a minimum of 4 weeks of additional reading instruction as well as intervention

### Major Services Provided

- Chief Academic Officer: The Office and its major 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.
- Department of Schools and Leadership: Assistant Superintendents guide and coach Instructional Leadership using the improvement plan developed by Chiefs to support principals. Instructional Leadership Directors provide professional development, coaching and support to help principals improve areas of opportunity using the improvement plan developed by Chiefs.
- Chief of Operations and School Support: Academic Operations and Student Support creates 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 barriers, establishing clear operational procedures, and supporting the overall district academic goals and strategic plan.
- Chief of Student, Family and Community: Through transformed communities and partners, FACE works 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.
- Accountability Office: The Office of Accountability investigates emerging data trends and research to inform District decision-making; drives district-wide continuous improvement processes rooted in goals-based management; designs and executes valid, reliable data collection and program evaluations to assess our true impact on student outcomes; and develops interactive dashboards and reports to deliver the latest data insights to leaders.

### Issues & Trends

#### Key Findings:

- The percentage and number of students earning Met Plus Exceeded performance statuses are much higher in 2022 than in 2021
- All grade bands earned increased performance rates
- The largest increases occurred in the lower grades
- Increased performance rate occurred across all subjects
- The largest increase occurred in Social Studies, then ELA, then Math, then Science
- Grades nine through twelve Science was the only grade band/subject area not to earn a higher performance rate in 2022 as compared to 2021

### Fiscal Year 2022 - 23 Performance Highlights

#### MSCS TCAP Data Summary

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

- MSCS was named an “Advancing” district by the State of Tennessee
- MSCS earned a TVAAS Level 5 growth score for the first time since schoolyear 2014-2015
- MSCS earned a Cohort Graduation Rate of 80.1%. The highest rate recorded in over ten years
- MSCS earned higher Met Plus Exceeded Rates in 2022, as compared to 2021, in all four subject areas



## Financial

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### **MSCS TCAP Met Plus Exceeded Expectation Rates for ELA and Math Combined:**

- MSCS students, in grades three through five, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 12.3% to 20.9%, improving by 8.6 percentage points
- MSCS students, in grades six through eight, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 10.2% to 16.0%, improving by 5.8 percentage points
- MSCS students, in grades nine through twelve, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 10.4% to 15.8%, improving by 5.4 percentage points

### **MSCS TCAP Met Plus Exceeded Expectation Rates by Subject by Grade Band:**

- MSCS students, in grades three through five ELA, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 14.7% to 23.4%, improving by 8.7 percentage points
- MSCS students, in grades six through eight ELA, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 12.7% to 18.7%, improving by 6.0 percentage points
- MSCS students, in grades nine through twelve ELA, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 18.3% to 24.9%, improving by 6.6 percentage points
- MSCS students, in grades three through five Math, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 9.7% to 18.2%, improving by 8.5 percentage points
- MSCS students, in grades six through eight Math, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 7.6% to 13.1%, improving by 5.5 percentage points
- MSCS students, in grades nine through twelve Math, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 4.8% to 8.8%, improving by 4.0 percentage points
- MSCS students, in grades three through five Science, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 15.7% to 23.5%, improving by 7.8 percentage points
- MSCS students, in grades six through eight Science, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 13.6% to 16.3%, improving by 2.7 percentage points
- MSCS students, in grades nine through twelve Science, earned a lower performance rate in 2022 as compared to 2021. The rate decreased from 22.9% to 20.1%, declining by 2.8 percentage points
- MSCS students, in grades six through eight Social Studies, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 13.8% to 22.4%, improving by 8.6 percentage points
- MSCS students, in grades nine through twelve Social Studies, earned a higher performance rate in 2022 as compared to 2021. The rate increased from 16.6% to 21.6%, improving by 5.0 percentage points

### **Fiscal Year 2023 - 24 Key Strategic Initiatives**

Our departmental goals are aligned to our District's three Strategic Initiatives.

- Key Initiative 1: Strengthen Early Literacy and Continuing Literacy
- Key Initiative 2: Recruit, Retain, Immerse, Entrench
- Key Initiative 3: Relevant, Rigorous, and Equitable Academics



# Financial

## Divisional Budgets

In fiscal year 2023-24, the budget for the Deputy Superintendent of Schools and Academic Support is \$7.5 million which is \$239,076 less compared to last year's amended budget. The reduction is primarily due to a decrease in human capital due to a realignment of staff to the Chief of Schools department.

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Deputy Superintendent of Schools &amp; Academic Support</b>							
10000 Salaries and 20000 Benefits	\$ 3,761,103	\$ 3,740,379	\$ 4,625,205	\$ 5,437,819	\$ 5,068,184	\$ (369,635)	-7%
30000 Contracted Services	1,130,242	1,055,563	1,366,008	1,170,030	1,283,300	113,271	10%
40000 Supplies and Materials	28,520	20,662	40,459	88,483	84,996	(3,487)	-4%
50000 Other Charges	684,614	622,308	1,212,959	992,575	1,013,351	20,775	2%
70000 Capital Outlay	12,346	14,409	22,357	6,157	6,157	-	0%
<b>Grand Total</b>	<b>\$ 5,616,826</b>	<b>\$ 5,453,320</b>	<b>\$ 7,266,987</b>	<b>\$ 7,695,064</b>	<b>\$ 7,455,988</b>	<b>\$ (239,076)</b>	<b>-3%</b>

	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
<b>Deputy Superintendent of Schools &amp; Academic Support</b>							
210000 Strategy	341,096	\$ 364,541	76,708	9,500	17,500	\$ 8,000	84%
220000 Planning and Accountability	174,095	175,156	266,068	351,767	342,119	(9,648)	-3%
221000 Student Info Management	1,706,063	1,516,450	1,687,792	2,455,394	2,521,602	66,208	3%
222000 Assessment and Accountability	1,517,295	1,508,507	1,843,770	2,248,748	1,990,619	(258,129)	-11%
223000 Research Planning and Improvement	187,671	224,343	284,431	333,661	226,793	(106,868)	-32%
311000 Performance Management	1,690,606	1,613,788	1,708,082	962,769	1,508,025	545,255	57%
300000 Deputy Superintendent of Schools & Academic Support	-	50,535	1,400,136	1,333,224	849,330	(483,894)	-36%
<b>Total Strategy and Performance Management</b>	<b>\$ 5,616,826</b>	<b>\$ 5,453,320</b>	<b>\$ 7,266,987</b>	<b>\$ 7,695,064</b>	<b>\$ 7,455,988</b>	<b>\$ (239,076)</b>	<b>-3%</b>



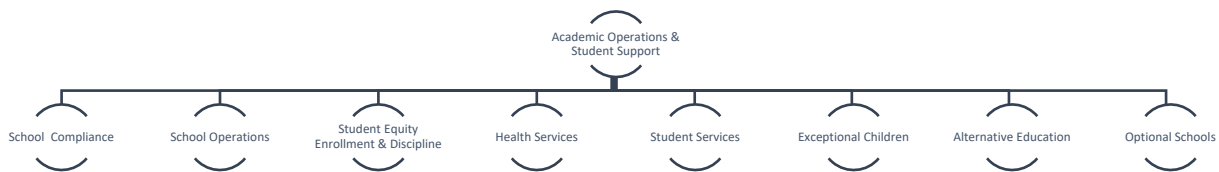




ACADEMIC OPERATIONS AND SCHOOL SUPPORT

Mission Statement

The mission of Academic Operations and School Support 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 barriers, establishing clear operational procedures, and supporting the overall district academic goals and strategic plan.



Departmental Goals

- Assist schools, staff, parents, and constituents in addressing and resolving issues and concerns
• Provide academic and school supports for students and families
• To improve district-wide culture, climate, and operational performance, AOSS staff will provide training and ongoing support to school administrators regarding MSCS protocols and procedures
• Increase the enrollment of traditionally under-represented students enrolled in Advanced Academics (Honors, AP, IB, Dual Enrollment) coursework
• Improve learning outcomes and supports for exceptional students and their families
• Ensure compliance with IDEA and provide identified students with special needs supports and services
• Provide school staff, parents, and students Social Emotional Learning (SEL) and behavioral support plans to meet the identified academic and behavioral needs of schools and students

Major Services Provided

- Provides a conduit for parents and constituents to voice concerns and seek resolution
• Supports school administrators with Professional Development-related Operational functions of schools
• Collaborates with Central office departments and act as liaisons between the Central office and school administrators
• Provides collaborative leadership over a cross-functional team to develop the following calendars: District Instructional Calendar, Principal's Accountability Calendar, and the Professional Development Calendar for School Leaders
• Utilize District policies, local, state, and federal law, and research best practices to update and refine the Academic Operations and School Support's Protocol and Procedures manual and provide related professional development for principals
• Provide supports and enrichment opportunities through athletics; JROTC; before, during, and afterschool and summer programs; and health promotions



## Financial

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- Establish and communicate consistent processes to ensure equitable access to education through the S.E.E.D. office
- Organize and supervise the School Operations' Situation Room to provide immediate support and problem resolutions for school administrators
- Provide an immediate response to school administrators during emergency and crisis situations
- Provide Honors, IB, AP, Dual Enrollment, and Statewide Dual Credit courses that increase the opportunity to complete academically challenging coursework and strengthen their preparation for post-secondary success
- Provide continuous education services to students through Alternative Schools program who have experienced behavioral or academic challenges in a traditional school setting
- Provide programming and services for our exceptional learners and their families

### Issues & Trends

- Support the academic and social and emotional needs of all students
- Implement state requirements for ACEs, progressive discipline, and trauma-informed best practices for students
- Increase enrollment for MSCS-managed schools for 2023-24 school year
- Improve attendance and decrease chronic absenteeism and truancy
- Increased scrutiny of on-time school and district compliance with federal, state, and local polices and laws (EX: Fire Marshall, Emergency Management Drills, Immunizations, Transcripts & etc.)

### Fiscal Year 2022-23 Performance Highlights

- 100 of our schools received State Recognition for RTI2- B implementation, 42 Received School of Recognition Status; 55 Received Model of Demonstration: Bronze Status (began implementing both Tier 1 and Tier 2 state frameworks); 3 Received Model of Demonstration: Silver Level; All schools in the Tier 2 State Framework
- Launched Online Registration earlier than ever resulting in over **95%** of returning students registered prior to the start of 2022-23 school year; Processed over **9,106** General Choice transfers and approved **1,425** applications from Municipal, ASD and Charter Schools for admittance to MSCS
- There was an **176%** increase in the number of school based SART intervention meetings that were held for truant students providing for an opportunity of supports at the school level with approximately **3,551** parents received intervention supports at the district level
- A total of **1,264** homeless and displaced students were identified and supported, which is a 52% increase from FY21 (659)
- Responded to over **1,364** Emergency/Crisis Cases and **477** Threat Assessments Referrals; Counselors provided **13,326** Tier 2 counseling services; Social Workers provided **18,863** Tier 2 & Tier 3 mental health services
- **98%** of high schools increased scholarship totals
- **127** MSCS schools identified as ReSET Schools supporting K-12 students; **78** new ReSET assistants were onboarded, trained, and deployed in schools; over **15,000** MSCS students received support in ReSET Rooms for 21-22 SY contributing nearly **7%** decrease in exclusionary consequences compared to the 19-20 SY data and 20-21 virtual support year
- District mandated health screenings assisted **3,641** MSCS students in receiving glasses and conducted **40,663** free health screenings; **32.4%** increase in employee health clinic visits; **152.5%** increase in students visiting school-based clinics
- JROTC served approximately **3,067** MSCS cadets and won **\$1.497 million** in ROTC Scholarships or appointments to Federal Service Academies
- **9,483** students were enrolled in 2022 Summer Learning Academy; **10,251** students enrolled in before, during and after school tutoring for 21-22 school year; **2,401** students attended our Fall and Spring Break Academies; **5,124** students attended Summer School
- Health Services administered **1,031** COVID-19 vaccinations



## Financial

- MSCIAA served approximately **9,827** student-athletes; Shelby Metro Summer Camp Program served over **2,000** students during the summer
- EPSO courses are offered at 100% of MSCS-managed high schools; 100% of MSCS-managed elementary (Enriched), middle and high schools offer honors or enriched courses; **44,815** Honors student enrollments (+5,530 from 21-22); **2,369** Pre-AP student enrollment; **361** unique AP course offerings at high schools (+8 from 21-22); **3,142** AP student enrollment (+662 from 21-22) with AP exam pass rate increasing from 42% in 2020-21 to 47% in 2021-22; **2,800** student DE enrollment (+988 from 21-22) with 94% of Dual Enrollment students earned college credit in 2021-22; **445** IB student enrollment; and **8,103** SDC enrollment
- East T-STEM, John P. Freeman, Maxine Smith STEAM Academy, W. H. Brewster, and Whitehaven Elem. earned the TN STEM School Designation; Seven optional students earned ACT composite scores of 36, the highest available score; 14 MSCS students were National Merit Semifinalists and 13 were National Merit Finalists
- Issued unmodified (“**clean**”) opinion on the combined financial statements from independent auditors with no material weaknesses or noncompliance related to the audit of the financial statements; supported **44** schools with school finances due to financial secretary vacancies

### Fiscal Year 2023-24 Priorities

- Increase district enrollment
- Increase Honors and Advanced Academic offerings to students in grades 7 through 12 with automatic enrollment in Honors for qualifying students and class availability
- Support students’ behavioral and social and emotional needs through targeted curriculum, direct and wrap around services, and supports to students and families
- Decrease student absences and chronically absent students through professional development, implementation of attendance best practices, and collaboration with school and community resources
- Provide continued tutoring and extended learning opportunities through before, during and after school tutoring; Saturday programs; spring and fall break academies; summer school; and Summer Learning Academy initiatives





# Financial

## Divisional Budgets

In fiscal year 2023-24, the budget for the Academic Operations and School Support is \$126.2 million which is \$22.6 million less compared to the prior year's budget. The \$22 million variance is primarily attributed to the completion of the Summer Learning Grant.

Chief of Academic Operations & School Support (AOSS)	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 129,077,909	\$ 118,760,287	\$ 130,666,028	\$ 128,938,971	\$ 121,574,655	\$ (7,364,316)	-6%
30000 Contracted Services	16,819,559	9,729,096	16,961,703	15,817,410	3,174,411	(12,642,999)	-80%
40000 Supplies and Materials	1,287,343	2,162,548	4,743,529	3,183,711	956,615	(2,227,096)	-70%
50000 Other Charges	427,837	595,919	673,466	691,422	477,590	(213,832)	-31%
70000 Capital Outlay	430,240	4,678,464	600,251	248,480	89,386	(159,094)	-64%
<b>Grand Total</b>	<b>\$ 148,042,888</b>	<b>\$ 135,926,314</b>	<b>\$ 153,644,977</b>	<b>\$ 148,879,995</b>	<b>\$ 126,272,658</b>	<b>\$ (22,607,337)</b>	<b>-15%</b>

Academic Operations and Student Support	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
100300 Assistant Superintendent of Operations	\$ 4,080,458	\$ 3,169,702	\$ 3,358,471	\$ 3,836,360	\$ 2,883,875	\$ (952,485)	-25%
102001 New Comers Program	877,030	953,584	936,678	1,629,844	1,330,696	(299,149)	-18%
102081 Summer School	2,474,961	1,749,436	2,600,000	2,600,000	2,600,000	-	0%
102095 Summer Learning Camps	-	1,293,993	7,969,531	7,696,253	-	(7,696,253)	-100%
102096 STREAM Mini Camps	-	517,723	2,277,009	2,198,929	-	(2,198,929)	-100%
102097 Learning Loss Bridge Camps	-	48,535	2,974,690	2,866,524	-	(2,866,524)	-100%
100400 School Culture and Climate	450,448	498,334	504,642	281,719	270,819	(10,900)	-4%
104000 Exceptional Children	75,038,676	70,498,699	71,468,292	66,664,268	65,564,659	(1,099,609)	-2%
104001 Exceptional Children-Elementary	1,079,892	772,214	791,263	-	-	-	0%
104040 Exceptional Children Administration	7,342,717	6,995,613	7,436,870	7,558,534	3,266,105	(4,292,429)	-57%
104030 Exceptional Children Schools Admin	627,958	525,829	490,262	547,051	494,595	(52,456)	-10%
104020 Exceptional Children-Gifted	9,037,882	8,735,632	9,961,107	9,528,908	9,075,859	(453,049)	-5%
104010 Exceptional Children-Homebound & Hospital	1,424,607	1,320,826	1,406,803	1,408,875	1,321,857	(87,018)	-6%
107000 Optional Schools	5,878,719	5,285,330	6,043,057	5,696,590	6,137,986	441,396	8%
108010 Adolescent Parenting	1,232,364	1,213,229	1,266,851	1,318,119	1,064,196	(253,923)	-19%
108020 Prep Northwest	2,160,734	2,058,215	2,041,254	2,080,666	2,006,671	(73,995)	-4%
108030 Prep Northeast	1,870,956	1,833,849	1,863,542	1,907,544	1,826,957	(80,588)	-4%
108040 Carver High School	1,628,603	1,632,367	1,765,003	1,809,715	1,797,266	(12,449)	-1%
108060 Ida B Wells Academy	1,583,497	1,457,559	1,607,932	1,706,465	1,604,823	(101,641)	-6%
190500 Student Residential Mental/ Health General Education Other	292,052	374,652	410,648	577,752	500,000	(77,752)	-13%
201000 Attendance & Discipline	6,105,376	6,495,412	7,062,201	8,219,045	7,285,643	(933,402)	-11%
203000 Student Support	1,866,654	1,292,332	480,446	693,956	787,550	93,594	13%
203010 Athletics	2,750,398	1,995,982	2,438,539	2,343,804	2,240,858	(102,946)	-4%
203020 JROTC	2,636,512	3,053,020	3,184,281	3,379,822	3,500,520	120,697	4%
203040 Guidance Counseling	342,245	342,563	345,169	342,532	1,048,681	706,149	206%
204000 Coordinated School Health	2,227,647	1,264,067	5,941,791	4,726,324	1,530,165	(3,196,159)	-68%
204200 Behavior and Mental Health Services	7,516,250	6,727,192	6,936,870	6,822,758	6,411,095	(411,663)	-6%
204300 Health Promotions	7,516,250	-	-	437,638	331,617	(106,020)	-24%
320100 Early Childhood	-	-	-	-	-	-	0%
349010 SPED Student Technology	-	3,820,423	81,774	-	1,390,166	1,390,166	0%
<b>Total Academic Operations and Student Support</b>	<b>\$ 148,042,888</b>	<b>\$ 135,926,314</b>	<b>\$ 153,644,977</b>	<b>\$ 148,879,995</b>	<b>\$ 126,272,658</b>	<b>\$ (22,607,337)</b>	<b>-15%</b>

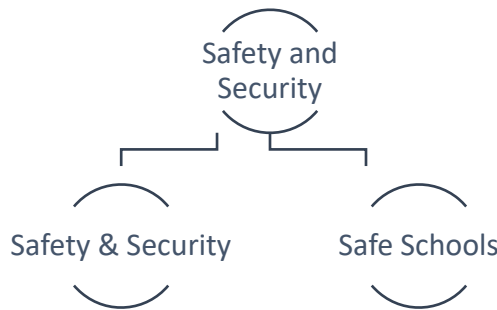


**SAFETY AND SECURITY**

**Mission Statement**

The mission of the Department of Safety and Security is to provide a safe school environment for students, staff, and visitors by maintaining an efficient program of safety and security as well as a safe, secure and nurturing learning environment that is conducive to education.

This will be achieved by promoting good attendance and discipline, safety, and security, before and after school programs, and supporting schools with various concerns.



**Departmental Goals**

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 through the following:



- Continue to provide routine patrols, surveillance, and timely response to calls for services on all properties when schools are in session, when schools are not in session and on weekends and holidays
- Provide cost effective security surveillance technology to provide enhanced interior and exterior camera coverage
- Continue district-wide surveillance upgrades to unify district on the Milestone system
- Continue to provide concise, effective information between MSCS and other agencies (i.e., law enforcement and fire department) as needed to maintain a safe learning environment
- Continue to ensure Memphis-Shelby County Schools is complying with TN Code Annotated (49-5-413) regarding background checks
- Continue to provide Gang Reduction program using Safety Special Project Coordinators along with training in Trauma-Informed Decision-Making Skills and Adverse Childhood Experiences (ACES)
- Continue to increase the number of Principals participating in the Trust Pays Program
- Continue to participate in the School Based Probation Liaison Program
- Increase the number of lawyers volunteering to work with the Youth Court Program
- Maintain 100% compliance of all MSCS Schools through continued monitoring of the Online Emergency Management plans and drill logs as required by State Law
- Continue to provide lifesaving training to employees within the department (CPR, First Aid, etc.)



## Financial

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### Major Services Provided

The Department of Safety and Security essential programs and services include:

- Gang Reduction Assistance for Saving Society's Youth (GRASSY), gang intervention and prevention program in identified schools
- Fingerprinting/ Background Check and Analysis as required by State Law
- CCTV (Cameras, Card Access, and Airphone installation – Central Offices/All Schools)
- Intrusion Alarms
- 24-hour Dispatch service/7 days a week, including holidays)
- MSCS Officers in Schools (125 officers)
- MSCS Safety Special Project Coordinators (15)
- CCTV Monitors (4)
- Emergency Management
- School House Adjustment Program Enterprise (SHAPE)
- School Based Probation Liaison (SBPL)
- TipSoft
- Youth Court
- Raptor System

### Fiscal Year 2022-23 Performance Highlights

- Awarded the National Exemplary School Safety Award as the best in the country for the last six (6) years. Reduced serious targeted incidents in schools for the 6th consecutive year
- Decreased gang activity by 41%
- Reduced student transports charged with delinquent offenses to Juvenile Court by an additional 5%
- Decreased number of transports to Juvenile Court
- Restructured School Based Probation Liaison Training
- Restructured School Based Probation Liaison informational exchange with Juvenile Court
- Successful completion of 42 school locations video surveillance upgrades
- Implementation of the CCTV Monitors program, providing real-time school monitoring of cameras and exterior doors, (reduced student tardiness and strengthened our security effectiveness)
- Completed all MSCS Officers 40 hours of In-service training as required by state law
- Continue 100% compliance of all MSCS Schools through monthly monitoring of the Online Emergency Management plans and all drill logs as required by State Law

### Fiscal Year 2023-24 Priorities

- Provide for students and schools a safe, secure, and nurturing learning environment district-wide that is conducive to education
- Provide cost effective security surveillance technology to provide enhanced upgrades to interior and exterior camera coverage
- Continue district-wide surveillance upgrades to unify district on the Milestone system
- Continue to provide concise, effective information between MSCS and other agencies (i.e., law enforcement and fire department) as needed to maintain a safe learning environment
- Continue to provide prevention/intervention programs
- Reimagining a New Safety and Security Department for 2022-23



## Financial

### Divisional Budgets

In fiscal year 2023-24, the Safety and Security Department's budget is \$22.5 million, which is an increase of \$5.9 million as compared to the prior year's amended budget. In keeping with the District's goal to increase safety within the schools, security monitor positions were created resulting in a variance in salaries and benefits.

Chief of Security	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 13,438,721	\$ 11,740,231	\$ 12,903,324	\$ 14,155,244	\$ 21,470,301	\$ 7,315,056	52%
30000 Contracted Services	1,385,226	1,076,835	1,838,544	1,769,128	709,654	(1,059,474)	-60%
40000 Supplies and Materials	369,585	308,479	330,845	266,076	143,780	(122,296)	-46%
50000 Other Charges	186,623	12,448	80,614	84,882	16,478	(68,404)	-81%
70000 Capital Outlay	2,134,173	2,322,243	1,939,632	318,661	119,105	(199,556)	-63%
<b>Grand Total</b>	<b>\$ 17,514,328</b>	<b>\$ 15,460,236</b>	<b>\$ 17,092,959</b>	<b>\$ 16,593,991</b>	<b>\$ 22,459,317</b>	<b>\$ 5,865,326</b>	<b>35%</b>

Safety and Security	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
20000 Student Services Administration	\$ 291,889	\$ 296,415	\$ 274,880	\$ 279,879	\$ 273,642	\$ (6,237)	-2%
202000 Safety & Security	14,906,204	12,228,793	12,813,905	12,884,978	21,016,888	8,131,910	63%
202100 Safe Schools	917,300	2,626,793	4,004,174	3,304,334	1,168,787	(2,135,547)	-65%
202200 Safe Schools: Non-Recurring	1,398,935	308,236	-	124,800	-	(124,800)	-100%
<b>Total Safety and Security</b>	<b>\$ 17,514,328</b>	<b>\$ 15,460,236</b>	<b>\$ 17,092,959</b>	<b>\$ 16,593,991</b>	<b>\$ 22,459,317</b>	<b>\$ 5,865,326</b>	<b>35%</b>





# Financial

## ACADEMIC - SCHOOL BASED BUDGETS

SBB budget variance is indicative of increasing enrollment projections from FY 2023 vs FY 2024. The District's projected enrollment for Fiscal year 2023 was 79,695 and 81,939 for Fiscal year 2024 this variance coincides with a \$6.5 million increase. In addition, the implementation of the state's new funding model, The Tennessee Investment in Student Achievement Act (TISA), Tennessee has increased its investment in public education by moving to a student-based funding formula. A 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.

Academic Office-School Based Formula (SBB)	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 404,512,757	\$ 386,831,021	\$ 400,463,201	\$ 402,248,489	\$ 402,517,112	\$ 268,624	0%
30000 Contracted Services	7,885,565	9,438,717	14,641,081	13,246,049	19,952,965	6,706,916	51%
40000 Supplies and Materials	3,947,711	2,698,391	2,984,119	5,533,257	6,183,257	650,000	12%
50000 Other Charges	285,440	281,009	833,253	394,593	-	(394,593)	-100%
70000 Capital Outlay	2,677,636	1,063,588	1,212,867	780,303	-	(780,303)	-100%
<b>Grand Total</b>	<b>\$ 419,309,109</b>	<b>\$ 400,312,726</b>	<b>\$ 420,134,520</b>	<b>\$ 422,202,691</b>	<b>\$ 428,653,334</b>	<b>\$ 6,450,644</b>	<b>2%</b>

Academics School Based	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
102071 Elementary School Music and Art	15,468,982	\$ 14,789,390	\$ 15,317,948	\$ 15,591,691	\$ 14,719,146	\$ (872,545)	-6%
102091 Elementary School Physical Education	9,422,183	9,091,056	9,537,570	9,574,215	9,284,623	(289,592)	-3%
102501 Librarians-Elementary	6,071,710	5,318,648	5,482,118	5,869,749	5,116,216	(753,533)	-13%
102502 Librarians-Middle	2,279,084	2,279,238	2,225,915	2,204,719	2,116,834	(87,885)	-4%
102503 Librarians-K8	2,178,936	2,158,265	2,221,692	2,312,932	2,103,356	(209,576)	-9%
102504 Librarians-High	1,141,049	1,151,089	1,225,204	1,198,209	1,026,074	(172,135)	-14%
106061 School Leadership-Elementary	25,586,721	23,853,696	25,087,601	24,395,568	23,457,896	(937,672)	-4%
106062 School Leadership-Middle	12,231,618	11,822,692	12,601,153	11,826,345	11,742,211	(84,134)	-1%
106063-School Leadership-K8	12,973,948	12,495,579	12,931,424	13,445,728	13,617,990	172,262	1%
106064 School Leadership-High	6,701,431	7,011,553	7,218,804	7,476,120	7,359,818	(116,301)	-2%
190001 General Education - Elementary	152,500,446	143,380,279	149,759,587	146,540,494	148,881,317	2,340,822	2%
190002 General Education - Middle	55,324,628	54,313,659	54,325,813	52,932,204	50,268,341	(2,663,863)	-5%
190003 General Education K8	13,233,566	12,576,219	13,396,766	19,544,862	17,620,477	(1,924,384)	-10%
190004 General Education - High	72,169,884	69,361,215	72,258,297	74,291,119	69,869,360	(4,421,759)	-6%
190100 Hollis F Price	1,481,744	1,470,334	1,564,214	1,578,631	1,542,487	(36,144)	-2%
190200 Middle College	1,839,356	1,753,363	1,737,596	1,868,983	1,847,563	(21,419)	-1%
190000 Schools	5,292,436	5,168,400	10,567,772	9,052,667	26,729,920	17,677,253	195%
203011 Student Support SBB	2,051,101	2,278,202	2,129,680	2,077,793	2,449,536	371,743	18%
203041 Guidance Counseling-Elementary	8,716,565	8,058,217	8,516,157	8,435,512	7,910,198	(525,314)	-6%
203044 Guidance Counseling-High	3,511,635	3,348,109	3,437,962	3,421,620	3,191,639	(229,981)	-7%
203043 Guidance Counseling-K8	4,541,873	4,106,227	4,199,243	4,275,212	4,039,664	(235,549)	-6%
203042 Guidance Counseling-Middle	4,589,047	4,527,298	4,392,004	4,288,318	3,758,669	(529,649)	-12%
<b>Total Academic School Based</b>	<b>\$ 419,309,109</b>	<b>\$ 400,312,726</b>	<b>\$ 420,134,520</b>	<b>\$ 422,202,691</b>	<b>\$ 428,653,334</b>	<b>\$ 6,450,644</b>	<b>2%</b>





## Financial

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### **OTHER USES**

#### Benefits – Retirees

Retired employee Health and Life insurance is responsible for providing the best care to retired employees at the best cost possible to the district and the retired employee. This provides the district contribution (cost) towards retired employees' health and life insurance.

#### Charter Schools

This function records the local and state revenue allocations transferred to the 54 charter schools approved by the SCS Board Members in accordance with T.C.A. §49-13-106 through 130. Allocations are generated based on the Weighted Full-Time Equivalent Average Daily Membership (WFTEADM) of students reported in 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> twenty-day periods.

#### Money Due Board (School Reimbursement)

The Money Due Board account is used as a line of credit to the MSCS schools. The schools reimburse Memphis-Shelby County Schools with money received from fundraisers and/or donations for supplies, equipment, and after school activities.

#### Trustee Commissions

T. C. A. § 8-11-104 mandates that the Trustee accounts for, allocates, and disburses funds received by the county. The Trustee is required to adopt a system of bookkeeping and accounting that meets the standards outlined in the TCA. State law also specifies that the Trustee reports and makes settlements for all taxes collected during the preceding month by the tenth day of the new month. According to Shelby County Government adopted FY-2023 budget, schools receive approximately thirty percent of every dollar of the Tax Rate Distribution set by the Shelby County Board of Commissioners. The amount is further allocated based upon the Weighted Full Time Equivalent Average Daily Attendance (WFTEADA). The WFTEADA is calculated by the State of Tennessee Department of Education and certified by the Superintendent of Memphis-Shelby County Schools. The WFTEADA is certified annually in March or April. The Trustee collects a commission of 1% for Local Sales Taxes and 2% for Property Taxes.

#### District Initiatives

This function accounts for the District's contribution to teacher salary increases; Other Post-Employment Benefits (OPEB); adjustments to the retirement rate and lapse time (vacancy) savings.



# Financial

## Divisional Budgets

The total budget for Other Uses is \$393.3 million resulting in an increase of \$103 million when compared to the FY23 amended budget. The increase is largely due to District investments in early literacy, retention and recruitment strategies, teacher compensation, and safety and security.

Specialty Schools	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
10000 Salaries and 20000 Benefits	\$ 37,765,413	\$ 36,699,443	\$ 31,305,201	\$ 32,942,369	\$ 85,268,110	\$ 52,325,742	159%
30000 Contracted Services	465,268	177,454,825	201,307,783	229,157,100	297,796,171	68,639,071	30%
40000 Supplies and Materials	(370,569)	715,664	1,352,655	11,897,776	-	(11,897,776)	-100%
50000 Other Charges	10,941,107	12,331,890	4,855,697	11,318,950	10,199,314	(1,119,636)	-10%
70000 Capital Outlay	60,953	722,413	5,283,550	5,247,956	-	(5,247,956)	-100%
<b>Grand Total</b>	<b>\$ 48,862,171</b>	<b>\$ 227,924,236</b>	<b>\$ 244,104,887</b>	<b>\$ 290,564,150</b>	<b>\$ 393,263,595</b>	<b>102,699,444</b>	<b>35%</b>

Other	2019-20 Actuals	2020-21 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-24 Proposed Budget	2023 vs 2024 Budget Variance	2023 vs 2024 % Change
010000 Trustee Commission	\$ 7,486,763	\$ 7,727,633	\$ 7,500,926	\$ 7,490,927	\$ 7,441,578	\$ (49,349)	-1%
190000 Schools / Fee Waiver Reimbursement)	190,742	212,596	450,847	433,973	433,973	0	0%
211000 Charter Schools	-	177,713,306	184,175,339	195,227,642	230,511,406	35,283,764	18%
325010 Benefits - Retirees	31,142,553	30,311,474	31,830,402	31,830,403	31,830,403	-	0%
560000 Other Potential Uses	9,786,191	11,729,153	17,248,863	48,060,166	120,850,875	72,790,709	151%
560016 SCORP	-	-	1,693,135	6,186,264	876,584	(5,309,680)	-86%
<b>Total Other</b>	<b>\$ 48,862,171</b>	<b>\$ 227,924,236</b>	<b>\$ 242,411,752</b>	<b>\$ 290,564,150</b>	<b>\$ 393,263,595</b>	<b>\$ 102,699,444</b>	<b>35%</b>



# CAPITAL PROJECTS FUND



FY2024 District Proposed Budget



## Financial

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This section includes the following information:

- Budget for Capital Projects Fund
- District's Deferred Maintenance Needs

### 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 appropriated at the time the individual project is approved by the Shelby County Board of Education and Shelby County Commission.

Memphis-Shelby County Schools ensures that students have the appropriate learning environment to excel by maintaining and repairing 176 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 2023-24 from fiscal year 2021-22 and fiscal year 2022-23 appropriations. The notable carry forward projects include Snowden HVAC, Bolton Roof replacement, and the design of the New Frayser High School.

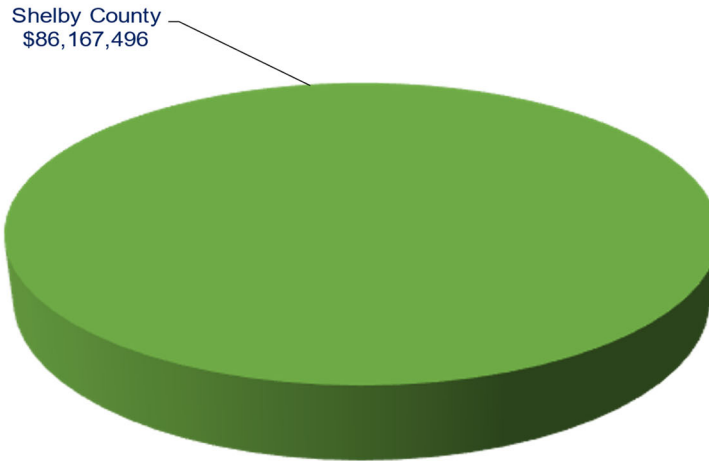
In addition to the prior year appropriation, the Capital Projects Fund includes proposals for upcoming projects to be funded through capital. These specific projects-listed further below- do not have specific locations at this time and will need to be vetted and prioritized based on the funding received.

The highlights of the new allocation include the following projects:

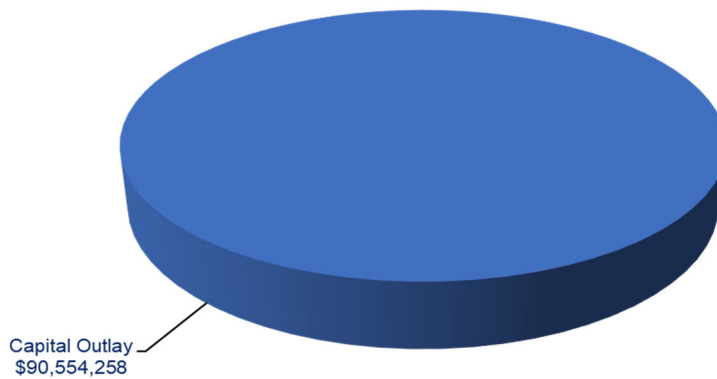
- Frayser HS New Build \$7.5 million
- Westwood HS Roof Replacement \$4.8 million
- Dexter ES Roof Replacement \$4.9 million
- Robert R Church ES Roof Replacement \$3.3 million
- Georgian Hills MS Roof Replacement \$3.2 million
- East Region New High School \$38.7 million



**Where the Money Comes From**



**...and Where the Money Goes**





## Financial

Below is the Proposed Capital Projects Fund Budget by function for fiscal year 2023-24.

### FISCAL YEAR 2023-24 CAPITAL PROJECTS FUND BY FUNCTION

Fiscal Year 2023-2024	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	81,327,937	24,571,440	19,039,494	89,499,747	\$86,167,496	(3,332,251)	-3.7%
Other Local Sources	736,482	6,044,493	3,245,428	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 82,064,419</b>	<b>\$ 30,615,933</b>	<b>\$ 22,284,922</b>	<b>\$ 89,499,747</b>	<b>\$ 86,167,496</b>	<b>\$ (3,332,251)</b>	<b>-3.7%</b>
<b>Expenditures</b>							
Capital Outlay	\$ 83,882,221	\$ 23,946,900	\$ 21,564,640	\$ 95,578,304	\$90,554,258	\$ (5,024,046)	-5.3%
<b>Total Expenditures</b>	<b>\$ 83,882,221</b>	<b>\$ 23,946,900</b>	<b>\$ 21,564,640</b>	<b>\$ 95,578,304</b>	<b>\$90,554,258</b>	<b>\$ (5,024,046)</b>	<b>-5.3%</b>
Excess (deficiency) of revenues over expenditure	(1,817,802)	6,669,033	720,282	(6,078,557)	(4,386,762)		
Approved use of Fund balance	1,817,802	336,240	4,400,000	6,078,557	4,386,762		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ 7,005,273</b>	<b>\$ 5,120,283</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	2,154,042	336,240	7,005,273	3,428,262			
Increase (decrease) in revenue for encumbrances	(2,372,582)	-	(4,488,166)	(3,428,262)			
Insurance Recovery	554,780	89,509	-	-			
Sale of Capital Assets	-	6,579,524	911,155	-			
<b>Ending Fund Balance</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ -</b>			
<b>Fund Balance Categories</b>							
Restricted	336,240	7,005,273	3,428,262	-			
<b>Total Ending Fund Balance</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ -</b>			



# Financial

Below is the Proposed Capital Projects Fund Budget by object for fiscal year 2023-24.

## FISCAL YEAR 2023-24 CAPITAL PROJECTS FUND BY OBJECT

Fiscal Year 2023-2024	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Amended Budget	2023-24 Proposed Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.0%
Shelby County	81,327,937	48,104,943	19,039,494	89,499,747	\$86,167,496	(3,332,251)	-3.7%
Other Local Sources	736,482	1,034,216	3,245,428	-	-	-	0.0%
<b>Total Revenues</b>	<b>\$ 82,064,419</b>	<b>\$ 49,139,159</b>	<b>\$ 22,284,922</b>	<b>\$ 89,499,747</b>	<b>\$ 86,167,496</b>	<b>\$ (3,332,251)</b>	<b>-3.7%</b>
<b>Expenditures</b>							
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Contracted Services	-	-	-	-	-	-	0.00%
Professional Services	3,222,829	3,290,269	-	-	-	-	0.00%
Supplies and Materials	-	-	-	-	-	-	0.00%
Capital Outlay	80,659,392	46,248,895	21,564,640	95,578,304	90,554,258	(5,024,046)	-5.26%
<b>Total Expenditures</b>	<b>\$ 83,882,221</b>	<b>\$ 49,539,164</b>	<b>\$ 21,564,640</b>	<b>\$ 95,578,304</b>	<b>\$90,554,258</b>	<b>\$ (5,024,046)</b>	<b>-5.3%</b>
Excess (deficiency) of revenues over expenditure	(1,817,802)	(400,005)	720,282	(6,078,557)	(4,386,762)		
Approved use of Fund balance	1,817,802	400,005	(720,282)	6,078,557	4,386,761		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
<b>Beginning Fund Balance</b>	<b>2,154,042</b>	<b>336,240</b>	<b>7,005,273</b>	<b>3,428,262</b>			
Increase (decrease) in revenue for encumbrances	(2,372,582)	-	(4,488,166)	(3,428,262)			
Insurance Recovery	554,780	89,509	-	-			
Sale of Capital Assets	-	6,579,524	911,155	-			
<b>Ending Fund Balance</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ -</b>			
<b>Fund Balance Categories</b>							
Restricted	336,240	7,005,273	3,428,262	-			
<b>Total Ending Fund Balance</b>	<b>\$ 336,240</b>	<b>\$ 7,005,273</b>	<b>\$ 3,428,262</b>	<b>\$ -</b>			



## Financial

### SUMMARY OF THE CAPITAL PROJECTS FUND BY PROJECT

The charts below provide a comparison of the FY 2022-2023 Budget to the FY 2023-2024 Budget for each project.

#### FY 2022-2023 CARRY-OVER PROJECTS

PROJECT	2022-2023	2023-2024	2023 vs 2024	
	Amended Budget	Proposed Budget	Variance	% Change
6405 Central Office Cafeteria Renovation	227,417.29	63,169.00	(164,248)	-72.2%
6904 Unforeseen	6,171,039.57	4,323,592.04	(1,847,448)	-29.9%
C734 New Construction Alcy ES	304,923.22	-	(304,923)	-100.0%
C735 New Construction Goodlett ES	97,823.01	-	(97,823)	-100.0%
C747 Cummings K-8 Ceiling Project	349,165.71	-	(349,166)	-100.0%
C760 Oakhaven ES Fire Alarm	108,851.00	-	(108,851)	-100.0%
C764 Avon Lenox Paving	386,270.00	-	(386,270)	-100.0%
C771 New Frayser HS New Construction	3,036,177.00	1,488,558.09	(1,547,619)	-51.0%
C772 New Orange Mound Pre-K-8 New Construction	750,000.00	750,000.00	-	0.0%
C773 New Treadwell Pre- K-8 New Construction	2,000,000.00	975,491.00	(1,024,509)	-51.2%
C774 Central HS Fire Alarm	344,720.00	-	(344,720)	-100.0%
C775 Lucie E. Campbell ES Fire Alarm	80,460.00	-	(80,460)	-100.0%
C776 Bolton HS Fire Alarm	284,949.49	-	(284,949)	-100.0%
C778 Cummings K8 Fire Alarm	99,549.00	-	(99,549)	-100.0%
C779 Gardenview HVAC	540,500.00	92,000.00	(448,500)	-83.0%
C800 Mitchell HS HVAC	832,500.00	107,500.00	(725,000)	-87.1%
C823 Bayer Building/Associated Capital Expenses	45,128.18	-	(45,128)	-100.0%
C825 Various Schools-Replace Intercom Systems	4,671,405.00	3,071,405.00	(1,600,000)	-34.3%
C826 Various Schools-Increase Outdoor Lighting	278,361.00	28,361.00	(250,000)	-89.8%
C827 Raleigh Egypt HS Stadium Improvements	260,068.00	51,630.00	(208,438)	-80.1%
C828 Sherwood ES Replace Fire Alarm System	105,397.00	15,396.00	(90,001)	-85.4%
C829 Sherwood ES Flooring, Ceiling	859,721.00	558,124.00	(301,597)	-35.1%
C831 Outdoor Lighting Stadium	1,938,462.00	738,461.30	(1,200,001)	-61.9%
C936 Cummings Gymnasium	761,190.55	-	(761,191)	-100.0%
C945 New East Region High School	38,750,000.00	38,651,000.00	(99,000)	-0.3%
C946 Snowden K-8 Replace split systems, FCU's & all piping	5,128,288.00	3,354,648.00	(1,773,640)	-34.6%
C947 White Station HS Replace Boilers	1,377,240.00	177,240.00	(1,200,000)	-87.1%
C948 Bolton HS Roof	4,537,784.00	1,920,258.00	(2,617,526)	-57.7%
C949 Peabody ES Roof Replacement	1,552,050.00	720,403.00	(831,647)	-53.6%
C968 Kingsbury HS New Gym Safe Building	8,892,442.29	2,173,627.71	(6,718,815)	-75.6%
C969 Kingsbury MS/HS HVAC Replacement	28,012.53	-	(28,013)	-100.0%
C973 Belle Forest ES K-8 Gym/Safe Building	1,049,210.88	-	(1,049,211)	-100.0%
C977 Egypt ES Roof Replacement	1,858.94	-	(1,859)	-100.0%
C984 Whitehaven HS STEM building Addition	1,300,000.00	1,300,000.00	-	0.0%
C985 Mitchell HS Painting	425.00	-	(425)	-100.0%
C986 Delano ES Gym Addition	4,258,652.14	-	(4,258,652)	-100.0%
C987 Mitchell High School Fire Safety Upgrades	139,912.00	-	(139,912)	-100.0%
C988 Halle Stadium upgrade	2,351,250.00	944,800.00	(1,406,450)	-59.8%
C989 WhiteHaven HS Stadium Upgrade	1,972,000.00	-	(1,972,000)	-100.0%
C990 Raleigh Egypt HS Stadium Upgrade	25,000.90	-	(25,001)	-100.0%
<b>Total</b>	<b>\$ 95,898,205</b>	<b>61,505,664</b>	<b>\$ (34,392,541)</b>	<b>-35.9%</b>





**FY 2023-2024 NEW PROJECTS**

PROJECT	2022-2023 Amended Budget	2023-2024 Proposed Budget	2023 vs 2024 Variance	% Change
East Region HS New School	-	38,750,000	38,750,000	100.0%
Frayser Area HS New School	-	7,547,156	7,547,156	100.0%
Treadwell K8 New School	-	4,030,000	4,030,000	100.0%
Various FAS - Life Safety	-	2,378,629	2,378,629	100.0%
Various Intercom - Life Safety	-	2,200,000	2,200,000	100.0%
Georgian Hills MS Roof Replacement	-	3,221,400	3,221,400	100.0%
Bolton HS Roof Replacement	-	4,900,507	4,900,507	100.0%
Riverview MS HVAC Upgrades	-	1,180,000	1,180,000	100.0%
Robert R Church ES Roof Replacement	-	3,272,500	3,272,500	100.0%
Getwell ES HVAC Upgrades	-	1,475,000	1,475,000	100.0%
Westwood HS Roof Replacement	-	4,812,500	4,812,500	100.0%
Central HS Exterior Repairs	-	784,902	784,902	100.0%
Havenview Drainage	-	354,000	354,000	100.0%
AB Hill ES Roof Replacement	-	3,024,475	3,024,475	100.0%
Cherokee ES HVAC Upgrades	-	4,096,960	4,096,960	100.0%
Raleigh-Egypt HS HVAC Upgrades	-	9,164,465	9,164,465	100.0%
Dexter ES Roof Replacement	-	4,914,700	4,914,700	100.0%
Overton HS HVAC Upgrades	-	10,242,400	10,242,400	100.0%
<b>Total</b>	<b>\$ -</b>	<b>\$ 106,349,593</b>	<b>\$ 106,349,593</b>	<b>100.0%</b>
<b>Grand Total</b>	<b>\$ 95,898,205</b>	<b>\$ 167,855,258</b>	<b>\$ 71,957,053</b>	<b>75.0%</b>





## Financial

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The following list highlights the estimated start date that begins with design, completion date, and annual project costs for the fiscal year 2023-24 Memphis-Shelby County Schools' proposed capital projects.

<b>Project Number:</b>	C968
<b>Project Name:</b>	Kingsbury HS Classroom Addition
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	August 2022
<b>Description:</b>	Design & Construction Services Classroom
<b>FY23-24 Project Costs:</b>	\$2,173,628
<b>Project Number:</b>	C986
<b>Project Name:</b>	Delano Elementary School Gym/ Safe Space
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	August 2023
<b>Description:</b>	Design/ Build Services for a new ES Gym/ Safe Space
<b>FY23-24 Project Costs:</b>	\$905,000
<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>	October 2023
<b>Description:</b>	Design Services Only for a new high school campus in the Frayser area
<b>FY23-24 Project Costs:</b>	\$9,035,714
<b>Project Number:</b>	C772
<b>Project Name:</b>	New Orange Mound Area Pre-K-8 School
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	October 2023
<b>Description:</b>	Design Services Only for a new K-8 campus in the Orange Mound area
<b>FY23-24 Project Costs:</b>	\$735,000
<b>Project Number:</b>	C773
<b>Project Name:</b>	New Treadwell Pre-K-8 School
<b>Start Date:</b>	August 2021
<b>Estimated Completion Date:</b>	June 2022
<b>Description:</b>	Design Services Only for a K-8 campus in the Treadwell area



## Financial

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**FY23-24 Project Costs:** \$1,960,000

**Project Number:** C988  
**Project Name:** Halle Stadium Upgrades & Improvements  
**Start Date:** August 2021  
**Estimated Completion Date:** October 2023  
**Description:** Design/ Build Services for Stadium Upgrades & Improvements  
**FY23-24 Project Costs:** \$944,800

**Project Number:** C825  
**Project Name:** Various Schools Intercom System Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Intercom Upgrades  
**FY23-24 Project Costs:** \$3,071,405

**Project Number:** C828  
**Project Name:** Sherwood Elementary School Fire Alarm Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY23-24 Project Costs:** \$15,396

**Project Number:** C826/C831  
**Project Name:** Various Schools Outdoor Lighting  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Lighting Upgrades  
**FY23-24 Project Costs:** \$766,822

**Project Number:** C948  
**Project Name:** Bolton High School Blue Oval STEM Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** December 2023

**Description:** STEM Improvements Via Blue Oval  
2024 Fiscal Year



## Financial

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**FY23-24 Project Costs:** \$1,920,258

**Project Number:** C949  
**Project Name:** Peabody Elementary School Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** September 2024  
**Description:** Design/ Build Services for Roof Replacement  
**FY23-24 Project Costs:** \$720,403

**Project Number:** C947  
**Project Name:** White Station High School HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** September 2023  
**Description:** Design/ Build Services for HVAC Improvements  
**FY23-24 Project Costs:** \$177,240

**Project Number:** C946  
**Project Name:** Snowden K8 School HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** January 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY23-24 Project Costs:** \$3,354,648

**Project Name:** Various Locations Fire Alarms  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Fire/Safety Upgrades  
**FY23-24 Project Costs:** \$2,378,629

**Project Name:** Various Locations Intercoms  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design & Construction Services for Intercom Upgrades  
**FY23-24 Project Costs:** \$2,200,000

**Project Name:** Georgian Hills MS Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024



## Financial

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**Description:** Design/ Build Services for Roof Replacement  
**FY23-24 Project Costs:** \$3,221,400

**Project Name:** Bolton HS Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Roof Replacement  
**FY23-24 Project Costs:** \$4,900,507

**Project Name:** Riverview MS HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY23-24 Project Costs:** \$1,180,000

**Project Name:** Robert R Church ES Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Roof Replacement  
**FY23-24 Project Costs:** \$3,272,500

**Project Name:** Getwell ES HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY23-24 Project Costs:** \$1,475,000

**Project Name:** Westwood HS Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Roof Replacement  
**FY23-24 Project Costs:** \$4,812,500

**Project Name:** Central HS Exterior Repairs  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Exterior Repairs  
**FY23-24 Project Costs:** \$784,901.67



## Financial

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**Project Name:** Havenview MS Drainage  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Drainage  
**FY23-24 Project Costs:** \$354,000

**Project Name:** AB Hill ES Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Roof Replacement  
**FY23-24 Project Costs:** \$3,024,475

**Project Name:** Cherokee ES HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY23-24 Project Costs:** \$4,096,960

**Project Name:** Raleigh-Egypt HS HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY23-24 Project Costs:** \$9,164,464.71

**Project Name:** Dexter ES Roof Replacement  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for Roof Replacement  
**FY23-24 Project Costs:** \$4,914,700

**Project Name:** Overton HS HVAC Improvements  
**Start Date:** July 2023  
**Estimated Completion Date:** June 2024  
**Description:** Design/ Build Services for HVAC Improvements  
**FY23-24 Project Costs:** \$10,242,400

**Project Number:** C945  
**Project Name:** New East Region High School  
**Start Date:** July 2023



## Financial

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<b>Estimated Completion Date:</b>	August 2026
<b>Description:</b>	Design/ Build Services for New High School
<b>FY23-24 Project Costs:</b>	\$77,401,000



### DISTRICT'S DEFERRED MAINTENANCE NEEDS

In fiscal year 2015-16, the District engaged Fleming-Marshall JV and Self Tucker Architects to conduct a capital deferred maintenance study that evaluated the condition of facilities owned and operated by the District. The review included a comprehensive assessment of existing physical conditions that identified, inventoried, and quantified physical deficiencies and hazards that require critical maintenance and corrective action. After the evaluation of the facility conditions was completed, deferred maintenance projects were ranked based on needs, enrollment changes, work order history, risk, and utilization. Also, the District consulted with subject matter experts about the prioritization, which included engineers, school principals, and the strategic planning team. The prioritization of the deferred maintenance projects was reviewed by the facility planning staff, the Superintendent, Memphis-Shelby County School Board of



## Financial

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Education, and the Shelby County Board of Commissioners. Approximately \$476.5 million of capital deferred maintenance costs over five years were identified as top priorities.

The \$476.5 million in critical deferred maintenance indicates that aged buildings and equipment are deteriorating at a rapid rate. Of the District's 176 buildings, 143 are 40 years old or older. The average life expectancy of boilers and chillers is 25-30 years and many of the District's buildings still have their original units. Also, many of the heating and cooling ventilation systems exceed their average life expectancy, which is approximately 15 – 20 years. The U.S. Department of Energy indicates that a school building over 40 years old will begin to deteriorate rapidly and that most schools should be abandoned after 60 years old.

Importantly, the \$476.5 million in critical deferred maintenance does not indicate infrastructure abuse but it represents deterioration due to age and usage. The District's maintenance efforts and skilled team keep buildings and systems functional on an interim basis to minimize disruptions to classroom learning. Our Facilities Management team conducts need assessments, categorizes capital needs, and maintains a detailed database of deficiencies, priorities and projected costs. This process provides a system-wide comparison of deferred maintenance projects and systematic plans to correct deficiencies.

As of Fiscal Year 2021-22, about 41% of the original \$476.5 million in critical deferred maintenance projects were either addressed or budgeted. The FY 2022-2023 Capital budget includes approximately \$16 million in proposed critical deferred maintenance projects.

On Dec. 27, 2020, the ESSER Fund 2.0 under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, was enacted providing additional economic stimulus. The District along with MSCS and Charter Schools were awarded \$224 million.

The Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan Act (ARPA) of 2021, Public Law 117-2, enacted on March 11, 2021. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARPA ESSER Funding, ARPA includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives. The final application for state review was due August 1, 2021. The District along with MSCS and Charter Schools were awarded \$503 million.

Both ESSER 2.0 and 3.0 include provisions to address Facility Needs and Deferred Maintenance: such as school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. Additionally, the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

The District has pursued the following deferred maintenance projects for ESSER-funded renovations at MSCS-owned buildings using ESSER 2.0 and ESSER 3.0 appropriations of \$158 million:

- Heating, ventilation, and air conditioning (HVAC) units (~\$128M)
- Needlepoint Bipolar Ionization units (~\$25M)
- Water quality/access improvement (~\$5M)

To promote social distancing, the District has pursued the following projects for ESSER-funded building construction using ESSER 3.0 appropriations of \$48 million:

- Eight (8) new additions:
  - Brownsville Road Elementary (increase space)





## Financial

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- Geeter K-8 (increase space)
- Macon Hall Elementary (increase space)
- Melrose High (increase space for center of excellence in teacher preparation)
- Mt. Pisgah Middle (increase space to expand to serve grades 6-12)
- Sheffield Elementary (increase space and replace portables)
- Westhaven Elementary (increase space)
- Willow Oaks Elementary (increase space and replace portables)

With completion of these projects, deferred maintenance could potentially be reduced from the original \$476.5 million to \$280 million by fiscal year 2025.





## Financial

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# SPECIAL REVENUE FUND



## FY 2024 District Proposed Budget



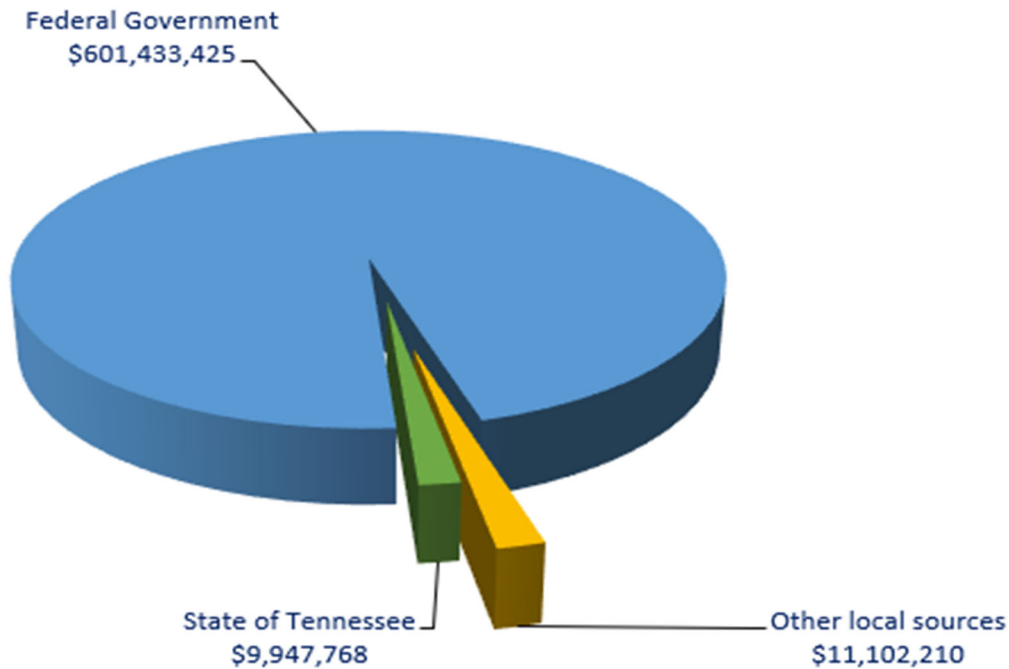
This section includes the following information for Special Revenue Funds:

- 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**

**2023-24 SPECIAL REVENUE FUNDS**

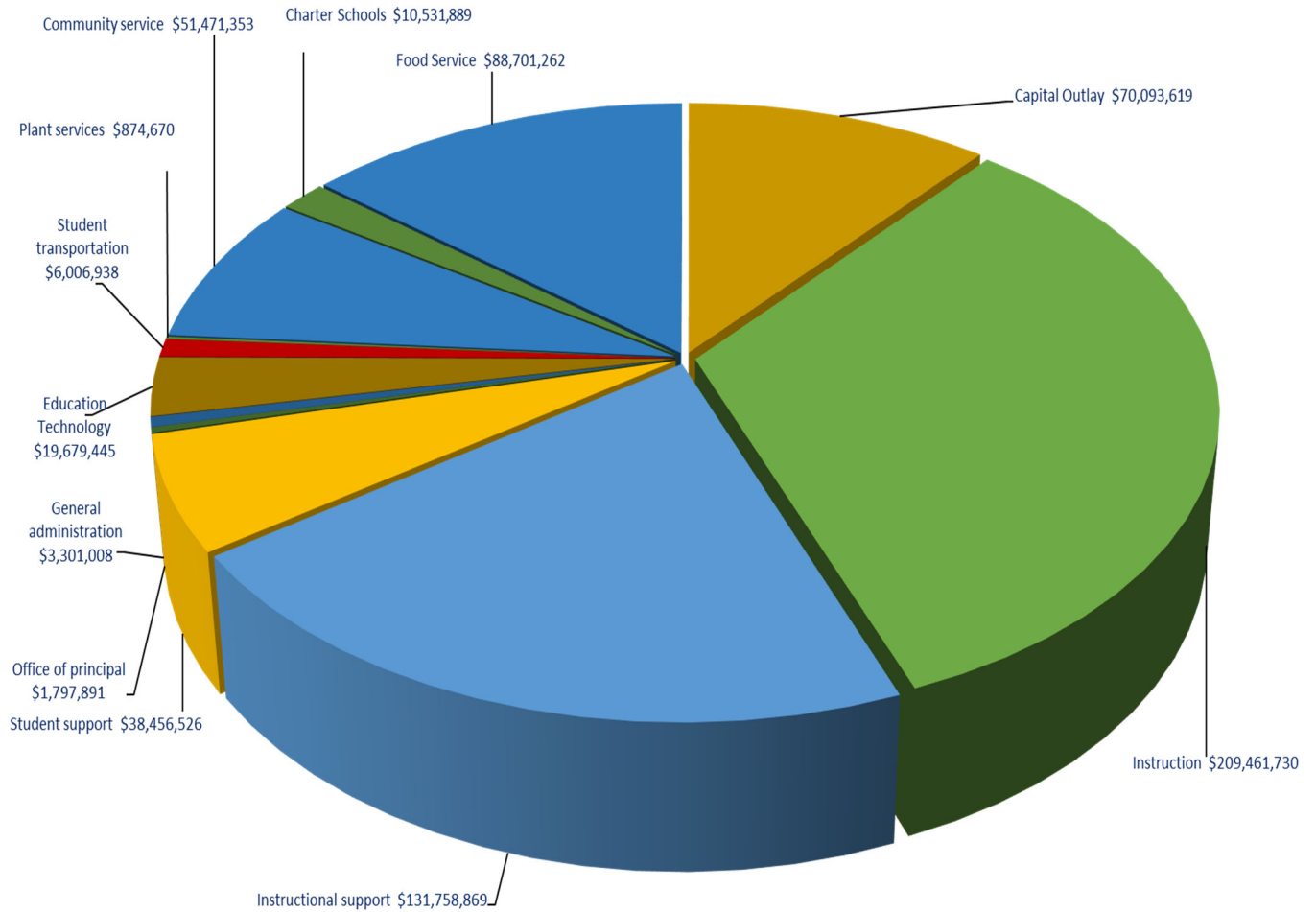
**Revenues**





2023-24 SPECIAL REVENUE FUNDS

Expenditures





# Financial

## SPECIAL REVENUE FUNDS BY FUNCTION FISCAL YEAR 2023-24 BUDGET With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 11,828,238	\$ 11,002,591	\$ 10,976,009	\$ 11,053,426	\$ 9,947,768	(1,105,658)	-10.0%
Federal Government	176,351,238	256,032,855	440,713,237	891,779,382	\$ 601,433,425	(290,345,957)	-32.6%
Other local sources	11,798,971	7,469,047	9,851,654	10,310,276	\$ 11,102,210	791,934	7.7%
<b>Total Revenues</b>	<b>\$ 199,978,447</b>	<b>\$ 274,504,493</b>	<b>\$ 461,540,901</b>	<b>\$ 913,143,084</b>	<b>\$ 622,483,403</b>	<b>(\$ 290,659,681)</b>	<b>-31.8%</b>
<b>Expenditures</b>							
Instruction	\$ 43,722,022	\$ 100,715,134	\$ 151,229,688	\$ 247,304,274	\$ 209,461,730	(37,842,544)	-15.3%
Instructional Support	41,891,062	43,094,676	72,250,386	148,059,806	131,758,869	(16,300,937)	-11.0%
Student Support	7,871,415	11,484,959	43,453,458	38,264,950	38,456,526	191,576	0.5%
Office of the Principal	20,506	369,611	-	-	1,797,891	1,797,891	100.0%
General administration	-	75,000	114,860	50,000	-	(50,000)	-100.0%
Education Technology	-	-	350,835	32,093,294	19,679,445	(12,413,849)	100.0%
Business Administration	-	-	719,752	4,257,681	3,301,008	(956,673)	0.0%
Student transportation	27,628	1,923,932	5,522,130	5,501,828	6,006,938	505,110	9.2%
Plant Services	555,919	197,526	775,694	936,991	874,670	(62,321)	-6.7%
Charter Schools	3,315,462	3,931,156	16,382,165	115,445,638	10,531,889	(104,913,749)	-90.9%
Community services	46,345,828	46,914,858	39,934,712	58,591,073	51,471,352	(7,119,721)	-12.2%
Food Service	65,181,209	57,215,439	70,783,084	79,580,955	88,701,262	9,120,307	11.5%
Other Support Services	-	-	-	1,000,000	537,575	(462,425)	-46.2%
Indirect Cost/ In and Out	-	-	-	39,685,588	-	(39,685,588)	-100.0%
Capital Outlay	-	25,511,940	44,596,394	143,120,871	70,093,619	(73,027,252)	100.0%
<b>Total Expenditures</b>	<b>\$ 208,931,051</b>	<b>\$ 291,434,232</b>	<b>\$ 446,113,157</b>	<b>\$ 913,892,949</b>	<b>\$ 632,672,773</b>	<b>(\$ 281,220,175)</b>	<b>-30.8%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	(\$ 8,952,605)	(\$ 16,929,739)	\$ 15,427,744	(\$ 749,864)	\$ (10,189,370)		
Approved use of fund balance	8,952,605	16,929,739	-	749,864	\$ 10,189,370		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 15,427,744</b>	<b>\$ -</b>	<b>\$ -</b>		



# Financial

## SPECIAL REVENUE FUNDS BY OBJECT FISCAL YEAR 2023-24 BUDGET With Comparative Information for Fiscal Years 2019-20 through 2023-24

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 11,828,238	\$ 11,002,591	\$ 10,976,009	\$ 11,053,426	\$ 9,947,768	(1,105,658)	-10.0%
Federal Government	176,351,238	256,032,855	440,713,237	891,779,382	601,433,425	(290,345,957)	-32.6%
Other local sources	11,798,971	7,469,047	9,851,654	10,310,276	11,102,210	791,934	7.7%
<b>Total Revenues</b>	<b>\$ 199,978,447</b>	<b>\$ 274,504,493</b>	<b>\$ 461,540,900</b>	<b>\$ 913,143,084</b>	<b>\$ 622,483,403</b>	<b>\$(290,659,680)</b>	<b>-31.8%</b>
<b>Expenditures</b>							
Salaries	\$ 92,227,521	\$ 97,569,878	\$ 143,429,160	\$ 249,607,270	\$ 228,674,677	(20,932,593)	-8.4%
Benefits	22,103,102	22,564,889	35,446,755	45,974,491	59,873,427	13,898,936	30.2%
Contracted Services	19,998,818	48,045,091	78,136,457	350,180,075	140,755,080	(209,424,995)	-59.8%
Professional Services	16,797,739	17,506,711	11,884,907	12,735,209	15,416,231	2,681,022	21.1%
Property Maintenance Services	1,081,760	842,553	924,854	2,828,600	2,809,761	(18,839)	-0.7%
Travel	203,870	39,603	239,608	388,213	454,985	66,772	17.2%
Supplies and Materials	35,291,429	40,660,352	74,832,007	94,382,764	82,515,904	(11,866,860)	-12.6%
Furniture, equipment & building improvements	2,915,297	2,392,654	4,176,682	4,902,896	3,772,042	(1,130,854)	-23.1%
Capital Outlay	9,931,059	51,650,697	74,978,769	92,766,327	72,336,064	(20,430,263)	-22.0%
Other Charges	8,380,456	10,161,805	22,063,963	60,127,103	26,064,603	(34,062,500)	-56.7%
<b>Total</b>	<b>\$ 208,931,051</b>	<b>\$ 291,434,234</b>	<b>\$ 446,113,160</b>	<b>\$ 913,892,947</b>	<b>\$ 632,672,774</b>	<b>\$(281,220,171)</b>	<b>-30.8%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	\$ (8,952,604)	\$ (16,929,740)	\$ 15,427,740	\$ (749,863)	\$ (10,189,371)		
Approved use of fund balance	8,952,604	16,929,740	-	749,863	10,189,371		
<b>Net Change</b>	<b>-</b>	<b>\$ -</b>	<b>\$ 15,427,740</b>	<b>\$ -</b>	<b>\$ -</b>		



## Financial

### ALL SPECIAL REVENUE FUNDS BY FUNCTION FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
<b>Revenues</b>				
State of Tennessee	\$ 9,487,768	\$ 460,000	-	\$ 9,947,768
Federal Government	-	76,973,157	524,460,268	601,433,425
Other local sources	9,807,602	1,294,608	-	11,102,210
<b>Total revenues</b>	<u>\$ 19,295,370</u>	<u>\$ 78,727,765</u>	<u>\$ 524,460,268</u>	<u>\$ 622,483,403</u>
<b>Expenditures</b>				
Instruction	\$ 478,383	-	\$ 208,983,347	\$ 209,461,730
Instructional support	405,111	-	131,353,758	131,758,869
Student support	1,076,700	-	37,379,826	38,456,526
Office of the Principal	-	-	1,797,891	1,797,891
General Administration	-	-	3,301,008	3,301,008
Education Technology	-	-	19,679,445	19,679,445
Student transportation	-	-	6,006,938	6,006,938
Plant services	145,000	-	729,670	874,670
Community service	16,868,475	-	34,602,878	51,471,353
Charter schools	-	-	10,531,889	10,531,889
Food Service	-	88,701,262	-	88,701,262
Capital Outlay	-	-	70,093,619	70,093,619
Other Support Services	537,575	-	-	537,575
<b>Total expenditures</b>	<u>\$ 19,511,243</u>	<u>\$ 88,701,262</u>	<u>\$ 524,460,268</u>	<u>\$ 632,672,776</u>





## Financial

### ALL SPECIAL REVENUE FUNDS BY OBJECT FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Food Services	Federal Programs	Total Special Revenue
<b>Revenues</b>				
State of Tennessee	\$ 9,487,768	\$ 460,000	-	\$ 9,947,768
Federal Government	-	76,973,157	524,460,268	601,433,425
Other local sources	9,807,602	1,294,608	-	11,102,210
<b>Total revenues</b>	<b>\$ 19,295,370</b>	<b>\$ 78,727,765</b>	<b>\$ 524,460,268</b>	<b>\$ 622,483,403</b>
<b>Expenditures</b>				
Salaries	\$ 11,262,493	\$ 35,517,238	\$ 181,894,946	\$ 228,674,677
Benefits	2,893,413	7,891,570	49,088,444	59,873,427
Contracted services	1,438,695	2,941,045	136,375,340	140,755,080
Professional services	2,446,299	-	12,969,932	15,416,231
Property maintenance services	-	-	2,809,761	2,809,761
Travel	26,531	-	428,454	454,985
Supplies & materials	310,089	36,005,386	46,200,429	82,515,904
Capital Outlay	-	-	72,211,555	72,211,555
Furniture, equipment & building improvements	124,509	3,772,042	-	3,896,551
Other objects	1,009,214	2,573,981	22,481,408	26,064,603
Charter Schools	-	-	-	-
<b>Total expenditures</b>	<b>\$ 19,511,243</b>	<b>\$ 88,701,262</b>	<b>\$ 524,460,269</b>	<b>\$ 632,672,776</b>



## Financial

### SPECIAL REVENUE FUNDS CATEGORICALLY AIDED BY FUNCTION FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Federal Programs	Total Categorically Aided Funds
<b>Revenues</b>			
State of Tennessee	\$ 9,487,768	\$ 460,000	\$ 9,947,768
Federal Government	-	601,433,425	601,433,425
Other local sources	9,807,602	1,294,608	11,102,210
<b>Total revenues</b>	<b>\$ 19,295,370</b>	<b>\$ 603,188,033</b>	<b>\$ 622,483,403</b>
<b>Expenditures</b>			
Instruction	\$ 478,383	\$ 208,983,347	\$ 209,461,730
Instructional support	405,111	131,353,758	131,758,869
Student support	1,076,700	37,379,826	38,456,526
Office of the Principal	-	1,797,891	1,797,891
Education Technology	-	19,679,445	19,679,445
General Administration	-	-	-
Business Administration	-	3,301,008	3,301,008
Student transportation	-	6,006,938	6,006,938
Plant services	145,000	729,670	874,670
Community service	16,868,475	34,602,878	51,471,353
Charter schools	-	10,531,889	10,531,889
Food service	-	88,701,262	88,701,262
Capital Outlay	-	70,093,619	70,093,619
Other Support Services	537,575	-	537,575
<b>Total expenditures</b>	<b>\$ 19,511,243</b>	<b>\$ 613,161,530</b>	<b>\$ 632,672,776</b>



## Financial

### SPECIAL REVENUE FUNDS CATEGORICALLY AIDED BY OBJECT FISCAL YEAR 2023-24 BUDGET

	Non-Federal Programs	Federal Programs	Total Categorically- Aided Funds
<b>Revenues</b>			
State of Tennessee	\$ 9,487,768	\$ 460,000	\$ 9,947,768
Federal Government	-	601,433,425	601,433,425
Other local sources	9,807,602	1,294,608	11,102,210
<b>Total revenues</b>	<b>\$ 19,295,370</b>	<b>\$ 603,188,033</b>	<b>\$ 622,483,403</b>
<b>Expenditures</b>			
Salaries	\$ 11,262,493	\$ 217,412,184	\$ 228,674,677
Benefits	2,893,413	56,980,014	59,873,427
Contracted services	1,438,695	139,316,385	140,755,080
Professional services	2,446,299	12,969,932	15,416,231
Property maintenance services	-	2,809,761	2,809,761
Travel	26,531	428,454	454,985
Supplies & materials	310,089	82,205,815	82,515,904
Capital Outlay	-	72,211,555	72,211,555
Furniture, equipment & building improvements	124,509	3,772,042	3,896,551
Other objects	1,009,214	25,055,389	26,064,603
Charter schools	-	-	-
<b>Total expenditures</b>	<b>\$ 19,511,244</b>	<b>\$ 613,161,531</b>	<b>\$ 632,672,776</b>
<b>Excess (deficiency) of revenues</b>			
Debt service	\$ (215,873)	(9,973,498)	(10,189,373)
Approved use of fund balance	215,873	9,973,498	10,189,373
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending Fund Balance</b>	<b>\$ 1,651,102</b>	<b>\$ 19,052,491</b>	<b>\$ 19,424,223</b>



## Financial

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# FEDERAL PROGRAMS



## FY 2024 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 supplant academic services funded by local and state funds. Instead, they are used to supplement current academic services.

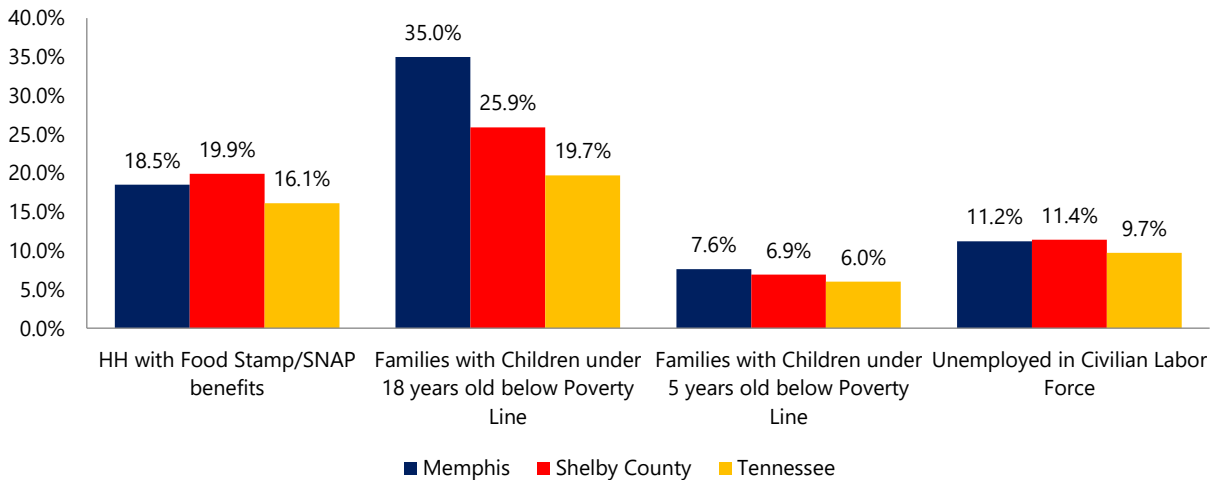
**I. NEEDS OF MEMPHIS-SHELBY COUNTY SCHOOLS STUDENTS**

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 25% of the children under 18 years old in Memphis lived below the poverty line in 2019.

In the chart below, several socio-economic measures showcase higher levels of poverty in Shelby County and Memphis relative to that of Tennessee.



Source: 2019 Estimates from US Census Bureau, 2015-2019 American Community Survey 5-Year Estimate



## Financial

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 2019. Also, a fourth of families with children under 5 years old lived below the poverty line. Unemployment in Memphis and Shelby County outpaced that of Tennessee in 2019. 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. Migrant, homeless, runaway, and foster students also are directly certified as economically disadvantaged. Under the new definition of ‘economically disadvantaged,’ 56.9% of students in Memphis-Shelby County Schools were considered economically disadvantaged in school year 2018-19.

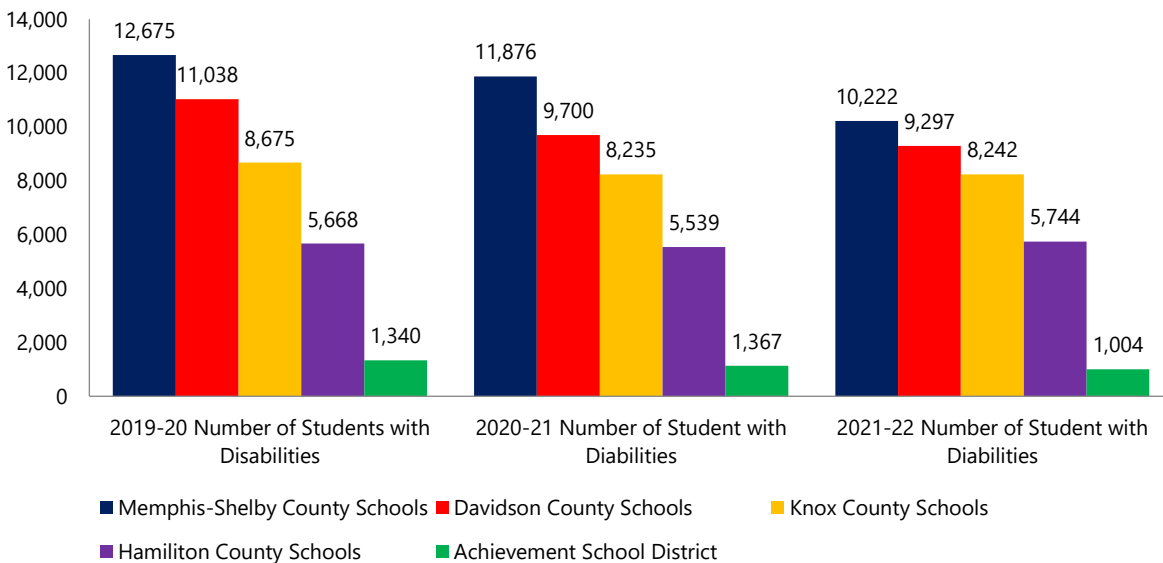
### b. Special Learning Needs

Our students arrive at our schools with different needs. On a daily basis, 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 a 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 being 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 10,222 students with disabilities in the school year 2021-22, which was 1,654 less than that in school year 2020-21. This is the largest number of students with disabilities among the large urban school districts in Tennessee, which is illustrated in the below chart.

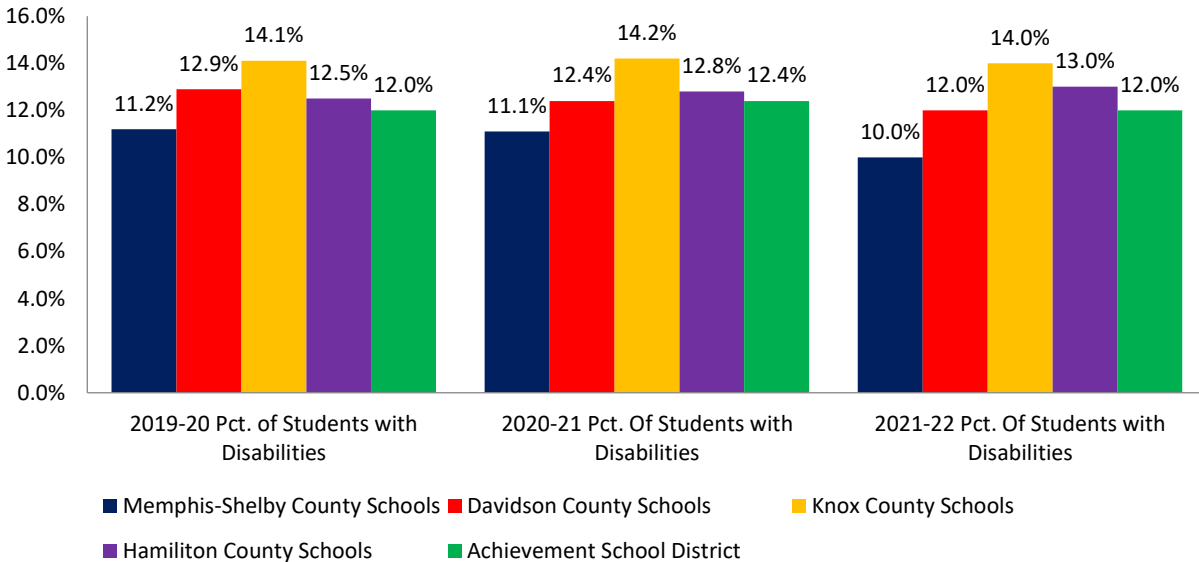


\*Data Source: State Report Card, School Years 2019-20, 202021, and 2021-22. URL: [www.tn.gov/education/families/report-card](http://www.tn.gov/education/families/report-card)



## Financial

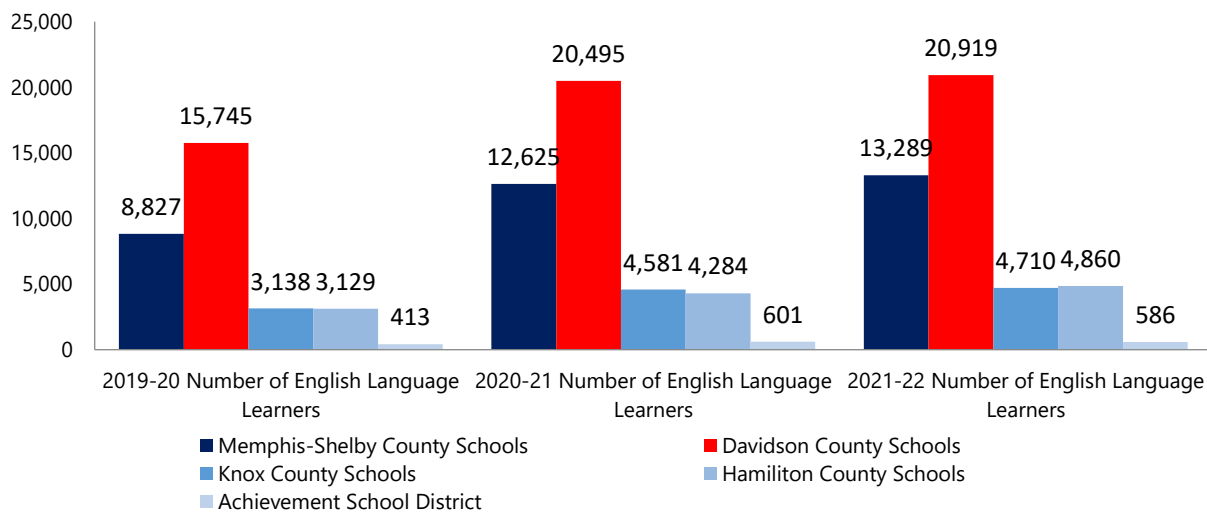
On a relative basis, slightly 10% of the District’s student population had at least one disability in school year 2020-21. In the chart below, Memphis-Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



\*Data Source: State Report Card, School Years 2019-20, 2020-21, and 2021-22. URL: [www.tn.gov/education/families/report-card](http://www.tn.gov/education/families/report-card)

## English Language Learners

In school year 2021-22, Memphis-Shelby County Schools had nearly 13,289 English Language Learners, which is 664 students more than that in the previous school year. Memphis-Shelby County Schools had the second largest share of English Language Learners (ELL) among the large urban school districts in Tennessee. Fifty languages were represented among these students.



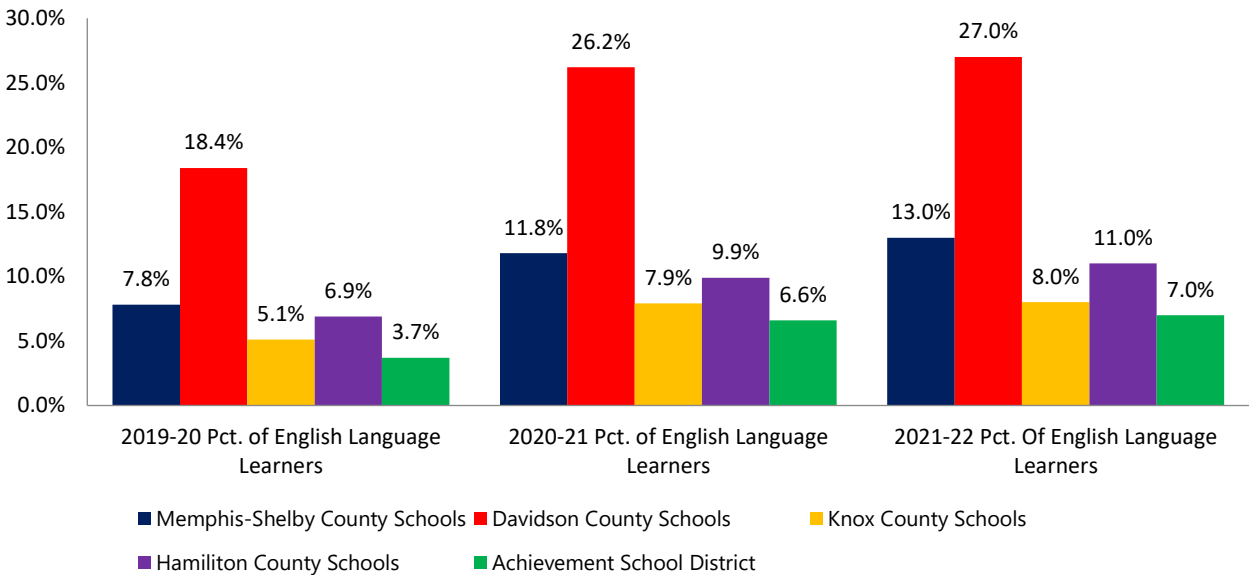
\*Data Source: State Report Card, School Years 2019-20, 2020-21, and 2021-22. URL: [www.tn.gov/education/families/report-card](http://www.tn.gov/education/families/report-card)





## Financial

The relative share of ELL students continued to grow, standing at 13.0% in school year 2021-22. 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 2019-20, 2020-21, and 2021-22. URL: [www.tn.gov/education/families/report-card](http://www.tn.gov/education/families/report-card)

### 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.

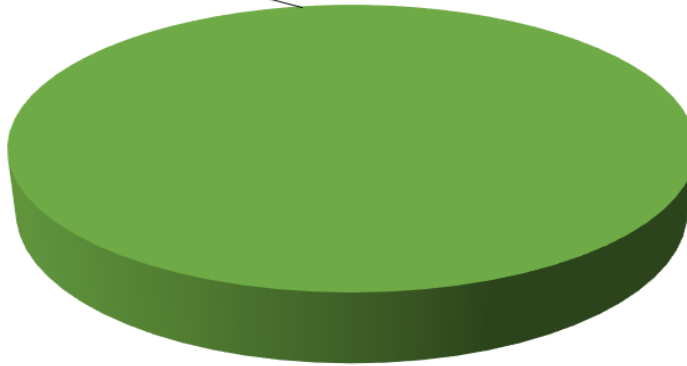




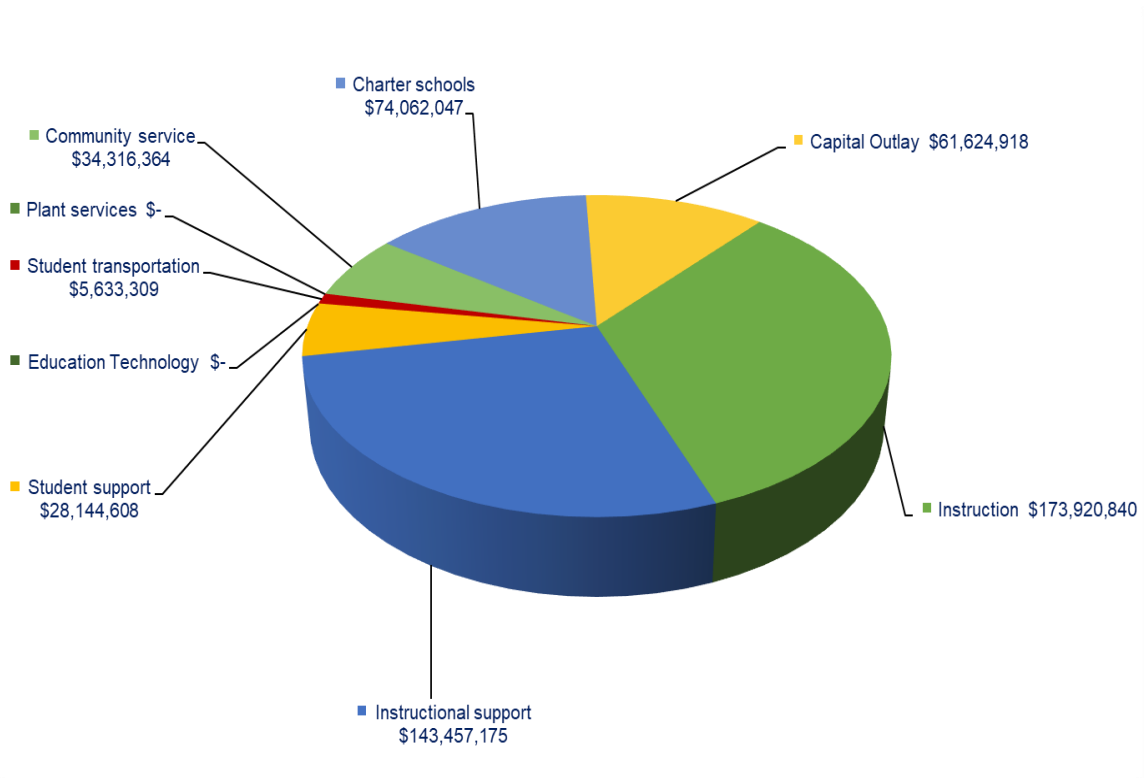
II. BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND

### Where the Money Comes From ...

Federal Government  
\$524,460,268



### ...And Where the Money Goes





## Financial

The financial statement below represents the proposed Federal Programs Fund budget by state function.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 119,286,786	\$211,348,588	\$356,782,688	\$ 813,605,189	\$524,460,268	\$(289,144,921)	-35.5%
<b>Total Revenues</b>	<b>\$ 119,286,786</b>	<b>\$ 211,348,588</b>	<b>\$ 356,782,688</b>	<b>\$ 813,605,189</b>	<b>\$ 524,460,268</b>	<b>\$( 289,144,921)</b>	<b>-35.5%</b>
<b>Expenditures</b>							
Instruction	42,078,268	99,825,739	150,411,851	246,241,376	173,920,840	(72,320,536)	-29.4%
Instructional Support	41,524,359	42,576,863	71,895,849	147,259,698	143,457,175	(3,802,523)	-2.6%
Student Support	7,785,061	11,359,686	43,095,451	37,266,555	28,144,608	(9,121,947)	-24.5%
Business Administration	-	-	719,752	4,257,681	3,301,008	(956,673)	-22.5%
Education Technology	-	-	350,835	32,093,294	-	(32,093,294)	-100.0%
Student Transportation	27,628	1,923,932	5,522,130	5,501,828	5,633,309	131,481	2.4%
Plant Services	-	-	529,375	384,295	-	(384,295)	100.0%
Charter Schools	3,315,462	3,931,156	16,382,165	115,445,638	74,062,047	(41,383,591)	-35.8%
Community services	24,554,415	25,849,660	23,278,886	41,348,368	34,316,364	(7,032,004)	-17.0%
Office of the Principal	-	369,611	-	-	-	-	100.0%
Capital Outlay	-	25,511,940	44,596,394	143,120,871	61,624,918	(81,495,953)	-56.9%
Food Service	1,593	-	-	-	-	-	0.0%
Indirect Cost/Transfers In and Out	-	-	-	39,685,588	-	(39,685,588)	-100.0%
Other Support Services	-	-	-	1,000,000	-	(1,000,000)	-100.0%
<b>Total Expenditures</b>	<b>\$ 119,286,785</b>	<b>\$ 211,348,588</b>	<b>\$ 356,782,688</b>	<b>\$ 813,605,189</b>	<b>\$ 524,460,268</b>	<b>\$( 289,144,921)</b>	<b>35.5%</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. To address the impact of COVID-19, Congress has provided financial support for districts through the Elementary and Secondary School Emergency Relief (ESSER) Fund. Districts have the flexibility to use the ESSER funds on instructional materials, assessments, software, computer hardware, professional development, connectivity, summer-school activities, learning loss and other approved activities. Additional details are included below in the ESSER section.

The Federal Programs Fund budget stands at \$524 million for fiscal year 2023-24, which represents a \$289 million budget decrease compared to the prior fiscal year's budget. Below are the factors that resulted in the net decrease in federal funds:

- MSCS was awarded \$727 million in ESSER funding. ESSER 1.0 ended June 30, 2022. ESSER 2.0 and 3.0 were decreased by budgeted expenditures in the amount of \$104.6, and \$124.9 million, for fiscal year 2023-24, respectively. The decreases reflect one-time funding over a specified period.
- The Epidemiology and Laboratory Capacity Grant for \$29.8 had related expenses of \$27.3 million, for fiscal year 2022-23.
- Also, the American Rescue Plan had program expenditures of \$1.2 million, along with the ending of the Emergency Connectivity Fund \$17.8



## Financial

The financial statement below represents the proposed Federal Programs Fund budget by object.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	\$ 119,286,786	\$ 211,348,588	\$ 356,782,688	\$ 813,605,189	\$ 524,460,268	\$ (289,144,921)	-35.5%
<b>Total Revenues</b>	<b>\$ 119,286,786</b>	<b>\$ 211,348,588</b>	<b>\$ 356,782,688</b>	<b>\$ 813,605,189</b>	<b>\$ 524,460,268</b>	<b>\$ (289,144,921)</b>	<b>-35.5%</b>
<b>Expenditures</b>							
Salaries	55,138,447	63,333,616	106,841,580	203,540,837	181,894,946	(21,645,891)	-10.6%
Benefits	14,388,086	15,357,196	27,743,217	34,413,082	49,088,444	14,675,362	42.6%
Contracted Services	12,746,430	43,806,410	74,296,150	347,046,246	136,375,340	(210,670,906)	-60.7%
Professional Services	16,574,907	17,331,702	11,859,035	10,224,741	12,969,932	2,745,191	26.8%
Property Maintenance Services	683,270	534,839	743,612	2,313,390	2,809,761	496,371	21.5%
Travel	125,039	10,200	198,584	313,443	428,454	115,011	36.7%
Supplies and Materials	6,970,343	12,948,078	42,091,385	67,790,522	46,200,429	(21,590,093)	-31.8%
Capital Outlay	7,206,346	50,836,148	74,171,505	92,510,192	72,211,555	(20,298,637)	-21.9%
Other Charges	5,453,918	7,190,399	18,837,621	55,452,738	22,481,408	(32,971,330)	-59.5%
<b>Total Expenditures</b>	<b>\$ 119,286,786</b>	<b>\$ 211,348,588</b>	<b>\$ 356,782,688</b>	<b>\$ 813,605,189</b>	<b>\$ 524,460,268</b>	<b>\$ (289,144,921)</b>	<b>-35.5%</b>

The change in salaries and benefits is related to positions that were closed and funding reallocated for other strategies. Increases to Other Charges include print and digital materials for extended learning programs and expanded tutoring opportunities to address learning loss. Capital decreases include improving existing HVAC equipment to improve air quality. ESSER 2.0 funding will end June 30, 2023. The budgeted amount reflects the liquidation of outstanding purchase orders.





# Financial

## III. Summary of Major Federal Grants

Below is the Federal Programs proposed budget by project, for fiscal year 2023-24.

PROJECT	PROJECT NAME	FY2022-23 AMENDED BUDGET	FY2023-24 PROPOSED BUDGET	BUDGET VARIANCE CHANGE
0016	Consolidated Administration	\$ 4,499,198	4,499,200	2
0135	ATSI 2019 Designation	18,536	-	(18,536)
0136	ATSI 2021	300,000	-	(300,000)
0137	ATSI 2022	75,000	75,000	-
0915	ARP IDEA PART B	6,733,758	1,000,000	(5,733,758)
0920	ARP IDEA Pre-School	448,952	258,000	(190,952)
1005	Title I, Part A, Improving Academic Achievement	103,350,538	94,287,644	(9,062,894)
1006	Title 1 A, Neglected	864,146	850,000	(14,146)
1450	Title I, Part C	15,213	16,000	787
1505	Title I, Part D, Subpart 1, Neglected	343,511	320,000	(23,511)
2005	Title II, Part A, Training & Recruiting	10,479,073	11,000,000	520,927
3005	Title III, Part A, English Language Acquisition	1,930,436	2,000,000	69,564
3006	Title III Immigrant Grant	-	57,749	57,749
3740	Literacy Training Teacher Stipend Grant	683,000	-	(683,000)
3741	HQIM Literacy Implementation Network Grant	112,856	83,000	(29,856)
3742	Early Literacy Networks	50,000	-	(50,000)
5011	Title IV	8,741,446	10,000,000	1,258,554
5013	Title IV- 21st Century Community Learning FY19	1,268,349	1,725,000	456,651
5023	Title IV- 21st Century Community Learning	560,406	561,860	1,454
5024	21st CCLC Cohort 2022	180,158	180,158	-
5515	Stem in the Library	658,000	-	(658,000)
5520	Libraries in the Blend	1,154,343	1,200,000	45,657
7006	Title IX Homeless	319,466	350,000	30,534
7056	ARP Homeless 1.0	365,829	330,000	(35,829)
7057	ARP Homeless 2.0	1,756,922	1,130,000	(626,922)
7070	ARP Homeless System Navigator	80,000	115,000	35,000
8053	Turnaround Action Grant (TAG)	990,979	-	(990,979)
8054	School Turnaround Pilot Program Grant	250,000	-	(250,000)
8005	Carl Perkins	3,783,027	3,244,167	(538,860)
8055	Turnaround Action Grant 2.0 (TAG 2.0)	5,257,970	4,080,668	(1,177,302)
8056	Turnaround Pilot Plan Grant	635,970	396,000	(239,970)
8057	Turnaround Action Grant 3.0 (TAG 3.0)	6,724,991	-	(6,724,991)
8709	STOP Sch Violence Threat Assessment	422,006	311,491	(110,515)
8710	STOP Sch Violence Prev and Mental Health Training	439,793	-	(439,793)
8764	Civic Seal Grant	5,307	-	(5,307)
8811	Resilient School Communities (RSC)	-	163,062	163,062
9005	IDEA, Part B	35,435,652	34,409,425	(1,026,227)
9017	Substance Abuse Prevention & Treatment	75,600	75,600	-
9031	Transition School to Work (FY21)	180,478	-	(180,478)
9032	Transition School to Work (FY23)	-	29,712	29,712
9105	IDEA, Preschool	702,709	450,763	(251,946)
9110	IDEA Partnership for Systematic Change (K-12)	4,243	-	(4,243)
9118	Priority School Improvement Grant	149,454	-	(149,454)
9210	MSCS Project AWARE	-	1,800,000	1,800,000
9216	Innovative High School Grant	1,408,596	-	(1,408,596)
9422	Head Start	17,561,940	-	(17,561,940)
9423	Head Start	13,360,628	26,721,255	13,360,627
9520	Head Start CARES	967,400	-	(967,400)
9521	Head Start CRRSA - Cares	342,825	-	(342,825)
9522	American Rescue Plan	1,257,707	-	(1,257,707)
9708	CDCP HIV/STD Prevention	7,469	-	(7,469)
9709	CDCP HIV/STD Prevention	153,453	114,616	(38,837)
9710	CDCP HIV/STD Prevention (FY2022)	115,446	27,478	(87,968)
9711	CDCP HIV/STD Prevention (FY2023)	360,000	79,373	(280,627)
9712	CDCP HIV/STD Prevention (FY2024)	-	360,000	360,000
9790	CDC Mental Health Supplement 2	351,142	95,912.00	(255,230)
9904	Enhancing School Capacity to Address Youth Violence	1,000,000	1,000,000	-
9908	Priority Exit	131,573	-	(131,573)
9909	Competitive Priority School State Grant	-	-	-
9917	Comprehensive School Safety Initiative	30,000	-	(30,000)
9930	Pre-Disaster Mitigation Grant	1,847,531	-	(1,847,531)
9940	TN All Corps	8,240,525	8,240,525	-
9984	ESSER 2.0	112,793,497	8,203,251	(104,590,246)
9985	ESSER 3.0	427,278,854	302,367,648	(124,911,206)
9986	Epidemiology and Laboratory Capacity	7,745,893	2,070,000	(5,675,893)
9987	ESSER Planning Grant	86,145	-	(86,145)
9988	Emergency Connectivity Fund	3,401,140	-	(3,401,140)
9989	Best for All District Grant	410,000	-	(410,000)
9990	Fiscal Pre Monitoring Support Grant	46,200	-	(46,200)
9991	Emergency Connectivity Fund 2.0	14,479,200	-	(14,479,200)
D398	Gear Up 3.0 2020	180,710	180,710	-
<b>GRAND TOTAL</b>		<b>\$813,605,189</b>	<b>524,460,268</b>	<b>(289,144,921)</b>



## Financial

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Below are details for federal grants with a budget of \$1 million or greater in the FY2023-24 budget.

Every Student Succeeds Act (ESSA) Title I, Part A, Improving Academic Achievement: 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 teacher 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 FY2021-22:* 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 FY2022-23:* 103,000

Individuals with Disabilities Education Act (IDEA), Part B: 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/osepgrts/index.html>

- *Participating Schools in FY2022-23:* All Schools
- *Estimated number of students served in FY2022-23:* 13,600

ESSA Title II, Part A, Preparing, Training & Recruiting High Quality Teachers, Principals and School Leaders Supporting Effective Instruction: 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 FY2022-23:* 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: 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 FY2022-23:* 70 schools
- *Estimated number of students served in FY2022-23:* 19,438



## Financial

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**Consolidated Administration:** Consolidated Administration is the administrative portion of several federal grants, which are used to support the grant.

- *Participating Schools in FY2022-23: Not Applicable*
- *Estimated number of students served in FY2022-23: Not Applicable*

**Title III, Part A, Language Instruction for English Learners and Immigrant Students:** 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 FY2022-23: 143 Schools*
- *Estimated number of students served in FY2022-23: 12,291*

**Head Start:** 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 FY2022-23: 63 school-based sites, 12 center-based sites*
- *Estimated number of students served in FY2022-23: 3,200*

**ESSA Title IV, Part A, Student Support and Academic Enrichment:** 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 FY2022-23: All District managed schools and participating non-public/private schools*
- *Estimated number of students served in FY2022-23: All students*

**ARP Homeless 2.0 (ARP 2.0):** 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.



## Financial

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- *Participating Schools in FY2022-23:* All Schools
- *Estimated number of students served in FY2022-23:* 2,620 students

Title IV – 21<sup>st</sup> Century Community Learning: 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 FY2022-23:* 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 FY2022-23:* 940 students

Turnaround Action Grant 3.0 (TAG 3.0): 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): 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 FY2022-23:* 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 FY2022-23:* 9,212

Enhancing School Capacity to Address Youth Violence: 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,





## Financial

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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 FY2022-23:* minimum of 150

Elementary and Secondary School Emergency Relief Funding (ESSER 2.0) The grant was awarded as a part of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act. The purpose of ESSER 2.0 is to support reopening of schools, facilitate continuity of learning, and measure and address the learning loss caused by a lack of in-person learning. The three areas of focus include: Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care; School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and support student health needs; and addressing learning growth among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>

- *Participating Schools in FY2022-23:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2022-23:* All MSCS students

Elementary and Secondary School Emergency Relief Funding (ESSER 3.0) 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 FY2022-23:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2022-23:* All MSCS students

ARP IDEA authorizes assistance to Local Education Agencies (LEAs) to support the provision of special education and related services to children with disabilities ages 3-21 disabilities and their families, respectively.

- *Participating Schools in FY2022-23:* All Schools
- *Estimated number of students served in FY2022-23:* 13,600

The Epidemiology and Laboratory Capacity (COVID Testing) Grant 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 FY2022-23:* All MSCS District run schools and charter schools
- *Estimated number of students served in FY2022-23:* All MSCS students



## Financial

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The Head Start American Rescue Plan Act one-time funding will be used for the intended purpose to support staff, children, and families during an unprecedented time due to the pandemic, which was caused by the outbreak of the coronavirus.

- *Participating Schools in FY2022-23: 63 school-based sites, 12 center-based sites*
- *Estimated number of students served in FY2022-23: 3,200*

TN All Corps 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 FY2022-23: All school-based sites*

Emergency Connectivity Funding grant supports off-campus learning by providing digital devices and broadband access for students. Major goals include a) providing 100% of MSCS students who would otherwise not be able to pay with an operable digital device necessary to access digital curriculum, online tools and resources, b) increasing student engagement, and c) closing the digital divide by engaging in instruction and completing homework and other assignments outside of regular school hours.

- *Participating Schools in FY2021-22: All school-based sites*

Innovative High School Grant: 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 FY2022-23: 1 school-based site*

Innovative Approaches to Literacy (IAL) Libraries in the Blend 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 FY2022-23: 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, Cragmont, Hickory Ridge, Highland Oaks, Kate Bond, Kingsbury, Sherwood, and Treadwell, Lowrance and Snowden*
- *Estimated number of students served in FY2022-23: 75,000+ Pre-K – 8 students*

### DISTRICT-WIDE COVID RELIEF FUNDS



## Financial

In recognition of the impact COVID-19 has had—and will continue to have—on public education, school districts nationwide are receiving historic levels of federal relief funding through the Elementary and Secondary School Emergency Relief Fund.

ESSER funds are provided to state educational agencies and school districts to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students.



In fiscal year 2021, Congress set aside approximately \$13.2 billion to the Education Stabilization Fund through CARES Act for the Elementary and Secondary School Emergency Relief Fund (ESSER). The purpose of this grant was to provide local educational agencies including charter schools with emergency relief funds to address the impact that COVID-19 has had and continues to have on elementary and secondary schools across the Nation.



On December 27, 2020, the ESSER Fund 2.0 under the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, 2021, Public Law 116-260, was enacted providing additional economic stimulus. The CRRSA provides an additional \$54.3 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER II). Allowable expenditures under the CRRSA are similar to eligible uses under the Coronavirus Aid, Relief, and Economic Security (CARES) Act (i.e., ESSER I), however this additional round of funding also allows for expanded uses and timing.



On March 11, 2021, The Elementary and Secondary School Emergency Relief (ESSER) Fund under the American Rescue Plan Act (ARPA) of 2021, Public Law 117-2, was enacted. ARPA ESSER Funding provides a total of nearly \$122 billion to states and local educational agencies (LEAs) to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. In addition to ARPA ESSER Funding, ARPA includes \$3 billion for special education, \$850 million for the Outlying Areas, \$2.75 billion to support non-public schools, and additional funding for homeless children and youth, Tribal educational agencies, Native Hawaiians, and Alaska Natives.



# ESSER

## MISSION & VISION

**MISSION:** Shelby County Schools will use allocated Elementary and Secondary School Emergency (ESSER) Relief funds to prepare all students for success in learning, leadership, and life. As our commitment to transparency and community engagement, District staff will inform the community of how the funds can be utilized to support students and schools, under State guidance.

**VISION:** As we reimagine education, schools, and communities, Shelby County Schools will use Elementary and Secondary School Emergency (ESSER) Relief funds to become a premier school district attracting a diverse student population and effective teachers, leaders, and staff all committed to excellence.

Memphis-Shelby County Schools (MSCS) received reimbursable allocations in the total amount of \$776 million from the CARES Act (ESSER 1.0), Coronavirus Response and Relief Supplemental Appropriations Act (ESSER 2.0), and American Rescue Plan Act (ESSER 3.0). These three allocations will be referred to throughout this document as ESSER 1.0, ESSER 2.0, and ESSER 3.0. These funds are one-time allocations that must be spent respectively by June 30, 2022 (ESSER 1.0), June 30, 2023 (ESSER 2.0), and June 30, 2024 (ESSER 3.0).

Program	ESSER 1.0 (CARES)	ESSER 2.0 (CRRSA)	ESSER 3.0 (ARP)
Federal Funding	\$13.2 billion	\$54.3 billion	\$122 billion
State Funding	\$260 million	\$1.1 billion	\$2.48 billion
SEA Spending Requirements	None	None	\$120 million for interventions to address learning loss \$24 million for summer enrichment programs \$24 million comprehensive afterschool programs
Funding Amount to LEAs (90%)	\$233 million	\$996 million	\$2.2 billion
Purpose	To address the impact that the Coronavirus has had, and continues to have, on elementary and secondary schools.	To support reopening of schools, facilitate continuity of learning, and measure and address the learning loss caused by a lack of in-person learning.	To help safely reopen and sustain the safe operations of schools and address the impact of the Coronavirus pandemic on the nation's students.



## Financial

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Memphis-Shelby County Schools held community events to gather feedback related to the budget and ESSER funding. Stakeholders were asked to share ideas for how MSCS spends these dollars in accordance with federal and Tennessee state guidelines.

MSCS has engaged and provided opportunities for students, teachers, board members, and community stakeholders to provide input on the use of funds that will address the needs of students and addressing recovery from the pandemic. A needs assessment has been completed and included in the section “Needs Assessment”.

Spending proposals were developed with consideration of stakeholder feedback, needs assessments, administration input and include but not limited to instructional resources, indoor air quality improvements, summer school to support learning loss, providing additional learning opportunities for students, reducing the adult-to-student ratio, and more discussed throughout this document.



**NEEDS ASSESSMENT**



Along with information collected from engagement with community and stakeholder groups, Memphis-Shelby County Schools conducted a comprehensive Needs Assessment to guide our strategic planning and inform the District’s ESSER funding investments.

Using the data and information identified in the Needs Assessment, Memphis-Shelby County Schools considered investments across several areas:

- Investments in areas where additional support, resources, or attention would positively benefit students.
- Investments in areas needing strengthening as a result of the pandemic.
- ESSER 2.0 and ESSER 3.0 investment areas that needed revision or re-allocation to align investments with the needs identified through the assessment.
- Existing District focus areas that were impacted due to the pandemic, where additional investments would be beneficial.

As a result of this work, Memphis-Shelby County Schools identified and named the top three investment priorities across four focus areas (Academics, Student Readiness, Educators, and Foundational Elements). ESSER funding investments will be made in these areas to address the Needs Assessment with data, community, and stakeholder feedback to accelerate academic achievement.

**Identified Key Investment Priorities**

<b>ACADEMICS</b>	
1	Interventionists
2	Tutoring Programs
3	High Quality Materials and Curriculum
<b>STUDENT READINESS</b>	
1	Mental Health
2	Transformative School Models and Family Engagement Supports
3	High School Innovation
<b>EDUCATORS</b>	
1	Adult to Student Ratio
2	Strategic Teacher Retention
3	Teacher Recruitment
<b>FOUNDATIONAL ELEMENTS</b>	
1	Academic Space - Facilities
2	Technology & High Speed
3	Auditing and Reporting; Indirect Cost in support of sustainability of academic initiatives



### COMMUNITY ENGAGEMENT

Memphis-Shelby County Schools devised community engagement plans to meaningfully consult with stakeholders about how ESSER funds will directly impact students, families, as well as all stakeholders in the school district. Memphis-Shelby County Schools released a comprehensive ESSER Community/Stakeholder Feedback Survey, aligned to the components of the ESSER application via email, text message, posted to all social media channels, and through school-to-home communications (see results below). MSCS also held several events in which stakeholders could participate and provide feedback.

These events included but were not limited to:

- County and City Commission Meetings
- Community Meetings
- Board Work Sessions
- Board Committee Meetings
- Board Business Meetings
- Parent Ambassador Orientation





## Financial

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Opportunities were shared in both English and Spanish across social media and the district website. Feedback was solicited and documented for each event. As data were collected from surveys and events, the MSCS Research and Performance management team organized the feedback into categories aligned to the categories within the ESSER application.

MSCS was able to determine the extent to which stakeholders had prioritized needs within each category and/or were out of alignment with the original proposed priorities. We used that information to have several priority re-set conversations ensuring that all decisions were driven by a compelling dataset related to student performance and need. In cases where we received narrative feedback, the MSCS Research and Performance team performed a text analysis to align topics to the ESSER application categories.

Memphis-Shelby County Schools also developed an ESSER information page, housed on the MSCS website. The MSCS ESSER webpage (<http://www.scsk12.org/esser/>) provides the dates of community engagement events, key findings of the ESSER Community/Stakeholder Feedback Survey, samples of outreach documents, and links to presentations that were shared with the community for stakeholder input.

We believe there is strong alignment between what our stakeholders prioritized and what we had anticipated. For stakeholder groups in which we were unable to engage a meaningful representative sample, we have plans to ensure engagement each quarter as we share achieved outcomes, fine-tune implementation of strategies that are achieving appropriate traction, and reallocate to budget areas. Our stakeholders will determine a need based on data from the return to in-person instruction, such as student diagnostic and universal screener data, formative assessment data, social and emotional needs data, mental health and behavioral data, absenteeism data, COVID-related data, and educator/staff data.







**ESSER Community Survey**

Memphis-Shelby County Schools disseminated a Summer/Fall community survey to all stakeholders, including students, employees, families, and community partners, to gather feedback related to the allocation of ESSER dollars.

Some key findings of the Summer/Fall Community Survey are as follows:

- 4,957 people provided feedback on how the ESSER funds should be spent
- Academic needs were overwhelmingly selected as the top issue facing students
- Parents (56.4%) and teachers (33.5%) represented the two largest response groups
- For student academic support strategies early literacy and interventions for students in need were ranked highest overall
- To support educators a reduction in class size is essential. Teachers felt that additional planning time would help them as well
- In other student support strategies, mental health and more school counselors, nurses, and psychologist were ranked highest (3.7 weighted average out of 5)

<b>Top Issues Facing SCS students Related to the Pandemic</b>		
<b>Issues</b>	<b>%</b>	<b>N</b>
<b>Academic needs</b>	<b>42.00%</b>	<b>2,021</b>
<b>Social-emotional needs</b>	<b>15.92%</b>	<b>766</b>
<b>Opportunities for social connection</b>	<b>5.76%</b>	<b>277</b>
<b>Mental health needs</b>	<b>9.08%</b>	<b>437</b>
<b>Family economic challenges</b>	<b>15.75%</b>	<b>758</b>
<b>Other</b>	<b>11.49%</b>	<b>553</b>



## Financial

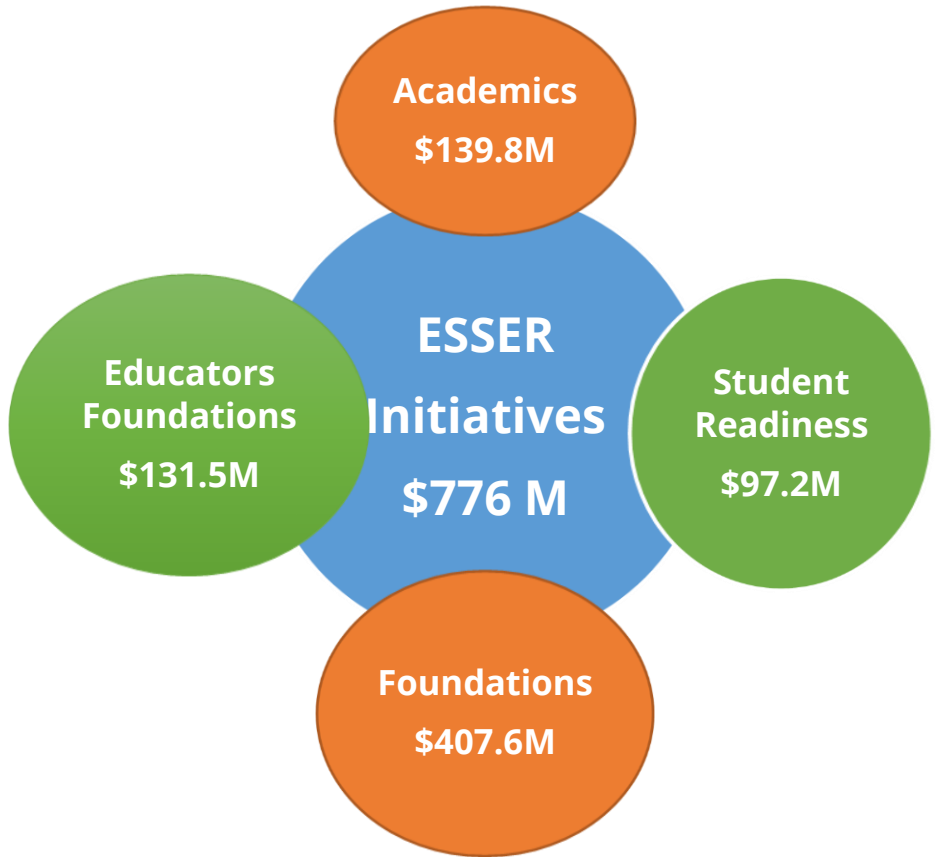




OUTCOMES/MEASURES

The federal relief funding is a significant opportunity for Memphis-Shelby County Schools to accelerate student achievement. Thought these are one-time funds, outcomes achieved over the next four years will set a foundation with a need for fiscal sustainability for years to come. In order to demonstrate strong growth, MSCS has invested in several high-impact strategies that are aligned to the four main state provided categories:

1. **Academics-** *All TN students will have access to a high-quality education... by learning to read and reading to learn with high-quality materials.*
2. **Student Readiness-** *TN schools will be equipped to serve the academic and non-academic needs of all students... by developing robust career pathway opportunities and connecting students to real-time support.*
3. **Educators Foundations-** *TN will set a new path for the education profession...*
4. **Foundations-** *Strengthen Structural Expectations to ensure that all our students have the technology and safe environments needed in order to succeed in school.*





## Financial

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These categories are directly aligned with the Board Adopted MSCS priorities and three initiatives:

**MSCS Initiative 1:** Strengthen Early (K-2) and Continuing Literacy (3-12).

→*State Focus: Academics*

**MSCS Initiative 2:** 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.

→*State Focus: Educators Foundations*

**MSCS Initiative 3:** Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

→*State Focus: Student Readiness*



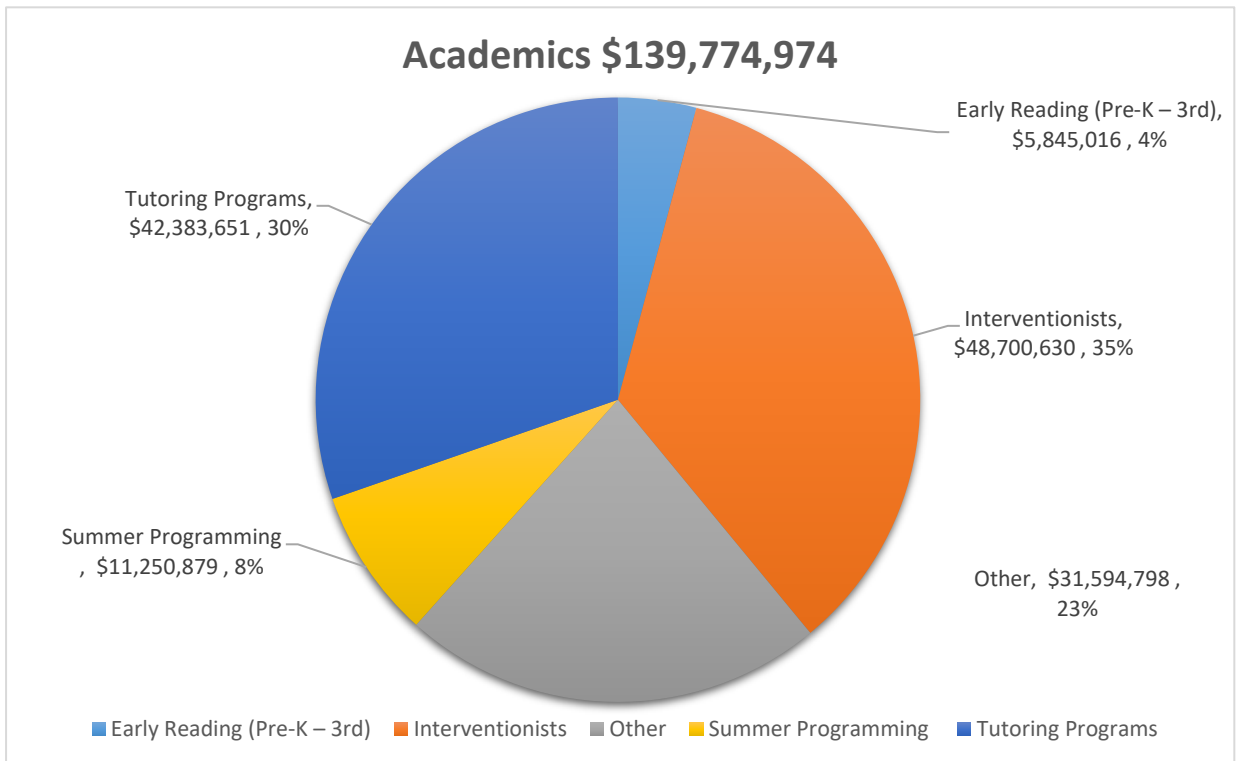




**ACADEMICS**

Memphis-Shelby County Schools is putting a strong focus on the academic achievement of our students through investing in educators, tutoring, supplemental curriculum, and other positions in support of student academic achievement. Through our need’s assessment and stakeholder feedback, we determined that it was critical to intensify our tutoring programs, increase the number of interventionists serving our students, and reinforce our efforts toward early reading.

The District will use these allocations towards supporting these needs and grow the academic achievement of our students. Our specific academic strategies include: high dosage, low ratio tutoring offered before, during, and after school; summer programming; elementary academic initiatives in support of early literacy instruction, foundational literacy skills, championing our teachers through reading academies; middle school academic initiatives that that reinforce student literacy skills; high school academic initiatives to bolster literacy; additional English Language Arts and math supports and virtual education and logistics.





## Financial

Below are **some** key Academic strategies of the total \$139,774,974.

<b>High Dosage, Low Ratio Tutoring</b>	
<b>Total Investment: \$42,383,651</b>	
<p>Students below a specified academic threshold will receive instructional support in English Language Arts and/or math via high dosage/low ratio tutoring. Memphis-Shelby County Schools will offer a 1:10 tutor/student ratio for before and after school tutoring at grades K - 12, and a 1:3 or 1:4 tutor/student ratio for tutoring taking place during the school day at grades K - 8.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Student achievement growth</li> <li>• Close learning gaps created by COVID school closures</li> <li>• Differentiated instruction to ensure individual students needs are met</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Elementary school students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre and post assessment results	Using the fall, winter, and spring iReady diagnostics, we will review and analyze window to window results, particularly for those students who attended tutoring versus those who did not.
Middle school students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre and post assessment results	Using the fall, winter, and spring iReady diagnostics, we will review and analyze window to window results, particularly for those students who attended tutoring versus those who did not.
High school students in the bottom 20% who have a 95% participation rate will show a 5% increase on pre and post assessment results	We will review and analyze end of course exam results to measure effectiveness, particularly reviewing growth between students who attended tutoring versus those who did not.



## Financial

<b>Summer Learning Academy</b>	
<b>Total Investment: \$11,250,879</b>	
<p>The Summer Learning Academy is a four-week summer educational program, as part of the learning loss remediation and student acceleration program, that is designed to support student academic needs and remediate student learning loss. The Summer Learning Academy provides four weeks of additional reading and math instruction as well as intervention and activity for identified students. Students also participate in a STREAM course. The STREAM course provides remediation and engagement through programming in which students participate in real-world experiences and problem solving across several content areas.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased mastery of prerequisite skills</li> <li>• Reduced behavior challenges</li> <li>• Reduced dropouts</li> <li>• Increase in student, school, and district performance</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Student mastery will increase by 10% on the Summer Learning Academy pre and post assessment for students who attend at least 95% of the program</p>	<p>Using pre and post Summer Learning Academy assessment results, we will review student mastery increases, particularly looking at the performance of priority students.</p>
	<p>We will review spring to fall percentile changes in Illuminate Fastbridge and iReady Assessments for students who attended the Summer Learning Academy, comparing them against the results of their student peers who did not attend.</p>
<p>Reduce the number of students identified as Tier 3 by 7-10 percentage points, based on RTI diagnostic data, for students who attend at least 95% of the program</p>	<p>We will review diagnostic data for Tier 2 and Tier 3 students looking for increased scale score percentiles, comparing these results against the results of student peers who did not attend the summer learning academy.</p>





## Financial

Foundational Literacy Skills	
<b>Total Investment: \$27,562,447</b>	
<p>Memphis-Shelby County Schools has invested significant funds in Foundational Literacy Skills Instruction.</p> <p>Links to Memphis-Shelby County Schools' Foundational Literacy Skills Plan:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.scsk12.org/academic/files/2021/Shelby%20County%20Approved%20FLSP.pdf?PID=1981">http://www.scsk12.org/academic/files/2021/Shelby%20County%20Approved%20FLSP.pdf?PID=1981</a></li> <li>• <a href="http://www.scsk12.org/earlyliteracy/files/2021/Shelby%20County%20Approved%20FLSP%20(003).pdf?PID=19">http://www.scsk12.org/earlyliteracy/files/2021/Shelby%20County%20Approved%20FLSP%20(003).pdf?PID=19</a> (Spanish)</li> </ul> <p>The Foundational Literacy Skills plan has been approved by the Tennessee Department of Education and meets the requirements of the <i>Tennessee Literacy Success Act</i>.</p> <p>We are or plan to participate in the following:</p> <ul style="list-style-type: none"> <li>• Reading 360 Summer Teacher PD (elementary)</li> <li>• Reading 360 Advanced Literacy PD in Summer 2022 (secondary)</li> <li>• Reading 360 PK-12 Literacy Implementation Networks</li> <li>• Reading 360 Early Reading Implementation Networks</li> <li>• Ready4K with TDOE and the Governor's Early Literacy Foundation</li> <li>• Reading 360 Foundational Literacy Skills Curriculum Supplement and supports</li> <li>• Provided families with information on FREE at-home decodables</li> <li>• Using the free universal screener provided to districts</li> <li>• TDOE supplemental instructional materials for math (elementary)</li> <li>• TDOE math professional development, implementation support and networks</li> </ul>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increased mastery of prerequisite skills</li> <li>• Increase in student, school, and district performance</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Increase the percentage of K-2 students "On Track" in ELA at least 5 percentage points on the universal screener benchmark from Fall 2021 to Spring 2022.</p>	<p>We will review spring to fall percentile changes in Illuminate Fastbridge, iReady Assessments, diagnostic data for Tier 2 and Tier 3 students for increased scale score percentiles.</p>



## Financial

English Language Arts & Math Supports	
Total Investment: \$18,726,807	
<p>Investments in this area are a continuation of the implementation of robust standards-aligned materials to better support teachers and students in K-8 Math and English Language Arts curricula, as well as Algebra I and some Advanced Placement subjects.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increase in school, student, and district performance</li> <li>• Increased skills mastery</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Accelerated academic growth and achievement through the adoption of standards-based and skill-based instructional materials in English Language Arts and Math.	Increase in median student growth on English Language Arts and Math TCAP assessment results
	Increase in percentage of students achieving On-Track and Proficient performance on English Language Arts and Math TCAP assessments
Accelerated academic growth and achievement for students with disabilities.	Increase in performance on ESSA accountability measures for students with disabilities who are identified as at-risk or below grade level.





## Financial

<b>Virtual Education and Logistics</b>	
<b>Total Investment: \$3,316,000</b>	
<p>Memphis-Shelby County Schools will acquire and implement a comprehensive digital pedagogical model that integrates standards-aligned blended learning into classrooms.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased equity of access to a diversity of coursework</li> <li>• Expanded online coursework reduces the impact of individual staff departures</li> <li>• Increased ready graduates and post-secondary attainment rates</li> <li>• Decreased future textbook costs</li> <li>• Increased student, school, and district performance</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increase in student achievement by 5 percentage points in Reading Language Arts</p>	<p>Review of TNReady results (2021-22 results compared to historical averages)</p>
	<p>Review of K-8 assessments (annual window to window results for iReady, Illuminate Fastbridge aMath/aReading, CBM Math/CBM Reading)</p>
	<p>Review of 9-12 PSAT and ACT Results and student grades</p>



## Financial

Continued: Virtual Education and Logistics	
Continued: Total Investment: \$3,316,000	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increased access to courses	Increase in the number of school support offerings for online coursework not physically offered at the enrolled school
	Increases in the number of schools who have blended learning 4 days a week and the number of schools who have personalized blended learning at least 3 days a week.
	Increases in the number of middle school enrollments in online coursework





### STUDENT READINESS

Memphis-Shelby County Schools understands the importance of supporting the whole child, not just academic growth. Through analysis of our needs and our stakeholder feedback, the district has allocated ESSER funds in support of the needs of our faculty, staff, and students. We are investing in high school innovations, advanced placement and dual credit enrollment courses, academic advising, attendance, and truancy supports, community engagement supports, and social emotional and mental health supports. In addition, MSCS understands the need to have a strategic focus on our students that are within the special population's category. To that end, in multiple areas of our ESSER budgets, we are investing in our economically disadvantaged students, students with disabilities, students in foster care, students experiencing homelessness, migrant students, English as Second Language students, and the mental health of our entire student population.





## Financial

Below are **some** key Student Readiness strategies of the total \$97,143,941.

<b>AP and Dual Credit/Enrollment Courses</b>	
<b>Total Investment: \$6,196,415</b>	
<p>Through the expansion of advanced academic offerings, MSCS will increase the percentage of students who earn the state’s designation as a “Ready Graduate” by increasing the number of Honors, Dual Credit, Dual Enrollment, Advanced Placement, Pre-Advanced Placement, and Virtual Advanced Placement offerings and expanding access to these courses.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased equity in learning and leading</li> <li>• Improved post-secondary readiness</li> <li>• More students earning Ready Graduate status</li> <li>• Increase in global ready graduates</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increase the number of students participating in PSAT 8/9 Exam Administration (Target: 88% of 9th Grade students identified in baseline enrollment report take exam, increasing to 90% in following years; 85% of 8th grade students identified in baseline enrollment report take exam; increasing in subsequent years)</p>	<p>PSAT 8/9 Exam - # of 8th grade students participating (year over year or versus historical average)</p>
	<p>PSAT 8/9 Exam - # of 9th grade students participating (year over year)</p>
<p>Increase the percentage of students enrolled in Honors, AP, Pre-AP, Virtual AP, Dual Enrollment, and Dual Credit courses</p>	<p>Number of students enrolled in each type of course (DC, DE, AP, Pre-AP, Virtual AP, honors)</p>
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Continued: Increase the percentage of students enrolled in Honors, AP, Pre-AP, Virtual AP, Dual Enrollment, and Dual Credit courses</p>	<p>Number of DC/DE courses at each HS Number of AP/Pre-AP/Virtual AP courses available at each HS</p>
	<p>Number of students earning college credit (DE courses only)</p>
	<p>Percentage of students enrolled in advanced courses</p>
	<p>DC – EPSO credit attainment</p>
	<p>Increase the percentage of students meeting Ready</p>



# Financial

	Graduate criteria by 5 percentage points
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<b>High School Innovation</b>
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<b>Total Investment: \$18,951,976</b>
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<b>Transformative School Model</b>
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MSCS will provide K-12 district managed schools who have completed the application for Transformational Models with the opportunity to engage in one of three Transformational School Models:

1. Social Justice
2. Environmental/Outdoor Learning
3. Leadership

Transformational School Models influence the culture of the school organization for the sake of its effectiveness and efficiency, particularly as it relates to student growth and achievement.

<b>Expected Benefits as a Result of this Investment</b>
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- The Social Justice Model will provide a lens and framework for educators to help create more equitable classroom environments
- Students will have a better understanding of our world, but also of the world of education
- The Environmental model and Outdoor Learning Spaces is designed to enhance appreciation of the natural and human-made environment
- Students will gain in-depth knowledge of environmental policies and decision-making processes
- The Leadership model will provide students with positive role models as facilitators so students can learn effective ways to manage, lead, communicate, and resolve conflict.

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## Financial

What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
<p>Schools will adopt one of the three models by the 2021-22 school year, implement at least one school-wide launch-event in September, identify at least one community partner to assist with implementation during the 2021-22 school year, and provide students with at least one service-learning opportunity associated with the adopted Transformational Model.</p>	<p>Google or Survey Documents to capture information on community partners, verifying interaction with partners, identifying model, etc.</p>
<p>Improved school culture and climate</p>	<p>Increased Student Attendance</p> <p>Decreased Student Discipline/Behavior Referrals</p> <p>Increased Student Retention</p> <p>Improvements on select Insight Survey question responses (My school is a good place to teach and learn; Leaders at my school set clear expectations for family and community engagement)</p> <p>Improvements on selected Instructional Climate responses via the Panorama Survey (for environmental models only)</p> <p>Improvements on Diversity, Equity, and Inclusion question responses on the Panorama Survey (for social justice models only)</p>





## Financial



Virtual Schools Expansion/1:1 Device Management	
Expand student access to a diverse selection of virtual course offerings	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increased equity in access to a diversity of coursework</li> <li>• Community schools remain competitive as course offerings are universally available</li> <li>• Expanded online coursework reduces the impact of individual staff departures</li> <li>• Increased ready graduates and post-secondary attainment rates</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase in the number of enrollments in advanced online coursework for courses not physically offered at enrolled school	Student enrollments in advanced coursework not currently offered at enrolled school
Increase in the overall number of EPSOs obtained via advanced coursework	Number of EPSOs attained via advanced coursework
Increase in the # of Ready Graduates	# of Ready Graduates
Increase in the number of Middle School students engaging in online coursework	Number of MS enrollments in online coursework



## Financial

Adjust 9-12 School Start/Bell Schedules	
<p>MSCS will adjust all high school start/bell schedules to a later time. This adjustment could support the improvement of student absenteeism, tardiness, and achievement rates.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Decrease student tardiness</li> <li>• Increase in student attendance</li> <li>• Increase student achievement</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
1 – 3% decrease in student tardy rates	Student tardy rates
1 – 3% Increase in student attendance	Average student attendance rates
Academic achievement improvement	TN Ready Results
	9-12 PSAT and ACT Results
	Student grades

ACT Preparation	
<p>This is a continuation (not an expansion) of our current partnership/caseload of schools where Peer Power provides tutoring for ACT skills/content.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increased ready graduates and post-secondary attainment rates</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Enhance student preparedness for and access to post-secondary opportunities through near-peer intervention delivery model	Increase in average ACT official exam scores compared to 21-22 baseline and ACT practice test scores (if accessible)



## Financial

CCTE	
<p>Various programs, practices, and activities designed to provide students with relevant education and training that will lead to attainment of high-quality, in-demand post-secondary degrees and credentials. Some of the programs will include CCTE Apprenticeships, Certification and Coding Training, Robotics, Project Stand, Project Based Learning Modules, Agri Stem, and Southwest TN Community College.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Provide students with relevant education and training that will lead to attainment of high-quality, in-demand post-secondary degrees and credentials</li> <li>• Prepare students for a career path in Information Technology; agriculture, digital autonomy (which provide students with a foundation in both conventional regenerative agricultural practices), technology, conservation science; college majors in Science, Engineering, Technology, and Mathematics</li> <li>• Provide school autonomy to Reimagine school wide programs to support engagement based on interest of students, teachers, and the community.</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Enhance student preparedness for and access to post-secondary opportunities	% of students meeting Ready Graduate criteria
Improve the culture and climate of schools.	Improvements on the Culture and Climate section surveys via the Panorama/Insight surveys



## Financial

<b>Academic Advising:</b>	
<b>Total Investment: \$1,728,000</b>	
This is a continuation of the Naviance platform and services for middle and high school students to develop robust career pathway opportunities.	
<b>Expected Benefits as a Result of this Investment</b>	
Create relevant and equitable academic choices and learning environments to ensure students are prepared for the global workforce by providing support for college and career readiness.	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increase fidelity of implementation with key student planning and exploration tasks for college and career goals	% completion of Naviance assessments
	% completion of Naviance career favorites
	% completion of Naviance diagnostics
	% completion of Naviance college favorites
	% completion of Naviance course plans
	Student platform log-in metrics
Increase student attainment on Ready Graduate indicators	% of students meeting Ready Graduate criteria



## Financial

Academic Support for Homeless Students	
Total Investment: \$567,000	
MSCS will increase support for homeless students and those with adverse childhood experiences.	
Expected Benefits as a Result of this Investment	
Increase the percent of homeless students who are served by Homeless Liaisons	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase the percent of homeless students served by Homeless Liaisons and create safe spaces for students	Increase the percent of homeless students served by homeless liaison
	Increase in the academic achievement of homeless students
	Increase in attendance for homeless students





## Financial

<b>English as Second Language (ESL) &amp; Special Populations</b>	
<b>Total Investment: \$14,792,449</b>	
<p><i>Student Readiness &amp; Academics</i>            MSCS will expand English Language instruction, ESL Summer School and before and after school tutoring utilizing programs, such as ELlevation Strategies, Learning A-Z, Lexia/Rosetta Stone, Word Heroes, picture books and IXL to address learning loss and assist students in being successful in the classroom and gain language proficiency by equipping the teacher with adequate resources.</p> <p><i>Multilingual Family Engagement</i>            MSCS will expand the ability to communicate with parents of English Learners by increasing Translation Service (RTT), onboarding 3 Bilingual Communications Specialists and a Multilingual Cultural Senior Advisor and engaging in multilingual activities to inform parents of department, community, and language resources.</p> <p><i>Educators</i>            MSCS will provide ESL Senior Advisor, tutors and peer coaches to increase academic performance of English Learners and build capacity of general education and ESL teachers. Additionally, SCS will pay for tuition of 50 educators to engage in ESL practicum at an accredited university to achieve in their ESL endorsement</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increase language proficiency of English Learners (ELs)</li> <li>• Improve academic progress</li> <li>• Increase support of parents of English Learners by informing them of academic progress of their students, academic opportunities, and resources available to them to assist their children in school</li> <li>• Increase communication with parents in their native language</li> <li>• Build capacity of general education and ESL teachers to assist English Learners (ELs)</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improve academic grade level performance for ELs	Reduction in number of quarter/course failures
	Target: at least 10% decrease in quarter/course failures for each quarter
	Increase percentage of students that are showing growth on Mastery Connect and Illuminate Fast Bridge
Improved English proficiency growth through proficiency	WIDA Model Benchmarking
	WIDA ACCESS
	Target: increase percentage of students meeting growth standard to at least 35%
Improved parent engagement and participation at schools with the assistance of a translation service to discuss academic/proficiency progress and provide an opportunity to engage in communication with district staff.	RTT Translation Service Usage
	Increase in number of parent meetings
	Target: at least 10% increase in RTT Translation Service usage
	Target: at least 90% of families of ELs contacted in their native language to participate in school/district activities



## Financial

Provided PD sessions to address instructional strategies for ELL student growth	Participant surveys from PLZ and provided by ESL Office
	Target: continue excellent participant survey results

Attendance & Truancy Supports	
Total Investment: \$2,255,400	
<p>MSCS will invest funds in this area to provide additional support in improving attendance and truancy rates. The following positions will be included in the investments to improve culture and climates as well as increase attendance rates and attendance accuracy:</p> <p>Discipline Registration Truancy Analysts Advisors</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Reduce negative behaviors and suspensions</li> <li>• Reduce chronic absenteeism and truancy</li> <li>• Better attendance = positive impacts on funding</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Improve the culture and climate of schools.	Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.)
	Target: 3% reduction in OOS suspension in schools with RSRs; 5% in schools with RSRs and behavior specialists
Increase in attendance rates and attendance accuracy	Increases in the culture/climate section of the Panorama/Insight Survey
	100% of schools are completing attendance reconciliations daily.
	Increase in documented SART teams in PowerSchool.



## Financial

<b>Transformational Models</b>	
<b>Total Investment: \$10,282,120</b>	
<p>The World Language Expansion Program is a multi-year plan that will expand the world language offerings currently available. At least one language will be offered at 35 elementary schools. Implementation will start with Pre-K in the 2022-23 school year and additional grades will be added up to 2nd grade by the 2025-26 school year.</p>	
<b>Foreign Language Expansion</b>	
<b>Expected Benefits as a Result of this Investment</b>	
<p>Prepare MSCS students to develop into well-rounded citizens that are linguistically and culturally competent, successful, and who exhibit the ability to compete in a global economy</p>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Expand the number of elementary world language programs from 5 to 35</p>	<p>By 2022-23, the number of elementary schools (30) will be prepared to offer the world language program for Pre-K Students will grow from 5 to 35.</p>
	<p>By 2022-23, all elementary schools offering world language programs (30) will be paired with a partner school and have a weekly schedule for assigned teachers.</p>
	<p>By 2023-24, all elementary schools offering world language programs (30) have a Flex program for grades K-2.</p>
	<p>Students are authentically engaged in the target language for 95% of the class period (Class Observations).</p>
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>By 2025-2026, increase the number of 2nd grade students scoring novice-mid on the STAMP assessment.</p>	<p>80% of grade 2 students will score Novice-Mid-on Stamp 4SE assessment by 2025-26.</p>
<p>By 2029-30, increase the number of students enrolled and engaged in middle and high school world language programs</p>	<p>Increase in the number of students participating in the Seal of Biliteracy</p>
	<p>Increase the number of students participating in the Certificate of Multiliteracy</p>
	<p>Increased language course enrollment numbers – Middle School and High School</p>
	<p>Increased number of students taking the EOC test in Middle School</p>





## Financial

Theatre and Performing Arts Expansion	
<p>MSCS will implement a three-tiered performing arts expansion strategy by implementing successful afterschool opportunities at pilot schools, in addition to itinerant staffing models to enrich teaching strategies with Arts Integration and expanding engagement with cultural community arts opportunities.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Cultivate nationally competitive arts programs</li> <li>• Students are empowered to actively participate in school culture and the community through the arts</li> <li>• School culture and climate are positively impacted</li> </ul> <p>Equitable access to K-8 Art and Music instruction</p> <ul style="list-style-type: none"> <li>• Students are nurtured through a sequential arts curriculum that addresses empathy, creativity, and self-expression</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase student enrollment in performing arts courses and opportunities	Number of students enrolled in Dance Education (ES, MS, HS)
	Number of students enrolled in Theater (HS)
	Number of students enrolled in Instrumental Music (MS and HS)
	Overall fine arts course enrollment (District-wide), broken down by course.
Expand quality offerings at pilot schools, increasing student access to dance and theatre classes and programs	Increase number of MSCS schools that offer the Elementary Dance Pilot
	Increase number of MSCS schools that participate in Arts Integration Pilot
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Improve school culture and climate	Increases in student attendance
	Increases in math and reading assessment scores
	Increase in on time graduation rate, beginning in 2024-25
	100% of students in Arts Integration Pilot attend a minimum of one extracurricular experience with a cultural institution/arts agency



## Financial

<b>Elementary to Middle and Middle to High School Transition Program</b>	
<p>This program is designed to give students focused, intensive help in areas of need in order to springboard them into the next grade and to prepare them for successful performance in middle school and high school. The one-week Bridge Program will run daily from 8:00 AM to 3:00 PM.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• An effective transition program helps students move to a new school, become a part of the new school, and maintain their social and academic status.</li> <li>• Assist students in becoming more acclimated to a new school environment.</li> <li>• Create organizational structures for students as well as foster purposeful learning and meaningful relationships</li> <li>• Provides comprehensive guidance and support services to meet the needs of 6th grade and 9th grade students during their formative years</li> <li>• Presents the new school environment as inviting, safe, inclusive, and supportive of all</li> <li>• Incoming 6th graders and 9th graders will garner skills that will allow for academic and social success.</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>On-track readiness as evidenced by 80% of students having successfully passed core classes during their 6th &amp; 9th grade school year.</p>	End-of-course midterm and final exam grades
	Quarterly and End-of-Year report card grades
	Promotion records
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>No more than a 15% discipline referral rate of students in the 6th &amp; 9th grade cohort by the end of the academic school year.</p>	Quarterly discipline referral records/logs
	End-of-Year discipline referral records/logs
<p>An expected 95% attendance rate will be demonstrated by the 6th &amp; 9th grade cohort of students by the end of the 6th &amp; 9th grade school year.</p>	Quarterly attendance records
	End-of-Year attendance records
<p>Retention of 95% of the cohort of the 6th &amp; 9th grade students as they transition to 7th &amp; 10th grades.</p>	Completed registration records for students entering 7th & 10th grades.



## Financial

Expand Social-Emotional Learning & Attendance Supports	
Total Investment: \$19,903,850	
<p>MSCS will expand Social Emotional Learning and attendance supports to include Re-Set rooms, evening mental health care centers, universal screening for all students, additional behavior specialists, and additional support for students with adverse childhood experiences.</p>	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Reduce negative behaviors and suspensions</li> <li>• Reduce chronic absenteeism and truancy</li> <li>• Increased support of homeless students and those with adverse childhood experiences.</li> <li>• Better attendance = positive impacts on funding</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Improve the culture and climate of schools.	Increase in the use of progressive disciplinary practices (Re-Set Room, Counseling, etc.)
	Target: 3% reduction in OOS suspension in schools with RSRs; 5% in schools with RSRs and behavior specialists
	Increases on the culture and climate section scores on the Panorama/Insight Survey
Create safe spaces for students and adults.	Increase in Tier 3 supports provided to students (restorative circles, behavior intervention plans, etc.). Target: 10% increase
	Increase in number of teletherapy sessions
	SEL hotline usage 100% of students are screened by the universal screening tool, with 100% of students identified assigned a student review team.
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase in attendance rates and attendance accuracy	100% of schools are completing attendance reconciliations daily
	Increase in documented SART teams in PowerSchool



## Financial

<b>Community Engagement Supports</b>	
<b>Total Investment: \$7,622,640</b>	
<p>MSCS will invest funds to expand existing community schools and implement the model in new schools. Community Schools provide an integrated focus on academics, health and social services, youth and community development, and community engagement in effort to lead to improved student learning, stronger families, and healthier communities.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Raise student achievement by ensuring that children are physically, emotionally, and socially supported to learn</li> <li>• Serve as a community hub by providing access to such critical programs and services as health care, mentoring, expanded learning programs, adult education, and other services that support the whole child, engage families, and strengthen the entire community</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Increased attendance and student engagement	Average attendance goal for Community School: 95% or higher
	Reported early chronic absenteeism
Greater connectedness to adults and classmates in their schools	Percent of students reporting stable relationships with supportive adults, including their teachers or afterschool staff.
	Students report feeling supported by teachers and school administration
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Development of social and emotional skills necessary for success	Percentage of students demonstrating CASEL
	% of Students report being self-aware
Improved academic performance	Standardized test scores
	Report of in-school and out-of-school suspensions
	Increases on scores in the culture and climate sections of the Panorama/Insight Survey
Families are more actively engaged in children's education	Number of parents who attend teacher-parent conferences or other events
	Percent of families who report positive interactions with teachers and other school



## Financial

Community Engagement Supports: Student Recruitment/Student decline due to the Pandemic	
MSCS will build a strategic focus on challenges and solutions for recruiting new students, retaining current students, and reclaiming students who have been lost to other educational service providers.	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Increase student market share</li> <li>• Increase student enrollment, as well as enrollment trends within feeder pattern schools</li> <li>• Retain currently enrolled students</li> <li>• Market the myriad of programming options and support available within the MSCS district</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increased student enrollment percentages	Utilize Student Recruitment Coordinators at each school site (100%) to implement unique and customized recruit and retain strategies within the school community.
	Deploy Student Recruitment Ambassadors at each school site (100%) to raise internal and external awareness of their school’s environment and programming options.
	Collaborate with School-based Public Relations Organizers (PROs) to market and increase the school’s brand identity and connect with students and families.
Increased visibility of MSCS as a premier school district through varied marketing mediums	Implement a digital marketing campaign targeting electronic methods for city and county-wide saturation.
	Display positive imagery showcasing MSCS students, families, and alumni to increase awareness of the benefits of attending Memphis-Shelby County Schools.
	Utilize program leads such as optional, arts, CCTE, athletics, and school-based contacts to assist with district-wide recruit, retain, and reclaim strategies.
	Community based recruitment at various venues throughout the 901 community.
Decreased student withdrawals to other educational providers	Create data jackets and trend reports for feeder pattern schools to better determine matriculation patterns for individual schools.
	Monitor withdrawal data to identify and target district “hotspots” for immediate intervention.



## Financial

<b>Community Engagement Supports: Expand Parent/Community Resource Center and Establish Multicultural Department</b>	
Provide academic and non-academic wraparound services to support students and families in under-resourced communities aiming to become a one-stop shop for students and families addressing factors such as: Parental Resilience, Parenting and Child Development, and Social and Emotional Competence.	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Increased the feasibility for access to Resource Centers within high needs communities</li> <li>• Expansion of existing service areas for Resource Centers</li> <li>• Availability of educational support services targeted toward multicultural and multilingual families</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Establish welcoming spaces that can be utilized by a mixture of diverse families and community members.	Increased frequency of usage of Resource Centers and total number of families serviced annually
	Increased community perception rates
	Increased attendance/participation in family engagement programming
Provide services that are grounded in a strengths-based approach, are culturally sensitive and, when possible, linguistically competent, or offered in languages that reflect the families and communities being served.	Increased availability of family support services delivered to non-English speaking families
	Increased service patterns and referrals to partner agencies for student and family case management for English learners
Establish Centers as integral parts of the community – serving as a link between families, schools, service partners, and the community – and sustain strong partnerships with a variety of other community-based providers, leaders, and key stakeholders in order to adequately address local needs.	Increased numbers and types of referrals to wraparound service agencies (e.g., adult education, employment/job readiness, housing and utility assistance)
	Increased homework help and tutorial service participation among targeted students



## Financial

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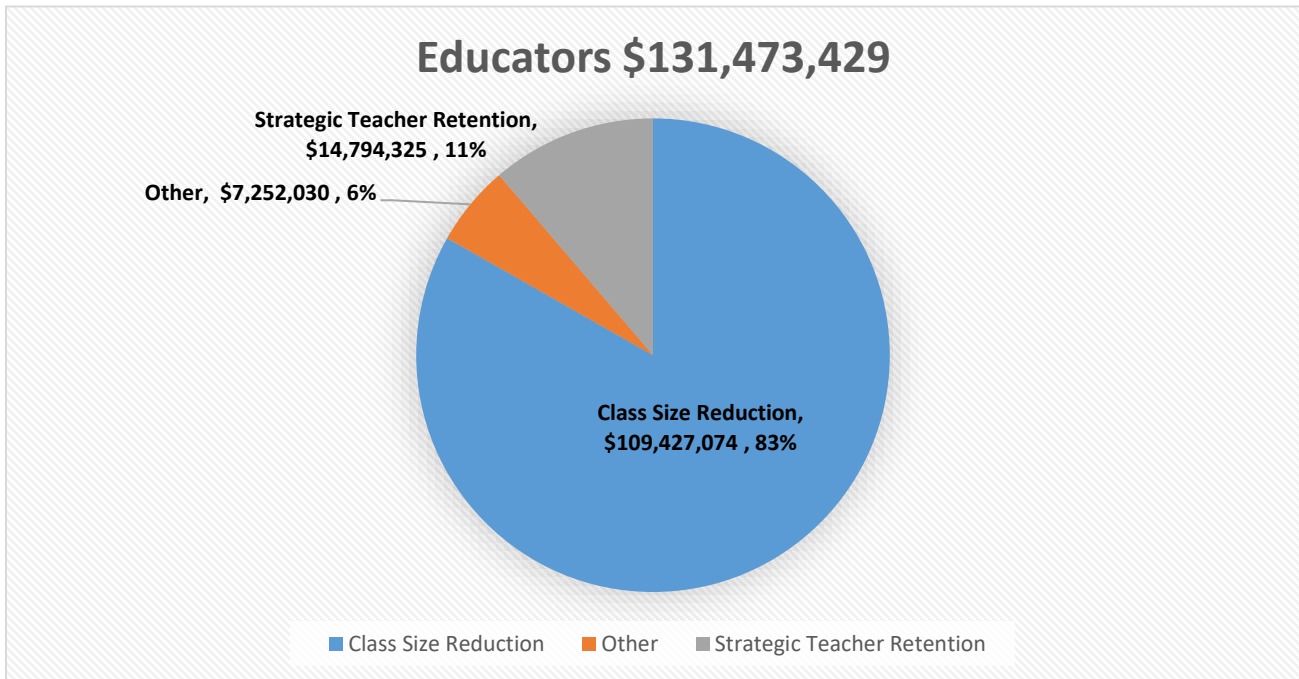


**EDUCATORS**

Memphis-Shelby County Schools understands that valuing and supporting our educators yields high-quality student academic performance and a well-rounded student body, not to mention a healthy culture and climate. Through analysis of our needs and stakeholder feedback related to the impact that COVID-19 has had on our educators, we have prioritized the following areas to support with ESSER funds:

- Increase in Adult to Student Ratio
- Strategically Recruiting and Retaining High-Quality Teachers
- Increasing the Number of Teacher Assistants

We believe that through these initiatives, by means of the ESSER funds, the district can help bolster our teachers as they take on the monumental task of supporting students with learning loss and prepare them to achieve the rigorous standards. Teachers are charged with tackling various learning styles all while preparing students for success in life. The initiatives in support of our educators include strategic teacher retention and establishing sustainable teacher recruitment models, increasing the adult to student ratio, increased student support, and initiating the leadership transformational model.







## Financial

Below are **some** key Educators strategies of the total \$131,473,429.

<b>Strategic Teacher Retention &amp; Establishing Sustainable Teacher Recruitment Models</b> <b>These initiatives are funded within the Strategic Teacher Retention and Other categories within the ESSER budget</b>	
<b>Total Investment: \$22,046,355</b>	
<p>The Human Resources team will implement and expand a variety of strategies designed 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.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>• Improved student achievement</li> <li>• Improved teacher/staff retention = greater effectiveness</li> <li>• Recruit more high-quality talent</li> <li>• Development of current staff = greater effectiveness</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
<p>Increased job applications and decreased vacancies</p> <ul style="list-style-type: none"> <li>• Relocation Bonus</li> <li>• Sign on Bonus for Early Contract Teachers</li> <li>• Hard to Staff Bonus for Hard to Staff</li> <li>• Relay Graduate School of Education</li> <li>• Teach for America (TFA)</li> <li>• Proximity Learning</li> <li>• Recruitment Agencies</li> <li>• Participate Learning – Foreign Language Recruitment</li> </ul>	Increase in percentage of applications coming from candidates
	Vacancies year over year (looking for reduction in number of vacancies at the start of the year, % staffed as opposed to # vacancies)
	Decrease in average days to fill position rates
	Increase in number of early hires
	Increase in percent of licensed workforces (teachers) vs. prior years
	Number of relocations, hard-to-staff, and early sign-on bonuses paid vs. previous years



## Financial

What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase teacher quality by increasing the number of licensed teachers <ul style="list-style-type: none"> <li>Praxis Reimbursement</li> </ul>	Percentage of teachers licensed (historical average Vs. Annual 2021-22 and beyond) Number of teachers reimbursed for passing Praxis assessment (increases year over year) Decrease in multi-year permit teachers
Increase staff retention via a reduction of the mentee/mentor ratio, Spot Awards (CO) and comprehensive induction program <ul style="list-style-type: none"> <li>Teacher Mentors</li> <li>Facilitator Fellows</li> <li>Technical Support/PD</li> <li>Spot Awards for Employee performance</li> </ul>	Decrease in the mentee/mentor ratio (baseline 1:12) Feedback from mentors and mentees (Beginning-of-year, mid-year, and end-of-year) Monthly mentee observation logs Teacher retention numbers; look at region over-all, but particularly at novice teacher retention and first year teacher retention, year over year Performance data (yearly evals and/or academic outcomes) for staff who have gone through the comprehensive induction program (vs. cohort data from previous years) Academic outcomes for mentored teachers who are remain in the program for 3 years (looking for possible academic outcome increases) % of mentee teachers who remain in the mentor/mentee program for 3 years





## Financial

Specifically reduce student to adult ratio and increase student support	
Total Investment: \$109,427,074	
All K-2 classrooms will receive a full-time specialized ed. assistant who will receive on-going, targeted professional development on foundational skills instruction and best instructional practices. These additional educators will support the implementation of small group instruction and interventions.	
Expected Benefits as a Result of this Investment	
<ul style="list-style-type: none"> <li>• Reduce unemployment</li> <li>• Community investment</li> <li>• Poverty rate reduction</li> <li>• Market share increase</li> <li>• More students attending MSCS; more state/federal funding</li> </ul>	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Increase in student mastery (Target: 10% increase in On Track/Mastery for students in 3 <sup>rd</sup> Grade on TN Ready by 2022-23)	iReady Diagnostic (Reading and Math) Median Percentile/Scale Score
	iReady Diagnostic (Reading and Math) % of students classified as “On Grade Level”
	Changes in median percentile on Illuminate Fastbridge assessment results
	Rate of students meeting or approaching CLUE qualifications (Currently based on Illuminate Fastbridge screener)
Measure assessment outcomes from 2021-22 K-3 students who were persistent to determine impact of 1 year/2 year/3 year in smaller ratio classes	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Decrease in K-2 Teacher Vacancies (Target 5% reduction in teacher vacancies in 2022-23)	Number of yearly K-2 vacancies
	Teacher Retention, K-2; specialized education assistants’ retention, K - 2
	Insight Survey measures including workload sub score and overall culture scores
	CLP Report Measures - % of teachers who missed x # of days. Using a pre-pandemic year as a baseline.
Survey to determine how Ed Assistants are being used.	
Improved culture and climate	Historical OSS & ISS compared to current; ISS/OSS to progressive discipline ratio, historical and current
	Decrease in most prevalent coded teacher concern log prevalence
	Panorama student results historical to current



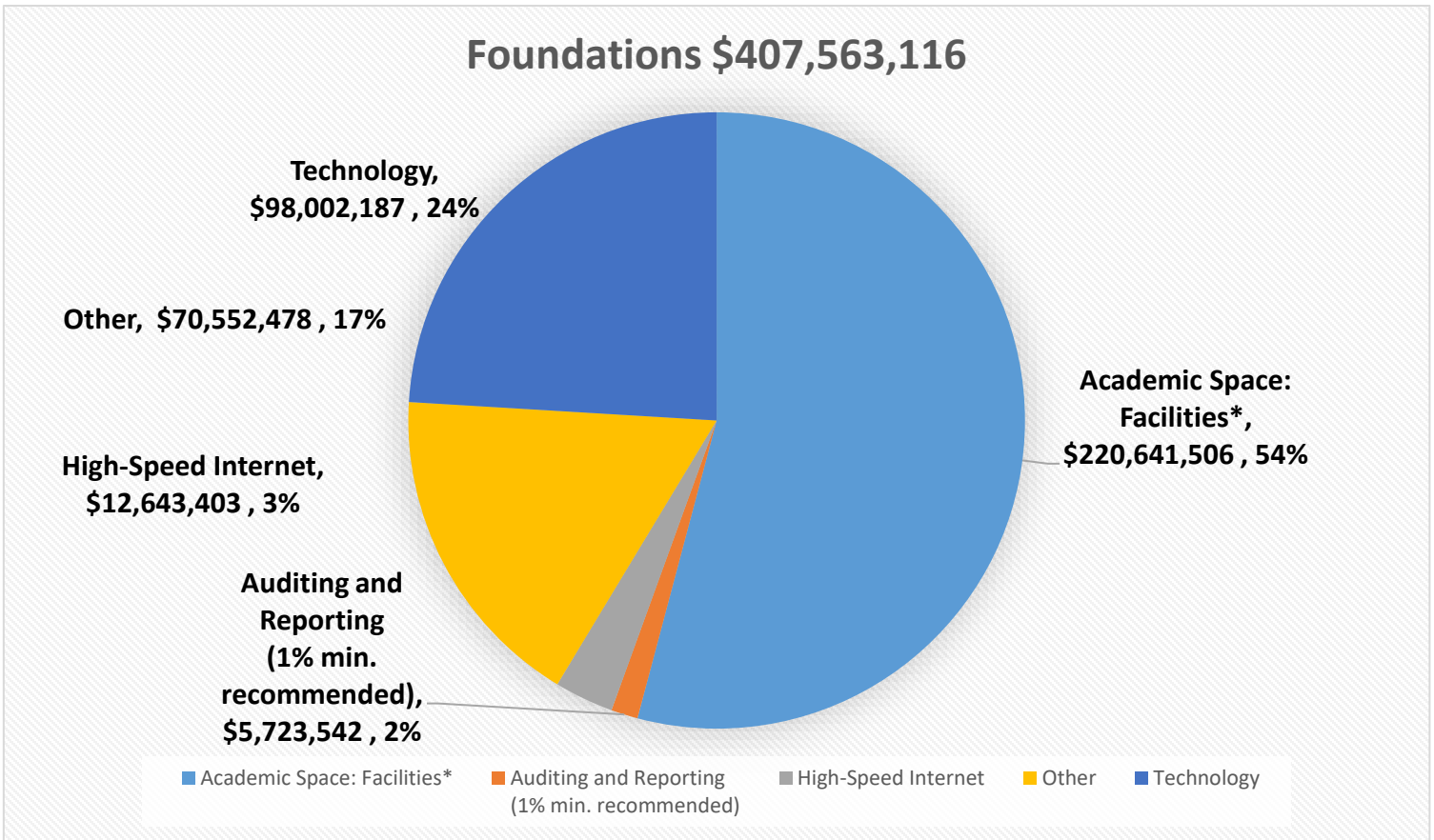
**ESSER STRATEGIES  
& PERFORMANCE MEASURES  
"FOUNDATIONS"  
ESSER  
CAPITAL**



DISTRICT’S DEFERRED MAINTENANCE NEEDS

FOUNDATIONS

Memphis-Shelby County Schools is committed to serving our students in the safest environment possible. Moreover, we will ensure that all our students have the technology needed in order to succeed in school. Through analyzing our needs assessment and stakeholder feedback, the district is investing in facilities to provide the safest teaching and learning environment possible. Our initiatives within the area of foundations include: Technology, High-Speed Internet, Academic Space (Facilities), Monitoring Auditing and Data Collection and Reporting, and Indirect Cost which is detailed in the Fiscal Management and Long-Term Sustainability section of this document.





## Financial

Technology & Internet	
Total Investment: \$110,645,590	
<p>Memphis-Shelby County Schools will ensure that our students have the safest environment possible by providing every student with a device. To ensure continuity of learning, despite closures and quarantines, we will also invest in high-speed internet, device asset management, infrastructure upgrades &amp; IT Support. Investments will also be made in ensuring a high-quality online learning and virtual school experience through investments in virtual education and logistics supports.</p>	
Expected Benefits as a Result of this Investment	
Continuity of learning for students to learn virtually as well as throughout possible school/district closures and quarantines.	
What outcomes do we expect to achieve?	How will we measure progress towards outcomes?
Students do not experience lost learning time due to closures or quarantine	% of students with access to a device and internet connection
	% of teachers with access to a device
Increased academic achievement	As measured by state assessments and benchmarks





**DEFERRED MAINTENANCE & ACADEMIC FACILITIES**

In fiscal year 2015-16, the District engaged Fleming-Marshall JV and Self Tucker Architects to conduct a capital deferred maintenance study that evaluated the condition of facilities owned and operated by the District. The review included a comprehensive assessment of existing physical conditions that identified, inventoried, and quantified physical deficiencies and hazards that require critical maintenance and corrective action.

After the evaluation of the facility conditions was completed, deferred maintenance projects were ranked based on needs, enrollment changes, work order history, risk, and utilization. Also, the District consulted with subject matter experts about the prioritization, which included engineers, school principals, and the strategic planning team. The prioritization of the deferred maintenance projects was reviewed by the facility planning staff, the Superintendent, Shelby County School Board of Education, and the Shelby County Board of Commissioners. Approximately \$476.5 million of capital deferred maintenance costs over five years were identified as top priorities; the cost is categorized below





## Financial

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Today, the \$476.5 million of deferred maintenance has been updated for additional cost that would have totaled in fiscal year 2015 \$633 million instead of \$476.5 million. The difference between the original \$476.5M in deferred maintenance costs and the newly estimated \$633M costs is the addition of design costs (A&E fees) and construction management costs.

Additionally, many projects had their construction cost estimates updated to represent present day costs prior to the projects being approved for capital funding and execution.

To date, the Shelby County Commission along with the Memphis-Shelby County School Board has invested and made decisions with facilities reducing deferred maintenance by \$231 million, ultimately reducing the balance to \$402 million.

### ESSER & CAPITAL PLANNING

Both ESSER 2.0 and 3.0 include provisions to address Facility Needs and Deferred Maintenance:

- Such as school facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Additionally, the inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

The District proposed the following deferred maintenance projects for ESSER-funded renovations at MSCS-owned buildings, including those used by Achievement School District (ASD) and charter schools plus needlepoint bipolar ionization from ESSER 2.0 and ESSER 3.0 of \$224 million:

- **HVAC Improvements / Replacements (\$124,591,724)**
  - IAQ (indoor air quality) issues
  - Airborne pathogens in buildings
  - Insufficient ventilation
- **Water Bottle Filling (\$5,000,000)**
  - Implement stations to minimize communicable disease transmission.
- **Classroom Additions (\$71,500,000)**
  - Inadequate classroom space for social distancing
- **Playground Expansions (\$5,000,000)**
  - To promote social distancing and student social and emotional wellbeing.

With these proposals, deferred maintenance could potentially be reduced from the remaining \$402 million to \$196 million by fiscal year 2025.





# Financial

<b>Academic Space: Facilities</b>	
<b>Total Investment: \$206,091,724</b>	
<p>The district will ensure the transmission of COVID and other transmissible diseases are decreased by increasing social distancing measures, improving indoor air quality, and reducing the deferred maintenance burden.</p>	
<b>Expected Benefits as a Result of this Investment</b>	
<ul style="list-style-type: none"> <li>Lower transmission of COVID and other transmissible air-borne diseases; Improved facilities; Reduced deferred maintenance burden; Improved air quality; Better student outcomes/academic growth; Safe drinking water</li> </ul>	
<b>What outcomes do we expect to achieve?</b>	<b>How will we measure progress towards outcomes?</b>
Improved air quality in all district buildings	Air Quality index measurements in buildings with improvements
	Categorized as acceptable on air-quality assessments
	Insight Survey perception increases (my building is maintained and clean)
Reduction of deferred maintenance burden	Reduction of deferred maintenance backlog
	% of projects completed on time/performance to schedule
Increase social distancing and other COVID mitigation strategies	All schools have water bottle filling station by Jan. 2022
	Measurements of lead in water supply every two years
	Increase in useable square footage in permanent buildings
	Square foot per student ratio increases
	Reduction in the number of portable buildings used as classroom space



### Reallocation Process for Capital Projects

Bids are sent out for each project, sometimes bids come back higher than the allocated amount. In the case where bids come back higher, a budget amendment is needed to reallocate funds. If additional funds are awarded for infrastructure or underspent on construction, the District will then prioritize those funds to support infrastructure needs as follows.

- Roof Improvements / Replacements
  - Roof leak water intrusion leads to AMG (apparent mold growth)
  - AMG leads to IAQ issues
  - IAQ issues lead to respiratory health issues in buildings
- Window Improvements / Replacements
  - Inadequate ventilation and limited use of outdoor fresh air





**CAPITAL PROJECTS**

ESSER 2.0				ESSER 2.0 Project 9984			
Project Name	Project Name	Grade Level	Type	2022-2023			2022-2023
				Adopted Budget	Amendment	Reallocation	Amended Budget
Northaven ES HVAC Replacement	Northaven ES	Elem School	HVAC	749,731	-	-	749,731
Downtown ES HVAC Replacement	Downtown ES	Elem School	HVAC	866,365	-	-	866,365
Lucie E. Campbell ES HVAC Replacement	Lucie E. Campbell ES	Elem School	HVAC	1,416,830	-	-	1,416,830
Peabody ES HVAC Replacement	Peabody ES	Elem School	HVAC	2,619,335	-	-	2,619,335
Vollentine ES HVAC Replacement	Vollentine ES	Elem School	HVAC	4,524,885	-	-	4,524,885
Westside ES HVAC Replacement	Westside ES	Elem School	HVAC	4,063,522	-	-	4,063,522
Woodstock MS HVAC Replacement	Woodstock MS	Middle School	HVAC	1,364,356	-	-	1,364,356
Cordova MS HVAC Replacement	Cordova MS	Middle School	HVAC	5,140,615	-	-	5,140,615
Craigmont MS HVAC Replacement	Craigmont MS	Middle School	HVAC	2,745,689	-	-	2,745,689
Cummings K-8 HVAC Replacement	Cummings K-8	Middle School	HVAC	2,384,955	-	-	2,384,955
Grandview Heights MS HVAC Replacement	Grandview Heights MS	Middle School	HVAC	4,083,420	-	-	4,083,420
Bolton HS HVAC Replacement	Bolton HS	High School	HVAC	2,202,975	-	-	2,202,975
East CTC HVAC Replacement	East CTC	High School	HVAC	516,988	-	-	516,988
				<b>32,679,666</b>	-	-	<b>32,679,666</b>





# Financial

ESSER 3.0				ESSER 3.0 Project 9985			
Project Name	Project Name	Grade Level	Type	2022-2023			2022-2023
				Adopted Budget	Amendment	Reallocation	Amended Budget
All Elementary & K-8 Schools	General	All	General	2,688,111	-	-	2,688,111
Procure Mgmt System	General	All	General	293,213	-	-	293,213
Hydration Infrastructure Upgrade and Assessment	General	All	Hydration Infrastructure Upgrade and Assessment	3,500,000	-	-	3,500,000
Macon Hall ES Bldg. Addition	Macon Hall ES	Elem School	Bldg. Addition	6,500,308	-	-	6,500,308
Brownsville Road ES Bldg. Addition	Brownsville Road ES	Elem School	Bldg. Addition	6,451,151	-	-	6,451,151
Sheffield ES Bldg. Addition	Sheffield ES	Elem School	Bldg. Addition	5,872,964	-	-	5,872,964
Willow Oaks ES Bldg. Addition	Willow Oaks ES	Elem School	Bldg. Addition	6,582,070	-	-	6,582,070
Westhaven ES Bldg. Addition	Westhaven ES	Elem School	Bldg. Addition	6,442,906	-	-	6,442,906
Geeter K-8 Bldg. Addition	Geeter K-8	Middle School	Bldg. Addition	5,920,296	-	-	5,920,296
Crump ES HVAC	Crump ES	Elem School	HVAC	1,569,659	-	-	1,569,659
Fox Meadows ES HVAC	Fox Meadow ES	Elem School	HVAC	1,108,841	-	-	1,108,841
Whitehaven ES HVAC	Whitehaven ES	Elem School	HVAC	2,244,334	-	-	2,244,334
Winridge ES HVAC	Winridge ES	Elem School	HVAC	524,387	-	-	524,387
Southwind ES HVAC	Southwind ES	Elem School	HVAC	3,709,893	-	-	3,709,893
Norris ES HVAC	Norris ES	Elem School	HVAC	1,089,780	-	-	1,089,780
American Way MS HVAC	American Way MS	Middle School	HVAC	7,783,748	-	-	7,783,748
Cummings K-8 HVAC	Cummings K-8	Middle School	HVAC	1,953,319	-	-	1,953,319
Geeter K-8 HVAC	Geeter K-8	Middle School	HVAC	4,637,033	-	-	4,637,033
Hamilton K-8 HVAC	Hamilton K-8	Middle School	HVAC	4,573,064	-	-	4,573,064
Havenview MS HVAC	Havenview MS	Middle School	HVAC	3,467,415	-	-	3,467,415
Southwind HS HVAC	Southwind HS	High School	HVAC	1,779,012	-	-	1,779,012
Carver HS HVAC	G. W. Carver College &	High School	HVAC	4,753,200	-	-	4,753,200
East HS HVAC	East HS	High School	HVAC	1,560,377	-	-	1,560,377
Kingsbury CTC HVAC	Kingsbury CTC	High School	HVAC	180,333	-	-	180,333
Kirby HS HVAC	Kirby HS	High School	HVAC	3,865,760	-	-	3,865,760
Oakhaven HS HVAC	Oakhaven HS	High School	HVAC	6,187,939	-	-	6,187,939
Westwood HS HVAC	Westwood HS	High School	HVAC	2,981,634	-	-	2,981,634
Wooddale HS HVAC	Wooddale HS	High School	HVAC	3,920,402	-	-	3,920,402
Central HS HVAC	Central HS	High School	HVAC	3,893,911	-	-	3,893,911
Peabody ES Playground	Peabody ES	Elem School	Playground	19,953	-	-	19,953
Shrine ES Playground	Shrine ES	Elem School	Playground	346,703	-	-	346,703
Robert R. Church ES Roof	Robert R. Church	Elem School	Roof	214,377	-	-	214,377
Westwood HS Roof	Westwood HS	High School	Roof	313,650	-	-	313,650
Westwood HS Windows	Westwood HS	High School	Windows	1,500,000	-	-	1,500,000
				<b>108,429,743</b>	-	-	<b>108,429,743</b>
<b>Total Projects</b>				<b>141,109,409.00</b>			<b>141,109,409.00</b>

# NON- FEDERAL PROGRAMS



FY 2024 District Proposed Budget



### 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.

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<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).



## Financial

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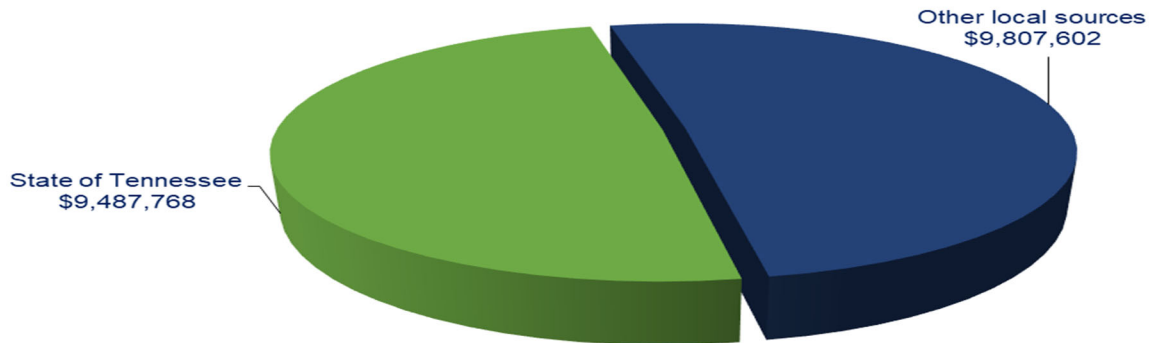
### II. Financial Summary of the Non-Federal Programs Fund

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 supports. 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 marginal \$1.2 million decrease. A decrease can be attributed to \$380,274 for Pre-K, \$177,001 for LEAPS, \$355,409 for TVA ENERNOC, and \$160,709 for the SPED Medicaid Reimbursement. The decreases are offset by increases of \$541,000 for SCIAA Dues and \$537,575 for the 901 Café. We returned to playing sports in fiscal year 2021-22 and that allowed the District to receive more revenues. There was also an increase for YMCA before and after care of \$280,000. Although we no longer have our traditional before and after schools in house, we lease facilities to the YMCA to carry out those services.

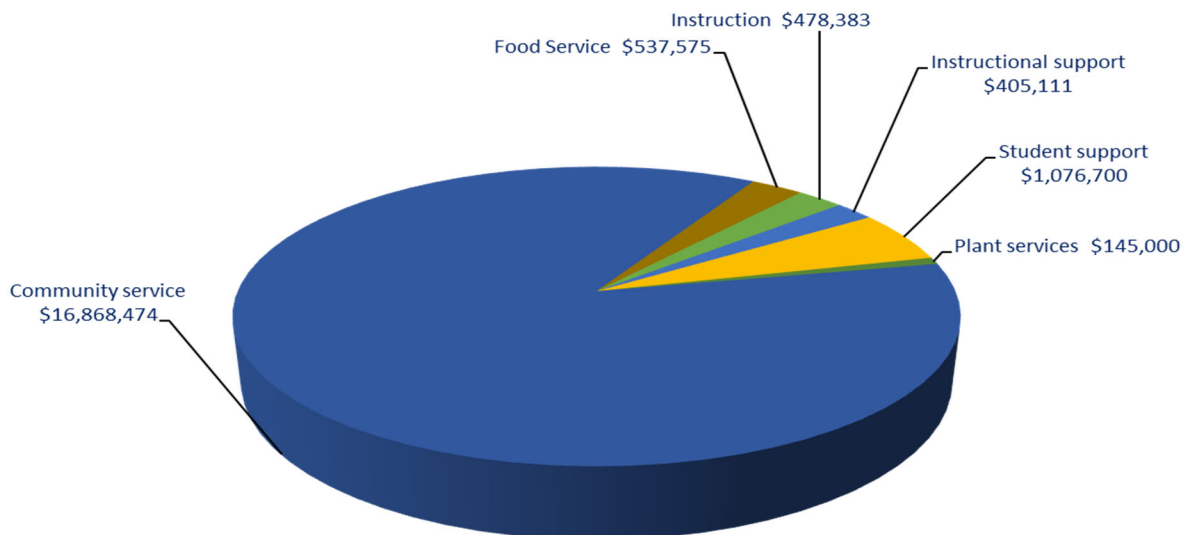




### Where the Money Comes From ...



### Where the Money Goes....







# Financial

Below is the Non-Federal Programs Fund Proposed budget for fiscal year 2023-24 by state function.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	11,173,191	10,475,438	10,592,145	10,533,426	9,487,768	(1,045,658)	-9.9%
Federal Government	-	-	-	-	-	-	-
Other local sources	9,584,150	6,950,929	8,542,850	9,423,514	9,807,602	384,088	4.1%
<b>Total Revenues</b>	<b>\$ 20,757,341</b>	<b>\$ 17,426,367</b>	<b>\$ 19,134,995</b>	<b>\$ 19,956,940</b>	<b>\$ 19,295,370</b>	<b>\$ (661,570)</b>	<b>-3.3%</b>
<b>Expenditures</b>							
Instruction	1,643,754	889,395	817,837	1,062,898	478,383	(584,515)	-55.0%
Instructional Support	366,703	517,813	354,537	800,108	405,111	(394,997)	-49.4%
Student Support	86,354	125,273	358,007	998,395	1,076,700	78,305	7.8%
Office of the Principal	20,506	-	-	-	-	-	0.0%
General administration	-	75,000	114,860	50,000	-	(50,000)	-100.0%
Fiscal Services	-	-	-	-	-	-	0.0%
Other support services	-	-	-	-	537,575	537,575	0.0%
Plant Services	555,919	197,526	246,319	552,696	145,000	(407,696)	-73.8%
Community services	21,791,413	21,065,198	16,655,826	17,242,705	16,868,474	(374,231)	-2.2%
<b>Total Expenditures</b>	<b>\$ 24,464,649</b>	<b>\$ 22,870,204</b>	<b>\$ 18,547,388</b>	<b>\$ 20,706,802</b>	<b>\$ 19,511,243</b>	<b>\$ (1,195,559)</b>	<b>-5.8%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	(\$ 3,707,308)	\$ (5,443,837)	\$ 587,607	(\$ 749,862)	(\$ 215,873)		
<b>Approved use of fund balance</b>	3,707,308	5,443,837	-	749,862	215,873		
<b>Net Change</b>	\$ -	\$ -	\$ 587,607	\$ -	\$ -		

Below is the Non-Federal Programs Fund Proposed budget for fiscal year 2023-24 by major object.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	11,173,191	10,475,438	10,592,145	10,533,426	9,487,768	(1,045,658)	-9.9%
Other local sources	9,584,150	6,950,929	8,542,850	9,423,514	9,807,602	384,088	4.1%
<b>Total Revenues</b>	<b>\$ 20,757,341</b>	<b>\$ 17,426,367</b>	<b>\$ 19,134,995</b>	<b>\$ 19,956,940</b>	<b>\$ 19,295,370</b>	<b>\$ (661,570)</b>	<b>-3.3%</b>
<b>Expenditures</b>							
Salaries	11,744,176	10,319,361	9,932,507	11,063,315	11,262,493	199,178	1.8%
Benefits	2,957,978	2,682,663	2,668,741	3,220,250	2,893,413	(326,837)	-10.1%
Contracted Services	5,205,993	3,923,293	3,542,860	1,612,529	1,438,695	(173,834)	-10.8%
Professional Services	199,165	152,406	-	2,446,299	2,446,299	-	0.0%
Property Maintenance Services	48,703	375	4,460	3,710	-	(3,710)	-100.0%
Travel	19,216	52	4,365	21,350	26,531	5,181	24.3%
Supplies and Materials	633,397	4,258,430	782,916	796,380	310,089	(486,291)	-61.1%
Capital Outlay	2,724,713	814,549	807,264	256,135	124,509	(131,626)	-51.4%
Other Charges	931,308	719,075	804,275	1,286,834	1,009,214	(277,620)	-21.6%
<b>Total</b>	<b>\$ 24,464,650</b>	<b>\$ 22,870,204</b>	<b>\$ 18,547,388</b>	<b>\$ 20,706,802</b>	<b>\$ 19,511,243</b>	<b>\$ (1,195,560)</b>	<b>-5.8%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	(\$ 3,707,309)	(\$ 5,443,837)	\$ 587,607	(\$ 749,862)	(\$ 215,873)		
<b>Approved use of fund balance</b>	3,707,309	5,443,837	-	749,862	215,873		
<b>Net Change</b>	\$ -	\$ -	\$ 587,607	\$ -	\$ -		



# Financial

This chart categorizes the fiscal year 2023-24 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	FY2022-2023 AMENDED BUDGET	FY2023-2024 PROPOSED BUDGET	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
Cognitive Social Emotional Support	D090	YMCA Before and After Care	280,279	280,279	-	100.0%
	D095	Very Special Arts Festival	41,084	4,752	(36,332)	-88.4%
	D240	Class Piano Program	68,450	8,000	(60,450)	-88.3%
	D485	SCIAA Dues & Fines	625,000	625,000	-	0.0%
	D525	Pre-K	9,792,042	9,411,768	(380,274)	-3.9%
	D526	First 8.1	5,248,000	5,248,000	-	0.0%
	D766	Shelby County Government Pre-K	1,280,000	1,280,000	-	0.0%
	D767	First 8.2 Wraparound Grant	750,000	750,000	-	0.0%
	D768	First 8.1 Coaches Support Grant	255,000	255,000	-	0.0%
	D960	Lottery for Education Afterschool Programs (LEAPS)	177,001	-	(177,001)	-100.0%
	D972	Middle School CTE Start Up Grant FY21	831	-	(831)	-100.0%
	D973	Middle School CTE Career Exploration FY21	4,782	-	(4,782)	-100.0%
	D974	CTE Middle School STEM Start-Up Grant	40,815	-	(40,815)	-100.0%
	D975	CTE Kingsbury Middle School Career Exploration	16,784	-	(16,784)	-100.0%
	D976	STEM Classroom Grants	19,936	-	(19,936)	-100.0%
	D977	Building a Future That Works	35,066	22,498	(12,568)	-35.8%
	D978	SEL- Social and Emotional Learning	8,000	6,000	(2,000)	-25.0%
	D980	SEL-Teacher Ambassador Program	50,000	-	(50,000)	-100.0%
Cognitive Social Emotional Support			\$ 18,693,070	\$ 17,891,297	\$ (801,773)	-4.3%
Operational Support	D010	901 Café	-	537,575	537,575	100%
	D045	Security-Ancillary Services	19,826	-	(19,826)	-100.0%
	D065	TVA ENERNOC Demand Response Program	465,409	110,000	(355,409)	-76.4%
	D075	Facility Rental	67,461	35,000	(32,461)	-48.1%
	D125	Telecommunications Center US	34,616	6,923	(27,693)	-80.0%
Operational Support			\$ 587,312	\$ 689,498	\$ 102,186	17.4%
Student Achievement/Instructional Support	D555	Research & Evaluation	98,652	20,111	(78,541)	-79.6%
	D730	SOTA Music Program Support	51,454	-	(51,454)	-100.0%
	D957	Project Graduation	31,852	15,000	(16,852)	-52.9%
	D964	Tennessee SCORE	74,941	-	(74,941)	-100.0%
	D966	Bolton High School & TN State Univ Agri-STEM Grant	-	20,000	20,000	100.0%
Student Achievement/Instructional Support			\$ 256,899	\$ 55,111	\$ (201,788)	-78.5%
Student Support Services	D205	Adopt a School Seminar	136	-	(136)	-100.0%
	D415	Homeless Children & Youth Program	4,359	1,500	(2,859)	-65.6%
	D465	Mental Health Records	105,486	31,000	(74,486)	-70.6%
	D570	Colonial Hearing & Vision Center	23,088	10,000	(13,088)	-56.7%
	D670	Adolescent Parenting Program	9,322	1,500	(7,822)	-83.9%
	D777	Evening Reporting Center	309,000	309,000	-	0.0%
	D795	SPED Medicaid Reimbursement	510,709	350,000	(160,709)	-31.5%
	D907	Project Stand	6,125	2,500	(3,625)	-59.2%
	D963	Sponsorships and Donations	1,138	1,138	-	0.0%
	D968	Trauma Intensive Parenting (TIP)	75,000	75,000	-	0.0%
	D979	Project Restore	30,000	18,700	(11,300)	-37.7%
D981	SPARC 4.0 Grant	95,158	75,000	(20,158)	-21.2%	
Student Support Services			\$ 1,169,521	\$ 875,338	\$ (294,183)	-25.2%
<b>Grand Total</b>			\$ 20,706,802	\$ 19,511,243	\$ (1,195,560)	-5.8%



## Financial

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 2023-24.

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 FY2022-23:* All MSCS Students  
*Revenue Classification:* Local Fees and Billing  
Initiative 1:

FY2022-23 Participating Schools: All MSCS Schools

DO45 - Security-Ancillary: The Memphis-Shelby County Schools District provides security services for school-sponsored events. Schools make a request for Security Officers to work these events, and they are billed for the security services provided. Money received from the schools and identification badge replacement costs are deposited to this fund as revenue. Funds collected as a result of fingerprint/background checks are also deposited into this account and invoiced as payment to the Idemia, a company that provides identity-related security services.

*Number of Students Served in FY2022-23:* All MSCS Students  
*Revenue Classification:* Local Fees and Billing for fingerprinting and background checks  
Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 FY2022-23:* All MSCS Students  
*Revenue Classification:* Local Grant (TVA is a government-owned independent organization).  
Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

FY2022-23 Participating Schools: All MSCS Schools

DO75 - Facility Rental: This project captures charge-back fees for facilities over-time and incurred due to various district property rentals to outside organizations. The revenue is received from several energy efficiency 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.



## Financial

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Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

*Number of Students Served in FY2022-23:* All MSCS Students

*Revenue Classification:* Local Rental Agreements

*FY2022-23 Participating Schools:* All MSCS Schools

D095 – Very Special Arts Festival: The Very Special Arts Festival is funded by private gifts awarded to the Exceptional Children department of Memphis-Shelby County Schools. This program is a national event offering our students with disabilities a means to participate, learn, and enjoy the arts on the local level.

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

*Number of Students Served in FY2022-23:* All Students at participating schools

*Revenue Classification:* Private Donations

*FY2022-23 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 FY2022-23:* 90

*Revenue Classification:* Local Donations & Fees from Work in the District

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

*FY2022-23 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 FY2022-23:* All students at participating schools

*Revenue Classification:* Local Donations

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

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.



## Financial

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*Number of Students Served in FY2022-23:* 550

*Revenue Classification:* Local Tuition from Parents

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

FY2022-23 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 FY2022-23:* All displaced students and families.

*Revenue Classification:* Local Donations

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 Participating Schools: All MSCS 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 is 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 FY2022-23:* 2,677

*Revenue Classification:* State of Tennessee Fees

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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.

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 FY2022-23:* All student-athletes at MSCS Middle and High Schools

*Revenue Classification:* Local Fundraising Activities at the Schools

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce



## Financial

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FY2022-23 Participating Schools: All Memphis-Shelby County Middle and High 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 FY2022-23: 3,800*

*Revenue Classification: State of Tennessee Grant*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2022-23 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

D526 - First 8.1 Memphis & D766 – First 8.2 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 51 classrooms (1,020 seats) with developmentally appropriate instruction, as well as supplies, materials, and professional development opportunities for staff.

*Number of Students Served in FY2022-23: 1,020*

*Revenue Classification: Local Grant*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

FY2022-23 Participating Schools D526 First 8.1: 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

FY2022-23 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.



## Financial

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*Number of Students Served in FY2022-23:* All MSCS Students  
*Revenue Classification:* Various federal and local grants and fees  
*Initiative 1:* Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 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 2022-23:* 200  
*Revenue Classification:* State of Tennessee Fees  
*Initiative 3:* Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2022-23 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 3 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 FY2022-23:* 200  
*Revenue Classification:* Local Donations  
*Initiative 1:* Strengthen Early (K-2) and Continuing Literacy (3-12)  
*Initiative 3:* Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.

FY2022-23 Participating Schools: All MSCS middle and high schools are eligible

D730 -SOTA Music Program Support Grant: MSCS was selected to receive funding as part of the 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 FY2022-23:* All MSCS Students can participate  
*Revenue Classification:* Grant Funding from TN SCORE and donations.  
*Initiative 3:* Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2022-23 Participating Schools: All MSCS schools.

D767 -First 8.1 Wrap Around: The Early Childhood department provides services that support the mental, social, and emotional development of children. This grant provides wraparound services for ten First 8 classrooms.



## Financial

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*Number of Students Served in FY2022-23: 1,020*

*Revenue Classification: Local Grant*

*Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)*

*FY2022-23 Participating Schools: All MSCS schools.*

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 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 FY2022-23: 90*

*Revenue Classification: Shelby Count Government*

*Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce*

*FY2022-23 Participating Schools: All MSCS Schools*

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 FY2022-23: 1,553*

*Number of Therapists in FY2022-23: 148*

*Revenue Classification: State of Tennessee*

*Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce*

*FY2022-23 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.





## Financial

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*Number of eligible Students in FY2022-23: 2,000*

*Number of Therapists in FY2022-23: 148*

*Revenue Classification: Local Donations*

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce

FY2022-23 Participating Schools: All MSCS Schools

D957 - MSCS Project Graduation: is an initiative to increase graduation rates and strengthen college and career readiness in students grades 9-12 by providing an opportunity to extend the school day by taking classes in the evenings. An alternative to taking online courses, Project Graduation classes offer the teacher-student interaction that many students need for academic success. Students can earn up to four credits in a single semester through participation in Project Graduation for any of the following reasons: to earn credit in a course previously failed (Course Recovery), to complete new coursework (Accelerated Graduation), or to pursue college and career interests that would not regularly fit in the student's schedule (dual-track CTE focus and college-readiness). Major goals of the program include (a) promotion and support of individual school and district graduation data; (b) data driven college academic readiness; and (c) curricula and instruction that engages students as active and learners.

*Number of Students Served in FY2022-23: 1,824*

*Revenue Classification: Local Donations*

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)

FY2022-23 Participating Schools: Adolescent Parenting Program, Bolton High School, Booker T. Washington, Central High School, Cordova High School, Craigmont High School, Douglass High School, East High School, Freedom Preparatory Academy High, George W. Carver College & Career Academy, Germantown High School, Hamilton High School, Hollis F. Price Middle High School, Kingsbury High School, Kirby High School, MLK College Preparatory High School, Manassas High School, Melrose High School, Memphis Academy of Health Sciences, Memphis Academy of Science and Engineering, Memphis Business Academy High School, Memphis School of Excellence, Memphis Virtual School, Middle College High School, Mitchell High School, Northwest Prep Academy, Oakhaven High School, Overton High School, Power Center Academy High School, Raleigh Egypt High School, Ridgeway High School, Sheffield High School, Southwind High School, Trezevant High School, Westwood High School, White Station High School, Wooddale High School.

D960 – 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 FY2022-23: 560 (allotted by grant)*

*Revenue Classification: State of Tennessee Grant*

Initiative 1: Strengthen Early (K-2) and Continuing Literacy (3-12)



## Financial

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FY2022-23 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.

FY2022-23 Participating Schools: Bolton High School

D968–Trauma Intensive Parenting: This grant award from the State of Tennessee Department of Children’s Services builds parent awareness of Adverse Childhood Experiences (ACEs) and provides needed assistance to help mitigate the effects of ACEs. This grant improves home-school communication and family-school staff relationships. The aim of the grant is to not only increase parents’ knowledge of ACEs and the impact of ACEs on brain architecture, but the grant also aims for parents to better understand the importance of self-care.

*Number of Students Served in FY2022-23: 3,200*

*Revenue Classification: State of Tennessee Grant*

Initiative 3: Create relevant and equitable academic choices and learning environments to ensure scholars are prepared for the global workforce.



# NUTRITION SERVICES



FY 2024 District Proposed Budget



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.

<b>KEY ECONOMIC INDICATOR 2022</b>	<b>Shelby County</b>	<b>Davidson County</b>	<b>Hamilton County</b>	<b>Knox County</b>	<b>Tennessee</b>
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

Source: [i] <https://www.savethechildren.org/us/about-us/resource-library/us-childhood-report#>  
 [ii] 2020 U.S. Complement to the Global Childhood Report



Measure	Definition	Data Source
<sup>1</sup> Child Poverty	% of children (aged 0-18) living in poverty**	U.S. Census Bureau, SAIPE 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

**OVERVIEW OF NUTRITION SERVICES DEPARTMENT**

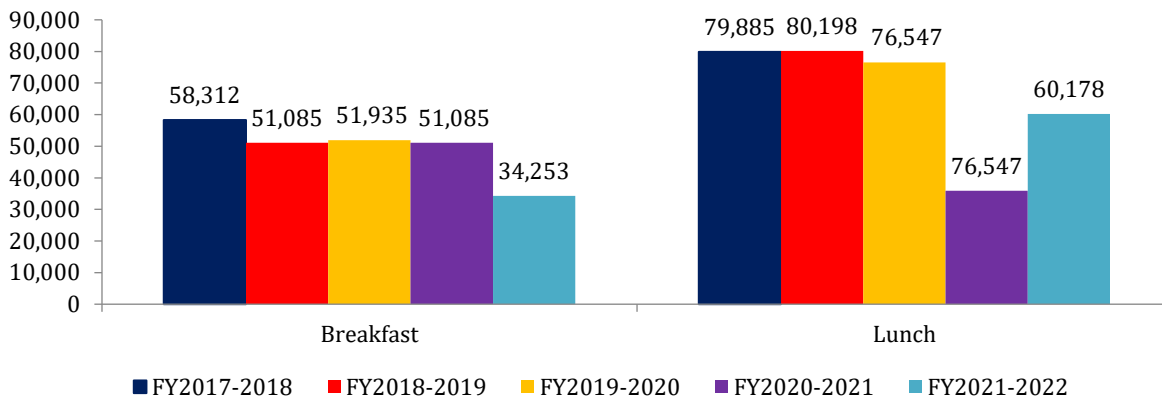
Memphis-Shelby County Schools has provided breakfast and lunches to students under the Community Eligibility Provision (CEP) since school year 2014-15. CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide 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 42,360 reimbursable breakfast meals and 63,947 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 highlights an overall declining trend of meals served to students over the past four years due to fewer students.

**Daily Number of Meals Served**

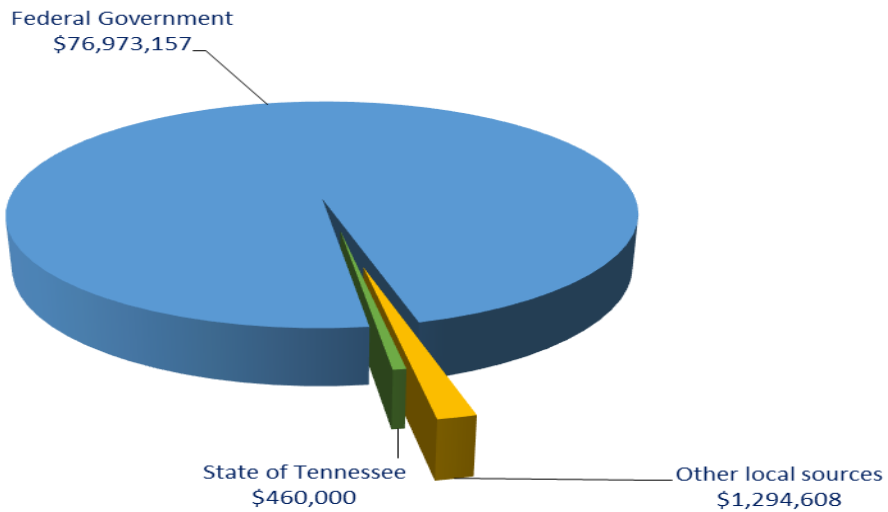




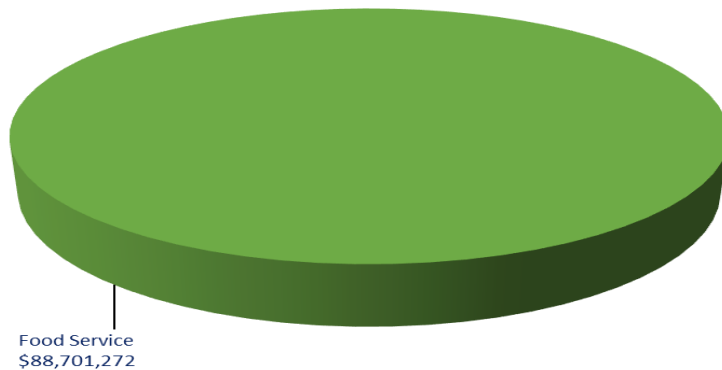
In school year 2023-24, the primary focus will be continuous improvement of both menu offerings and food presentation to increase student satisfaction and participation. The Nutrition Services Department will enhance operating efficiencies, quality, and service to students and schools through the following 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 \$853.2 thousand (or 1.1%) to \$78.7 million, while expenditures are budgeted to increase by \$9.1 million (or 11.5%) to \$88.7 million for fiscal year 2023-24. The primary reason for the increase in projected revenues is attributed upgrades to the service lines as well as the increased cost of food and food supplies. Nutrition Services is expected to utilize \$9.9 million of fund balance to increase efficiency in operation. The approved use of fund balance will be used to offset the increased cost of food and food supplies. Supplies and Materials show an increase of \$10.2 million for fiscal year 2023-24.

The below chart is the Nutrition Services Fund budget for fiscal year 2023-24 by program activity.

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Proposed Budget		
<b>Revenues</b>							
State of Tennessee	655,047	527,153	383,864	520,000	460,000	(60,000)	-11.5%
Federal Government	57,064,452	44,684,267	83,930,549	78,174,193	76,973,157	(1,201,036)	-1.5%
Other local sources	2,214,821	518,118	1,308,804	886,762	1,294,608	407,846	46.0%
<b>Total Revenues</b>	<b>\$ 59,934,320</b>	<b>45,729,539</b>	<b>85,623,218</b>	<b>\$ 79,580,955</b>	<b>\$ 78,727,765</b>	<b>(853,190)</b>	<b>-1.1%</b>
<b>Expenditures</b>							
Food Service	65,179,616	57,215,439	70,783,084	79,580,955	88,701,262	9,120,307	11.5%
<b>Total Expenditures</b>	<b>\$ 65,179,616</b>	<b>57,215,439</b>	<b>70,783,084</b>	<b>\$ 79,580,955</b>	<b>\$ 88,701,262</b>	<b>9,120,307</b>	<b>11.5%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	\$ (5,245,296)	(11,485,901)	14,840,134	\$ -	\$ (9,973,497)		
Approved use of fund balance	5,245,296	11,485,901	(14,840,134)	-	9,973,497		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		



The below chart is the Nutrition Services Fund budget for fiscal year 2023-24 by object category.

	2019-2020 Actual	2020-2021 Actual	2021-2022 Actual	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance	% Change
<b>Revenues</b>							
State of Tennessee	\$ 655,047	\$ 527,153	\$ 383,864	\$ 520,000	\$ 460,000	(60,000)	-11.5%
Federal Government	57,064,452	44,684,267	83,930,549	78,174,193	76,973,157	(1,201,036)	-1.5%
Other local sources	2,214,821	518,118	1,308,804	886,762	1,294,608	407,846	46.0%
<b>Total Revenues</b>	<b>\$ 59,934,320</b>	<b>\$ 45,729,539</b>	<b>\$ 85,623,217</b>	<b>\$ 79,580,955</b>	<b>\$ 78,727,765</b>	<b>\$ (853,190)</b>	<b>-1.1%</b>
<b>Expenditures</b>							
Salaries	\$ 25,344,898	\$ 23,916,901	\$ 26,655,073	\$ 35,003,118	\$ 35,517,238	514,120	1.5%
Benefits	4,757,038	4,525,030	5,034,797	8,341,159	7,891,570	(449,589)	-5.4%
Contracted Services	2,046,395	315,388	297,447	1,521,300	2,941,045	1,419,745	93.3%
Professional Services	23,667	22,603	25,872	64,169	-	(64,169)	-100.0%
Property Maintenance Services	349,787	307,339	176,782	511,500	-	(511,500)	-100.0%
Travel	59,615	29,351	36,659	53,420	-	(53,420)	-100.0%
Supplies and Materials	27,687,689	23,453,844	31,957,706	25,795,862	36,005,386	10,209,524	39.6%
Furniture, equipment & building improvement	2,915,297	2,392,654	4,176,682	4,902,896	3,772,042	(1,130,854)	-23.1%
Other Charges	1,995,230	2,252,331	2,422,067	3,387,531	2,573,981	(813,550)	-24.0%
<b>Total Expenditures</b>	<b>\$ 65,179,616</b>	<b>\$ 57,215,441</b>	<b>\$ 70,783,084</b>	<b>\$ 79,580,955</b>	<b>\$ 88,701,262</b>	<b>\$ 9,120,307</b>	<b>11.5%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	\$ (5,245,296)	\$ (11,485,902)	\$ 14,840,133	\$ -	\$ (9,973,497)		
<b>Approved use of fund balance</b>	<b>5,245,296</b>	<b>11,485,902</b>	<b>(14,840,133)</b>	<b>-</b>	<b>9,973,497</b>		
<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 2023-24 (\$10.2 million) occurs in Supplies and Materials, due to the increased cost of food and supplies. The largest budget decrease (\$1.1 million) for the fiscal year occurs in Furniture and Equipment. The decrease resulted from fewer upgrades to cafeteria equipment. Equipment was updated during fiscal year 2022-23.

In fiscal year 2023-24, the total number of budgeted positions (including full and part-time) is expected to remain the same, as compared to the actual PCN budget for fiscal year 2022-23.

	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Proposed Budget	Variance	% Change
Positions (FTE)	1,226	1,639	1,127	1,127	0	0%





### 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 2023-24 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 nutrition 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 agency contact information is available at: <https://www.fns.usda.gov/school-meals/school-meals-contacts>.

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 to 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 it 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 fruits 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: <https://www.fns.usda.gov/schoolmeals/school-meals-contacts>.

*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 144 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.

# INTERNAL SERVICES



FY 2024 District Proposed Budget



V. PROPRIETARY FUNDS

i. 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 includes 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 fund accounts 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.

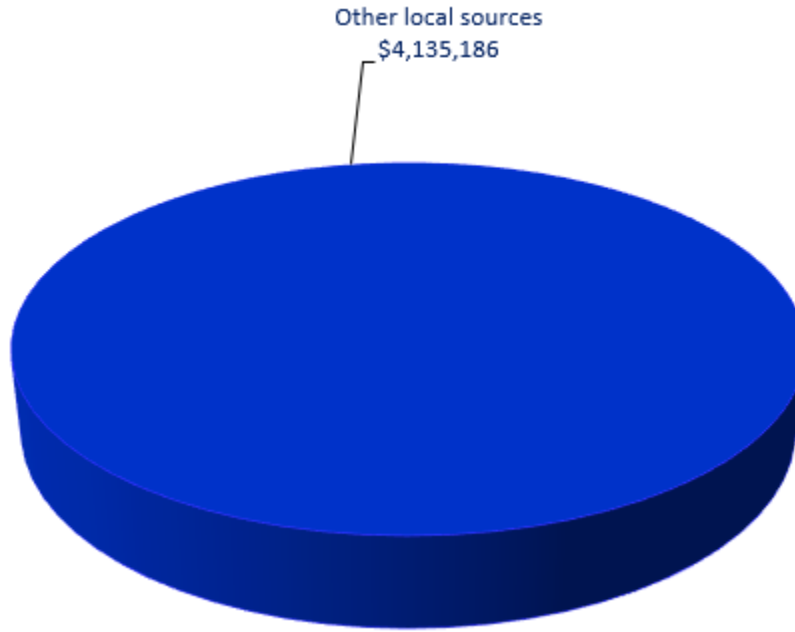
Budgeting practices for both Printing Services and Warehouse Funds are to ensure that expected revenues and expenditures are balanced for the current year. It is the District’s practice for the Printing and Warehouse Funds to have fund balances that include an operating reserve and a designated reserve. 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.



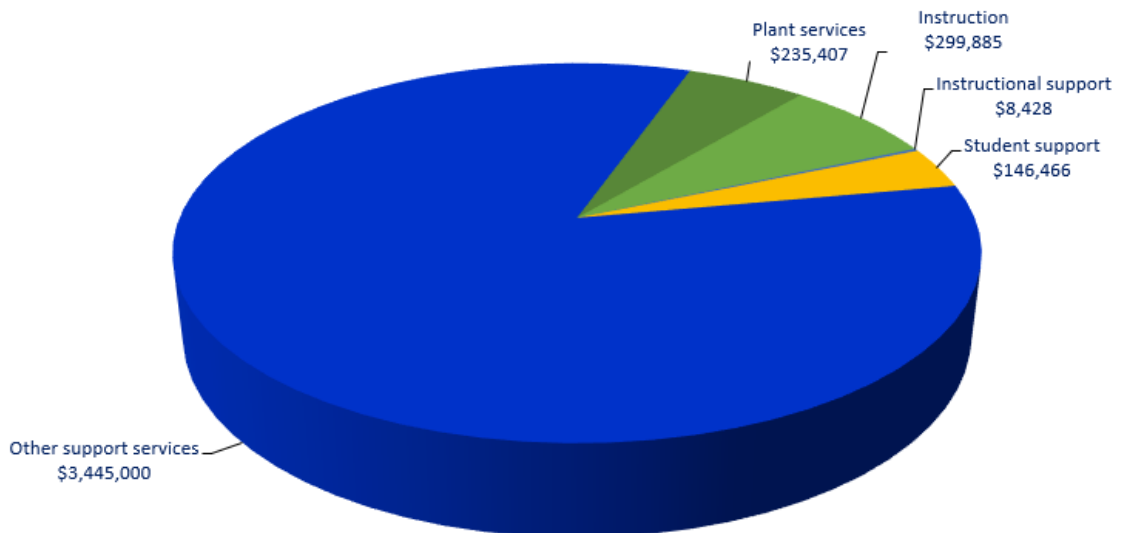
The combined Internal Services Fund budgeted revenues and expenditures are projected to decrease by 11.7% from \$4.7 million in fiscal year 2022-23 to \$4.1 million in fiscal year 2023-24.



### Where the Money Comes From...



### ...and Where the Money Goes





## Financial

Below is the fiscal year 2023-24 proposed budget for each of the three Internal Service Funds shown by program activity and functions.

Fiscal Year 2023-24 Budget  
Internal Service Fund

REVENUES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
OTHER LOCAL SOURCES	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
<b>TOTAL REVENUES</b>	<b>\$ 690,186</b>	<b>\$ 825,000</b>	<b>\$ 2,620,000</b>	<b>\$ 4,135,186</b>
EXPENDITURES	ASD	PRINTING	WAREHOUSE	TOTAL INTERNAL SERVICE FUND
Instruction	\$ 299,885	\$ -	\$ -	\$ 299,885
Instructional Support	8,428			8,428
Student Support	146,466			146,466
Other Support Services	-	825,000	2,620,000	3,445,000
Student Transportation	-	-	-	-
Capital Outlay	235,407	-	-	235,407
<b>TOTAL EXPENDITURES</b>	<b>\$ 690,186</b>	<b>\$ 825,000</b>	<b>\$ 2,620,000</b>	<b>\$ 4,135,186</b>
Beginning Fund Balance	-	-	-	-
Ending Fund Balance	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



## Financial

Below is the fiscal year 2023-24 budget for each of the three Internal Service Funds shown by program activity and objects.

Fiscal Year 2023-24 Budget  
Internal Service Fund

	ASD	Printing	Warehouse	Total Internal Service Fund
<b>Revenues</b>				
Other Local Sources	\$ 690,186	\$ 825,000	\$ 2,620,000	\$ 4,135,186
<b>Total Revenues</b>	<b>\$ 690,186</b>	<b>\$ 825,000</b>	<b>\$ 2,620,000</b>	<b>\$ 4,135,186</b>
<b>Expenditures</b>				
Salaries	\$ 405,899	\$ 452,624	\$ 1,031,318	\$ 1,889,840.72
Benefits	6,735	107,090	364,266	478,091
Contracted Services	4,214	17,742	700,000	721,957
Property Maintenance Services	15,000	7,000	1,000	23,000
Professional Services	-	-	56,516	56,516
Supplies and Materials	1,262	221,544	258,900	481,706
Capital Outlay	-	19,000	185,000	204,000
Other Charges	257,076	-	23,000	280,076
<b>Total Expenditures</b>	<b>\$ 690,186</b>	<b>\$ 825,000</b>	<b>\$ 2,620,000</b>	<b>\$ 4,135,186</b>
<b>Beginning Fund Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Ending Fund Balance</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>



## Financial

Below is the fiscal year 2023-24 budget by program activity and functions, with comparative year data.

In fiscal year 2023-24, the combined Internal Service Fund budgeted revenues are expected to decrease to approximately \$4.1 million compared to 2022-2023 amended budget revenues. The combined Internal Service Fund budgeted expenditures are also expected to decrease to approximately \$4.1 million, which is \$550,350 less than fiscal year 2022-2023 amended budget expenditures. This decrease in expenditures occurred due to a reduction in additional support costs in the warehouse funds for the delivery of books and materials.

### Fiscal Year 2023-24 Budget Internal Service Fund

	2019-20	2020-21	2021-22	2022-23 Amended	2023-24 Proposed	Variance	% Change
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Budget</u>	<u>Budget</u>		
<b>Revenues</b>							
Other Local Sources	\$ 2,017,148	\$ 2,842,458	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$ (550,350)	-11.7%
<b>Total Revenues</b>	<b>\$ 2,017,148</b>	<b>\$ 2,842,458</b>	<b>\$ 2,938,319</b>	<b>\$ 4,685,536</b>	<b>\$ 4,135,186</b>	<b>\$ (550,350)</b>	<b>-11.7%</b>
<b>Expenditures</b>							
Instruction	\$ 419,008	\$ 142,489	\$ 175,654	\$ 299,884	\$ 299,884	\$ -	0.0%
Instructional Support	6,323	7,802	5,077	8,428	8,428	-	0.0%
Student Support	65,625	113,209	42,558	146,466	146,466	-	0.0%
Other Support Services	57,222	1,412,731	2,386,503	3,888,197	3,445,000	(443,197)	-11.4%
Student Transportation	212,414	85,352	96,847	88,021	-	(88,021)	-100.0%
Plant Services	1,899,823	568,982	231,681	254,539	235,407	(19,132)	-7.5%
<b>Total Expenditures</b>	<b>\$ 2,660,414</b>	<b>\$ 2,330,565</b>	<b>\$ 2,938,320</b>	<b>\$ 4,685,536</b>	<b>\$ 4,135,186</b>	<b>\$ (550,350)</b>	<b>-11.7%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (643,266)</b>	<b>\$ 511,893</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		
Approved use of Fund balance	643,266	-	-	-	-		
<b>Net Change</b>	<b>\$ -</b>	<b>\$ 511,893</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		





# Financial

Below is the Internal Service Fund by program activity and object category, with comparative year data.

Fiscal Year 2023-24 Budget  
Internal Service Fund

	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>Variance</u>	<u>% Change</u>
	<u>Actual</u>	<u>Actual</u>	<u>Actual</u>	<u>Amended Budget</u>	<u>Proposed Budget</u>		
<b>Revenues</b>							
Other Local Sources	\$ 2,017,148	\$ 2,842,458	\$ 2,938,319	\$ 4,685,536	\$ 4,135,186	\$(550,350)	-11.7%
<b>Total Revenues</b>	<b>\$ 2,017,148</b>	<b>\$ 2,842,458</b>	<b>\$ 2,938,319</b>	<b>\$ 4,685,536</b>	<b>\$ 4,135,186</b>	<b>\$(550,350)</b>	<b>-11.7%</b>
<b>Expenditures</b>							
Salaries	\$ 1,512,100	\$ 1,378,881	\$ 1,244,245	\$ 1,889,841	\$ 1,889,840	\$ (1)	0.0%
Benefits	316,315	253,899	277,603	\$ 478,091	\$ 478,091	(1)	0.0%
Contracted Services	65,547	40,115	721,862	\$ 865,541	\$ 721,957	(143,584)	-16.6%
Professional Services	212,414	85,352	96,847	\$ 144,537	\$ 56,516	(88,021)	-60.9%
Property Maintenance Services	28,890	61,304	252,861	\$ 42,131	\$ 23,000	(19,131)	-45.4%
Supplies and Materials	354,326	313,775	131,490	\$ 626,035	\$ 481,706	(144,329)	-23.1%
Capital Outlay	74,863	92,366	59,758	\$ 329,284	\$ 204,000	(125,284)	-38.0%
Other Charges	95,959	104,871	153,655	\$ 310,076	\$ 280,076	(30,000)	-9.7%
<b>Total Expenditures</b>	<b>\$ 2,660,414</b>	<b>\$ 2,330,565</b>	<b>\$ 2,938,319</b>	<b>\$ 4,685,536</b>	<b>\$ 4,135,186</b>	<b>\$(550,350)</b>	<b>-11.7%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>\$ (643,266)</b>	<b>511,893</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>Approved use of Fund balance</b>	<b>643,266</b>	<b>(511,893)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>Net Change</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	



## Financial

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# INFORMATIONAL



## FY 2024 District Proposed Budget



## Informational Section

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This section includes the following information:

- I. DISTRICT ENROLLMENT TRENDS
  - i. Enrollment History and Projections by School
  - ii. Enrollment Projection Methodology
- II. STAFFING TRENDS
  - i. Staffing Formula
  - ii. Staffing Levels
- III. SCHOOLS
  - i. Student Based Budgeting (SBB)
  - ii. SBB Flexibility
  - iii. Guide on Understanding School SBB Allocations by District
- 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
  - iii. Principal Property Taxpayers
- VI. TAX RATE TRENDS
  - i. Property Tax Rates and Levies
  - ii. Tax Rate Trends
- VII. STATISTICAL AND OTHER INFORMATION
  - i. Income per Capita
  - ii. Principal Employers
  - iii. School Lunch Program
  - iv. General Fund Expenditure Per Pupil
- VIII. DISTRICT PERFORMANCE OBJECTIVES
- IX. SURVEYS
  - i. Students' Teacher Ratings
  - ii. Climate Survey
- X. POSITION CONTROL AT FUND LEVEL
- XI. GLOSSARY OF TERMS
- XII. HELPFUL LINKS



## Informational Section

### I. DISTRICT ENROLLMENT TRENDS

#### i. Enrollment History and Projections by School

School/Building	2019	2020	2021	2022	2023	2024	2025	2026
A. B. Hill ES (1909)	226	212	293	348	543	512	518	521
A. Maceo Walker MS (2003)	702	716	796	806	654	688	696	700
Alcy ES (1970)	-	-	874	566	550	644	651	655
Alton ES (1969)	277	270	320	294	-	-	-	-
American Way MS (2003)	711	701	705	697	702	670	678	682
B.T. Washington HS (1949)	463	436	439	459	464	433	438	441
Barret's Chapel ES (1960)	466	457	403	380	324	353	357	359
Bellevue MS (1928)	567	560	598	1,047	548	618	625	629
Belle Forrest ES (2013)	1,138	1,144	1,017	601	936	886	896	901
Berclair ES (1953)	608	623	598	589	581	574	581	584
Bethel Grove ES (1932)	214	199	168	185	160	200	203	204
Bolton HS (1960)	889	848	620	678	562	725	733	737
Brownsville Rd ES (1966)	546	575	516	484	473	461	467	469
Bruce ES (1999)	443	441	522	530	462	424	429	431
Central HS (1915)	1,484	1,432	1,431	1,421	1,335	1,313	1,328	1,335
Charjean ES (1950)	299	307	-	404	-	-	-	-
Cherokee ES (1951)	438	436	429	-	356	372	376	378
Chickasaw MS (1970)	343	368	361	361	297	317	321	322
Chimneyrock (2011)	892	939	878	869	813	833	842	847
Colonial MS (1954)	1,122	1,097	1,121	1,100	963	1,026	1,038	1,043
Cordova ES (2002)	789	819	732	693	672	768	776	781
Cordova HS (1997)	2,241	2,268	2,198	2,244	2,028	2,094	2,117	2,129
Cordova MS (1993)	784	813	788	742	610	612	619	622
Craigmont HS (1978)	807	840	707	726	649	772	781	785
Craigmont MS (2001)	559	557	553	506	453	441	446	449
Cromwell ES (1963)	449	425	457	406	388	387	391	393
Crump ES (1999)	558	533	481	528	563	499	505	507
Cummings ES (1961)	519	543	428	381	275	234	236	238
Delano ES (1957)	269	273	225	247	227	245	247	249
Dexter K-8 (2002)	1,202	1,198	1,134	1,155	1,390	1,444	1,460	1,469
Double Tree ES (1977)	378	369	368	400	341	342	346	348
Douglass ES (1964)	452	459	441	437	358	479	484	487
Douglass HS (2008)	540	557	612	621	594	651	658	662
Downtown ES (2003)	608	613	684	677	653	693	701	704
Dunbar ES (1955)	241	232	207	219	173	178	180	181
East HS (1948)	370	371	387	615	606	557	563	567
E.E. Jeter (1949)	408	431	506	329	356	377	382	384
Egypt ES (1964)	505	505	458	522	513	485	490	493
Evans ES (1965)	457	420	407	370	395	359	363	365
Ford Road ES (1952)	502	512	475	513	489	502	507	510
Fox Meadows ES (1965)	572	574	491	508	487	403	408	410
Frayser-Corning Elementary (2022)	-	-	-	-	339	344	348	350
Gardenview ES (1967)	242	230	298	288	272	231	234	235
Geeter MS (1961)	595	604	657	711	686	555	561	564
Georgian Hills Elementary (2022)	-	-	-	-	246	239	242	243
Georgian Hills MS (1959)	289	274	309	296	311	291	294	296
Germanshire ES (2001)	786	766	788	718	660	680	688	692
Germantown ES (1975)	626	611	619	600	557	605	612	615
Germantown HS (1964)	1,939	1,883	1,971	1,947	1,765	1,810	1,830	1,841



# Informational Section

School/Building	2019	2020	2021	2022	2023	2024	2025	2026
Germantown MS (1979)	705	710	799	814	771	708	716	720
Getwell ES (2001)	334	438	411	421	439	430	435	437
Goodlett ES (1964)	420	900	808	-	-	-	-	-
Grahamwood ES (1953)	982	995	972	944	886	826	835	840
Grandview Hts. ES (1953)	464	486	358	394	377	348	352	354
Hamilton HS (1972)	620	611	578	625	655	681	689	693
Hamilton MS (1946)	232	202	498	601	597	626	633	637
Hanley Elementary	-	-	-	-	-	547	553	556
Havenview MS (1960)	668	714	768	727	709	682	690	694
Hawkins Mill ES (1965)	327	311	302	286	256	255	258	260
Hickory Ridge ES (2001)	673	619	695	660	663	628	635	639
Hickory Ridge MS (2001)	870	876	852	803	726	808	817	822
Highland Oaks ES (1993)	776	825	817	745	713	730	738	743
Highland Oaks MS (2009)	725	715	589	622	619	611	618	621
Holmes Road ES (2001)	570	584	620	637	557	621	628	631
Idlewild ES (1903)	488	497	515	503	561	610	617	621
Jackson ES (1957)	300	274	303	262	259	270	273	275
John P. Freeman MS (1973)	622	662	630	656	610	543	549	553
Kate Bond ES (1993)	821	801	778	696	689	743	752	756
Kate Bond MS (2012)	1,156	1,090	1,122	1,120	1,011	970	981	986
Keystone ES (1991)	430	405	336	381	372	434	439	442
Kingsbury ES (1959)	496	453	517	495	475	430	435	437
Kingsbury MS (1955)	642	639	673	676	587	502	508	511
Kingsbury HS (1950)	1,265	1,232	1,332	1,347	1,376	1,304	1,319	1,326
Kirby HS (1980)	821	780	895	807	829	843	853	858
Knight Road ES (1959)	497	-	-	-	-	-	-	-
Larose ES (1963)	282	275	232	187	227	258	261	262
Levi ES (1992)	430	412	406	429	400	392	396	398
Lowrance K-8 (1995)	796	807	841	861	830	877	887	892
Lucie E. Campbell ES (2002)	514	503	483	509	474	567	574	577
Lucy ES (1921)	382	355	352	310	281	282	285	287
Macon Hall ES (1997)	1,160	1,164	1,199	1,084	1,036	1,076	1,088	1,094
Magnolia ES (1950)	354	361	-	-	-	-	-	-
Manassas HS-New (2007)	438	400	406	393	307	326	330	332
Manor Lake ES (1971)	-	-	-	-	-	-	-	-
Maxine Smith STEAM Academy (2015)	357	371	375	364	375	430	435	437
Melrose HS (1970)	569	803	691	752	747	684	692	696
Mitchell HS (1957,2002)	445	442	401	421	377	380	384	386
Mt. Pisgah Middle (2007)	487	569	568	555	629	571	577	581
Newberry ES (1970)	454	463	439	391	340	386	390	393
Northaven ES (1978)	303	313	305	315	299	253	256	258
Oak Forest ES (1994)	409	408	359	388	371	340	343	345
Oakhaven ES (1957)	582	545	530	482	460	525	531	534
Oakhaven HS (1956)	339	374	366	395	379	401	406	408
Oakhaven MS (1963)	293	313	323	322	301	302	305	307
Oakshire ES (1966)	347	314	350	339	383	401	405	408
Overton HS (1959)	1,101	1,097	1,260	1,339	1,411	1,453	1,469	1,478
Parkway Village (2019)	-	-	-	808	783	750	758	762
Peabody ES (1909)	368	367	356	332	318	327	331	332
Raleigh-Bartlett ES (1976)	464	462	477	453	395	386	390	392
Raleigh-Egypt HS (1969)	960	986	548	657	641	698	706	710
Raleigh-Egypt MS (1969)	-	-	464	476	441	521	527	530
Richland ES (1957)	835	836	866	802	842	863	873	878
Ridgeway/Balmoral ES (1970)	324	334	308	288	267	236	239	240
Ridgeway HS (1970)	1,161	1,124	938	852	813	805	814	819



## Informational Section

School/Building	2019	2020	2021	2022	2023	2024	2025	2026
Ridgeway MS (2001)	750	762	785	784	625	599	606	609
Riverview MS (1967)	403	368	404	404	316	435	440	442
Riverwood ES (2011)	948	949	844	864	861	867	876	881
Robert R. Church ES (2001)	707	668	643	627	497	631	638	642
Ross ES (1976)	659	608	537	545	508	576	583	586
Rozelle ES (1914)	239	232	234	215	188	181	183	184
Scenic Hills ES (1957)	279	280	207	265	268	229	232	233
Sea Isle ES (1955)	421	398	433	413	385	403	408	410
Shady Grove ES (1962)	376	379	386	371	-	-	-	-
Sharpe ES (1954)	298	264	289	286	284	318	322	324
Sheffield ES (1970)	574	437	536	488	508	503	508	511
Sheffield HS (1966)	661	604	511	537	454	490	496	498
Shelby Oaks ES (1990)	840	825	824	739	655	699	707	711
Sherwood ES (1950)	594	530	554	506	479	510	516	519
Sherwood MS (1957)	772	728	773	786	779	667	675	678
Snowden ES (1909)	1,288	1,255	1,226	1,272	1,261	1,400	1,416	1,424
South Park ES (1998)	490	468	453	451	441	443	448	450
Southwind ES (1990)	706	623	616	623	583	579	586	589
Southwind HS (2007)	1,610	1,667	1,549	1,463	1,407	1,509	1,526	1,534
Springdale ES (1940)	243	242	266	272	200	219	221	223
Treadwell ES (1985)	690	691	774	770	736	793	802	806
Treadwell MS (1948)	464	477	602	604	625	641	648	652
Trezevant HS (1960)	530	514	445	512	408	514	520	523
Vollentine ES (1930)	293	278	268	261	299	276	280	281
Wells Station ES (1954)	730	734	710	662	565	566	573	576
Westhaven ES (1956)	753	756	748	750	625	703	711	715
Westside ES (1952)	312	309	337	330	306	328	332	334
Westwood HS (1958)	348	333	345	357	274	298	301	303
White Station ES (1933)	618	617	646	608	602	650	657	661
White Station HS (1952)	2,135	1,836	2,035	1,998	1,939	1,791	1,811	1,822
White Station MS (1960,2007)	1,264	1,228	1,259	1,182	1,049	1,058	1,070	1,076
Whitehaven ES (1949)	470	459	418	400	371	432	437	439
Whitehaven HS (1931)	1,663	1,692	1,616	1,522	1,544	1,669	1,688	1,698
Whitney Elementary (2022)	-	-	-	-	206	253	256	257
William H. Brewster ES (2006)	401	430	451	420	396	440	445	448
Willow Oaks ES (1951)	726	738	688	649	644	605	611	615
Winchester ES (1960)	606	599	544	549	376	385	389	391
Winridge ES (2001)	485	464	476	461	448	455	460	463
Wooddale HS (1967)	590	485	606	665	674	656	663	667
Woodstock Middle (1956)	292	301	325	313	266	201	203	204
<b>Total</b>	<b>85,801</b>	<b>84,886</b>	<b>84,843</b>	<b>83,865</b>	<b>79,695</b>	<b>81,939</b>	<b>82,864</b>	<b>83,331</b>



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School/Building	2019	2020	2021	2022	2023	2024	2025	2026
<b>Charter Schools</b>								
Arrow Academy	75	73	89	111	102	99	106	112
Aspire College Prep Academy (Journey East)	294	375	426	426	402	357	380	404
Aster College Prep	-	120	-	-	-	-	-	-
Aurora Collegiate Academy	335	343	327	340	344	339	361	384
Beacon College Prep	-	-	116	125	152	214	228	242
Believe Memphis Academy	110	167	247	387	408	326	347	369
Circles of Success Learning Academy	238	246	229	209	230	229	244	259
City Boys Prep	88	66	-	-	-	-	-	-
City Girls Prep	100	110	141	127	95	88	94	99
City University School of Independence	16	16	14	28	15	14	15	16
City University School of Liberal Arts	269	282	244	254	249	234	249	265
Compass Binghamton	-	180	175	201	223	217	231	246
Compass Berclair	-	180	172	210	233	240	255	271
Compass Frayser	-	180	162	181	208	219	233	248
Compass Hickory Hill	-	233	237	249	268	268	285	303
Compass Midtown	-	250	240	265	307	347	370	393
Compass Orange Mound	-	160	177	200	228	207	220	234
Crosstown High	149	294	399	528	499	494	525	559
Dubois Elem for Entrepreneurship	237	233	331	-	-	-	-	-
Dubois Elem Arts & Technology	206	195	-	-	-	-	-	-
Dubois Middle Arts & Technology	128	135	-	-	-	-	-	-
Dubois Middle Leadership/Public Policy	127	132	-	-	-	-	-	-
The Excel Center	450	244	-	-	-	-	-	-
Freedom Prep Academy	656	869	1,054	2,189	2,283	2,266	2,410	2,564
Freedom Prep Elementary	353	394	493	-	-	-	-	-
Freedom Prep Academy Sherwood	171	288	341	-	-	-	-	-
Gateway University	158	229	-	-	-	-	-	-
Granville T. Woods Academy of Innovation	413	419	405	403	429	397	422	449
Grizzlies Academy	345	344	341	351	334	355	377	401
KIPP Academy at Cypress	1,578	1,682	1,531	1,695	1,504	1,439	1,530	1,628
Kaleidoscope School of Memphis	71	96	74	61	-	-	-	-
Leadership Prep Charter School	265	254	346	394	373	438	466	495
Memphis Academy of Health Sciences MS	309	296	278	242	211	-	-	-
Memphis Academy of Health Sciences HS	423	435	448	372	399	-	-	-
Memphis Academy of Science & Engineering	605	622	550	596	538	613	652	693
Memphis Business Academy ES	305	272	304	277	291	280	298	317
Memphis Business Academy MS	479	483	480	481	400	405	430	458
Memphis Business Academy HS	468	510	523	565	573	531	565	601
Memphis Business Academy Hickory Hill ES	70	88	135	109	94	99	106	112
Memphis Business Academy Hickory Hill MS	26	54	89	63	46	55	58	62
Memphis College Preparatory	253	245	265	284	309	267	283	302
Memphis Delta Preparatory	334	341	409	392	420	395	421	447
Memphis Merit Academy	-	120	191	244	247	302	322	342
Memphis Rise Academy	559	669	750	775	788	782	831	884
Memphis School of Excellence	689	742	1,256	1,306	1,468	1,604	1,706	1,814
Memphis Stem Elementary	185	231	198	292	258	225	240	255
Perea Elementary	76	142	195	320	263	272	289	308
Power Center Academy	2,001	2,228	2,253	2,386	2,487	2,628	2,795	2,973
Promise Academy	366	372	322	319	286	300	319	339
Soulsville Academy	658	690	662	634	702	668	710	755
Southern Avenue Elementary	364	346	375	383	353	349	371	395
Southwest Early College High	179	273	-	-	-	-	-	-
Star Academy	280	307	348	304	314	297	316	336
Veritas College Preparatory	142	150	178	163	155	151	161	171
Vision Prep	363	397	388	396	392	409	435	463
<b>Total Charter School Enrollment</b>	<b>15,966</b>	<b>18,802</b>	<b>18,908</b>	<b>19,837</b>	<b>19,879</b>	<b>19,422</b>	<b>20,657</b>	<b>21,971</b>
<b>District Total Enrollment</b>	<b>101,767</b>	<b>103,688</b>	<b>103,751</b>	<b>103,702</b>	<b>99,574</b>	<b>101,360</b>	<b>103,521</b>	<b>105,302</b>





## Informational Section

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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.



## Informational Section

### II. STAFFING TRENDS

#### i. Staffing Formula

Below and on the following page are the District’s school staffing formulas for school year 2022-23. 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>



## Informational Section

### ii. Staffing Levels

	2019 -2020 Actual Budget	2020 -2021 Actual Budget	2021 -2022 Actual Budget	2022 -2023 Amended Budget	2023 -2024 Proposed Budget	Change from 2023 Amended Budget to 2024 Budget	Percentage Change from 2023 Amended Budget to 2024 Budget
<b>Full-Time Employees</b>							
Officials/Administration/Management	256.05	253.00	318.00	337.00	335.00	(2.00)	-0.59%
Principals	157.00	154.00	156.00	154.00	155.00	1.00	0.65%
Assistant Principals, Non-Teachers	203.00	201.00	207.00	218.00	218.00	-	0.00%
Elementary Classroom Teachers	2,368.00	2,264.00	2,218.00	2,231.00	2,254.00	23.00	1.03%
Secondary Classroom Teachers	1,892.85	1,816.00	1,772.00	1,751.00	1,749.00	(2.00)	-0.11%
Other Classroom Teachers	2,197.12	2,188.00	2,356.00	2,248.00	2,276.00	28.00	1.25%
Guidance	299.00	280.00	278.00	287.00	285.00	(2.00)	-0.70%
Psychological	79.00	74.00	74.00	68.00	68.00	-	0.00%
Librarian/Audio/Visual	145.00	138.00	130.00	132.00	133.00	1.00	0.76%
Consultants/Supervisors	153.00	147.00	173.00	187.00	197.00	10.00	5.35%
Other Professional	747.20	786.00	1,090.00	1,249.00	1,231.00	(18.00)	-1.44%
Teachers' Aides	1,749.00	1,927.00	3,149.00	2,846.00	2,736.00	(110.00)	-3.87%
Technicians	171.00	150.00	142.00	135.00	135.00	-	0.00%
Clerical/Secretarial	688.64	696.00	696.00	715.00	704.00	(11.00)	-1.54%
Service Workers	1,211.20	1,666.00	1,614.00	1,616.00	1,818.00	202.00	12.50%
Skilled Crafts	111.00	117.00	117.00	118.00	118.00	-	0.00%
Laborers Unskilled	260.00	276.00	277.00	253.00	253.00	-	0.00%
Professional Instructional	5.00	1.00	3.00	2.00	2.00	-	0.00%
<b>Total</b>	<b>12,693.06</b>	<b>13,134.00</b>	<b>14,770.00</b>	<b>14,547.00</b>	<b>14,667.00</b>	<b>120.00</b>	<b>0.82%</b>
<b>Part-Time Staff Employees</b>							
All Other	17.00	46.00	65.00	29.00	30.00	1.00	3.45%
Part-Time	8.00	12.00	-	-	-	-	0.00%
<b>Total</b>	<b>25.00</b>	<b>58.00</b>	<b>65.00</b>	<b>29.00</b>	<b>30.00</b>	<b>1.00</b>	<b>3.45%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>12,718.06</b>	<b>13,192.00</b>	<b>14,835.00</b>	<b>14,576.00</b>	<b>14,697.00</b>	<b>121.00</b>	<b>0.83%</b>

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

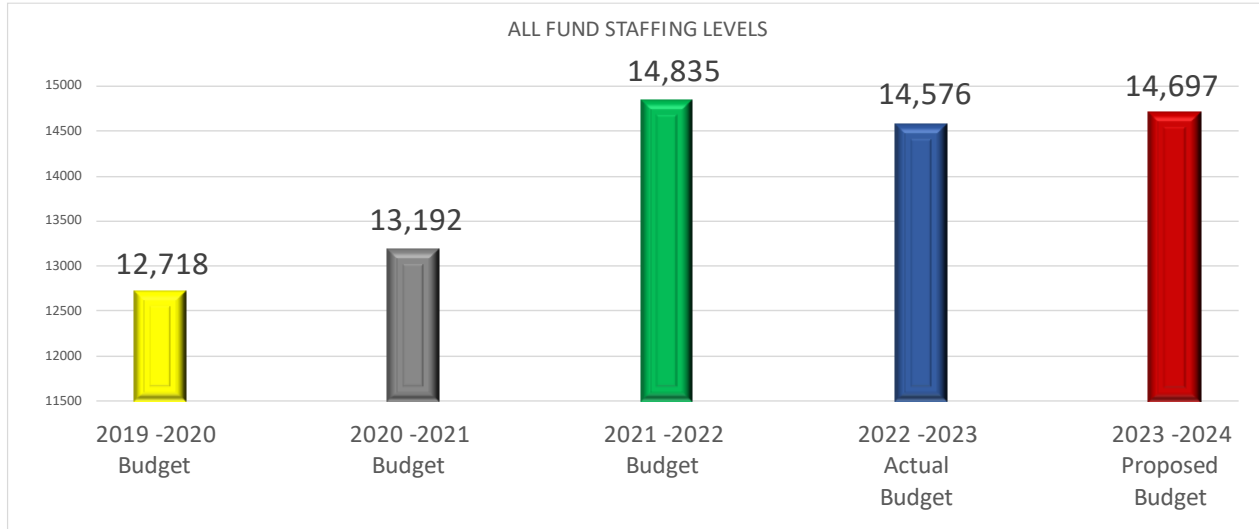
For fiscal year 2023-24, the District has a budget of 14,697 positions, as noted in the graphic above. School staffing position needs are calculated with a staffing formula, which determines the needs based upon changes in enrollment/Average Daily Membership (ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 53% of the District's expenditures for the All Funds budget and 61% of the General Fund budget. The District projects a net increase of 121 positions in All Fund for fiscal year 2023-24. The increase is attributed to the increase of Safety and Security Monitors and the return of Hanley Elementary School.



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### All Funds Staffing Levels



The chart above reports on the District All Funds budgeted staffing levels for fiscal years 2019 through 2024. The District does not budget for all part-time positions, but does budget an amount for part-time salaries, particularly in the Nutrition Services Fund staffing. Budget Center Managers are responsible for restricting expenditures to remain within the allocated part-time budget.





## Informational Section

### 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 Destination 2025 goals and strategic priorities. These practices will equip school leaders with the 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. Destination 2025 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 Destination 2025 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 2017-18. To learn more about SBB, you can access the SBB Principal Handbook on the website [back2students.com](http://back2students.com).

#### **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, alongside their Instructional Leadership Directors (ILDs), will work from similar starting points to build increasingly diverse and customized plans. The purpose of a school's budget, then, is to support and reflect its academic plan.



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### *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 2023-24, the size of the pool is \$398 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*

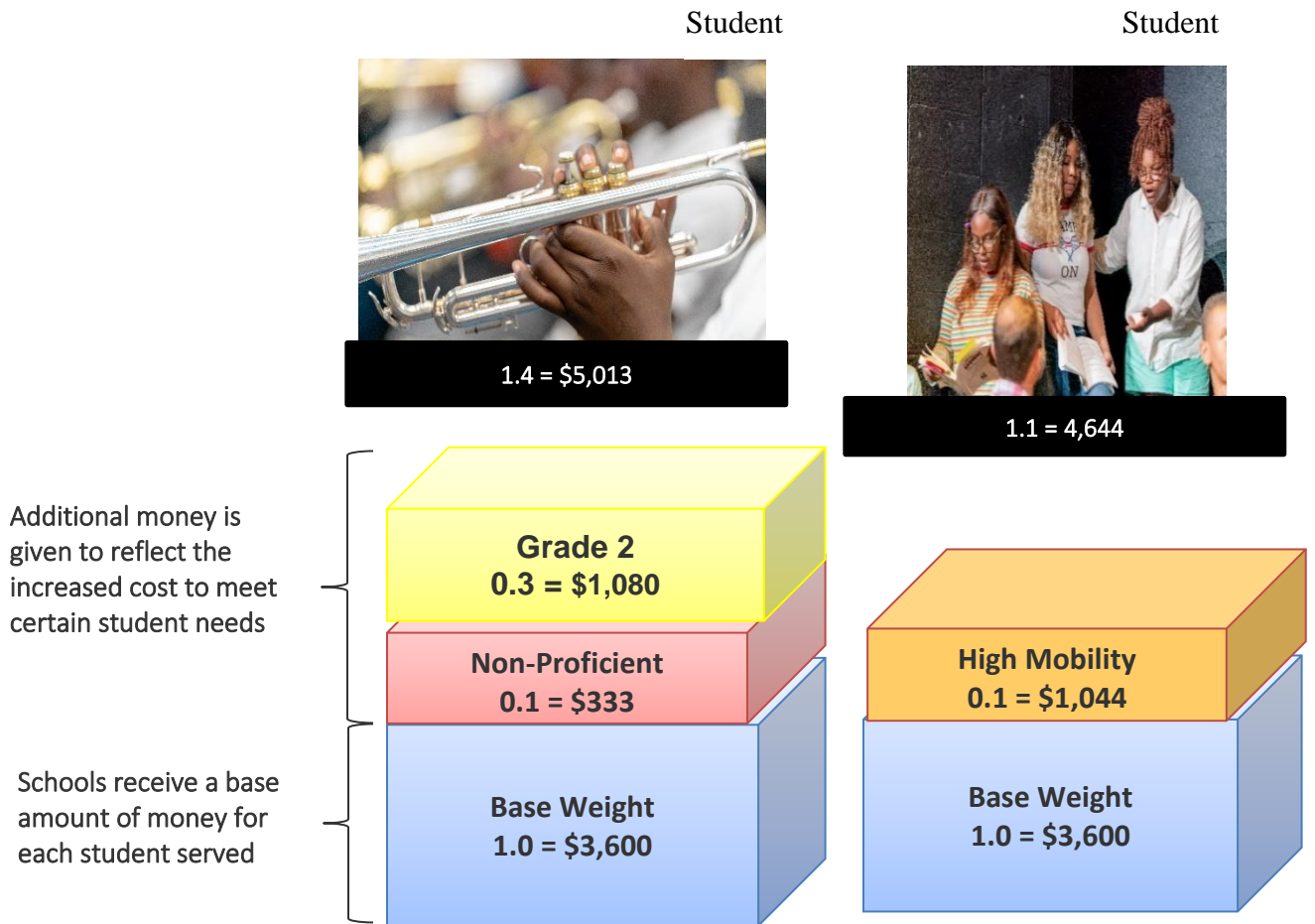
The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking the \$398 million in the SBB Pool, dividing by 81,939 students, and sending \$4,861 to each school for every single student on its roster. But a key piece of our strategy is the belief that it costs a different 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



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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.



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Here are the characteristics chosen for the District’s SBB formula in **2023-24**

<b>Student Need</b>	<b>Rationale</b>
<b>Base Weight</b>	<p>Base Weight-- \$3,600 for all K12 General Education Setting Students</p> <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>Grade Weight: K-5 with emphasis on K-2</b>	<p>Grade Level-- \$1,080 or 0.3 for K-2, \$720 or 0.2 for 3-5</p> <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> <p><u>DATA USED:</u> 21-22 Projected enrollments by grade</p>
<b>Incoming Student Performance (High and Low)</b>	<p>Incoming student performance (high and low) – \$360 or 0.1</p> <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 incoming student performance (i.e., in MS/HS, we will look at the TNReady performance of its incoming 6th graders and 9th graders when they were 5th graders and 8th graders respectively, and use those %s to determine need)</li> </ul> <p><u>DATA USED:</u> ES/K-8 – Because incoming performance data is not available,</p> <ul style="list-style-type: none"> <li>Low Performance: 19-20 TNReady Below/Approaching Proficient % of 4<sup>th</sup> graders in 21-22 enrollment year</li> <li>High Performance: 19-20 TNReady Advanced % of 4<sup>th</sup> graders in 21-22 enrollment year</li> </ul> <p><u>DATA USED:</u> MS/HS/6-12</p> <ul style="list-style-type: none"> <li>Low Performance: 19-20 TNReady Below/Approaching Proficient % of Incoming 6th/9th graders in 21-22 enrollment year</li> <li>High Performance: 19-20 TNReady Advanced % of Incoming 6th/9th graders in 21-22 enrollment year</li> </ul>
<b>Stand Mobility</b>	<p>Mobility – \$1,044 or 0.29</p> <ul style="list-style-type: none"> <li>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.</li> </ul>





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DATA USED: Mobility rate (defined by number of students who transferred into the school after 20th day divided by number of students who ever attended the school, excluding students who attended for less than 1 week) calculated using year-end SY21-22 data.

**Poverty** Direct Certified - \$360 or .10

- ELL (English language learners)- \$90 or .03 (please note that you will continue to receive ELL resources (e.g., ESL or English as a Second Language Teachers) outside of SBB. This small weight is meant to alleviate imperfections in the measurement of poverty for the poverty weight).

DATA USED: The number of students eligible for the Poverty weight is calculated using the 2021-22 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 or one position.

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	TN TISA
<b>Art &amp; Music Teachers</b>	K-6th: 525:1 7th-8th: N/A	N/A	TN TISA



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<b>Assistant Principals</b>	1 FTE: 550 to ,1099 1.5 FTE: 1,100 to 1,319 2 FTE: 1,320+	1 FTE: 1 to 649 2 FTE: 650 to 1249 3 FTE: 1,250 to 1,499 4 FTE: 1,500 to 1,749 5 FTE: 1,750+	K-8th: TN TISA + MSCS Hybrid*  9th-12th: MSCS 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	TN TISA
<b>Clerical Assistants</b>	0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every additional 375 students		TN TISA
<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 will see all schools funded at a more similar level to one another (on a per-pupil basis), with remaining differences directly tied to differences in student need.

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%.



## Informational Section

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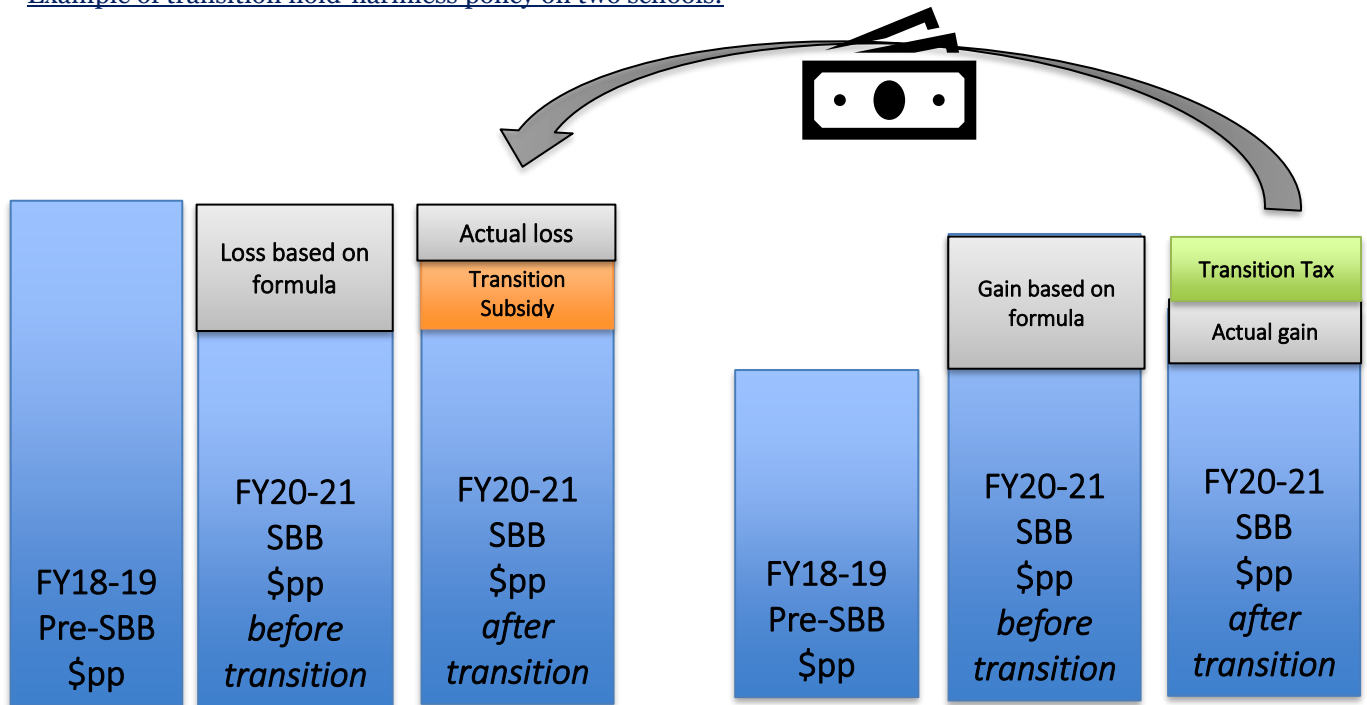
For example, a school may receive a “transition subsidy” to ease the transition to SBB. Alternatively, a school may be charged a “transition tax” levied so that the District may temporarily subsidize schools losing funds under SBB.





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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 FY23-24, 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 FY23-24, 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.

**Note: The transition hold-harmless policy applies to losses due to the SBB formula ONLY and does not apply to loss in funds due to declining enrollment.**

Q&A: Enrollment and Transition Policy under SBB

### How does enrollment impact my budget?

MSCS is anticipating declining enrollment next year. Because overall enrollment is declining, the District’s overall funding is decreasing and as a result, schools with declining enrollment will see a decrease in their funding. **This has nothing to do with the transition to SBB.** Even if the District were not moving to SBB, schools with declining enrollment would also be seeing a decrease in their funding.

**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 is not capping 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.



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<b>SBB Transition Gain Cap</b>	+9.0% on a \$pp basis
<b>SBB Transition Loss Cap</b>	Lesser of -8% or 4 Teacher FTEs on a \$pp basis

So, for example, in School A who is losing money under the new 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 limit its losses to just -\$150pp or -3% loss on \$pp basis

In School B who is gaining money under the new 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 being capped at 9.0% on a \$pp basis. Funds are being withheld from you to subsidize other schools to limit their losses.



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### 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>	+5%	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>	+5%	
<b>= Total Change to Budget</b>	<b>+10%</b>	

#### School B: Increasing enrollment + losing under SBB

<b>1. Change due to Enrollment</b>	+5%	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>	-3%	
<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>	-10%	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>	+5%	
<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>	-5%	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>	-2.5%	
<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>	0%	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>	-2.5%	
<b>= Total Change to Budget</b>	<b>-2.5%</b>	



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### 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>Position Title (SBB Pool Only)</b>	<b>Avg. Compensation used for Budgeting*</b>
<b>Classroom Teacher (General Ed)</b>	<b>\$79,751</b>
<b>Assistant Principal</b>	<b>\$111,254</b>
<b>Librarian</b>	<b>\$88,027</b>
<b>Educational Assistant (General Ed)</b>	<b>\$32,095</b>
<b>Financial Secretary</b>	<b>\$61,005</b>
<b>Clerical Assistant</b>	<b>\$42,704</b>
<b>In-School Suspension Assistant</b>	<b>\$32,000</b>
<b>Interventionist</b>	<b>\$82,625</b>
<b>Instructional Facilitator</b>	<b>\$89,275</b>
<b>Graduation Coach</b>	<b>\$88,652</b>
<b>Study Hall Monitor</b>	<b>\$31,977</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 Instructional Leadership Directors (ILDs) 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 proposed during their Strategic Budget Session and discussed and approved by the Budget Manager and their respective Instructional Leadership Director (ILD). 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.



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<b>Level 1</b>	<b>Traditional Schools in Good Standing</b>	<b>Priority Schools/Critical Focus Schools</b>
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.





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### Early Adopter & Cohort Flexibility

Early Adopter and Cohort schools must use their flexibilities to improve expert support and to expand collaborative planning time to 90 minutes per grade or content area weekly. Since Early Adopter and Cohort principals and ILDs have participated in almost a year of Strategic School Design (SSD) professional learning, they have full discretion to use their flexibility to align with their SSD plans as previously developed with their school teams.

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 of Early Adopter and Cohort schools if additional resources are available.

<b>Level 2</b>	<b>Cohorts</b>	<b>Early Adopters</b>
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>	<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>	<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>	<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>	<ul style="list-style-type: none"> <li>Title I (for eligible schools)</li> </ul>
<b>Level 2</b>	<b>Cohorts</b>	<b>Early Adopters</b>
Personnel	<ul style="list-style-type: none"> <li>Create new positions</li> </ul>	<ul style="list-style-type: none"> <li>None</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>	<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>



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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>	<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>
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Cohort and Early Adopters 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 2020-2021 and 2021-2022, budget data from school year 2022-2023, as well as the proposed budgets for the upcoming 2023-2024 school year. Actual staffing, enrollment, and spending at the school level for the actual 2023-24 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between school years 2022-2023 and 2023-2024 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.



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## Informational Section

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.

**Librarians** – the 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 follows:

Enrollment	Librarian Allocation
< 400	None, faculty member shall serve as a library information coordinator.
0 – 549	0.5
= or > 500	1

For high schools, the following library information personnel shall be provided as follows:

### Enrollment Librarian Allocation

Enrollment	Clerical Staff Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2



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**Guidance Counselors** – for school year 2023-24, 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 Tennessee Investment in Student Achievement (TISA) 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 2023-24. 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



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### ***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	No faculty member shall 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



## Informational Section

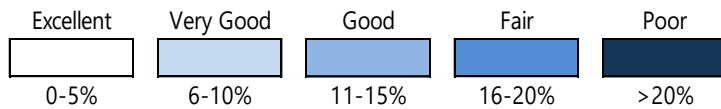
### School Information

**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, iZone, Optional and Empowerment.

### 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, 57% of the District’s student population are considered as Economically Disadvantaged.



## Informational Section

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**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 2021-22.

**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).





## Informational Section

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### 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.



## Informational Section

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### **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:

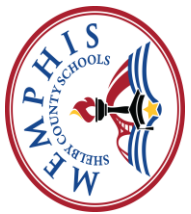
- District budgets are prepared using actual salaries and benefits. Therefore, there may be significant variances in dollar amounts with little or no changes in positions.
- Not all IDEA and Pre-K federal funds are allocated to schools due to centralized programmatic decisions. Some funds are retained 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 2022-23. The grant amounts for fiscal year 2023-24 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.



Informational

Elementary School Summary

Table with columns: SCHOOL NAME, SCHOOL TYPE, ENROLLMENT, FY2022-23 K-12 ECONOMICALLY DISADVANTAGED, STUDENT WITH DISABILITIES, ENGLISH LANGUAGE LEARNERS, GENERAL FUND, TITLE I, IDEA, OTHER, TOTAL, PER PUPIL EXPENDITURE. Includes a sub-header for FY2022-23 Student Demographics and FY2022-23 Financial Budget.



# Informational

## Elementary School Summary

FY 2022-23 Student Demographics													FY 2022-23 Financial Budget				
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENT WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE						
LaRose Elementary School	iZone	249	87%	6%	0.4%	1,649,555	215,961	-	397,943	2,263,458	9,090						
Levi Elementary School	Traditional	388	83%	10%	0.3%	2,523,156	376,106	-	334,448	3,233,710	8,334						
Lucie E. Campbell Elementary	Traditional	535	82%	14%	1%	3,335,767	572,981	205,980	1,892,106	6,006,834	11,228						
Lucy Elementary School	Traditional	289	65%	10%	5%	2,074,934	272,125	57,274	281,803	2,686,136	9,295						
Macon-Hall Elementary School	Traditional	1,056	33%	12%	7%	6,548,517	512,293	54,312	7,054,799	14,169,920	13,418						
Newberry Elementary School	Traditional	378	63%	8%	17%	2,333,723	389,341	86,163	153,755	2,962,981	7,839						
Northaven Elementary School	Traditional	259	85%	17%	2%	2,445,734	280,592	87,670	1,063,525	3,877,521	14,971						
Oakhaven Elementary School	Traditional	515	74%	5%	18%	3,097,266	445,100	-	269,932	3,812,297	7,403						
Oakshire Elementary School	Empowerment	387	80%	9%	1%	2,733,072	391,959	25,556	328,707	3,479,293	8,990						
Parkway Village Elementary	Traditional	766	60%	9%	44%	4,877,074	750,362	119,979	645,809	6,393,224	8,346						
Peabody Elementary School	Optional	333	52%	9%	1%	2,258,975	260,830	-	4,419,815	6,939,620	20,840						
Richland Elementary School	Traditional	838	17%	16%	4%	5,546,703	-	36,528	157,138	5,740,369	6,850						
Riverwood Elementary School	Optional	877	27%	9%	11%	5,970,760	363,249	54,784	218,194	6,606,986	7,534						
Robert R. Church Elementary School	Empowerment	604	76%	6%	4%	3,610,861	507,091	49,791	499,509	4,667,252	7,727						
Ross Elementary School	Traditional	580	61%	14%	9%	4,048,543	431,298	-	260,809	4,740,651	8,174						
Rozelle Elementary School	Optional	190	66%	8%	-	2,113,532	184,949	-	132,807	2,431,289	12,796						
Scenic Hills Elementary School	Traditional	242	80%	12%	2%	2,094,786	273,271	84,363	347,305	2,799,725	11,569						
Sea Isle Elementary School	Traditional	415	44%	20%	7%	3,595,629	286,699	137,127	179,590	4,199,045	10,118						
Sharpe Elementary School	Traditional	315	60%	4%	55%	2,205,729	263,528	-	289,557	2,758,814	8,758						
Shelby Oaks Elementary School	Traditional	681	57%	9%	14%	4,056,953	572,884	27,423	423,152	5,080,413	7,460						
Sherwood Elementary School	Optional	513	69%	7%	24%	3,197,749	671,264	24,533	1,511,685	5,405,231	10,537						
South Park Elementary School	Traditional	451	63%	14%	43%	3,200,687	408,266	90,501	357,491	4,056,944	8,995						
Southwind Elementary School	Traditional	578	42%	11%	7%	4,009,186	391,157	100,552	4,201,982	8,702,878	15,057						
Springdale Elementary School	Optional	218	88%	8%	2%	1,852,063	235,703	-	364,570	2,452,336	11,249						
Treadwell Elementary School	Optional	777	55%	4%	46%	4,923,611	645,150	-	196,316	5,765,077	7,420						
Vollentine Elementary School	Optional	268	79%	25%	3%	2,313,142	317,337	290,792	4,735,536	7,656,807	28,570						
Wells Station Elementary School	Traditional	579	42%	7%	56%	4,551,877	389,051	122,472	540,613	5,604,012	9,679						
Westhaven Elementary School	Traditional	676	75%	18%	1%	4,443,221	640,638	-	6,826,619	11,910,478	17,619						
Westside Elementary School	Traditional	328	83%	9%	4%	2,129,554	287,439	-	4,226,728	6,643,721	20,255						
White Station Elementary School	Traditional	641	31%	12%	13%	4,310,732	270,303	122,743	470,740	5,174,518	8,073						
Whitehaven Elementary STEM School	Optional	415	45%	7%	2%	2,625,847	350,310	-	2,506,336	5,482,493	13,211						
Whitney Elementary	iZone	230	83%	4%	-	2,077,622	203,004	-	120,326	2,400,952	10,439						
William H Brewster Elementary School	Optional	424	68%	15%	26%	2,751,439	369,033	88,798	398,365	3,607,635	8,509						
Willow Oaks Elementary School	Optional	622	54%	8%	40%	3,919,511	668,866	-	6,868,197	11,456,574	18,419						
Winchester Elementary School	iZone	377	83%	9%	5%	2,555,565	375,580	-	464,882	3,396,027	9,008						
Winridge Elementary School	Traditional	449	65%	14%	8%	2,970,099	429,921	162,412	746,701	4,309,133	9,597						



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Elementary School Summary

FY 2022-23 STAFFING													
SCHOOL NAME	SCHOOL TYPE	FY 2022-23 K-12 ENROLLMENT	GENERALLED CLASSROOM TEACHERS	SPED TEACHERS	TECHNOLOGY TEACHERS	CAREER AND TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TOTAL TEACHERS	TEACHER TO STUDENT RATIO	
A B Hill Elementary School	iZone	495	22	10	-	-	3	-	-	-	35	1:41	
Aloy Elementary	iZone	613	29	4	4	-	4	-	-	2	39	1:31	
Balmoral-Ridgeway Elementary School	Optional	242	12	1	4	-	4	1	-	1	19	1:51	
Belle Forest Elementary School	Traditional	919	43	5	-	2	6	-	-	3	59	1:33	
Berdair Elementary School	Traditional	586	27	5	-	-	4	-	-	8	44	1:48	
Bethel Grove Elementary School	Traditional	193	11	4	-	-	2	-	-	-	17	2:03	
Brownsville Road Elementary	Optional	468	23	4	-	1	4	-	-	1	33	1:42	
Bruce Elementary School	Traditional	436	21	4	-	-	3	-	-	2	30	1:39	
Cherokee Elementary School	Traditional	372	18	2	-	-	3	-	-	1	23	1:29	
Chimneyrock Elementary School	Traditional	821	39	6	-	-	6	-	-	2	53	1:32	
Cordova Elementary School	Optional	748	35	7	-	-	6	-	-	3	51	1:38	
Corning/Frayser Elementary	iZone	322	16	2	-	-	3	-	-	-	21	1:32	
Cromwell Elementary School	Traditional	400	19	4	-	-	3	-	-	2	28	1:39	
Crump Elementary School	Traditional	524	24	3	-	1	4	-	-	3	35	1:35	
Delano Elementary School	Optional	245	12	1	-	-	3	-	-	-	16	1:35	
Double Tree Elementary School	Optional	347	17	1	-	-	4	-	-	-	22	1:29	
Downtown Elementary School	Optional	690	33	5	-	-	6	-	-	1	45	1:33	
Dunbar Elementary School	iZone	180	11	3	-	-	2	-	-	-	16	2:09	
Egypt Central Elementary School	Traditional	495	23	1	-	-	3	-	-	2	29	1:24	
Evans Elementary School	Traditional	368	18	1	-	-	3	-	-	3	25	1:36	
Ford Road Elementary School	Traditional	491	24	6	-	-	3	-	-	-	33	1:36	
Fox Meadows Elementary School	Traditional	423	21	5	-	1	4	-	-	2	32	1:49	
Gardenview Elementary School	Traditional	245	13	4	-	-	3	-	-	-	20	1:55	
Georgian Hills Elementary	iZone	236	12	3	-	-	2	-	-	-	17	1:44	
Germanshire Elementary School	Traditional	705	32	5	-	-	5	-	-	2	44	1:29	
Germantown Elementary School	Optional	605	27	5	-	-	7	1	-	1	41	1:38	
Getwell Elementary School	iZone	422	20	8	-	-	3	-	-	1	32	1:49	
Grahamwood Elementary School	Optional	828	41	11	-	-	8	-	-	6	66	1:54	
Hawkins Mill Elementary School	iZone	251	13	2	-	-	2	-	-	-	17	1:38	
Hickory Ridge Elementary School	Traditional	632	31	3	-	-	5	-	-	4	43	1:38	
Highland Oaks Elementary School	Traditional	732	35	5	-	-	6	-	-	2	48	1:34	
Holmes Road Elementary School	Empowerment	601	27	6	-	-	5	-	-	-	38	1:30	
Idlewild Elementary School	Optional	578	27	6	-	-	5	-	-	-	38	1:34	
Jackson Elementary School	Traditional	261	13	1	-	-	2	-	-	4	20	1:51	
Kate Bond Elementary School	Traditional	731	33	6	-	-	6	-	-	7	53	1:44	
Keystone Elementary School	Optional	422	20	8	-	-	4	-	-	-	32	1:48	
Kingsbury Elementary School	Traditional	445	22	6	-	-	3	-	-	7	38	2:02	



Informational

Elementary School Summary

Table with columns: SCHOOL NAME, SCHOOL TYPE, ENROLLMENT, FY2022-23 K-12, GENERAL ED, CAREER AND, TITLE I, OPTIONAL, WORLD LANGUAGE, BAND AND, ESL, TOTAL, TEACHER TO STUDENT RATIO. Includes a sub-header for FY2022-23 STAFFING and a Grand Total row.



# Informational

## Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
Alcy Elementary	iZone	495	25	3	20	1	1	2	1	1	2
Baltimore-Ridgeway Elementary School	iZone	613	32	4	19	1	-	2	2	1	3
Belle Forest Elementary School	Optional	242	12	4	6	1	-	1	1	1	1
Berclair Elementary School	Traditional	919	45	6	19	1	2	2	4	1	2
Bethel Grove Elementary School	Traditional	586	29	4	17	1	1	2	3	1	3
Brownsville Road Elementary	Traditional	193	12	2	5	1	-	1	2	1	1
Bruce Elementary School	Optional	468	25	4	9	1	-	2	3	1	2
Cherokee Elementary School	Traditional	436	23	3	9	1	1	1	1	1	2
Chimneyrock Elementary School	Traditional	372	20	3	12	1	-	1	1	1	1
Cordova Elementary School	Traditional	821	40	6	13	1	2	2	3	1	2
Corning/Freyser Elementary	Optional	748	36	6	11	1	1	1	5	1	2
Cromwell Elementary School	iZone	322	16	3	8	1	-	1	1	1	2
Crump Elementary School	Traditional	400	20	3	19	1	1	1	4	1	1
Delano Elementary School	Traditional	524	27	4	11	1	1	2	3	1	2
Double Tree Elementary School	Optional	245	14	3	7	1	-	1	1	1	1
Downtown Elementary School	Optional	347	20	4	9	1	-	1	2	1	1
Dunbar Elementary School	Optional	690	36	6	9	1	1	2	5	1	2
Egypt Central Elementary School	iZone	180	12	2	14	1	-	1	2	-	1
Evans Elementary School	Traditional	495	24	3	20	1	-	1	5	1	1
Ford Road Elementary School	Traditional	388	21	3	9	1	-	1	1	1	2
Fox Meadows Elementary School	Traditional	491	26	3	9	1	-	1	5	1	3
Gardenview Elementary School	Traditional	423	22	4	9	1	1	1	2	1	1
Georgian Hills Elementary	iZone	245	15	3	6	1	-	1	1	-	1
Germanshire Elementary School	Traditional	236	12	2	5	1	-	1	1	1	2
Germentown Elementary School	Traditional	705	35	5	11	1	1	2	2	1	2
Getwell Elementary School	Optional	605	27	7	8	1	1	2	3	1	2
Grahamwood Elementary School	iZone	422	23	3	21	1	2	1	5	1	2
Hawkins Mill Elementary School	Optional	828	41	8	13	1	1	2	2	1	2
Hickory Ridge Elementary School	iZone	251	14	2	6	1	-	1	3	1	1
Highland Oaks Elementary School	Traditional	632	33	5	14	1	-	2	3	1	2
Holmes Road Elementary School	Traditional	732	38	6	10	1	1	2	6	1	2
Idlewild Elementary School	Empowerment	601	31	5	11	1	2	2	5	1	2
Jackson Elementary School	Optional	578	27	5	9	1	1	1	2	1	1
Kate Bond Elementary School	Traditional	261	14	2	7	1	-	1	3	1	1
Keystone Elementary School	Traditional	731	34	6	11	1	1	2	5	1	2
Kingsbury Elementary School	Optional	422	21	4	10	1	1	1	3	1	1
	Traditional	445	23	3	11	1	1	1	-	1	1



# Informational

## Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
LaRose Elementary School	iZone	249	13	2	8	1	-	1	3	-	1
Levi Elementary School	Traditional	388	22	3	14	1	1	1	3	1	1
Lucie E. Campbell Elementary	Traditional	535	29	3	20	1	2	1	3	1	2
Lucy Elementary School	Traditional	289	16	3	8	1	-	1	2	-	2
Macon-Hall Elementary School	Traditional	1,056	53	8	13	2	2	2	6	1	2
Newberry Elementary School	Traditional	378	20	3	8	1	-	1	1	1	2
Northaven Elementary School	Traditional	259	16	2	6	1	-	1	1	1	1
Oakhaven Elementary School	Traditional	515	25	3	11	1	1	1	-	1	1
Oakshire Elementary School	Empowerment	387	20	3	6	1	2	1	6	1	2
Parkway Village Elementary	Traditional	766	40	6	15	1	2	2	2	1	2
Peabody Elementary School	Optional	333	17	6	7	1	1	1	1	-	1
Richland Elementary School	Traditional	838	39	6	8	1	1	2	4	1	-
Riverwood Elementary School	Optional	877	43	7	10	1	1	2	4	1	3
Robert R. Church Elementary School	Empowerment	604	29	5	21	1	2	2	2	1	1
Ross Elementary School	Traditional	580	30	3	9	1	1	2	6	1	2
Rozelle Elementary School	Optional	190	13	5	10	1	-	1	2	1	1
Scenic Hills Elementary School	Traditional	242	16	2	8	1	-	1	1	-	2
Sea Isle Elementary School	Traditional	415	21	3	9	1	1	1	3	1	1
Sharpe Elementary School	Traditional	315	17	2	18	1	-	1	3	-	1
Shelby Oaks Elementary School	Traditional	681	34	6	12	1	1	2	11	1	2
Sherwood Elementary School	Optional	513	26	5	15	1	2	1	4	1	1
South Park Elementary School	Traditional	451	22	3	11	1	1	1	6	1	2
Southwind Elementary School	Traditional	578	31	4	11	1	-	1	8	1	3
Springdale Elementary School	Optional	218	15	3	14	1	-	1	2	1	1
Treadwell Elementary School	Optional	777	41	7	15	1	1	2	8	1	2
Vollentine Elementary School	Optional	268	16	4	9	1	-	1	2	-	1
Wells Station Elementary School	Traditional	579	31	4	21	1	-	2	1	1	2
Westhaven Elementary School	Traditional	676	31	5	25	1	2	2	3	2	2
Westside Elementary School	Traditional	328	17	2	6	1	-	1	3	-	1
White Station Elementary School	Traditional	641	35	4	6	1	2	2	3	1	1
Whitehaven Elementary STEM School	Optional	415	21	4	9	1	-	1	5	-	2
Whitney Elementary	iZone	230	13	2	7	1	-	1	1	-	2
William H Brewster Elementary School	Optional	424	23	4	19	1	-	1	3	1	2
Willow Oaks Elementary School	Optional	622	30	5	20	1	1	2	1	1	2
Winchester Elementary School	iZone	377	20	3	18	1	-	1	3	1	2
Winridge Elementary School	Traditional	449	21	3	18	1	1	1	2	1	3
<b>Grand Total</b>		<b>36,022</b>	<b>1,859</b>	<b>293</b>	<b>878</b>	<b>75</b>	<b>52</b>	<b>101</b>	<b>227</b>	<b>64</b>	<b>124</b>





# Informational Section

## A. B. Hill Elementary

345 E. Olive, Memphis, TN 38116

Grade Level: PreK-5	School Type izone	Square Footage 79,293	Student Capacity 574	FY2022-23 Utilization 40	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	293	348	495	512	17
Attendance Rate	94	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	85%	72%	86%	-	-
Student with Disability	25%	27%	21%	-	-
English Language Learners	0%	0%	-	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	25	26	35	37	2
Special Skills	2	2	3	3	-
Counselors	1	1	2	2	-
Educational Assistant	23	26	18	17	(1)
Instructional Facilitator	1	1	2	2	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	4	9	15	16	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,484,855	2,664,227	3,595,367	2,708,922	(886,445)
Title 1	98,900	250,162	354,837	422,045	67,208
IDEA, Part 1	166,055	163,277	163,277	-	(163,277)
Other Special Revenue & Federal Funds	568,729	2,664,227	420,066	1,873,347	1,453,281
Total	3,318,538	5,741,893	4,533,546	5,004,314	470,767

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	4%	0%			
TEM 4	4%	0%			
TEM 3	74%	0%			

Total SBB Allocation				\$2,745,912
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,745,912
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,745,913
			Next year (2024) ...	\$2,745,912
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.		\$422,045
	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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,745,912</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	512
				<b>\$1,843,274</b>
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	107
	Grade 1	0.3	\$1,080	85
	Grade 2	0.3	\$1,080	98
	Grade 3	0.2	\$720	81
	Grade 4	0.2	\$720	74
	Grade 5	0.2	\$720	67
				<b>\$58,320</b>
				<b>\$53,280</b>
				<b>\$48,240</b>
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	430
				<b>\$154,666</b>
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
				<b>\$0</b>
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	47
				<b>\$49,376</b>
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	380
				<b>\$136,679</b>
	Incoming High Proficiency	0.1	\$360	5
				<b>\$1,843</b>
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	55
				<b>\$45,375</b>
	<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>\$41,637</b>
	<b>SBB Allocations Total</b>			<b>\$2,745,912</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,363	\$5,547	(\$184)
	<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.			
	<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.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-3.44%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Balmoral/Ridgeway Elementary

5905 Grosvenor, 38119

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-5	Optional	38,940	254	114	27

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	308	288	242	236	(6)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	43%	46%	-	
Student with Disability	6%	4%	6%	-	
English Language Learners	5%	7%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	17	15	15	-
Special Skills	5	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	4	6	3	3	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	20	9	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,028,803	2,074,784	1,966,861	1,412,180	(554,680)
Title 1	117,752	162,837	228,002	130,615	(97,387)
IDEA, Part 1	24,067	24,293	24,293	-	(24,293)
Other Special Revenue & Federal Funds	348,690	2,074,784	93,768	458,391	364,623
Total	2,519,311	4,336,698	2,312,924	2,001,186	(311,738)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	96%	0%			
TEM 5	8%	0%			
TEM 4	60%	0%			
TEM 3	28%	0%			

Total SBB Allocation				\$1,327,311
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,327,311
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,327,311
			Next year (2024) ...	\$1,327,311
		This comparison does not include "locked dollars"	Total Difference	\$0
		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.		\$130,615
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,327,311</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	236
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	45
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	43
	Grade 3	0.2	\$720	37
	Grade 4	0.2	\$720	31
	Grade 5	0.2	\$720	40
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	111
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	15
	<b>Mobility Weights</b>			
	Mobility	0.25	\$1,044	5
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	69
	Incoming High Proficiency	0.1	\$360	7
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$188,572
	<b>SBB Allocations Total</b>			<b>\$1,327,311</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,624	\$5,485	\$139
	<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.			
	<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.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		2.48%	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 Section

## Barrets Chapel School

10280 Godwin Rd., Memphis, TN 38002

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-8	Traditional	87,165	640	98	6

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-8	403	380	345	353	8
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	40%	51%	-	
Student with Disability	13%	13%	16%	-	
English Language Learners	2%	2%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	33	31	30	32	2
Special Skills	2	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	9	13	11	12	1
Instructional Facilitator	1	-	2	2	-
librarian	1	1	-	1	1
Nutrition	-	-	-	-	-
other	22	13	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,256,694	3,591,631	3,765,784	2,791,749	(974,035)
Title 1	114,518	223,489	295,121	203,095	(92,026)
IDEA, Part 1	76,973	65,150	65,150	-	(65,150)
Other Special Revenue & Federal Funds	365,026	3,591,631	108,778	990,131	881,352
Total	3,813,210	7,471,902	4,234,834	3,984,975	(249,860)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	76%	0%
TEM 5	5%	0%
TEM 4	39%	0%
TEM 3	32%	0%

Total SBB Allocation			\$2,819,953
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,819,953
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 "2023 Comparison" includes last year's dollars that are now	This Year (2023) ... \$2,760,129
			Next year (2024) ... \$2,819,953
		This comparison does not include "locked dollars"	Total Difference \$59,824
		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	\$203,095
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,819,953</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	353
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	33
	Grade 1	0.3	\$1,080	33
	Grade 2	0.3	\$1,080	37
	Grade 3	0.2	\$720	37
	Grade 4	0.2	\$720	51
	Grade 5	0.2	\$720	41
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	177
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	9
	<b>Mobility Weights</b>			
	Mobility	0.25	\$1,044	11
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	139
	Incoming High Proficiency	0.1	\$360	8
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	14
	<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.			\$1,202,609
	<b>SBB Allocations Total</b>			<b>\$2,819,953</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$7,979	\$8,000	(\$21)
	<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.			
	<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.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		-0.26%	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 Section

## Belle Forest Community School

3135 Ridgeway Rd., Memphis, TN 38115

Grade Level: PreK-5	School Type Traditional	Square Footage 106,000	Student Capacity 913	FY2022-23 Utilization 123	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	1,144	1,017	919	886	(33)
Attendance Rate	95	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	66%	52%	63%	-	-
Student with Disability	10%	10%	12%	-	-
English Language Learners	7%	10%	11%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	59	58	55	56	1
Special Skills	6	6	6	6	-
Counselors	3	2	2	2	-
Educational Assistant	28	32	12	14	2
Instructional Facilitator	3	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	11	31	12	12	-
<b>School level Funds</b>					
General Fund	5,612,847	5,683,100	5,685,502	4,434,709	(1,250,793)
Title 1	619,825	703,854	894,548	690,070	(204,478)
IDEA, Part 1	201,522	208,249	208,249	-	(208,249)
Other Special Revenue & Federal Funds	1,092,843	5,683,100	1,429,290	1,415,601	(13,689)
Total	7,527,036	12,278,304	8,217,589	6,540,380	(1,677,209)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	1%	0%			
TEM 4	72%	0%			
TEM 3	21%	0%			

Total SBB Allocation			\$4,838,086
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,838,086
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
	<b>How has my funding changed</b>	Your " <b>2023 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,838,086
			Next year (2024) ... \$4,838,086
		This comparison does not include "locked dollars"	Total Difference \$0
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$690,070
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$4,838,086</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	886
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	145
	Grade 1	0.3	\$1,080	135
	Grade 2	0.3	\$1,080	154
	Grade 3	0.2	\$720	144
	Grade 4	0.2	\$720	148
	Grade 5	0.2	\$720	160
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	553
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	96
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	13
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	562
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	25
	<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.			\$409,144
	<b>SBB Allocations Total</b>			<b>\$4,838,086</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,461	\$5,265	\$196
		<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.	3.59%	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 Section

## Berclair Elementary

810 N. Perkins, Memphis, TN 38122

Grade Level: PreK-5	School Type Traditional	Square Footage 76,722	Student Capacity 636	FY2022-23 Utilization 93	FCI: 28
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	598	589	586	574	(12)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	55%	44%	50%	-	
Student with Disability	9%	10%	12%	-	
English Language Learners	44%	47%	50%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	42	42	42	42	-
Special Skills	4	4	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	14	21	11	12	1
Instructional Facilitator	3	2	3	4	1
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	26	14	14	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,684,858	4,047,607	4,077,257	3,004,909	(1,072,348)
Title 1	301,756	359,088	546,195	363,910	(182,285)
IDEA, Part 1	103,370	107,153	107,153	-	(107,153)
Other Special Revenue & Federal Funds	804,498	4,047,607	555,998	1,752,993	1,196,994
Total	4,894,482	8,561,456	5,286,604	5,121,812	(164,792)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	96%	0%			
TEM 5	4%	0%			
TEM 4	35%	0%			
TEM 3	57%	0%			

Total SBB Allocation			\$3,081,410
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,081,410
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,081,410
			Next year (2024) ... \$3,081,410
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$363,910
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,081,410</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	574
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	90
	Grade 1	0.3	\$1,080	92
	Grade 2	0.3	\$1,080	98
	Grade 3	0.2	\$720	99
	Grade 4	0.2	\$720	99
	Grade 5	0.2	\$720	96
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	287
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	278
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	17
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	315
	Incoming High Proficiency	0.1	\$360	7
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	22
	<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.			\$220,485
	<b>SBB Allocations Total</b>			<b>\$3,081,410</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,367	\$5,258	\$109
	<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>	2.03%	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 Section

## Bethel Grove Elementary

2459 Arlington, Memphis, TN 38114

Grade Level: PreK-5	School Type Traditional	Square Footage 54,324	Student Capacity 398	FY2022-23 Utilization 59	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	168	185	193	200	7
Attendance Rate	98	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	83%	78%	78%	-	-
Student with Disability	24%	21%	31%	-	-
English Language Learners	1%	2%	2%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	16	14	16	16	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	13	15	12	13	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	11	4	7	3
<b>School level Funds</b>					
General Fund	1,732,144	1,698,889	1,754,630	1,331,379	(423,251)
Title 1	95,044	138,082	172,529	177,425	4,896
IDEA, Part 1	91,039	91,911	91,911	-	(91,911)
Other Special Revenue & Federal Funds	485,130	1,698,889	204,067	885,450	681,383
Total	2,403,357	3,627,770	2,223,137	2,394,254	171,117
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	0%	0%			
TEM 4	35%	0%			
TEM 3	65%	0%			

<b>Total SBB Allocation</b>				<b>\$1,394,333</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$1,394,333</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,394,333
			Next year (2024) ...	\$1,394,333
		This comparison does not include "locked dollars"	Total Difference	\$0
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$177,425</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,394,333</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	200
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	43
	Grade 1	0.3	\$1,080	35
	Grade 2	0.3	\$1,080	34
	Grade 3	0.2	\$720	32
	Grade 4	0.2	\$720	24
	Grade 5	0.2	\$720	32
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	156
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	4
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	4
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	28
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	43
	<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.			\$381,604
	<b>SBB Allocations Total</b>			<b>\$1,394,333</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$6,962	\$7,225	(\$263)
	<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>	-3.77%	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 Section

## Brownsville Road Elementary

5292 Banbury, Memphis, TN 38134

Grade Level: K-5	School Type Optional	Square Footage 66,545	Student Capacity 654	FY2022-23 Utilization 88	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	516	484	468	461	(7)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	64%	58%	68%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	4%	5%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	31	32	30	30	-
Special Skills	5	3	3	3	-
Counselors	1	1	2	2	-
Educational Assistant	13	18	8	8	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	24	17	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,161,805	3,308,980	3,490,015	2,303,770	(1,186,245)
Title 1	206,197	342,990	490,168	354,095	(136,073)
IDEA, Part 1	60,533	61,135	61,135	-	(61,135)
Other Special Revenue & Federal Funds	527,119	3,308,980	6,647,872	987,925	(5,659,947)
Total	3,955,654	7,022,086	10,689,190	3,645,790	(7,043,400)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	76%	0%			
TEM 5	5%	0%			
TEM 4	12%	0%			
TEM 3	59%	0%			

Total SBB Allocation				\$2,424,213
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,424,213
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,424,213
			Next year (2024) ...	\$2,424,213
			Total Difference	\$0
		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.		\$354,095
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.



# Informational Section

Section B: Detailed Breakdown																																																																																																																							
<b>1 SBB Allocations</b>				<b>\$2,424,213</b>																																																																																																																			
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# Informational Section

## Bruce Elementary

581 South Bellevue Blvd., Memphis, TN 38104

Grade Level: PreK-5	School Type Traditional	Square Footage 68,491	Student Capacity 522	FY2022-23 Utilization 68	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	522	530	436	424	(12)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	73%	59%	73%	-	
Student with Disability	9%	9%	8%	-	
English Language Learners	10%	10%	11%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	34	31	29	29	-
Special Skills	3	3	3	3	-
Counselors	1	2	1	1	-
Educational Assistant	16	17	8	8	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	14	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,151,081	2,986,745	3,030,295	2,148,796	(881,499)
Title 1	193,611	321,983	426,062	323,140	(102,922)
IDEA, Part 1	110,741	105,272	105,272	-	(105,272)
Other Special Revenue & Federal Funds	843,250	2,986,745	453,398	1,019,129	565,731
<b>Total</b>	<b>4,298,684</b>	<b>6,400,745</b>	<b>4,015,028</b>	<b>3,491,065</b>	<b>(523,963)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	0.93	0%			
TEM 5	0.02	0%			
TEM 4	0.44	0%			
TEM 3	0.46	0%			

Total SBB Allocation				\$2,332,345
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,314,696
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		\$17,649
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,332,345
			Next year (2024) ...	\$2,332,345
		This comparison does not include "locked dollars"	Total Difference	\$0
		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.		\$323,140
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,314,696</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	424
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	74
	Grade 1	0.3	\$1,080	66
	Grade 2	0.3	\$1,080	69
	Grade 3	0.2	\$720	70
	Grade 4	0.2	\$720	58
	Grade 5	0.2	\$720	87
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	303
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	42
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	13
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	262
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$186,588</b>
	<b>SBB Allocations Total</b>			<b>\$2,314,696</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$17,649</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,500	\$5,349	\$150
	<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>	2.73%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$17,649</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$17,649</b>





# Informational Section

## Cherokee Elementary

3061 Kimball, Memphis, TN 38114

Grade Level: PreK-5	School Type Traditional	Square Footage 61,286	Student Capacity 608	FY2022-23 Utilization 78	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	429	404	372	372	(0)
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	82%	66%	82%	-	
Student with Disability	9%	7%	6%	-	
English Language Learners	2%	4%	6%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	24	22	23	23	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	9	13	5	5	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	25	7	9	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,287,814	2,070,160	2,302,451	1,920,662	(381,789)
Title 1	234,839	291,878	362,983	285,390	(77,593)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	619,498	2,070,160	329,859	621,563	291,704
Total	3,142,151	4,432,199	2,995,293	2,827,615	(167,678)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	43%	0%			
TEM 5	0%	0%			
TEM 4	13%	0%			
TEM 3	30%	0%			

Total SBB Allocation				\$1,992,541
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,992,541
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,992,541
			Next year (2024) ...	\$1,992,541
		This comparison does not include "locked dollars"	Total Difference	\$0
		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.		\$285,390
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,992,541</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	372
				<b>\$1,338,840</b>
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	67
	Grade 1	0.3	\$1,080	73
	Grade 2	0.3	\$1,080	62
	Grade 3	0.2	\$720	55
	Grade 4	0.2	\$720	61
	Grade 5	0.2	\$720	54
				<b>\$38,880</b>
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	287
				<b>\$103,424</b>
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	23
				<b>\$2,037</b>
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	26
				<b>\$27,315</b>
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	291
	Incoming High Proficiency	0.1	\$360	3
				<b>\$1,004</b>
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
				<b>\$0</b>
	<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>\$74,839</b>
	<b>SBB Allocations Total</b>			<b>\$1,992,541</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,358	\$5,356	\$1
	<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.			
	<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.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		0.03%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Chimneyrock Elementary School

8601 Chimneyrock Blvd., Memphis, TN 38016

Grade Level: PreK-5	School Type Traditional	Square Footage 105,775	Student Capacity 861	FY2022-23 Utilization 98	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	878	869	821	833	12
Attendance Rate	96	-	-	-	-

<b>Student Demographics</b>					
Economically Disadvantaged	41%	31%	43%	-	-
Student with Disability	9%	10%	11%	-	-
English Language Learners	9%	9%	13%	-	-

<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	2	2	-
Classroom Teacher	51	47	48	51	3
Special Skills	6	6	6	6	-
Counselors	2	1	2	2	-
Educational Assistant	21	28	13	13	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	15	23	8	11	3

<b>School level Funds</b>					
General Fund	4,959,713	4,800,698	4,889,879	4,163,256	(726,624)
Title 1	294,614	381,092	480,402	422,800	(57,602)
IDEA, Part 1	103,052	79,381	79,381	-	(79,381)
Other Special Revenue & Federal Funds	789,126	4,800,698	383,563	1,274,353	890,790
<b>Total</b>	<b>6,146,504</b>	<b>10,061,870</b>	<b>5,833,226</b>	<b>5,860,409</b>	<b>27,183</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	2%	0%			
TEM 4	57%	0%			
TEM 3	36%	0%			

<b>Total SBB Allocation</b>				<b>\$4,239,379</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$4,239,379</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$4,239,379
			Next year (2024) ...	\$4,239,379
		This comparison does not include "locked dollars"	Total Difference	<b>(\$0)</b>
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$422,800</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$4,239,379</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	833
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	160
	Grade 1	0.3	\$1,080	150
	Grade 2	0.3	\$1,080	135
	Grade 3	0.2	\$720	128
	Grade 4	0.2	\$720	127
	Grade 5	0.2	\$720	133
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	362
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	104
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	39
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	314
	Incoming High Proficiency	0.1	\$360	33
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	21
	<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.			\$158,069
	<b>SBB Allocations Total</b>			<b>\$4,239,379</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>
		<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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> <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>	\$5,089	\$5,164	(\$74)
		<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.	-1.46%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Cordova Elementary

750 Sanga Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type Optional	Square Footage 104,994	Student Capacity 837	FY2022-23 Utilization 97	FCI: 3
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	732	693	748	768	20
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	41%	29%	43%	-	
Student with Disability	12%	13%	12%	-	
English Language Learners	7%	9%	9%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	46	43	46	47	1
Special Skills	6	6	6	6	-
Counselors	2	2	1	2	1
Educational Assistant	17	23	17	17	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	20	22	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,460,890	4,445,212	4,495,233	3,840,156	(655,077)
Title 1	167,157	329,002	425,176	370,705	(54,471)
IDEA, Part 1	115,247	125,809	125,809	-	(125,809)
Other Special Revenue & Federal Funds	524,795	4,445,212	334,335	1,580,892	1,246,557
Total	5,268,090	9,345,235	5,380,553	5,791,753	411,200

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	82%	0%			
TEM 5	4%	0%			
TEM 4	25%	0%			
TEM 3	53%	0%			

Total SBB Allocation			\$3,836,925
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,836,925
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,828,295
			Next year (2024) ... \$3,836,925
		This comparison does not include "locked dollars"	Total Difference \$8,630
		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.	\$370,705
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,836,925</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	768
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	131
	Grade 1	0.3	\$1,080	137
	Grade 2	0.3	\$1,080	136
	Grade 3	0.2	\$720	91
	Grade 4	0.2	\$720	118
	Grade 5	0.2	\$720	155
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	341
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	71
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	37
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	402
	Incoming High Proficiency	0.1	\$360	25
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	25
	<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>\$33,390</b>
	<b>SBB Allocations Total</b>			<b>\$3,836,925</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,999	\$5,118	(\$119)
	<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>	-2.39%	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 Section

## Cromwell Elementary

4989 Cromwell, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,580	Student Capacity 593	FY2022-23 Utilization 86	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	457	406	400	387	(13)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	73%	53%	67%	-	
Student with Disability	12%	15%	18%	-	
English Language Learners	11%	15%	15%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	28	26	26	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	10	19	13	13	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	27	23	13	13	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,062,361	3,155,142	2,883,735	1,977,079	(906,656)
Title 1	202,855	339,486	381,600	332,955	(48,645)
IDEA, Part 1	100,874	92,355	92,355	-	(92,355)
Other Special Revenue & Federal Funds	455,895	3,155,142	418,494	1,188,447	769,954
Total	3,821,986	6,742,126	3,776,184	3,498,482	(277,703)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	0%	0%			
TEM 4	34%	0%			
TEM 3	51%	0%			

Total SBB Allocation				\$2,066,235
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,049,439
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		\$16,796
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,145,985
			Next year (2024) ...	\$2,066,235
		This comparison does not include "locked dollars"	Total Difference	(\$79,751)
		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.		\$332,955
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.



# Informational Section

Section B: Detailed Breakdown					
<b>1 SBB Allocations</b>				<b>\$2,049,439</b>	
<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	387	\$1,392,120
<b>Grade Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K		0.3	\$1,080	69	\$74,196
Grade 1		0.3	\$1,080	65	\$70,200
Grade 2		0.3	\$1,080	67	\$72,360
Grade 3		0.2	\$720	59	\$42,480
Grade 4		0.2	\$720	76	\$54,720
Grade 5		0.2	\$720	51	\$36,720
<b>Poverty Weight</b>					
Poverty (Direct Certified)		0.1	\$360	253	\$91,188
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	56	\$5,002
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	6	\$5,915
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	211	\$75,871
Incoming High Proficiency		0.1	\$360	6	\$2,088
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.23	\$825	42	\$34,650
<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.					\$91,928
<b>SBB Allocations Total</b>				<b>\$2,049,439</b>	
<b>2 SBB Transition Supplements</b>				<b>\$16,796</b>	
<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</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>	
		<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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>		\$5,343	\$5,365	(\$22)	
<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.					
		<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.		-0.41%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$16,796	
<b>SBB Transition Supplements TOTAL</b>				<b>\$16,796</b>	





# Informational Section

## Crump Elementary

4405 Crump Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 60,483	Student Capacity 732	FY2022-23 Utilization 87	FCI: 25
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	481	528	524	499	(25)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	68%	57%	69%	-	
Student with Disability	12%	10%	11%	-	
English Language Learners	18%	18%	18%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	1	1	-
Classroom Teacher	34	35	33	33	-
Special Skills	4	4	4	4	-
Counselors	2	2	2	3	1
Educational Assistant	12	17	8	8	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	32	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,342,505	3,713,408	3,822,587	2,538,403	(1,284,184)
Title 1	285,981	357,262	508,314	410,720	(97,594)
IDEA, Part 1	24,277	24,376	24,376	-	(24,376)
Other Special Revenue & Federal Funds	720,862	3,713,408	1,953,006	1,052,608	(900,398)
Total	4,373,625	7,808,453	6,308,283	4,001,731	(2,306,552)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	97%	0%
TEM 5	8%	0%
TEM 4	58%	0%
TEM 3	32%	0%

Total SBB Allocation			\$2,595,811
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,550,286
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	\$45,526
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,755,313
			Next year (2024) ... \$2,595,811
		This comparison does not include "locked dollars"	Total Difference <b>(\$159,502)</b>
		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.	\$410,720
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,550,286</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	499
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	67
	Grade 1	0.3	\$1,080	67
	Grade 2	0.3	\$1,080	93
	Grade 3	0.2	\$720	92
	Grade 4	0.2	\$720	68
	Grade 5	0.2	\$720	112
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	338
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	79
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	18
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	282
	Incoming High Proficiency	0.1	\$360	10
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$60,923</b>
	<b>SBB Allocations Total</b>			<b>\$2,550,286</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$45,526</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,202	\$5,258	(\$56)
	<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.			
	<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.			
		-1.08%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$45,526</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$45,526</b>



# Informational Section

**Delano Elementary**  
1716 Delano Rd., Memphis, TN 38127

Grade Level: K-5	School Type Optional	Square Footage 34,000	Student Capacity 234	FY2022-23 Utilization 115	FCI: 37	
School Measures		FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>						
K-5		225	247	245	245	(0)
Attendance Rate		96	-	-	-	
<b>Student Demographics</b>						
Economically Disadvantaged		63%	70%	66%	-	
Student with Disability		2%	3%	2%	-	
English Language Learners		0%	0%	1%	-	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	-	-	-	-
Classroom Teacher		16	15	15	16	1
Special Skills		3	3	3	3	-
Counselors		1	1	1	1	-
Educational Assistant		4	10	4	5	1
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		-	-	-	-	-
other		11	7	4	6	2
<b>School level Funds</b>						
General Fund		1,717,202	2,071,969	2,007,284	1,412,993	(594,291)
Title 1		118,679	172,296	207,206	183,465	(23,741)
IDEA, Part 1		-	-	-	-	-
Other Special Revenue & Federal Funds		271,376	2,071,969	4,473,230	559,359	(3,913,871)
<b>Total</b>		<b>2,107,257</b>	<b>4,316,234</b>	<b>6,687,721</b>	<b>2,155,817</b>	<b>(4,531,904)</b>
<b>Teacher Quality</b>						
Teachers with TEM 3 or above (%)		100%	0%			
TEM 5		11%	0%			
TEM 4		68%	0%			
TEM 3		21%	0%			

<b>Total SBB Allocation</b>			<b>\$1,499,011</b>
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,499,011
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,499,011
			Next year (2024) ... \$1,499,011
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$183,465
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$1,499,011</b>
<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	245	\$880,920
<b>Grade Weights</b>				
	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	64	\$68,796
Grade 1	0.3	\$1,080	44	\$47,520
Grade 2	0.3	\$1,080	50	\$54,000
Grade 3	0.2	\$720	31	\$22,320
Grade 4	0.2	\$720	31	\$22,320
Grade 5	0.2	\$720	25	\$18,000
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	159	\$57,260
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	2	\$157
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	1	\$1,411
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	49	\$17,618
Incoming High Proficiency	0.1	\$360	7	\$2,555
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$0
<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.				\$306,133
<b>SBB Allocations Total</b>				<b>\$1,499,011</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>
		<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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>		\$6,126	\$6,118	\$8
<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.				
		<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.		0.12%	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 Section

## Double Tree Elementary

4560 Double Tree, Memphis, TN 38109

Grade Level: PreK-5	School Type Optional	Square Footage 51,144	Student Capacity 463	FY2022-23 Utilization 71	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	368	400	347	342	(5)
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	77%	64%	74%	-	
Student with Disability	11%	9%	9%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	23	22	21	21	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	11	16	6	6	-
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	25	23	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,265,876	2,334,522	2,180,123	1,834,050	(346,074)
Title 1	106,043	263,461	330,368	258,965	(71,403)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	1,586,097	2,334,522	379,354	671,204	291,850
Total	3,958,016	4,932,504	2,889,845	2,764,219	(125,626)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	74%	0%			
TEM 5	0%	0%			
TEM 4	4%	0%			
TEM 3	70%	0%			

Total SBB Allocation				\$1,835,394
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,835,394
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,835,394
			Next year (2024) ...	\$1,835,394
			Total Difference	\$0
		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.		\$258,965
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,835,394</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	342
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	60
	Grade 1	0.3	\$1,080	56
	Grade 2	0.3	\$1,080	52
	Grade 3	0.2	\$720	61
	Grade 4	0.2	\$720	56
	Grade 5	0.2	\$720	57
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	242
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	1
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	18
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	114
	Incoming High Proficiency	0.1	\$360	8
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	2
	<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>\$145,464</b>
	<b>SBB Allocations Total</b>			<b>\$1,835,394</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,367	\$5,289	\$77
	<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.			
	<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.	1.44%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Downtown Elementary

10 N. Fourth, Memphis, TN 38103

Grade Level: PreK-5	School Type Optional	Square Footage 84,070	Student Capacity 702	FY2022-23 Utilization 92	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	684	677	690	693	3
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	43%	62%	-	
Student with Disability	5%	5%	7%	-	
English Language Learners	1%	0%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	40	40	42	42	-
Special Skills	6	6	6	6	-
Counselors	2	1	2	2	-
Educational Assistant	16	23	11	11	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	18	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,637,761	3,944,004	4,094,481	3,539,035	(555,445)
Title 1	253,960	371,399	521,671	475,650	(46,021)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	605,770	3,944,004	1,262,859	1,143,439	(119,419)
Total	4,497,491	8,259,407	5,879,011	5,158,125	(720,886)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%			
TEM 5	0%	0%			
TEM 4	45%	0%			
TEM 3	47%	0%			

Total SBB Allocation				\$3,535,081
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,535,081
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,518,440
			Next year (2024) ...	\$3,535,081
		This comparison does not include "locked dollars"	Total Difference	\$16,641
		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.		\$475,650
	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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,535,081</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	693
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	117
	Grade 1	0.3	\$1,080	122
	Grade 2	0.3	\$1,080	136
	Grade 3	0.2	\$720	100
	Grade 4	0.2	\$720	116
	Grade 5	0.2	\$720	102
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	414
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	10
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	16
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	266
	Incoming High Proficiency	0.1	\$360	86
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	2
	<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>\$113,233</b>
	<b>SBB Allocations Total</b>			<b>\$3,535,081</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,103	\$5,099	\$4
	<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>	0.08%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>





# Informational Section

## Dunbar Elementary

2606 Select, Memphis, TN 38114

Grade Level: PreK-5	School Type iZone	Square Footage 56,155	Student Capacity 379	FY2022-23 Utilization 77	FCI: 33
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	207	219	180	178	(2)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	88%	71%	82%	-	
Student with Disability	9%	9%	12%	-	
English Language Learners	1%	4%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	16	15	15	-
Special Skills	3	1	1	1	-
Counselors	1	1	1	1	-
Educational Assistant	6	9	4	4	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	16	16	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	1,671,122	1,641,973	1,767,122	1,330,165	(436,956)
Title 1	101,340	151,301	185,746	143,450	(42,296)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	659,697	1,641,973	337,396	654,035	316,639
Total	2,432,158	3,435,248	2,290,264	2,127,650	(162,614)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	9%	0%			
TEM 4	61%	0%			
TEM 3	30%	0%			

Total SBB Allocation				\$1,364,068
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,364,068
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,364,068
			Next year (2024) ...	\$1,364,068
			Total Difference	\$0
		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.		\$143,450
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,364,068</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	178
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	33
	Grade 1	0.3	\$1,080	29
	Grade 2	0.3	\$1,080	33
	Grade 3	0.2	\$720	28
	Grade 4	0.2	\$720	31
	Grade 5	0.2	\$720	24
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	141
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	7
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	0
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	92
	Incoming High Proficiency	0.1	\$360	6
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$474,948
	<b>SBB Allocations Total</b>			<b>\$1,364,068</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$7,668	\$7,578	\$89
	<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>	1.17%	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 Section

## Egypt Elementary

4160 Karen Cove, Memphis, TN 38128

Grade Level: PreK-5	School Type Traditional	Square Footage 57,636	Student Capacity 598	FY2022-23 Utilization 87	FCI: 32
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	458	522	495	485	(10)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	61%	66%	-	
Student with Disability	7%	6%	7%	-	
English Language Learners	16%	16%	16%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	30	28	27	27	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	11	15	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	19	41	17	18	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,529,072	2,522,402	2,895,566	2,431,613	(463,953)
Title 1	215,733	344,498	498,230	373,725	(124,505)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,125,368	2,522,402	380,494	767,425	386,931
Total	4,870,173	5,389,302	3,774,290	3,572,763	(201,527)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	50%	0%			
TEM 5	0%	0%			
TEM 4	0%	0%			
TEM 3	50%	0%			

Total SBB Allocation				\$2,504,881
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,504,881
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,584,632
			Next year (2024) ...	\$2,504,881
			Total Difference	(\$79,751)
		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.		\$373,725
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,504,881</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	485
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	88
	Grade 1	0.3	\$1,080	74
	Grade 2	0.3	\$1,080	82
	Grade 3	0.2	\$720	71
	Grade 4	0.2	\$720	90
	Grade 5	0.2	\$720	80
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	327
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	70
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	7
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	311
	Incoming High Proficiency	0.1	\$360	8
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$76,362
	<b>SBB Allocations Total</b>			<b>\$2,504,881</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,166	\$5,221	(\$56)
	<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.			
	<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.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-1.08%	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 Section

**Evans Elementary**  
4949 Cottonwood, Memphis, TN 38118

Grade Level: PreK-5      School Type: Traditional      Square Footage: 67,246      Student Capacity: 508      FY2022-23 Utilization: 88      FCI: 14

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	407	370	368	359	(9)
Attendance Rate	92	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	67%	56%	60%	-	
Student with Disability	6%	7%	8%	-	
English Language Learners	22%	19%	28%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	26	26	25	25	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	10	13	5	6	1
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	15	16	5	6	1
<b>School level Funds</b>					
General Fund	2,526,171	2,487,624	2,445,524	1,834,347	(611,176)
Title 1	211,562	291,087	350,870	251,415	(99,455)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	715,047	2,487,624	651,487	869,886	218,399
Total	3,452,780	5,266,335	3,447,881	2,955,648	(492,232)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	0%	0%			
TEM 4	41%	0%			
TEM 3	47%	0%			

Total SBB Allocation			\$1,832,273
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,832,273
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,898,668
			Next year (2024) ... \$1,832,273
		This comparison does not include "locked dollars"	Total Difference (\$66,395)
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$251,415
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,832,273</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	359
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	69
	Grade 1	0.3	\$1,080	52
	Grade 2	0.3	\$1,080	71
	Grade 3	0.2	\$720	45
	Grade 4	0.2	\$720	65
	Grade 5	0.2	\$720	57
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	225
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	85
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	12
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	229
	Incoming High Proficiency	0.1	\$360	2
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$27,600
	<b>SBB Allocations Total</b>			<b>\$1,832,273</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,104	\$5,159	(\$56)
	<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.			
	<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.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		-1.10%	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 Section

## Ford Road Elementary

3336 Ford Rd, Memphis, TN 38109

Grade Level: PreK-5	School Type Traditional	Square Footage 78,213	Student Capacity 598	FY2022-23 Utilization 93	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	475	513	491	502	11
Attendance Rate	92	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	86%	71%	86%	-	-
Student with Disability	17%	12%	14%	-	-
English Language Learners	0%	0%	0%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	1	1	-
Classroom Teacher	32	31	32	32	-
Special Skills	3	3	3	3	-
Counselors	2	1	1	2	1
Educational Assistant	14	21	14	16	2
Instructional Facilitator	3	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	12	14	5	5	-
<b>School level Funds</b>					
General Fund	2,663,789	2,650,302	3,083,643	2,590,591	(493,052)
Title 1	235,730	396,986	545,951	404,680	(141,271)
IDEA, Part 1	165,984	161,460	161,460	-	(161,460)
Other Special Revenue & Federal Funds	822,668	2,650,302	483,702	1,089,512	605,810
Total	3,888,171	5,859,051	4,274,756	4,084,782	(189,974)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	67%	0%			
TEM 5	0%	0%			
TEM 4	3%	0%			
TEM 3	63%	0%			

<b>Total SBB Allocation</b>				<b>\$2,586,174</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$2,586,174</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,665,048
			Next year (2024) ...	\$2,586,174
		This comparison does not include "locked dollars"	Total Difference	<b>(\$78,874)</b>
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$404,680</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,586,174</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	502
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	95
	Grade 1	0.3	\$1,080	75
	Grade 2	0.3	\$1,080	93
	Grade 3	0.2	\$720	81
	Grade 4	0.2	\$720	76
	Grade 5	0.2	\$720	82
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	421
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	1
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	8
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	391
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	28
	<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>(\$0)</b>
	<b>SBB Allocations Total</b>			<b>\$2,586,174</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,154	\$5,428	<b>(\$274)</b>
	<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.			
	<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.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-5.31%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>





# Informational Section

## Fox Meadows Elementary

2960 Emerald, Memphis, TN 38115

Grade Level: PreK-5	School Type Traditional	Square Footage 93,872	Student Capacity 698	FY2022-23 Utilization 81	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	491	508	423	403	(20)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	72%	57%	71%	-	
Student with Disability	11%	14%	14%	-	
English Language Learners	8%	8%	11%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	33	31	30	30	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	19	24	14	14	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	15	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,166,425	3,039,637	3,411,421	2,097,997	(1,313,424)
Title 1	295,178	381,903	533,847	336,730	(197,117)
IDEA, Part 1	266,148	286,641	286,641	-	(286,641)
Other Special Revenue & Federal Funds	957,182	3,039,637	1,440,855	1,301,764	(139,092)
Total	4,684,933	6,747,817	5,672,764	3,736,491	(1,936,274)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	60%	0%			
TEM 5	0%	0%			
TEM 4	14%	0%			
TEM 3	46%	0%			

Total SBB Allocation				\$2,117,605
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,050,051
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		\$67,554
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,277,107
			Next year (2024) ...	\$2,117,605
			Total Difference	(\$159,502)
		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.		\$336,730
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$2,050,051</b>
<b>SBB Weights</b>				
<b>Base Weight</b>				
All Students	1	\$3,600	403	\$1,450,800
<b>Grade Weights</b>				
	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	82	\$88,560
Grade 1	0.3	\$1,080	69	\$74,520
Grade 2	0.3	\$1,080	68	\$73,440
Grade 3	0.2	\$720	69	\$49,680
Grade 4	0.2	\$720	52	\$37,440
Grade 5	0.2	\$720	63	\$45,360
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	286	\$102,942
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	38	\$3,464
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	20	\$21,351
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	168	\$60,426
Incoming High Proficiency	0.1	\$360	8	\$2,902
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	20	\$16,500
<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.				\$22,667
<b>SBB Allocations Total</b>				<b>\$2,050,051</b>
<b>2 SBB Transition Supplements</b>				<b>\$67,554</b>
<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>		\$5,255	\$5,383	(\$129)
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.				
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
	-2.45%	N/A - You are not gaining or losing enough to be affected by the transition policy		\$67,554
<b>SBB Transition Supplements TOTAL</b>				<b>\$67,554</b>



# Informational Section

## Gardenview Elementary

4075 Hartz Drive, Memphis, TN 38116

Grade Level: PreK-5	School Type Traditional	Square Footage 55,570	Student Capacity 419	FY2022-23 Utilization 69	FCI: 29
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	298	288	245	231	(14)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	85%	68%	73%	-	
Student with Disability	18%	17%	19%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	21	21	19	20	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	14	20	11	11	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	6	13	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,004,225	1,931,872	1,854,184	1,412,781	(441,403)
Title 1	130,431	208,509	291,632	206,115	(85,517)
IDEA, Part 1	141,811	135,383	135,383	-	(135,383)
Other Special Revenue & Federal Funds	611,384	1,931,872	877,783	965,201	87,418
Total	2,887,851	4,207,636	3,158,982	2,584,097	(574,885)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	80%	0%			
TEM 5	0%	0%			
TEM 4	4%	0%			
TEM 3	76%	0%			

Total SBB Allocation				\$1,410,885
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,410,885
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,390,384
			Next year (2024) ...	\$1,410,885
		This comparison does not include "locked dollars"	Total Difference	\$20,500
			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.		\$206,115
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,410,885</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	231
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	45
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	37
	Grade 3	0.2	\$720	34
	Grade 4	0.2	\$720	40
	Grade 5	0.2	\$720	35
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	167
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	1
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	5
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	162
	Incoming High Proficiency	0.1	\$360	2
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	24
	<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.			\$223,586
	<b>SBB Allocations Total</b>			<b>\$1,410,885</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$6,102	\$5,675	\$427
	<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>	7.00%	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>



# Informational Section

## Germanshire Elementary

3965 S.Germantown Rd., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 89,228	Student Capacity 717	FY2022-23 Utilization 114	FCI: 2
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	788	718	705	680	(25)
Attendance Rate	96	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	49%	36%	51%	-	
Student with Disability	9%	9%	8%	-	
English Language Learners	11%	11%	11%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	43	44	42	42	-
Special Skills	6	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	14	23	9	9	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	16	19	7	9	2
<b>School level Funds</b>					
General Fund	4,367,896	4,456,758	4,264,526	3,377,956	(886,570)
Title 1	325,443	401,524	549,429	422,800	(126,629)
IDEA, Part 1	79,060	84,520	84,520	-	(84,520)
Other Special Revenue & Federal Funds	747,919	4,456,758	391,627	1,214,714	823,087
Total	5,520,318	9,399,560	5,290,103	5,015,470	(274,633)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	0%	0%			
TEM 4	62%	0%			
TEM 3	33%	0%			

Total SBB Allocation			\$3,395,085
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,395,085
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
			This Year (2023) ... \$3,554,586
			Next year (2024) ... \$3,395,085
			Total Difference (\$159,502)
This comparison does not include "locked dollars"			
But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....			
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$422,800
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$3,395,085</b>
<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	680	\$2,448,000
<b>Grade Weights</b>				
	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	116	\$125,280
Grade 1	0.3	\$1,080	120	\$129,600
Grade 2	0.3	\$1,080	105	\$113,400
Grade 3	0.2	\$720	106	\$76,320
Grade 4	0.2	\$720	115	\$82,800
Grade 5	0.2	\$720	118	\$84,960
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	350	\$126,005
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	66	\$5,955
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	4	\$4,303
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	211	\$76,010
Incoming High Proficiency	0.1	\$360	38	\$13,586
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$0
<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.				\$108,865
<b>SBB Allocations Total</b>				<b>\$3,395,085</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>	
	<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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>	\$4,993	\$5,042	(\$49)	
<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.				
	<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.	-0.99%	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 Section

## Germantown Elementary

2730 Cross Country Dr., Germantown, TN 38138

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-5	Optional	84,584	602	105	13

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	619	600	605	605	(0)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	34%	28%	37%	-	
Student with Disability	12%	10%	9%	-	
English Language Learners	6%	6%	6%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	36	33	33	33	-
Special Skills	7	7	7	7	-
Counselors	1	1	2	2	-
Educational Assistant	11	18	7	7	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	2	15	4	5	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,938,050	4,059,018	3,788,651	3,085,454	(703,198)
Title 1	114,964	216,529	330,918	255,190	(75,728)
IDEA, Part 1	145,178	145,434	145,434	-	(145,434)
Other Special Revenue & Federal Funds	497,533	4,059,018	134,341	922,845	788,504
Total	4,695,725	8,479,998	4,399,344	4,263,488	(135,856)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	83%	0%			
TEM 5	2%	0%			
TEM 4	33%	0%			
TEM 3	48%	0%			

Total SBB Allocation				\$3,113,738
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,113,738
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,113,738
			Next year (2024) ...	\$3,113,738
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.		\$255,190
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,113,738</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	605
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	84
	Grade 1	0.3	\$1,080	105
	Grade 2	0.3	\$1,080	106
	Grade 3	0.2	\$720	107
	Grade 4	0.2	\$720	82
	Grade 5	0.2	\$720	121
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	226
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	39
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	12
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	203
	Incoming High Proficiency	0.1	\$360	33
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	11
	<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.			\$203,162
	<b>SBB Allocations Total</b>			<b>\$3,113,738</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,148	\$5,147	\$1
	<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>	% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		0.02%	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 Section

## Getwell Elementary

2795 Getwell Rd., Memphis, TN 38118

Grade Level: PreK-5	School Type iZone	Square Footage 87,025	Student Capacity 683	FY2022-23 Utilization 48	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	411	421	422	430	8
Attendance Rate	96	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	80%	67%	71%	-	-
Student with Disability	14%	19%	18%	-	-
English Language Learners	10%	13%	20%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	2	2	3	1
Classroom Teacher	32	32	32	33	1
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	23	28	20	20	-
Instructional Facilitator	2	1	2	2	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	31	31	18	18	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,695,729	2,842,642	3,146,036	2,227,131	(918,905)
Title 1	119,636	322,207	400,020	352,585	(47,435)
IDEA, Part 1	194,948	246,198	246,198	-	(246,198)
Other Special Revenue & Federal Funds	1,126,796	2,842,642	559,641	1,872,673	1,313,032
Total	4,137,109	6,253,689	4,351,895	4,452,389	100,494

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	83%	0%	0%	0%	0%
TEM 5	6%	0%	0%	0%	0%
TEM 4	17%	0%	0%	0%	0%
TEM 3	60%	0%	0%	0%	0%

Total SBB Allocation			\$2,321,635
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,321,635
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,321,636
			Next year (2024) ... \$2,321,635
		This comparison does not include "locked dollars"	Total Difference (50)
		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.	\$352,585
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,321,635</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	430
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	74
	Grade 1	0.3	\$1,080	61
	Grade 2	0.3	\$1,080	84
	Grade 3	0.2	\$720	65
	Grade 4	0.2	\$720	70
	Grade 5	0.2	\$720	76
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	305
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	68
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	20
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	311
	Incoming High Proficiency	0.1	\$360	4
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	44
	<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.			\$97,656
	<b>SBB Allocations Total</b>			<b>\$2,321,635</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,398	\$5,502	(\$104)
	<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>	-1.92%	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 Section

## Hawkins Mill Elementary

4295 Mountain Terrace, Memphis, TN 38127

Grade Level: PreK-5	School Type iZone	Square Footage 67,350	Student Capacity 499	FY2022-23 Utilization 63	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	302	286	251	255	4
Attendance Rate	93	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	79%	82%	-	-
Student with Disability	13%	9%	9%	-	-
English Language Learners	0%	0%	0%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	19	17	16	16	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	11	11	6	6	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	2	10	3	3	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	1,920,991	2,171,400	2,021,355	1,494,057	(527,298)
Title 1	137,113	187,168	244,477	200,075	(44,402)
IDEA, Part 1	67,130	67,689	67,689	-	(67,689)
Other Special Revenue & Federal Funds	320,058	2,171,400	327,081	517,896	190,815
Total	2,445,292	4,597,658	2,660,601	2,212,028	(448,574)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%	-	-	-
TEM 5	4%	0%	-	-	-
TEM 4	25%	0%	-	-	-
TEM 3	63%	0%	-	-	-

Total SBB Allocation				\$1,491,920
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,491,920
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,435,698
			Next year (2024) ...	\$1,491,920
			Total Difference	\$56,222
		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.		\$200,075
	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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,491,920</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	255
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	51
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	48
	Grade 3	0.2	\$720	44
	Grade 4	0.2	\$720	41
	Grade 5	0.2	\$720	31
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	195
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	20
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	172
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$184,525</b>
	<b>SBB Allocations Total</b>			<b>\$1,491,920</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,840	\$5,720	\$120
	<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>	2.05%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Hickory Ridge Elementary

3890 Hickory Hill Rd., Memphis, TN 38115

Grade Level: K-5	School Type Traditional	Square Footage 83,060	Student Capacity 672	FY2022-23 Utilization 123	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	695	660	632	628	(4)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	59%	69%	-	
Student with Disability	6%	6%	6%	-	
English Language Learners	18%	19%	19%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	43	39	40	41	1
Special Skills	5	5	5	5	-
Counselors	1	2	2	3	1
Educational Assistant	16	21	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	27	36	9	10	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,211,775	4,092,990	4,123,460	3,168,449	(955,011)
Title 1	289,538	448,888	588,790	477,915	(110,875)
IDEA, Part 1	111,568	121,978	121,978	-	(121,978)
Other Special Revenue & Federal Funds	842,347	4,092,990	351,717	1,151,494	799,777
Total	5,455,228	8,756,846	5,185,946	4,797,858	(388,087)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	73%	0%
TEM 5	4%	0%
TEM 4	14%	0%
TEM 3	55%	0%

Total SBB Allocation				\$3,312,454
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,312,454
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,312,454
			Next year (2024) ...	\$3,312,454
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.		\$477,915
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,312,454</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	628
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	104
	Grade 1	0.3	\$1,080	87
	Grade 2	0.3	\$1,080	131
	Grade 3	0.2	\$720	84
	Grade 4	0.2	\$720	108
	Grade 5	0.2	\$720	114
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	441
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	109
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	17
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	318
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	5
	<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.			\$177,660
	<b>SBB Allocations Total</b>			<b>\$3,312,454</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,274	\$5,241	\$32
	<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>	0.61%	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 Section

## Highland Oaks Elementary

5252 Annandale Dr., Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 107,971	Student Capacity 941	FY2022-23 Utilization 89	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	817	745	732	730	(2)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	50%	40%	49%	-	
Student with Disability	9%	9%	8%	-	
English Language Learners	8%	6%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	46	47	45	45	-
Special Skills	6	6	6	6	-
Counselors	2	1	2	2	-
Educational Assistant	12	27	15	15	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	5	20	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,489,435	4,324,158	4,580,260	3,639,127	(941,133)
Title 1	250,696	415,528	598,159	428,840	(169,319)
IDEA, Part 1	39,331	51,596	51,596	-	(51,596)
Other Special Revenue & Federal Funds	673,199	4,324,158	355,993	1,249,014	893,020
Total	5,452,661	9,115,440	5,586,009	5,316,981	(269,028)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	0.77	0%			
TEM 5	0.02	0%			
TEM 4	0.12	0%			
TEM 3	0.63	0%			

Total SBB Allocation			\$3,775,447
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,775,447
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,775,446
			Next year (2024) ... \$3,775,447
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$428,840
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,775,447</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	730
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	117
	Grade 1	0.3	\$1,080	110
	Grade 2	0.3	\$1,080	146
	Grade 3	0.2	\$720	107
	Grade 4	0.2	\$720	119
	Grade 5	0.2	\$720	131
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	372
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	36
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	14
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	498
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	18
	<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>\$139,893</b>
	<b>SBB Allocations Total</b>			<b>\$3,775,447</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,170	\$5,158	\$13
	<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>	0.25%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>





# Informational Section

## Holmes Road Elementary

1083 Holmes Rd., Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 84,633	Student Capacity 642	FY2022-23 Utilization 111	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	620	637	601	621	20
Attendance Rate	87	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	59%	77%	-	
Student with Disability	12%	11%	14%	-	
English Language Learners	2%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	41	35	37	38	1
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	23	29	19	19	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	31	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,937,738	3,913,620	3,739,349	3,205,179	(534,170)
Title 1	154,123	436,397	564,153	483,200	(80,953)
IDEA, Part 1	115,901	153,472	153,472	-	(153,472)
Other Special Revenue & Federal Funds	862,135	3,913,620	529,823	1,619,307	1,089,484
Total	5,069,896	8,417,109	4,986,797	5,307,686	320,889

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	85%	0%
TEM 5	5%	0
TEM 4	10%	0
TEM 3	69%	0

Total SBB Allocation			\$3,200,484
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,200,484
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,129,402
			Next year (2024) ... \$3,200,484
		This comparison does not include "locked dollars"	Total Difference \$71,082
		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.	\$483,200
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,200,484</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	621
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	120
	Grade 1	0.3	\$1,080	117
	Grade 2	0.3	\$1,080	93
	Grade 3	0.2	\$720	86
	Grade 4	0.2	\$720	106
	Grade 5	0.2	\$720	99
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	474
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	13
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	19
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	490
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	40
	<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>\$3,200,484</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,157	\$5,207	(\$50)
	<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>	-0.97%	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 Section

## Idlewild Elementary

1950 Linden, Memphis, TN 38104

Grade Level: K-5	School Type Optional	Square Footage 65,025	Student Capacity 473	FY2022-23 Utilization 97	FCI: 28
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	515	503	578	610	32
Attendance Rate	99	-	-	-	-

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Student Demographics</b>					
Economically Disadvantaged	23%	15%	19%	-	-
Student with Disability	5%	6%	7%	-	-
English Language Learners	1%	1%	2%	-	-

<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	26	26	33	33	-
Special Skills	5	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	12	15	7	8	1
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	14	14	5	5	-

<b>School level Funds</b>					
General Fund	3,049,561	3,085,474	3,858,009	3,164,573	(693,436)
Title 1	74,617	120,369	10,652	-	(10,652)
IDEA, Part 1	29,627	-	-	-	-
Other Special Revenue & Federal Funds	209,012	3,085,474	119,594	976,105	856,511
Total	3,362,817	6,291,316	3,988,255	4,140,678	152,423

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	9%	0%			
TEM 4	45%	0%			
TEM 3	39%	0%			

<b>Total SBB Allocation</b>					<b>\$3,163,498</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy			<b>\$3,163,498</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB			<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,950,355	
			Next year (2024) ...	\$3,163,498	
		This comparison does not include "locked dollars"	Total Difference	\$213,143	
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>			
<b>Other Resources Outside of SBB</b>					
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			<b>\$0</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.			<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,163,498</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	610
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	102
	Grade 1	0.3	\$1,080	101
	Grade 2	0.3	\$1,080	121
	Grade 3	0.2	\$720	92
	Grade 4	0.2	\$720	91
	Grade 5	0.2	\$720	103
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	118
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	12
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	13
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	100
	Incoming High Proficiency	0.1	\$360	92
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	6
	<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.			\$277,704
	<b>SBB Allocations Total</b>			<b>\$3,163,498</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,182	\$5,104	\$77
	<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>	1.50%	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>



# Informational Section

## Jackson Elementary

3925 Wales, Memphis, TN 38108

Grade Level: K-5	School Type Traditional	Square Footage 44,568	Student Capacity 243	FY2022-23 Utilization 139	FCI: 37
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	303	262	261	270	9
Attendance Rate	95	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	59%	43%	54%	-	-
Student with Disability	8%	8%	11%	-	-
English Language Learners	42%	46%	58%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	20	19	19	19	-
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	3	8	4	5	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	4	12	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,140,375	2,333,629	2,205,154	1,493,924	(711,230)
Title 1	119,451	169,153	244,491	137,410	(107,081)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	2,157,452	2,333,629	284,386	693,851	409,465
Total	4,417,277	4,836,411	2,734,031	2,325,185	(408,846)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%	-	-	-
TEM 5	4%	0%	-	-	-
TEM 4	25%	0%	-	-	-
TEM 3	63%	0%	-	-	-

Total SBB Allocation				\$1,492,525
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,492,525
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,476,176
			Next year (2024) ...	\$1,492,525
		This comparison does not include "locked dollars"	Total Difference	\$16,349
			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.		\$137,410
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,492,525</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	270
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	47
	Grade 1	0.3	\$1,080	53
	Grade 2	0.3	\$1,080	45
	Grade 3	0.2	\$720	36
	Grade 4	0.2	\$720	39
	Grade 5	0.2	\$720	50
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	116
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	146
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	5
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	121
	Incoming High Proficiency	0.1	\$360	11
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$164,507</b>
	<b>SBB Allocations Total</b>			<b>\$1,492,525</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,520	\$5,656	(\$136)
	<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.			
	<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.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		-2.47%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## 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	FY2022-23 Utilization 120	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	778	696	731	743	12
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	42%	35%	43%	-	
Student with Disability	11%	10%	9%	-	
English Language Learners	30%	33%	34%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	51	49	48	50	2
Special Skills	6	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	13	23	13	14	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	26	19	6	8	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,927,425	4,903,914	4,464,258	3,700,318	(763,940)
Title 1	216,622	335,317	456,571	368,440	(88,131)
IDEA, Part 1	169,874	176,486	176,486	-	(176,486)
Other Special Revenue & Federal Funds	1,037,613	4,903,914	367,872	1,657,951	1,290,079
<b>Total</b>	<b>6,351,534</b>	<b>10,319,630</b>	<b>5,465,187</b>	<b>5,726,709</b>	<b>261,522</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	78%	0%			
TEM 5	3%	0%			
TEM 4	17%	0%			
TEM 3	58%	0%			

Total SBB Allocation				\$3,701,905
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,701,905
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,701,905
			Next year (2024) ...	\$3,701,905
		This comparison does not include "locked dollars"	Total Difference	\$0
		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.		\$368,440
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,701,905</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	743
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	139
	Grade 1	0.3	\$1,080	135
	Grade 2	0.3	\$1,080	114
	Grade 3	0.2	\$720	109
	Grade 4	0.2	\$720	114
	Grade 5	0.2	\$720	132
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	316
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	251
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	17
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	407
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	18
	<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>\$36,369</b>
	<b>SBB Allocations Total</b>			<b>\$3,701,905</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$4,981	\$5,064	(\$84)
	<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.			
	<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.	-1.68%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>





# Informational Section

**Keystone Elementary**  
4301 Old Allen Rd., Memphis, TN 38128

Grade Level: PreK-5	School Type Optional	Square Footage 84,641	Student Capacity 522	FY2022-23 Utilization 95	FCI: 20
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	336	381	422	434	12
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	80%	63%	76%	-	
Student with Disability	21%	24%	23%	-	
English Language Learners	1%	0%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	27	29	31	2
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	16	20	15	15	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	16	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,746,440	2,779,685	2,799,500	2,226,445	(573,055)
Title 1	202,814	272,782	400,296	352,585	(47,711)
IDEA, Part 1	146,695	166,030	166,030	-	(166,030)
Other Special Revenue & Federal Funds	846,025	2,779,685	282,293	1,456,582	1,174,289
Total	3,941,973	5,998,182	3,648,119	4,035,612	387,492

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	89%	0%			
TEM 5	0%	0%			
TEM 4	20%	0%			
TEM 3	69%	0%			

Total SBB Allocation			\$2,268,286
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,268,286
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,268,286
			Next year (2024) ... \$2,268,286
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$352,585
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,268,286</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	434
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	82
	Grade 1	0.3	\$1,080	81
	Grade 2	0.3	\$1,080	72
	Grade 3	0.2	\$720	75
	Grade 4	0.2	\$720	68
	Grade 5	0.2	\$720	56
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	326
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	3
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	15
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	222
	Incoming High Proficiency	0.1	\$360	13
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	54
	<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>\$45,242</b>
	<b>SBB Allocations Total</b>			<b>\$2,268,286</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,223	\$5,375	(\$152)
	<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>	-2.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Kingsbury Elementary

4055 Bayliss, Memphis, TN 38108

Grade Level: PreK-6	School Type Traditional	Square Footage 65,250	Student Capacity 358	FY2022-23 Utilization 152	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-6	517	495	445	430	(15)
Attendance Rate	95	-	-	-	

<b>Student Demographics</b>					
Economically Disadvantaged	60%	48%	58%	-	
Student with Disability	15%	18%	21%	-	
English Language Learners	48%	50%	52%	-	

<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	2	1
Classroom Teacher	36	38	36	36	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	18	22	11	11	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	37	24	8	8	-

<b>School level Funds</b>					
General Fund	3,423,201	3,286,451	3,306,747	2,185,255	(1,121,491)
Title 1	286,980	309,404	424,385	323,895	(100,490)
IDEA, Part 1	206,147	205,616	205,616	-	(205,616)
Other Special Revenue & Federal Funds	3,720,934	3,286,451	508,798	1,758,069	1,249,271
Total	7,637,263	7,087,922	4,445,546	4,267,219	(178,326)

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	4%	0%			
TEM 4	68%	0%			
TEM 3	28%	0%			

<b>Total SBB Allocation</b>				<b>\$2,242,148</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$2,242,148</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,321,900
			Next year (2024) ...	\$2,242,148
		This comparison does not include "locked dollars"	Total Difference	<b>(\$79,751)</b>
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$323,895</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,242,148</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	430
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	69
	Grade 1	0.3	\$1,080	68
	Grade 2	0.3	\$1,080	77
	Grade 3	0.2	\$720	70
	Grade 4	0.2	\$720	76
	Grade 5	0.2	\$720	70
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	238
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	202
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	4
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	321
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	30
	<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.			\$59,489
	<b>SBB Allocations Total</b>			<b>\$2,242,148</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>
		<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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> <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>	\$5,214	\$5,218	(\$3)
		<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.	-0.07%	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 Section

## LaRose Elementary

864 S. Wellington Street, Memphis, TN 38126

Grade Level: PreK-5	School Type iZone	Square Footage 94,426	Student Capacity 503	FY2022-23 Utilization 73	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	232	187	249	258	9
Attendance Rate	85	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	89%	77%	87%	-	-
Student with Disability	8%	6%	6%	-	-
English Language Learners	1%	0%	0%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	1	1
Classroom Teacher	14	13	14	16	2
Special Skills	2	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	6	10	6	6	-
Instructional Facilitator	1	1	1	1	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	12	21	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	1,517,691	1,605,460	1,649,555	1,494,199	(155,356)
Title 1	127,002	144,908	215,961	194,035	(21,926)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	355,317	1,605,460	397,943	524,623	126,680
Total	2,000,010	3,355,828	2,263,458	2,212,857	(50,601)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	88%	0%	0%	0%	0%
TEM 5	0%	0%	0%	0%	0%
TEM 4	6%	0%	0%	0%	0%
TEM 3	81%	0%	0%	0%	0%

<b>Total SBB Allocation</b>				<b>\$1,492,014</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$1,492,014</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,438,732
			Next year (2024) ...	\$1,492,014
		This comparison does not include "locked dollars"	Total Difference	\$53,282
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$194,035</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,492,014</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	258
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	47
	Grade 1	0.3	\$1,080	40
	Grade 2	0.3	\$1,080	47
	Grade 3	0.2	\$720	38
	Grade 4	0.2	\$720	36
	Grade 5	0.2	\$720	50
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	216
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	1
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	6
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	185
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$179,927</b>
	<b>SBB Allocations Total</b>			<b>\$1,492,014</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,788	\$5,778	\$10
	<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>	0.17%	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 Section

## Levi Elementary

135 W. Levi Road, Memphis, TN 38109

Grade Level: PreK-5	School Type Traditional	Square Footage 71,179	Student Capacity 413	FY2022-23 Utilization 118	FCI: 16
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	443	429	388	392	4
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	69%	83%	-	
Student with Disability	10%	11%	10%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	24	24	23	23	-
Special Skills	4	4	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	5	10	6	6	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	44	24	11	11	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,445,217	2,451,191	2,523,156	2,043,548	(479,608)
Title 1	149,917	298,072	376,106	292,185	(83,921)
IDEA, Part 1	27,053	-	-	-	-
Other Special Revenue & Federal Funds	551,433	2,451,191	334,448	584,279	249,831
Total	3,173,620	5,200,455	3,233,710	2,920,012	(313,698)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	3%	0%			
TEM 4	83%	0%			
TEM 3	10%	0%			

Total SBB Allocation			\$2,043,806
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,043,806
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,043,806
			Next year (2024) ... \$2,043,806
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$292,185
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,043,806</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	392
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	78
	Grade 1	0.3	\$1,080	76
	Grade 2	0.3	\$1,080	77
	Grade 3	0.2	\$720	55
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	54
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	330
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	1
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	30
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	321
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$3,304
	<b>SBB Allocations Total</b>			<b>\$2,043,806</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,219	\$5,268	(\$48)
	<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.			
	<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.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-0.93%	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 Section

## Lucie E. Campbell Elementary

3232 Birchfield, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 84,740	Student Capacity 573	FY2022-23 Utilization 84	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	483	509	535	567	32
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	81%	70%	82%	-	
Student with Disability	18%	17%	14%	-	
English Language Learners	0%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	2	2	-
Classroom Teacher	35	34	35	36	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	23	29	20	20	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	22	26	16	17	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,177,709	3,033,686	3,335,767	3,006,130	(329,637)
Title 1	269,322	392,916	572,981	439,410	(133,571)
IDEA, Part 1	261,183	205,980	205,980	-	(205,980)
Other Special Revenue & Federal Funds	972,477	3,033,686	1,892,106	1,687,643	(204,463)
Total	4,680,692	6,666,268	6,006,834	5,133,183	(873,652)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	2%	0%			
TEM 4	29%	0%			
TEM 3	50%	0%			

Total SBB Allocation			\$3,001,637
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,001,637
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,921,471
			Next year (2024) ... \$3,001,637
		This comparison does not include "locked dollars"	Total Difference \$80,166
		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.	\$439,410
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,001,637</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	567
				<b>\$2,041,564</b>
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	107
	Grade 1	0.3	\$1,080	99
	Grade 2	0.3	\$1,080	102
	Grade 3	0.2	\$720	88
	Grade 4	0.2	\$720	81
	Grade 5	0.2	\$720	90
	<b>Poverty Weight</b>			<b>Total</b>
	Poverty (Direct Certified)	0.1	\$360	449
				<b>\$161,570</b>
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	6
				<b>\$569</b>
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	25
				<b>\$25,672</b>
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	414
				<b>\$149,034</b>
	Incoming High Proficiency	0.1	\$360	0
				<b>\$0</b>
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	54
				<b>\$44,550</b>
	<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>\$59,448</b>
	<b>SBB Allocations Total</b>			<b>\$3,001,637</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,293	\$5,461	(\$168)
	<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.			
	<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.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		-3.17%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Lucy Elementary

6269 Amherst Rd., Millington, TN 38053

Grade Level: PreK-5	School Type Traditional	Square Footage 102,446	Student Capacity 768	FY2022-23 Utilization 51	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	352	310	289	282	(7)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	67%	53%	65%	-	
Student with Disability	10%	10%	10%	-	
English Language Learners	5%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	22	22	19	19	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	12	17	9	10	1
Instructional Facilitator	1	2	2	2	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	3	10	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,046,166	2,115,122	2,074,934	1,494,857	(580,077)
Title 1	112,201	213,551	272,125	219,705	(52,420)
IDEA, Part 1	56,487	57,274	57,274	-	(57,274)
Other Special Revenue & Federal Funds	401,829	2,115,122	281,803	703,221	421,418
Total	2,616,683	4,501,070	2,686,136	2,417,783	(268,353)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	70%	0%			
TEM 5	0%	0%			
TEM 4	0%	0%			
TEM 3	70%	0%			

<b>Total SBB Allocation</b>				<b>\$1,586,804</b>
1	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$1,586,804</b>
2	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,586,804
			Next year (2024) ...	\$1,586,804
		This comparison does not include "locked dollars"	Total Difference	<b>(\$0)</b>
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
3	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$219,705</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,586,804</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	282
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	50
	Grade 1	0.3	\$1,080	48
	Grade 2	0.3	\$1,080	46
	Grade 3	0.2	\$720	44
	Grade 4	0.2	\$720	55
	Grade 5	0.2	\$720	39
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	175
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	13
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	13
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	177
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$174,261
	<b>SBB Allocations Total</b>			<b>\$1,586,804</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,621	\$5,491	\$130
	<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>	2.32%	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 Section

## Macon-Hall Elementary

9800 Macon Rd., Cordova, TN 38018

Grade Level: PreK-5	School Type Traditional	Square Footage 93,481	Student Capacity 971	FY2022-23 Utilization 116	FCI: 13
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	1,199	1,084	1,056	1,076	20
Attendance Rate	98	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	28%	23%	33%	-	-
Student with Disability	7%	11%	12%	-	-
English Language Learners	6%	6%	7%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	2	2	1	(1)
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	60	66	66	66	-
Special Skills	8	8	8	8	-
Counselors	2	3	2	2	-
Educational Assistant	13	40	19	21	2
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	6	29	6	8	2
<b>School level Funds</b>					
General Fund	6,304,859	6,866,929	6,548,517	5,358,912	(1,189,605)
Title 1	259,807	348,432	512,293	406,945	(105,348)
IDEA, Part 1	53,798	54,312	54,312	-	(54,312)
Other Special Revenue & Federal Funds	1,176,477	6,866,929	7,054,799	1,852,240	(5,202,558)
Total	7,794,940	14,136,602	14,169,920	7,618,097	(6,551,823)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	4%	0%			
TEM 4	48%	0%			
TEM 3	36%	0%			

Total SBB Allocation			\$5,355,490
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,355,490
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
			This Year (2023) ... \$5,202,912
			Next year (2024) ... \$5,355,490
		This comparison does not include "locked dollars"	Total Difference \$152,577
	But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$406,945
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$5,355,490</b>
<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	1076	\$3,874,056
<b>Grade Weights</b>				
	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	190	\$205,337
Grade 1	0.3	\$1,080	201	\$217,080
Grade 2	0.3	\$1,080	173	\$186,840
Grade 3	0.2	\$720	166	\$119,520
Grade 4	0.2	\$720	161	\$115,920
Grade 5	0.2	\$720	185	\$133,200
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	365	\$131,559
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	66	\$5,950
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	22	\$22,783
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	420	\$151,282
Incoming High Proficiency	0.1	\$360	33	\$11,816
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	27	\$22,275
<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.				\$157,873
<b>SBB Allocations Total</b>				<b>\$5,355,490</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>	
	<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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.	\$4,977	\$4,927		
<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.				
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.	1.00%	N/A - You are not gaining or losing enough to be affected by the transition policy		
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>



# Informational Section

## Newberry Elementary

5540 Newberry, Memphis, TN 38118

Grade Level: K-5	School Type Traditional	Square Footage 45,170	Student Capacity 308	FY2022-23 Utilization 143	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	439	391	378	386	8
Attendance Rate	96	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	70%	52%	63%	-	-
Student with Disability	10%	8%	8%	-	-
English Language Learners	11%	13%	17%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	24	23	24	25	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	11	15	6	8	2
Instructional Facilitator	1	2	2	2	-
librarian	-	-	1	1	-
Nutrition	-	-	-	-	-
other	16	11	4	6	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,490,774	2,220,051	2,333,723	1,915,992	(417,731)
Title 1	232,122	258,468	389,341	287,655	(101,686)
IDEA, Part 1	88,950	86,163	86,163	-	(86,163)
Other Special Revenue & Federal Funds	2,614,567	2,220,051	153,755	739,702	585,948
<b>Total</b>	<b>5,426,413</b>	<b>4,784,734</b>	<b>2,962,981</b>	<b>2,943,350</b>	<b>(19,631)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	87%	0%			
TEM 5	0%	0%			
TEM 4	29%	0%			
TEM 3	58%	0%			

Total SBB Allocation			\$2,004,269
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,004,269
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,004,269
			Next year (2024) ... \$2,004,269
		This comparison does not include "locked dollars"	Total Difference \$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
Other Resources Outside of SBB			\$287,655
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$287,655
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,004,269</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	386
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	75
	Grade 1	0.3	\$1,080	80
	Grade 2	0.3	\$1,080	58
	Grade 3	0.2	\$720	47
	Grade 4	0.2	\$720	70
	Grade 5	0.2	\$720	56
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	239
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	66
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	16
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	139
	Incoming High Proficiency	0.1	\$360	9
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	9
	<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.			\$90,595
	<b>SBB Allocations Total</b>			<b>\$2,004,269</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>
		<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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>	\$5,191	\$5,302	(\$111)
	<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.			
		<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.	-2.14%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>





# Informational Section

## Northaven Elementary

5157 North Circle Rd., Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 70,350	Student Capacity 583	FY2022-23 Utilization 51	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	305	315	259	253	(6)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	83%	70%	85%	-	
Student with Disability	13%	12%	17%	-	
English Language Learners	2%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	22	23	22	22	-
Special Skills	2	1	1	1	-
Counselors	1	1	1	1	-
Educational Assistant	9	13	10	10	-
Instructional Facilitator	2	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	2	9	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,377,899	2,504,628	2,445,734	1,494,174	(951,560)
Title 1	115,690	219,073	280,592	215,930	(64,662)
IDEA, Part 1	85,538	87,670	87,670	-	(87,670)
Other Special Revenue & Federal Funds	402,733	2,504,628	1,063,525	1,051,223	(12,301)
Total	2,981,861	5,316,000	3,877,521	2,761,327	(1,116,194)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	0%	0%			
TEM 4	65%	0%			
TEM 3	35%	0%			

<b>Total SBB Allocation</b>				<b>\$1,500,480</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$1,500,480</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,500,479
			Next year (2024) ...	\$1,500,480
		This comparison does not include "locked dollars"	Total Difference	\$0
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$215,930</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$1,500,480</b>
<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	253	\$912,240
<b>Grade Weights</b>				
Grade K	0.3	\$1,080	47	\$51,192
Grade 1	0.3	\$1,080	47	\$50,760
Grade 2	0.3	\$1,080	39	\$42,120
Grade 3	0.2	\$720	38	\$27,360
Grade 4	0.2	\$720	41	\$29,520
Grade 5	0.2	\$720	41	\$29,520
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	218	\$78,355
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	5	\$429
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	5	\$5,344
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	193	\$69,604
Incoming High Proficiency	0.1	\$360	3	\$958
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	18	\$14,850
<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.				\$188,227
<b>SBB Allocations Total</b>				<b>\$1,500,480</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>		\$5,921	\$5,793	\$128
<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.				
		<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.		2.16%	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 Section

## Oak Forest Elementary

7440 Nonconnah View Cove, Memphis, TN 38119

Grade Level: K-5	School Type Optional	Square Footage 87,550	Student Capacity 473	FY2022-23 Utilization 100	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	359	388	345	340	(5)
Attendance Rate	96	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	45%	34%	42%	-	
Student with Disability	15%	19%	22%	-	
English Language Learners	12%	10%	11%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	28	27	25	26	1
Special Skills	5	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	15	20	8	8	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	8	16	5	5	-
<b>School level Funds</b>					
General Fund	2,677,194	2,892,656	2,711,958	1,752,952	(959,006)
Title 1	126,192	206,793	261,550	181,200	(80,350)
IDEA, Part 1	132,443	137,204	137,204	-	(137,204)
Other Special Revenue & Federal Funds	629,765	2,892,656	351,518	1,350,822	999,303
Total	3,565,594	6,129,310	3,462,231	3,284,974	(177,257)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	3%	0%			
TEM 4	26%	0%			
TEM 3	66%	0%			

Total SBB Allocation				\$1,787,340	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,787,340	
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	
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,787,340	
			Next year (2024) ...	\$1,787,340	
		This comparison does not include "locked dollars"		Total Difference	(50)
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>			
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$181,200	
	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.	



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,787,340</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	340
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	70
	Grade 1	0.3	\$1,080	59
	Grade 2	0.3	\$1,080	70
	Grade 3	0.2	\$720	40
	Grade 4	0.2	\$720	54
	Grade 5	0.2	\$720	47
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	140
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	31
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	16
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	156
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	21
	<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>\$105,084</b>
	<b>SBB Allocations Total</b>			<b>\$1,787,340</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,263	\$5,181	\$82
	<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>	1.57%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Oakhaven Elementary

3795 Bishops Bridge, Memphis, TN 38118

Grade Level: PreK-5	School Type Traditional	Square Footage 74,500	Student Capacity 562	FY2022-23 Utilization 111	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	530	482	515	525	10
Attendance Rate	93	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	77%	64%	74%	-	-
Student with Disability	8%	5%	5%	-	-
English Language Learners	16%	17%	18%	-	-

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	29	26	29	29	-
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	8	9	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	20	8	8	-

School level Funds					
General Fund	3,071,694	2,885,290	3,097,266	2,668,454	(428,812)
Title 1	217,941	335,610	445,100	396,375	(48,725)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	460,277	2,885,290	269,932	614,100	344,168
Total	3,749,912	6,106,190	3,812,297	3,678,929	(133,369)

Teacher Quality		
Teachers with TEM 3 or above (%)	89%	0%
TEM 5	0%	0%
TEM 4	31%	0%
TEM 3	57%	0%

Total SBB Allocation				\$2,733,235
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,733,235
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,733,235
			Next year (2024) ...	\$2,733,235
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.		\$396,375
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,733,235</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	525
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	82
	Grade 1	0.3	\$1,080	86
	Grade 2	0.3	\$1,080	88
	Grade 3	0.2	\$720	83
	Grade 4	0.2	\$720	97
	Grade 5	0.2	\$720	89
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	376
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	92
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	22
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	365
	Incoming High Proficiency	0.1	\$360	9
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$72,803
	<b>SBB Allocations Total</b>			<b>\$2,733,235</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,209	\$5,307	(\$98)
	<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>	-1.88%	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 Section

## Oakshire Elementary

1765 E. Holmes, Memphis, TN 38116

Grade Level: PreK-5	School Type Empowerment	Square Footage 51,892	Student Capacity 428	FY2022-23 Utilization 98	FCI: 30
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	350	339	387	401	14
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	78%	59%	80%	-	
Student with Disability	9%	10%	9%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	21	21	22	23	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	9	15	12	12	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	17	15	3	3	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,588,125	2,813,367	2,733,072	1,997,048	(736,024)
Title 1	145,443	245,181	391,959	291,430	(100,529)
IDEA, Part 1	31,513	25,556	25,556	-	(25,556)
Other Special Revenue & Federal Funds	646,667	2,813,367	328,707	941,526	612,819
Total	3,411,749	5,897,470	3,479,293	3,230,003	(249,289)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	84%	0%			
TEM 5	0%	0%			
TEM 4	31%	0%			
TEM 3	53%	0%			

Total SBB Allocation				\$2,042,764
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,042,764
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,042,764
			Next year (2024) ...	\$2,042,764
		This comparison does not include "locked dollars"	Total Difference	\$0
		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.		\$291,430
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,042,764</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	401
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	76
	Grade 1	0.3	\$1,080	61
	Grade 2	0.3	\$1,080	57
	Grade 3	0.2	\$720	66
	Grade 4	0.2	\$720	78
	Grade 5	0.2	\$720	63
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	310
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	3
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	13
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	173
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$52,365
	<b>SBB Allocations Total</b>			<b>\$2,042,764</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,096	\$5,278	(\$182)
	<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>	-3.57%	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 Section

## Peabody Elementary

2086 Young Ave., Memphis, TN 38104

Grade Level: PreK-5	School Type Optional	Square Footage 53,997	Student Capacity 383	FY2022-23 Utilization 97	FCI: 21
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	356	332	333	327	(6)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	44%	52%	-	
Student with Disability	8%	7%	9%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	1	1
Classroom Teacher	18	20	20	20	-
Special Skills	6	6	6	6	-
Counselors	1	1	1	1	-
Educational Assistant	6	9	2	2	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	-	-	-
Nutrition	-	-	-	-	-
other	3	14	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,127,100	2,329,688	2,258,975	1,656,588	(602,387)
Title 1	135,537	192,321	260,830	200,830	(60,000)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	339,926	2,329,688	4,419,815	734,423	(3,685,392)
Total	2,602,563	4,851,697	6,939,620	2,591,840	(4,347,780)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	75%	0%			
TEM 5	0%	0%			
TEM 4	21%	0%			
TEM 3	54%	0%			

Total SBB Allocation				\$1,806,322
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$1,806,322
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,806,321
			Next year (2024) ...	\$1,806,322
		This comparison does not include "locked dollars"	Total Difference	\$0
			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.		\$200,830
	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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,806,322</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	327
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	54
	Grade 1	0.3	\$1,080	53
	Grade 2	0.3	\$1,080	64
	Grade 3	0.2	\$720	45
	Grade 4	0.2	\$720	59
	Grade 5	0.2	\$720	52
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	174
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	3
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	7
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	120
	Incoming High Proficiency	0.1	\$360	14
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$214,251
	<b>SBB Allocations Total</b>			<b>\$1,806,322</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,526	\$5,424	\$101
	<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>	1.83%	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 Section

## Raleigh-Bartlett Meadows Elementary

5195 Twin Woods, Memphis, TN 38134

Grade Level: PreK-5      School Type: Traditional      Square Footage: 51,891      Student Capacity: 348      FY2022-23 Utilization: 130      FCI: 7

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	477	453	397	386	(11)
Attendance Rate	92	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	72%	57%	71%	-	
Student with Disability	9%	7%	7%	-	
English Language Learners	5%	5%	5%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	1	1	1	-
Classroom Teacher	26	23	23	24	1
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	8	11	8	9	1
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	18	15	6	7	1
<b>School Level Funds</b>					
General Fund	2,719,822	2,551,620	2,509,788	1,931,286	(578,502)
Title 1	154,269	305,596	385,137	305,020	(80,117)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	522,384	2,551,620	321,907	514,315	192,408
Total	3,396,474	5,408,835	3,216,832	2,750,621	(466,210)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	59%	0%			
TEM 5	0%	0%			
TEM 4	9%	0%			
TEM 3	50%	0%			

Total SBB Allocation			\$2,026,612
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,026,612
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
	<b>How has my funding changed</b>	Your " <b>2023 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,106,362
			Next year (2024) ... \$2,026,612
		This comparison does not include "locked dollars"	Total Difference <b>(\$79,751)</b>
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$305,020
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,026,612</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	386
				<b>\$1,388,520</b>
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	76
	Grade 1	0.3	\$1,080	68
	Grade 2	0.3	\$1,080	55
	Grade 3	0.2	\$720	56
	Grade 4	0.2	\$720	56
	Grade 5	0.2	\$720	75
				<b>\$54,000</b>
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	267
				<b>\$96,205</b>
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	17
				<b>\$1,570</b>
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	19
				<b>\$19,513</b>
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	188
	Incoming High Proficiency	0.1	\$360	17
				<b>\$5,971</b>
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
				<b>\$0</b>
	<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>\$98,046</b>
	<b>SBB Allocations Total</b>			<b>\$2,026,612</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,254	\$5,306	(\$51)
	<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.			
	<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.			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		-0.98%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Richland Elementary

5440 Rich Rd., Memphis, TN 38120

Grade Level: PreK-5	School Type Traditional	Square Footage 59,833	Student Capacity 512	FY2022-23 Utilization 156	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	866	802	838	863	25
Attendance Rate	99	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	16%	15%	17%	-	-
Student with Disability	14%	16%	16%	-	-
English Language Learners	4%	4%	4%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	1	1	-
Classroom Teacher	48	50	46	48	2
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	23	31	13	14	1
Instructional Facilitator	1	-	-	-	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	2	23	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	5,405,119	5,617,891	5,546,703	4,194,518	(1,352,185)
Title 1	-	-	-	-	-
IDEA, Part 1	51,330	36,528	36,528	-	(36,528)
Other Special Revenue & Federal Funds	181,379	5,617,891	157,138	1,019,051	861,913
<b>Total</b>	<b>5,637,828</b>	<b>11,272,309</b>	<b>5,740,369</b>	<b>5,213,569</b>	<b>(526,800)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	100%	0%
TEM 5	50%	0%
TEM 4	50%	0%
TEM 3	0%	0%

Total SBB Allocation			\$4,193,093
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,193,093
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,138,107
			Next year (2024) ... \$4,193,093
		This comparison does not include "locked dollars"	Total Difference \$54,986
		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.	\$0
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$4,193,093</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	863
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	164
	Grade 1	0.3	\$1,080	147
	Grade 2	0.3	\$1,080	142
	Grade 3	0.2	\$720	136
	Grade 4	0.2	\$720	141
	Grade 5	0.2	\$720	133
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	156
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	39
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	5
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	69
	Incoming High Proficiency	0.1	\$360	185
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	26
	<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.			\$123,509
	<b>SBB Allocations Total</b>			<b>\$4,193,093</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,859	\$4,938	(\$79)
	<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>	-1.63%	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 Section

## Riverwood Elementary School

1330 Stern Lane Cordova, TN 38016

Grade Level: PreK-5	School Type Optional	Square Footage 107,565	Student Capacity 786	FY2022-23 Utilization 124	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	844	864	877	867	(10)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	28%	21%	27%	-	
Student with Disability	9%	9%	9%	-	
English Language Learners	7%	9%	11%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	54	54	54	54	-
Special Skills	7	7	7	7	-
Counselors	2	2	2	2	-
Educational Assistant	12	31	12	13	1
Instructional Facilitator	3	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	28	26	4	5	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	5,384,344	5,863,785	5,970,760	4,195,612	(1,775,148)
Title 1	226,229	266,963	363,249	277,840	(85,409)
IDEA, Part 1	54,255	54,784	54,784	-	(54,784)
Other Special Revenue & Federal Funds	723,106	5,863,785	218,194	1,535,923	1,317,730
Total	6,387,933	12,049,316	6,606,986	6,009,376	(597,610)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	2%	0%			
TEM 4	67%	0%			
TEM 3	27%	0%			

Total SBB Allocation				\$4,275,678
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,275,678
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
<b>How has my funding changed</b>		Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$4,355,429
			Next year (2024) ...	\$4,275,678
		This comparison does not include "locked dollars"	Total Difference	(\$79,751)
		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.		\$277,840
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$4,275,678</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	867
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	141
	Grade 1	0.3	\$1,080	133
	Grade 2	0.3	\$1,080	154
	Grade 3	0.2	\$720	136
	Grade 4	0.2	\$720	147
	Grade 5	0.2	\$720	156
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	240
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	89
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	13
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	313
	Incoming High Proficiency	0.1	\$360	53
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	22
	<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.			\$120,335
	<b>SBB Allocations Total</b>			<b>\$4,275,678</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,934	\$4,966	(\$32)
		<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.	-0.66%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>





# Informational Section

## 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	FY2022-23 Utilization 99	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	643	627	604	631	27
Attendance Rate	95	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	79%	63%	76%	-	-
Student with Disability	8%	7%	6%	-	-
English Language Learners	4%	5%	4%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	38	30	35	36	1
Special Skills	6	4	4	4	-
Counselors	2	3	2	2	-
Educational Assistant	14	18	7	8	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	52	32	15	15	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,757,803	3,704,291	3,610,861	3,197,588	(413,272)
Title 1	319,340	465,765	507,091	459,795	(47,296)
IDEA, Part 1	60,808	49,791	49,791	-	(49,791)
Other Special Revenue & Federal Funds	846,124	3,704,291	499,509	1,267,309	767,800
Total	4,984,075	7,924,138	4,667,252	4,924,693	257,441

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	94%	0%
TEM 5	0%	0%
TEM 4	56%	0%
TEM 3	38%	0%

Total SBB Allocation			\$3,193,268
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,193,268
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,171,843
			Next year (2024) ... \$3,193,268
		This comparison does not include "locked dollars"	Total Difference \$21,425
		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.	\$459,795
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,193,268</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	631
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	126
	Grade 1	0.3	\$1,080	132
	Grade 2	0.3	\$1,080	87
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	108
	Grade 5	0.2	\$720	100
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	469
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	20
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	23
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	409
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	1
	<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>\$3,193,268</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,061	\$5,251	(\$191)
	<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>	-3.77%	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 Section

## Ross Elementary

4890 Ross Rd., Memphis, TN 38141

Grade Level: PreK-5	School Type Traditional	Square Footage 137,162	Student Capacity 1,097	FY2022-23 Utilization 70	FCI: 21
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	537	545	580	576	(4)
Attendance Rate	94	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	63%	50%	61%	-	-
Student with Disability	11%	10%	14%	-	-
English Language Learners	6%	7%	9%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	36	33	38	38	-
Special Skills	5	5	3	3	-
Counselors	1	1	2	2	-
Educational Assistant	10	17	18	19	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	20	18	5	7	2
<b>School level Funds</b>					
General Fund	3,594,358	3,880,331	4,048,543	3,005,590	(1,042,953)
Title 1	293,194	390,717	431,298	437,145	5,847
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	698,879	3,880,331	260,809	1,463,337	1,202,528
Total	4,586,430	8,151,380	4,740,651	4,906,072	165,421
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	2%	0%			
TEM 4	16%	0%			
TEM 3	70%	0%			

Total SBB Allocation			\$3,100,443
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,100,443
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
	<b>How has my funding changed</b>	Your " <b>2023 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,100,444
			Next year (2024) ... \$3,100,443
		This comparison does not include "locked dollars"	Total Difference <b>(\$0)</b>
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$437,145
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,100,443</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	576
				<b>\$2,073,600</b>
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	110
	Grade 1	0.3	\$1,080	97
	Grade 2	0.3	\$1,080	113
	Grade 3	0.2	\$720	82
	Grade 4	0.2	\$720	84
	Grade 5	0.2	\$720	90
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	339
				<b>\$122,070</b>
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	48
				<b>\$4,360</b>
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	20
				<b>\$20,890</b>
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	270
	Incoming High Proficiency	0.1	\$360	14
				<b>\$4,977</b>
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	33
				<b>\$27,225</b>
	<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>\$220,047</b>
	<b>SBB Allocations Total</b>			<b>\$3,100,443</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,383	\$5,346	\$37
	<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>	0.69%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Rozelle Elementary

993 Roland, Memphis, TN 38114

Grade Level: K-5	School Type Optional	Square Footage 58,750	Student Capacity 379	FY2022-23 Utilization 65	FCI: 38
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	234	215	190	181	(9)
Attendance Rate	96	-	-	-	

<b>Student Demographics</b>					
Economically Disadvantaged	64%	52%	66%	-	
Student with Disability	10%	9%	8%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	15	15	15	15	-
Special Skills	4	4	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	2	7	4	4	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	11	16	9	9	-

School level Funds					
General Fund	1,948,207	2,066,767	2,113,532	1,285,905	(827,627)
Title 1	97,862	148,174	184,949	138,920	(46,029)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	174,392	2,066,767	132,807	646,891	514,083
Total	2,220,461	4,281,709	2,431,289	2,071,716	(359,573)

Teacher Quality					
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	0%	0%			
TEM 4	24%	0%			
TEM 3	57%	0%			

Total SBB Allocation					\$1,396,463
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,360,452
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			\$36,011
	How has my funding changed	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,396,463	
			Next year (2024) ...	\$1,396,463	
			Total Difference	(50)	
		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.			\$138,920
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,360,452</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	181
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	34
	Grade 1	0.3	\$1,080	31
	Grade 2	0.3	\$1,080	30
	Grade 3	0.2	\$720	34
	Grade 4	0.2	\$720	24
	Grade 5	0.2	\$720	28
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	122
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	0
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	0
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	60
	Incoming High Proficiency	0.1	\$360	17
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$474,271
	<b>SBB Allocations Total</b>			<b>\$1,360,452</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$36,011</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$7,728	\$7,350	\$378
	<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>	4.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$36,011</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$36,011</b>



# Informational Section

## Sea Isle Elementary

5250 Sea Isle Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 79,703	Student Capacity 468	FY2022-23 Utilization 94	FCI: 16
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	433	413	415	403	(12)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	32%	44%	-	
Student with Disability	17%	19%	20%	-	
English Language Learners	7%	8%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	34	33	32	34	2
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	18	24	16	17	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	3	12	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,734,587	3,786,629	3,595,629	2,046,575	(1,549,054)
Title 1	124,375	237,992	286,699	225,745	(60,954)
IDEA, Part 1	140,861	137,127	137,127	-	(137,127)
Other Special Revenue & Federal Funds	463,408	3,786,629	179,590	1,635,416	1,455,826
Total	4,463,230	7,948,377	4,199,045	3,907,736	(291,309)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	90%	0%			
TEM 5	0%	0%			
TEM 4	54%	0%			
TEM 3	37%	0%			

Total SBB Allocation				\$2,142,836
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,099,643
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		\$43,193
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,222,587
			Next year (2024) ...	\$2,142,836
		This comparison does not include "locked dollars"	Total Difference	(\$79,751)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$225,745
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,099,643</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	403
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	67
	Grade 1	0.3	\$1,080	63
	Grade 2	0.3	\$1,080	71
	Grade 3	0.2	\$720	61
	Grade 4	0.2	\$720	74
	Grade 5	0.2	\$720	67
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	184
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	26
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	14
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	215
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	32
	<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.			\$98,056
	<b>SBB Allocations Total</b>			<b>\$2,099,643</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$43,193</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,316	\$5,356	(\$40)
	<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>	-0.75%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$43,193
	<b>SBB Transition Supplements TOTAL</b>			<b>\$43,193</b>





# Informational Section

## Sharpe Elementary

3431 Sharpe, Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 47,130	Student Capacity 279	FY2022-23 Utilization 126	FCI: 40
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	289	286	315	318	3
Attendance Rate	93	-	-	-	-

<b>Student Demographics</b>					
Economically Disadvantaged	72%	52%	60%	-	-
Student with Disability	4%	7%	4%	-	-
English Language Learners	36%	47%	55%	-	-

<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	24	19	21	22	1
Special Skills	3	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	8	14	8	8	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	18	21	14	15	1

<b>School level Funds</b>					
General Fund	2,440,968	2,075,983	2,205,729	1,752,305	(453,425)
Title 1	112,956	234,406	263,528	212,910	(50,618)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	520,780	2,075,983	289,557	810,116	520,559
<b>Total</b>	<b>3,074,704</b>	<b>4,386,373</b>	<b>2,758,814</b>	<b>2,775,330</b>	<b>16,516</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	25%	0%			
TEM 4	63%	0%			
TEM 3	13%	0%			

<b>Total SBB Allocation</b>				<b>\$1,750,567</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$1,750,567</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,726,993
			Next year (2024) ...	\$1,750,567
		This comparison does not include "locked dollars"	Total Difference	\$23,574
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$212,910</b>
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$1,750,567</b>
<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	318	\$1,145,520
<b>Grade Weights</b>				
	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	53	\$57,456
Grade 1	0.3	\$1,080	59	\$63,720
Grade 2	0.3	\$1,080	53	\$57,240
Grade 3	0.2	\$720	63	\$45,360
Grade 4	0.2	\$720	50	\$36,000
Grade 5	0.2	\$720	40	\$28,800
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	195	\$70,358
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	166	\$14,938
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	4	\$4,635
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	206	\$74,230
Incoming High Proficiency	0.1	\$360	0	\$0
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$0
<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.				\$152,311
<b>SBB Allocations Total</b>				<b>\$1,750,567</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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</b>	<b>Dollar per Pupil</b>	<b>Difference in</b>	
	<b>Next Year (2023-2024)</b>	<b>This Year (2022-2023)</b>	<b>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> <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>	\$5,501	\$5,483	\$19	
	<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.	0.34%	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 Section

## Sheffield Elementary

4290 Chuck, Memphis, TN 38118

Grade Level: PreK-5	School Type iZone	Square Footage 47,000	Student Capacity 453	FY2022-23 Utilization 131	FCI: 22
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	536	488	507	503	(4)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	58%	42%	48%	-	
Student with Disability	5%	5%	6%	-	
English Language Learners	50%	53%	63%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	32	34	36	37	1
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	8	14	7	7	-
Instructional Facilitator	2	2	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	23	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,323,570	3,266,279	3,599,618	2,586,069	(1,013,549)
Title 1	196,762	309,842	383,803	279,350	(104,453)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	665,983	3,266,279	6,248,239	1,198,632	(5,049,606)
Total	4,186,315	6,842,399	10,231,659	4,064,051	(6,167,608)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	7%	0%			
TEM 4	74%	0%			
TEM 3	17%	0%			

Total SBB Allocation				\$2,691,935	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,691,935	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,691,936	
			Next year (2024) ...	\$2,691,935	
		This comparison does not include "locked dollars"		Total Difference	(\$0)
		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.		\$279,350	
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.	



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,691,935</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	503
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	89
	Grade 1	0.3	\$1,080	82
	Grade 2	0.3	\$1,080	87
	Grade 3	0.2	\$720	84
	Grade 4	0.2	\$720	76
	Grade 5	0.2	\$720	85
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	250
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	290
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	9
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	381
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$165,423</b>
	<b>SBB Allocations Total</b>			<b>\$2,691,935</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,356	\$5,310	\$46
	<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>	0.87%	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 Section

## Shelby Oaks Elementary

6053 Summer Avenue Memphis, TN 38134

Grade Level: PreK-5	School Type Traditional	Square Footage 74,069	Student Capacity 637	FY2022-23 Utilization 136	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	824	739	681	699	18
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	60%	47%	57%	-	
Student with Disability	9%	8%	9%	-	
English Language Learners	13%	12%	14%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	47	42	41	42	1
Special Skills	6	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	15	24	15	15	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	5	20	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,838,156	4,330,336	4,056,953	3,539,190	(517,763)
Title 1	277,856	477,168	572,884	493,770	(79,114)
IDEA, Part 1	27,135	27,423	27,423	-	(27,423)
Other Special Revenue & Federal Funds	740,831	4,330,336	423,152	1,035,582	612,430
Total	5,883,977	9,165,263	5,080,413	5,068,542	(11,871)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	70%	0%
TEM 5	0%	0%
TEM 4	7%	0%
TEM 3	63%	0%

Total SBB Allocation			\$3,535,322
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,535,322
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,521,318
			Next year (2024) ... \$3,535,322
		This comparison does not include "locked dollars"	Total Difference \$14,005
		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.	\$493,770
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,535,322</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	699
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	121
	Grade 1	0.3	\$1,080	117
	Grade 2	0.3	\$1,080	119
	Grade 3	0.2	\$720	105
	Grade 4	0.2	\$720	105
	Grade 5	0.2	\$720	132
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	402
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	91
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	16
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	359
	Incoming High Proficiency	0.1	\$360	21
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	1
	<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.			\$81,699
	<b>SBB Allocations Total</b>			<b>\$3,535,322</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,060	\$5,171	(\$111)
	<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>	-2.19%	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 Section

## Sherwood Elementary

1156 Robin Hood Lane Memphis, TN 38111

Grade Level: PreK-5	School Type Optional	Square Footage 94,516	Student Capacity 562	FY2022-23 Utilization 116	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	554	506	513	510	(3)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	56%	69%	-	
Student with Disability	7%	7%	7%	-	
English Language Learners	19%	21%	24%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	32	30	33	33	-
Special Skills	6	5	5	5	-
Counselors	1	1	1	1	-
Educational Assistant	9	14	9	9	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	7	18	9	9	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,254,978	3,130,173	3,197,749	2,588,670	(609,078)
Title 1	231,207	366,239	671,264	389,580	(281,684)
IDEA, Part 1	54,648	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	1,471,458	3,130,173	1,511,685	1,179,522	(332,163)
Total	5,012,290	6,651,119	5,405,231	4,157,772	(1,247,459)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	88%	0%
TEM 5	2%	0%
TEM 4	34%	0%
TEM 3	51%	0%

Total SBB Allocation				\$2,706,249
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,706,249
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,706,250
			Next year (2024) ...	\$2,706,249
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.		\$389,580
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,706,249</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	510
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	95
	Grade 1	0.3	\$1,080	103
	Grade 2	0.3	\$1,080	101
	Grade 3	0.2	\$720	57
	Grade 4	0.2	\$720	81
	Grade 5	0.2	\$720	73
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	339
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	116
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	19
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	320
	Incoming High Proficiency	0.1	\$360	17
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$120,961</b>
	<b>SBB Allocations Total</b>			<b>\$2,706,249</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,303	\$5,275	\$28
	<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>	0.53%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>





# Informational Section

## South Park Elementary

1736 Getwell Road Memphis, TN 38111

Grade Level: PreK-5	School Type Traditional	Square Footage 77,075	Student Capacity 438	FY2022-23 Utilization 123	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	453	451	479	443	(36)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	66%	52%	63%	-	
Student with Disability	10%	10%	14%	-	
English Language Learners	40%	46%	43%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	34	34	34	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	24	24	15	15	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	10	14	7	8	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,272,428	3,335,912	3,200,687	2,259,846	(940,841)
Title 1	185,170	303,745	408,266	352,585	(55,681)
IDEA, Part 1	87,597	90,501	90,501	-	(90,501)
Other Special Revenue & Federal Funds	788,060	3,335,912	357,491	1,594,249	1,236,758
<b>Total</b>	<b>4,333,256</b>	<b>7,066,070</b>	<b>4,056,944</b>	<b>4,206,680</b>	<b>149,735</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	5%	0%			
TEM 4	11%	0%			
TEM 3	70%	0%			

Total SBB Allocation			\$2,256,953
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,256,953
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,385,786
			Next year (2024) ... \$2,256,953
		This comparison does not include "locked dollars"	Total Difference (\$128,834)
		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.	\$352,585
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,256,953</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	443
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	80
	Grade 1	0.3	\$1,080	79
	Grade 2	0.3	\$1,080	86
	Grade 3	0.2	\$720	62
	Grade 4	0.2	\$720	61
	Grade 5	0.2	\$720	75
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	282
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	179
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	15
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	288
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	24
	<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>\$2,256,953</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,099	\$5,290	(\$191)
	<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>	-3.74%	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 Section

## Southwind Elementary

8155 Meadowvale Drive, Memphis, TN 38125

Grade Level: PreK-5	School Type Traditional	Square Footage 108,000	Student Capacity 937	FY2022-23 Utilization 78	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	616	623	578	579	1
Attendance Rate	96	-	-	-	-

<b>Student Demographics</b>					
Economically Disadvantaged	44%	35%	42%	-	-
Student with Disability	10%	10%	11%	-	-
English Language Learners	6%	7%	7%	-	-

Key School Positions-All Funding Sources					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	42	42	38	41	3
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	17	28	18	18	-
Instructional Facilitator	2	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	5	18	6	6	-

School level Funds					
General Fund	3,647,492	3,977,087	4,009,186	3,004,630	(1,004,556)
Title 1	317,289	320,951	391,157	293,695	(97,462)
IDEA, Part 1	108,514	100,552	100,552	-	(100,552)
Other Special Revenue & Federal Funds	919,082	3,977,087	4,201,982	1,334,962	(2,867,021)
Total	4,992,377	8,375,676	8,702,878	4,633,287	(4,069,591)

Teacher Quality					
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	0%	0%			
TEM 4	39%	0%			
TEM 3	59%	0%			

Total SBB Allocation				\$3,045,267
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,045,267
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,045,267
			Next year (2024) ...	\$3,045,267
			Total Difference	(\$0)
		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.		\$293,695
	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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,045,267</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	579
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	120
	Grade 1	0.3	\$1,080	91
	Grade 2	0.3	\$1,080	93
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	98
	Grade 5	0.2	\$720	99
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	230
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	37
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	12
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	190
	Incoming High Proficiency	0.1	\$360	41
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	15
	<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.			\$237,980
	<b>SBB Allocations Total</b>			<b>\$3,045,267</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,255	\$5,269	(\$14)
	<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>	-0.26%	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 Section

## Springdale Elementary

880 North Hollywood Memphis, TN 38108

Grade Level: PreK-5	School Type Optional	Square Footage 58,986	Student Capacity 279	FY2022-23 Utilization 92	FCI: 35
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	266	272	218	219	1
Attendance Rate	95	-	-	-	-

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Student Demographics</b>					
Economically Disadvantaged	86%	71%	88%	-	-
Student with Disability	9%	6%	8%	-	-
English Language Learners	1%	0%	2%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	17	14	16	17	1
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	5	9	5	4	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	12	19	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	1,894,668	1,901,796	1,852,063	1,390,332	(461,731)
Title 1	95,984	175,223	235,703	173,650	(62,053)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	443,935	1,901,796	364,570	666,509	301,939
Total	2,434,588	3,978,814	2,452,336	2,230,491	(221,845)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	95%	0%
TEM 5	5%	0%
TEM 4	82%	0%
TEM 3	9%	0%

Total SBB Allocation			\$1,509,116
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,371,009
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	\$138,107
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,509,117
			Next year (2024) ... \$1,509,116
		This comparison does not include "locked dollars"	Total Difference (\$0)
		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.	\$173,650
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,371,009</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	219
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	42
	Grade 1	0.3	\$1,080	42
	Grade 2	0.3	\$1,080	41
	Grade 3	0.2	\$720	23
	Grade 4	0.2	\$720	29
	Grade 5	0.2	\$720	42
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	182
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	4
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	6
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	108
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$268,430
	<b>SBB Allocations Total</b>			<b>\$1,371,009</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$138,107</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$6,897	\$6,923	(\$26)
	<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>	-0.38%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$138,107
	<b>SBB Transition Supplements TOTAL</b>			<b>\$138,107</b>



# Informational Section

## Treadwell Elementary

3538 Given Ave. Memphis, TN 38122

Grade Level: K-5	School Type Optional	Square Footage 55,512	Student Capacity 618	FY2022-23 Utilization 104	FCI: 36
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	774	770	777	793	16
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	64%	51%	55%	-	
Student with Disability	6%	4%	4%	-	
English Language Learners	34%	26%	46%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	44	47	50	50	-
Special Skills	7	7	7	7	-
Counselors	2	2	2	2	-
Educational Assistant	13	24	16	16	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	19	31	15	15	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,489,291	4,470,847	4,923,611	3,947,827	(975,784)
Title 1	269,362	502,180	645,150	505,095	(140,055)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	364,572	4,470,847	196,316	1,558,006	1,361,691
Total	5,123,225	9,443,874	5,765,077	6,010,928	245,851

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	4%	0%			
TEM 4	80%	0%			
TEM 3	17%	0%			

Total SBB Allocation			\$4,034,238
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,034,238
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,034,238
			Next year (2024) ... \$4,034,238
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$505,095
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$4,034,238</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	793
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	123
	Grade 1	0.3	\$1,080	118
	Grade 2	0.3	\$1,080	163
	Grade 3	0.2	\$720	125
	Grade 4	0.2	\$720	125
	Grade 5	0.2	\$720	139
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	422
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	349
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	24
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	455
	Incoming High Proficiency	0.1	\$360	4
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$90,550
	<b>SBB Allocations Total</b>			<b>\$4,034,238</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>	\$5,089	\$5,192	(\$103)
	<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.			
	<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.			
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
		-2.02%	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 Section

## Vollentine Elementary

1682 Vollintine, Memphis, TN 38107

Grade Level: PreK-5	School Type Optional	Square Footage 75,100	Student Capacity 514	FY2022-23 Utilization 45	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	268	261	268	276	8
Attendance Rate	95	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	81%	62%	79%	-	-
Student with Disability	22%	22%	25%	-	-
English Language Learners	2%	2%	3%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	-	-
Classroom Teacher	22	21	22	22	-
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	18	24	15	15	-
Instructional Facilitator	1	2	1	2	1
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	24	22	6	7	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	2,331,333	2,334,368	2,313,142	1,495,234	(817,908)
Title 1	135,652	203,650	317,337	237,825	(79,512)
IDEA, Part 1	307,650	290,792	290,792	-	(290,792)
Other Special Revenue & Federal Funds	2,870,567	2,334,368	4,735,536	1,364,452	(3,371,084)
Total	5,645,202	5,163,178	7,656,807	3,097,511	(4,559,297)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	81%	0%	0%	0%	0%
TEM 5	0%	0%	0%	0%	0%
TEM 4	63%	0%	0%	0%	0%
TEM 3	19%	0%	0%	0%	0%

Total SBB Allocation					\$1,492,772
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$1,492,772
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,420,109	
			Next year (2024) ...	\$1,492,772	
			Total Difference	\$72,663	
		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.			\$237,825
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,492,772</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	276
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	51
	Grade 1	0.3	\$1,080	45
	Grade 2	0.3	\$1,080	41
	Grade 3	0.2	\$720	33
	Grade 4	0.2	\$720	46
	Grade 5	0.2	\$720	60
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	211
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	6
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	4
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	207
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	41
	<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.			\$58,908
	<b>SBB Allocations Total</b>			<b>\$1,492,772</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,399	\$5,299	\$100
	<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>	1.86%	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>



# Informational Section

## Wells Station Elementary

1610 Wells Station Road Memphis, TN 38108

Grade Level: PreK-5	School Type Traditional	Square Footage 100,258	Student Capacity 747	FY2022-23 Utilization 96	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	710	662	579	566	(13)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	38%	42%	-	
Student with Disability	7%	5%	7%	-	
English Language Learners	54%	55%	56%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	-	-	-	-
Classroom Teacher	53	48	46	46	-
Special Skills	5	5	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	17	24	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	18	30	16	17	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,972,579	4,603,633	4,551,877	3,003,984	(1,547,893)
Title 1	259,003	416,239	389,051	288,410	(100,641)
IDEA, Part 1	119,976	122,472	122,472	-	(122,472)
Other Special Revenue & Federal Funds	841,596	4,603,633	540,613	2,076,991	1,536,377
Total	6,193,153	9,745,976	5,604,012	5,369,385	(234,628)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	92%	0%			
TEM 5	2%	0%			
TEM 4	61%	0%			
TEM 3	29%	0%			

Total SBB Allocation				\$3,001,608
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,001,608
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,060,817
			Next year (2024) ...	\$3,001,608
			Total Difference	(\$59,209)
		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.		\$288,410
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,001,608</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	566
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	92
	Grade 1	0.3	\$1,080	88
	Grade 2	0.3	\$1,080	98
	Grade 3	0.2	\$720	92
	Grade 4	0.2	\$720	97
	Grade 5	0.2	\$720	99
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	249
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	292
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	1
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	156
	Incoming High Proficiency	0.1	\$360	48
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	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.			\$260,607
	<b>SBB Allocations Total</b>			<b>\$3,001,608</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,299	\$5,286	\$13
	<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>	0.25%	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 Section

## Westside Elementary

3347 Dawn Drive Memphis, TN 38127

Grade Level: PreK-5	School Type Traditional	Square Footage 49,474	Student Capacity 423	FY2022-23 Utilization 73	FCI: 17
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	337	330	328	328	0
Attendance Rate	96	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	87%	74%	83%	-	-
Student with Disability	10%	6%	9%	-	-
English Language Learners	3%	3%	4%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	19	19	19	19	-
Special Skills	3	2	2	2	-
Counselors	1	1	1	1	-
Educational Assistant	5	7	5	5	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	-	-	-
Nutrition	-	-	-	-	-
other	2	12	4	4	-
<b>School level Funds</b>					
General Fund	2,077,914	2,272,179	2,129,554	1,753,643	(375,911)
Title 1	127,772	236,894	287,439	248,395	(39,044)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	264,469	2,272,179	4,226,728	407,637	(3,819,090)
Total	2,470,156	4,781,251	6,643,721	2,409,676	(4,234,045)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	92%	0%			
TEM 5	4%	0%			
TEM 4	50%	0%			
TEM 3	38%	0%			

<b>Total SBB Allocation</b>				<b>\$1,748,503</b>	
1	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$1,748,503</b>	
2	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>	
	<b>How has my funding changed</b>	Your " <b>2023 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,748,503	
			Next year (2024) ...	\$1,748,503	
		This comparison does not include "locked dollars"		Total Difference	<b>(\$0)</b>
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>			
<b>Other Resources Outside of SBB</b>					
3	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$248,395</b>	
	<b>4 Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>	



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,748,503</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	328
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	45
	Grade 1	0.3	\$1,080	53
	Grade 2	0.3	\$1,080	51
	Grade 3	0.2	\$720	57
	Grade 4	0.2	\$720	49
	Grade 5	0.2	\$720	73
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	269
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	11
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	11
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	238
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	2
	<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.			\$80,137
	<b>SBB Allocations Total</b>			<b>\$1,748,503</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,326	\$5,331	(\$5)
	<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>	-0.09%	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 Section

## Westhaven Elementary

4585 Hodge Rd, Memphis, TN 38109

Grade Level: PK-5	School Type Traditional	Square Footage 90,356	Student Capacity 662	FY2022-23 Utilization 105	FCI: 0	
School Measures		FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>						
PK-5		756	748	676	703	27
Attendance Rate		93	-	-	-	
<b>Student Demographics</b>						
Economically Disadvantaged		79%	65%	75%	-	
Student with Disability		16%	13%	18%	-	
English Language Learners		0%	0%	1%	-	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		-	2	2	2	-
Classroom Teacher		-	40	40	43	3
Special Skills		-	4	3	4	2
Counselors		-	2	2	2	-
Educational Assistant		-	29	28	17	(11)
Instructional Facilitator		-	1	1	2	1
librarian		-	2	2	2	-
Nutrition		-	-	-	-	-
other		-	27	19	19	-
<b>School level Funds</b>						
General Fund		4,847,948	4,190,063	4,443,221	3,562,875	(880,346)
Title 1		171,680	527,242	640,638	539,070	(101,568)
IDEA, Part 1		230,433	-	-	-	-
Other Special Revenue & Federal Funds		831,268	4,190,063	6,826,619	1,756,702	(5,069,917)
Total		6,081,328	8,907,368	11,910,478	5,858,647	(6,051,830)
<b>Teacher Quality</b>						
Teachers with TEM 3 or above (%)		94%	0%			
TEM 5		2%	0%			
TEM 4		41%	0%			
TEM 3		51%	0%			

<b>Total SBB Allocation</b>			<b>\$3,596,685</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,596,685	
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	
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,596,684	
			Next year (2024) ... \$3,596,685	
		This comparison does not include "locked dollars"	Total Difference	\$0
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$539,070	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	<b>Not shown in this workbook.</b>	



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,596,685</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	703
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	114
	Grade 1	0.3	\$1,080	117
	Grade 2	0.3	\$1,080	115
	Grade 3	0.2	\$720	118
	Grade 4	0.2	\$720	131
	Grade 5	0.2	\$720	108
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	527
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	3
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	34
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	464
	Incoming High Proficiency	0.1	\$360	6
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$38,916</b>
	<b>SBB Allocations Total</b>			<b>\$3,596,685</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,113	\$5,321	(\$207)
	<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>	-4.05%	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 Section

## White Station Elementary

4840 Chickasaw Road Memphis, TN 38117

Grade Level: PreK-5	School Type Traditional	Square Footage 76,420	Student Capacity 562	FY2022-23 Utilization 113	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	646	608	641	650	9
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	32%	23%	31%	-	
Student with Disability	14%	13%	12%	-	
English Language Learners	11%	9%	13%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	3	1
Classroom Teacher	45	46	46	47	1
Special Skills	4	4	4	4	-
Counselors	2	2	2	2	-
Educational Assistant	18	30	17	17	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	43	16	2	2	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	4,324,655	4,494,423	4,310,732	3,278,932	(1,031,800)
Title 1	173,925	212,042	270,303	229,520	(40,783)
IDEA, Part 1	145,329	122,743	122,743	-	(122,743)
Other Special Revenue & Federal Funds	653,664	4,494,423	470,740	1,894,187	1,423,447
Total	5,297,572	9,323,632	5,174,518	5,402,640	228,122

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	98%	0%
TEM 5	8%	0%
TEM 4	51%	0%
TEM 3	40%	0%

Total SBB Allocation				\$3,276,947
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,276,947
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,234,438
			Next year (2024) ...	\$3,276,947
		This comparison does not include "locked dollars"	Total Difference	\$42,509
		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.		\$229,520
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,276,947</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	650
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	116
	Grade 1	0.3	\$1,080	101
	Grade 2	0.3	\$1,080	109
	Grade 3	0.2	\$720	110
	Grade 4	0.2	\$720	111
	Grade 5	0.2	\$720	103
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	198
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	79
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	21
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	171
	Incoming High Proficiency	0.1	\$360	112
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	24
	<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.			\$131,902
	<b>SBB Allocations Total</b>			<b>\$3,276,947</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,045	\$5,046	(\$1)
	<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>	-0.03%	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 Section

## Whitehaven Elementary

4783 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: PreK-5	School Type Optional	Square Footage 49,885	Student Capacity 433	FY2022-23 Utilization 106	FCI: 33
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	418	400	415	432	17
Attendance Rate	94	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	67%	54%	64%	-	
Student with Disability	9%	7%	7%	-	
English Language Learners	3%	2%	2%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	23	23	23	24	1
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	8	11	7	7	-
Instructional Facilitator	2	2	2	2	-
librarian	-	-	-	-	-
Nutrition	-	-	-	-	-
other	10	10	6	6	-
<b>School level Funds</b>					
General Fund	2,370,208	2,475,997	2,625,847	2,160,048	(465,799)
Title 1	200,471	262,240	350,310	302,000	(48,310)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	511,084	2,475,997	2,506,336	633,333	(1,873,003)
Total	3,081,763	5,214,233	5,482,493	3,095,381	(2,387,112)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	0%	0%			
TEM 4	7%	0%			
TEM 3	74%	0%			

Total SBB Allocation			\$2,162,019
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,162,019
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,162,019
			Next year (2024) ... \$2,162,019
		This comparison does not include "locked dollars"	Total Difference (50)
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$302,000
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,162,019</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	432
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	71
	Grade 1	0.3	\$1,080	68
	Grade 2	0.3	\$1,080	73
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	61
	Grade 5	0.2	\$720	81
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	262
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	9
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	17
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	283
	Incoming High Proficiency	0.1	\$360	4
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$4,596
	<b>SBB Allocations Total</b>			<b>\$2,162,019</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,007	\$5,210	(\$203)
	<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>	-4.05%	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 Section

## William Herbert Brewster Elementary School

2605 Sam Cooper Blvd. 38112

Grade Level: PreK-5	School Type Optional	Square Footage 95,220	Student Capacity 528	FY2022-23 Utilization 77	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	451	420	424	440	16
Attendance Rate	98	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	73%	55%	68%	-	-
Student with Disability	14%	14%	15%	-	-
English Language Learners	20%	23%	26%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	-	-	-	-	-
Classroom Teacher	28	28	30	31	1
Special Skills	4	4	4	4	-
Counselors	1	1	1	1	-
Educational Assistant	14	18	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	21	26	13	14	1
<b>School Level Funds</b>					
General Fund	2,844,178	2,892,654	2,751,439	2,270,663	(480,776)
Title 1	163,945	286,654	369,033	335,220	(33,813)
IDEA, Part 1	87,965	88,798	88,798	-	(88,798)
Other Special Revenue & Federal Funds	451,443	2,892,654	398,365	1,308,213	909,848
Total	3,547,530	6,160,760	3,607,635	3,914,096	306,461
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	0%			
TEM 5	0%	0%			
TEM 4	35%	0%			
TEM 3	54%	0%			

Total SBB Allocation				\$2,267,721
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,267,721
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,230,515
			Next year (2024) ...	\$2,267,721
		This comparison does not include "locked dollars"	Total Difference	\$37,207
			But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		\$335,220
	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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,267,721</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	440
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	89
	Grade 1	0.3	\$1,080	83
	Grade 2	0.3	\$1,080	62
	Grade 3	0.2	\$720	78
	Grade 4	0.2	\$720	65
	Grade 5	0.2	\$720	63
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	293
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	108
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	9
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	239
	Incoming High Proficiency	0.1	\$360	7
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	28
	<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>\$45,289</b>
	<b>SBB Allocations Total</b>			<b>\$2,267,721</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,151	\$5,261	(\$109)
	<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>	-2.12%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Willow Oaks Elementary

4417 Willow Rd., Memphis, TN 38117

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-5	Optional	71,759	547	121	3

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	688	649	622	605	(17)
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	67%	53%	54%	-	
Student with Disability	8%	6%	8%	-	
English Language Learners	31%	36%	40%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	42	41	39	39	-
Special Skills	5	5	5	5	-
Counselors	2	2	2	2	-
Educational Assistant	12	17	4	4	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	24	30	16	16	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,782,259	3,633,436	3,919,511	3,086,467	(833,044)
Title 1	283,405	430,656	668,866	403,170	(265,696)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	1,436,983	3,633,436	6,868,197	1,303,398	(5,564,799)
Total	5,502,648	7,697,529	11,456,574	4,793,034	(6,663,540)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	0%	0%			
TEM 4	47%	0%			
TEM 3	51%	0%			

Total SBB Allocation			\$3,083,208
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,083,208
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,199,511
			Next year (2024) ... \$3,083,208
		This comparison does not include "locked dollars"	Total Difference (\$116,302)
		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.	\$403,170
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,083,208</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	605
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	94
	Grade 1	0.3	\$1,080	87
	Grade 2	0.3	\$1,080	116
	Grade 3	0.2	\$720	93
	Grade 4	0.2	\$720	94
	Grade 5	0.2	\$720	121
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	342
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	231
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	8
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	324
	Incoming High Proficiency	0.1	\$360	18
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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>\$88,953</b>
	<b>SBB Allocations Total</b>			<b>\$3,083,208</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,100	\$5,144	(\$44)
	<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>	-0.87%	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 Section

## Winchester Elementary

3587 Boeingshire, Memphis, TN 38116

Grade Level: PreK-5	School Type izone	Square Footage 82,664	Student Capacity 462	FY2022-23 Utilization 143	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-5	544	549	377	385	8
Attendance Rate	89	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	86%	67%	83%	-	
Student with Disability	8%	4%	9%	-	
English Language Learners	5%	5%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	25	22	23	1
Special Skills	4	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	12	16	7	7	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	23	27	14	14	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,305,757	2,798,367	2,555,565	1,967,464	(588,101)
Title 1	253,229	329,223	375,580	296,715	(78,865)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	4,163,130	2,798,367	464,882	807,468	342,586
Total	7,722,116	5,925,957	3,396,027	3,071,647	(324,380)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	93%	0%			
TEM 5	7%	0%			
TEM 4	38%	0%			
TEM 3	48%	0%			

Total SBB Allocation				\$2,037,193
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,037,193
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
	<b>How has my funding changed</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,037,194
			Next year (2024) ...	\$2,037,193
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.		\$296,715
	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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,037,193</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	385
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	76
	Grade 1	0.3	\$1,080	60
	Grade 2	0.3	\$1,080	92
	Grade 3	0.2	\$720	62
	Grade 4	0.2	\$720	52
	Grade 5	0.2	\$720	43
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	307
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	17
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	0
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	300
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$72,814
	<b>SBB Allocations Total</b>			<b>\$2,037,193</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,294	\$5,404	(\$110)
	<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>	-2.07%	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 Section

## Winridge Elementary

3500 Ridgeway Road Memphis, TN 38115

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-5	Traditional	84,214	638	81	3

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-5	476	461	449	455	6
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	74%	57%	65%	-	
Student with Disability	13%	14%	14%	-	
English Language Learners	8%	8%	8%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	27	27	29	29	-
Special Skills	3	3	3	3	-
Counselors	1	1	1	1	-
Educational Assistant	16	19	10	10	-
Instructional Facilitator	3	3	3	3	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	31	27	14	16	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	3,073,177	3,034,478	2,970,099	2,279,931	(690,168)
Title 1	197,326	365,267	429,921	360,890	(69,031)
IDEA, Part 1	102,891	162,412	162,412	-	(162,412)
Other Special Revenue & Federal Funds	507,088	3,034,478	746,701	1,241,629	494,927
Total	3,880,482	6,596,636	4,309,133	3,882,449	(426,684)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	3%	0%			
TEM 4	54%	0%			
TEM 3	43%	0%			

Total SBB Allocation				\$2,394,724
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,394,724
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,394,725
			Next year (2024) ...	\$2,394,724
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.		\$360,890
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.



# Informational Section

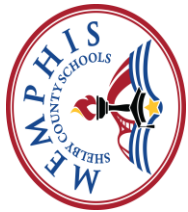
Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,394,724</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	455
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	73
	Grade 1	0.3	\$1,080	74
	Grade 2	0.3	\$1,080	84
	Grade 3	0.2	\$720	65
	Grade 4	0.2	\$720	82
	Grade 5	0.2	\$720	77
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	306
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	36
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	9
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	218
	Incoming High Proficiency	0.1	\$360	3
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	31
	<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.			\$117,744
	<b>SBB Allocations Total</b>			<b>\$2,394,724</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$5,263	\$5,333	(\$70)
	<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>	-1.34%	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

## Middle School Summary

FY 2022-23 Student Demographics													FY 2022-23 Financial Budget		
SCHOOL NAME	SCHOOL TYPE	FY 2022-23 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENT WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE				
A. Maceo Walker Middle School	Empowerment	654	65%	14%	2%	3,591,937	552,242	278,844	-	4,423,024	6,763				
American Way Middle School	Traditional	702	59%	13%	21%	4,367,494	479,333	106,501	77,910	5,031,238	7,167				
Barret's Chapel K-8 School	Traditional	324	40%	15%	2%	3,561,768	223,489	65,150	-	3,850,407	11,884				
Bellevue Middle School	Optional	548	47%	6%	1%	2,980,618	342,153	-	-	3,322,771	6,063				
Chickasaw Middle School	Zone	297	70%	18%	0%	1,826,866	231,681	59,003	501,250	2,618,800	8,818				
Colonial Middle School	Optional	963	47%	8%	12%	5,452,814	721,245	65,083	-	6,239,142	6,479				
Cordova Middle School	Optional	610	29%	14%	4%	3,397,553	323,942	79,786	-	3,801,281	6,232				
Craigmont Middle School	Optional	453	52%	15%	3%	3,131,929	421,527	24,533	-	3,577,989	7,898				
Cummings K-8 School	Optional	275	75%	10%	0%	2,662,605	283,050	-	1,642,318	4,587,973	16,684				
Dexter Middle School	Traditional	1390	37%	2%	4%	6,808,988	191,716	29,278	-	7,029,982	5,058				
Douglas K-8 School	Zone	358	71%	11%	3%	2,922,441	259,569	53,704	1,848	3,237,562	9,043				
E. E. Jeter K-8 School	Traditional	356	26%	13%	0%	2,949,665	118,776	-	-	3,068,441	8,619				
Geeter Middle School	Zone	686	69%	8%	0%	4,065,288	483,358	111,892	115,480	4,776,018	6,962				
Georgian Hills Middle School	Traditional	311	75%	18%	-	2,051,508	228,125	114,733	-	2,394,366	7,699				
Germentown Middle School	Optional	771	24%	11%	2%	4,161,365	331,129	226,124	-	4,718,619	6,120				
Grandview Heights Middle School	Zone	377	75%	17%	1%	2,678,468	292,128	167,143	-	3,137,738	8,323				
Havenview Middle School	Empowerment/Oi	709	60%	8%	1%	3,886,273	530,900	53,861	-	4,471,034	6,306				
Hickory Ridge Middle School	Traditional	726	55%	11%	5%	3,911,778	551,953	58,458	-	4,522,188	6,229				
Highland Oaks Middle School	Traditional	619	40%	10%	4%	3,399,018	478,282	89,745	-	3,967,044	6,409				
Hollis F. Price Middle College High	Specialty	93	54%	1%	-	1,588,264	67,808	-	-	1,656,072	17,807				
John P. Freeman K-8 Optional School	Optional	610	35%	1%	-	3,773,096	316,052	-	-	4,089,148	6,704				
Kate Bond Middle School	Traditional	1011	38%	11%	9%	5,676,836	532,992	175,096	-	6,384,924	6,315				
Kingsbury Middle School	Traditional	587	49%	12%	25%	2,992,419	449,897	53,691	40,292	3,536,299	6,024				
Lowrance K-8 School	Traditional	830	40%	9%	7%	5,036,803	502,498	53,811	-	5,593,112	6,739				
Middle College High	Specialty	326	21%	2%	0%	2,195,811	88,948	-	-	2,284,759	7,008				
Mt. Pisgah Middle School	Traditional	629	25%	5%	2%	3,363,502	188,021	24,604	-	3,576,128	5,685				
Oakhaven Middle School	Traditional	301	68%	10%	8%	1,663,873	215,653	24,533	19,200	1,923,259	6,390				
Raleigh Egypt Middle School	Traditional	441	71%	11%	4%	2,486,042	335,628	29,056	-	2,850,726	6,464				
Ridgeway Middle School	Optional	625	41%	8%	3%	3,253,434	434,856	87,787	267,855	4,049,932	6,470				
Riverview K-8 School	Zone	316	74%	16%	1%	2,832,564	263,609	56,630	74,753	3,227,557	10,214				
Sherwood Middle School	Zone	779	69%	13%	12%	4,115,047	588,584	229,209	-	4,932,841	6,332				
Snowden K-8 School	Optional	1261	40%	6%	5%	7,098,521	686,571	-	65,633	7,850,725	6,226				
Treadwell Middle School	Zone	625	52%	9%	22%	3,664,750	420,362	116,489	27,978	4,229,579	6,767				
White Station Middle School	Optional	1049	20%	9%	4%	6,354,177	347,657	293,830	-	6,995,664	6,669				
Woodstock Middle School	Traditional	266	64%	15%	1%	2,006,162	223,350	-	109,474	2,338,986	8,793				
<b>Middle Schools Total</b>		<b>20,878</b>	<b>18%</b>	<b>4%</b>	<b>2%</b>	<b>125,909,679</b>	<b>12,707,086</b>	<b>2,728,576</b>	<b>2,943,990</b>	<b>144,289,331</b>	<b>269,364</b>				



Informational

Middle School Summary

FY 2022-23 STAFFING																							
SCHOOL NAME	SCHOOL TYPE	FY 2022-23 K-12 ENROLLMENT			GENERAL ED CLASSROOM TEACHERS			CAREER AND TECHNOLOGY TEACHERS		TITLE I TEACHERS		OPTIONAL SCHOOL TEACHERS		WORLD LANGUAGE TEACHERS		BAND AND STRINGS		ESL TEACHERS		TOTAL TEACHERS		TEACHER TO STUDENT RATIO	
A. Maceo Walker Middle School	Empowerment iZone	688	31	8	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	1	41	1.25	
American Way Middle School	Traditional	664	32	7	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	44	1.35	
Barrett's Chapel K-8 School	Optional	345	23	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	31	2.10	
Bellevue Middle School	Optional	602	25	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	32	1.15	
Chickasaw Middle School	iZone	320	15	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	1.25	
Colonial Middle School	Optional	996	42	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	58	1.23	
Cordova Middle School	Optional	624	26	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	34	1.18	
Craigmont Middle School	iZone	461	19	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	30	1.33	
Cummings K-8 School	iZone	263	23	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	27	2.27	
Dexter Middle School	Traditional	1,373	61	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	87	1.31	
Douglass K-8 School	Optional	439	24	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	32	1.45	
E. E. Jeter K-8 School	Traditional	368	24	4	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	31	2.02	
Geeter Middle School	iZone	565	27	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	36	1.30	
Georgian Hills Middle School	iZone	309	14	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19	1.28	
Germantown Middle School	Optional	759	34	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	49	1.32	
Grandview Heights Middle School	iZone	361	16	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	24	1.35	
Havenview Middle School	iZone	732	30	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35	1.08	
Hickory Ridge Middle School	Traditional	801	32	6	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	43	1.17	
Highland Oaks Middle School	Traditional	625	27	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	34	1.18	
John P. Freeman K-8 Optional School	Optional	551	28	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	40	1.43	
Kate Bond Middle School	Traditional	991	39	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	54	1.18	
Kingsbury Middle School	iZone	552	24	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	35	1.31	
Lowrance K-8 School	Traditional	856	38	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	54	1.30	
Mt Pisgah Middle School	Traditional	579	26	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	32	1.19	
Oakhaven Middle School	iZone	301	14	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	17	1.18	
Raleigh Egypt Middle School	iZone	486	18	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	22	1.05	
Ridgeway Middle School	Optional	486	27	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	35	1.43	
Riverview K-8 School	iZone	391	24	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30	1.49	
Sherwood Middle School	iZone	704	31	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2	41	1.23	
Snowden K-8 School	Optional	1,361	63	7	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	85	1.29	
Treadwell Middle School	Traditional	627	26	6	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	37	1.24	
White Station Middle School	Optional	1,075	47	15	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	72	1.36	
Woodstock Middle School	iZone	234	14	3	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	18	1.50	
<b>Middle Schools Total</b>		<b>20,489</b>	<b>972</b>	<b>196</b>	<b>5</b>	<b>2</b>	<b>9</b>	<b>67</b>	<b>2</b>	<b>11</b>	<b>43</b>	<b>1,304</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>	<b>1,311</b>



# Informational

## Middle School Summary

SCHOOL NAME	SCHOOL TYPE	FY 2022-23 K-12											INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS			
A. Maceo Walker Middle School	Empowerment	688	31	-	12	1	3	2	5	1	2	1	2
American Way Middle School	iZone	664	32	-	14	1	2	3	3	1	3	1	2
Barret's Chapel K-8 School	Traditional	345	24	2	6	1	1	2	5	-	2	-	2
Bellevue Middle School	Optional	602	25	2	9	1	1	2	3	1	2	1	1
Chickasaw Middle School	iZone	320	15	-	9	1	1	1	1	-	1	-	1
Colonial Middle School	Optional	996	42	5	16	1	1	3	1	1	3	1	3
Cordova Middle School	Optional	624	26	1	8	1	1	2	3	1	2	1	1
Craigmont Middle School	iZone	461	20	2	11	1	1	2	2	2	2	1	1
Cummings K-8 School	iZone	263	25	2	9	1	1	2	1	1	2	1	2
Dexter Middle School	Traditional	1,373	65	7	16	1	3	6	5	2	6	2	2
Douglass K-8 School	Optional	439	25	3	10	1	2	2	6	1	2	1	1
E. E. Jeter K-8 School	Traditional	368	24	2	5	1	1	2	3	-	2	-	2
Geeter Middle School	iZone	565	29	3	25	1	2	2	3	1	2	1	2
Georgian Hills Middle School	iZone	309	14	-	8	1	1	1	5	-	1	-	1
Germantown Middle School	Optional	759	34	4	10	1	1	2	2	2	2	1	1
Grandview Heights Middle School	iZone	361	16	-	14	1	1	1	-	1	1	1	2
Havensview Middle School	iZone	732	30	1	14	1	2	3	1	1	3	1	1
Hickory Ridge Middle School	Traditional	801	32	1	15	1	2	3	4	1	3	1	3
Highland Oaks Middle School	Traditional	625	27	-	10	1	1	2	-	1	2	1	1
John P. Freeman K-8 Optional School	Optional	551	28	6	8	1	2	2	2	2	2	1	1
Kate Bond Middle School	Traditional	991	39	1	16	1	3	4	6	1	4	1	2
Kingsbury Middle School	iZone	552	24	-	8	1	1	2	-	1	2	1	2
Lowrance K-8 School	Traditional	856	41	6	14	1	3	2	6	1	2	1	1
Mt Pisgah Middle School	Traditional	579	26	1	8	1	3	3	2	1	3	1	1
Oakhaven Middle School	iZone	301	14	-	5	1	1	1	1	-	1	-	1
Raleigh Egypt Middle School	iZone	486	18	-	12	1	2	2	1	1	2	1	1
Ridgeway Middle School	Optional	486	27	2	11	1	1	2	1	1	2	1	2
Riverview K-8 School	iZone	391	25	2	10	1	1	2	1	1	2	1	2
Sherwood Middle School	iZone	704	31	-	17	1	2	2	-	2	2	1	2
Snowden K-8 School	Optional	1,361	64	10	21	1	4	4	2	2	4	2	2
Treadwell Middle School	Traditional	627	26	-	17	1	2	2	2	1	2	1	1
White Station Middle School	Optional	1,075	47	5	11	1	2	4	1	1	4	1	2
Woodstock Middle School	iZone	234	14	-	9	1	-	1	1	-	1	-	1
<b>Middle Schools Total</b>		<b>20,489</b>	<b>988</b>	<b>67</b>	<b>395</b>	<b>35</b>	<b>58</b>	<b>78</b>	<b>80</b>	<b>30</b>	<b>80</b>	<b>30</b>	<b>52</b>



# Informational Section

## 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	FY2022-23 Utilization 75	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	796	806	688	688	-
Attendance Rate	91	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	78%	65%	74%	-	-
Student with Disability	14%	11%	13%	-	-
English Language Learners	2%	2%	3%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	39	40	41	41	-
Special Skills	-	-	-	-	-
Counselors	2	3	2	3	1
Educational Assistant	8	15	16	16	-
Instructional Facilitator	1	1	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	25	8	8	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$4,003,792	3,976,481	3,810,063	3,022,483	(787,580)
Title 1	\$328,722	552,242	765,262	560,965	(204,297)
IDEA, Part 1	\$214,377	278,844	278,844	-	(278,844)
Other Special Revenue & Federal Funds	\$0	3,976,481	441,732	1,807,194	1,365,462
<b>Total</b>	<b>\$4,546,892</b>	<b>8,784,049</b>	<b>5,295,901</b>	<b>5,390,642</b>	<b>94,740</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	98%	0%
TEM 5	51%	0%
TEM 4	37%	0%
TEM 3	10%	0%

Total SBB Allocation			\$3,057,422
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,057,422
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$3,057,423
		Next year (2024) ...	\$3,057,422
		Total Difference	(\$0)
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.	\$560,965
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.





# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,057,422</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	688
	<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	525
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	24
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	21
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	48
	<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.			\$327,830
	<b>SBB Allocations Total</b>			<b>\$3,057,422</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,444	\$4,444	(\$0)
	<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>	0.00%	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>



# Informational Section

## American Way Middle

3805 American Way, Memphis, TN 38118

Grade Level: 6-8	School Type iZone	Square Footage 140,970	Student Capacity 878	FY2022-23 Utilization 79	FCI:	5
School Measures		FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>						
6-8		705	697	664	670	6
Attendance Rate		96	-	-	-	
<b>Student Demographics</b>						
Economically Disadvantaged		76%	59%	65%	-	
Student with Disability		14%	13%	12%	-	
English Language Learners		20%	21%	23%	-	
<b>Key School Positions-All Funding Sources</b>						
Principal		1	1	1	1	-
Vice/Assistant Principal		2	2	2	2	-
Classroom Teacher		42	44	44	45	1
Special Skills		-	-	-	-	-
Counselors		1	2	3	3	-
Educational Assistant		4	9	10	10	-
Instructional Facilitator		2	1	2	2	-
librarian		1	1	1	1	-
Nutrition		4	-	-	-	-
other		6	23	9	10	1
<b>School Level Funds</b>						
General Fund		\$3,895,343	4,413,505	4,261,798	2,940,823	(1,320,976)
Title 1		\$408,350	479,333	669,265	528,500	(140,765)
IDEA, Part 1		\$94,980	106,501	106,501	-	(106,501)
Other Special Revenue & Federal Funds		\$87,396	4,413,505	7,993,040	1,634,670	(6,358,370)
Total		\$4,486,070	9,412,844	13,030,605	5,103,993	(7,926,612)
<b>Teacher Quality</b>						
Teachers with TEM 3 or above (%)		84%	0%			
TEM 5		5%	0%			
TEM 4		25%	0%			
TEM 3		55%	0%			

<b>Total SBB Allocation</b>			<b>\$2,936,488</b>	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,936,488	
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	
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,032,579	
			Next year (2024) ... \$2,936,488	
		This comparison does not include "locked dollars"	Total Difference	(\$96,091)
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$528,500	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	<b>Not shown in this workbook.</b>	



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,936,488</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	670
				\$2,413,095
	<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	456
				\$164,077
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	154
				\$13,816
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	21
				\$22,394
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
				\$0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	34
				\$28,050
	<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.			\$295,056
	<b>SBB Allocations Total</b>			<b>\$2,936,488</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,381	\$4,567	(\$186)
	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.	-4.25%	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 Section

## Barrets Chapel School

10280 Godwin Rd., Memphis, TN 38002

Grade Level: K-8	School Type Traditional	Square Footage 87,165	Student Capacity 640	FY2022-23 Utilization 98	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-8	403	380	345	353	8
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	40%	51%	-	
Student with Disability	13%	13%	16%	-	
English Language Learners	2%	2%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	40	31	30	32	2
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	6	13	11	12	1
Instructional Facilitator	1	-	2	2	-
librarian	1	1	-	1	1
Nutrition	3	-	-	-	-
other	4	13	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,513,697	3,591,631	3,765,784	2,791,749	(974,035)
Title 1	\$187,012	223,489	295,121	203,095	(92,026)
IDEA, Part 1	\$75,137	65,150	65,150	-	(65,150)
Other Special Revenue & Federal Funds	\$0	3,591,631	108,778	990,131	881,352
<b>Total</b>	<b>\$3,775,847</b>	<b>7,471,902</b>	<b>4,234,834</b>	<b>3,984,975</b>	<b>(249,860)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	97%	0%
TEM 5	28%	0%
TEM 4	59%	0%
TEM 3	10%	0%

Total SBB Allocation			\$2,819,953
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,819,953
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	
		This Year (2023) ...	\$2,760,129
		Next year (2024) ...	\$2,819,953
		Total Difference	\$59,824
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.	\$203,095
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

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<table border="1"> <thead> <tr> <th>SBB Weights</th> <th>Weight</th> <th>Amount per Student</th> <th>Enrollment</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td colspan="5"><b>Base Weight</b></td> </tr> <tr> <td>All Students</td> <td>1</td> <td>\$3,600</td> <td>353</td> <td>\$1,272,240</td> </tr> <tr> <td colspan="5"><b>Grade Weights</b></td> </tr> <tr> <td>Grade K</td> <td>0.3</td> <td>\$1,080</td> <td>33.4</td> <td>\$36,072</td> </tr> <tr> <td>Grade 1</td> <td>0.3</td> <td>\$1,080</td> <td>33</td> <td>\$35,640</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>37</td> <td>\$26,640</td> </tr> <tr> <td>Grade 4</td> <td>0.2</td> <td>\$720</td> <td>51</td> <td>\$36,720</td> </tr> <tr> <td>Grade 5</td> <td>0.2</td> <td>\$720</td> <td>41</td> <td>\$29,520</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>177</td> <td>\$63,791</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>9</td> <td>\$806</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>11</td> <td>\$11,352</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>139</td> <td>\$49,999</td> </tr> <tr> <td>Incoming High Proficiency</td> <td>0.1</td> <td>\$360</td> <td>8</td> <td>\$3,053</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>14</td> <td>\$11,550</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>\$1,202,609</td> </tr> <tr> <td colspan="4"><b>SBB Allocations Total</b></td> <td><b>\$2,819,953</b></td> </tr> </tbody> </table>					SBB Weights	Weight	Amount per Student	Enrollment	Total	<b>Base Weight</b>					All Students	1	\$3,600	353	\$1,272,240	<b>Grade Weights</b>					Grade K	0.3	\$1,080	33.4	\$36,072	Grade 1	0.3	\$1,080	33	\$35,640	Grade 2	0.3	\$1,080	37	\$39,960	Grade 3	0.2	\$720	37	\$26,640	Grade 4	0.2	\$720	51	\$36,720	Grade 5	0.2	\$720	41	\$29,520	<b>Poverty Weight</b>					Poverty (Direct Certified)	0.1	\$360	177	\$63,791	<b>ELL Weight</b>					ELL Weight	0.03	\$90	9	\$806	<b>Mobility Weights</b>					Mobility	0.29	\$1,044	11	\$11,352	<b>Academic Performance Weights</b>					Incoming Low Proficiency	0.1	\$360	139	\$49,999	Incoming High Proficiency	0.1	\$360	8	\$3,053	<b>Increments for Locked Students</b>					SWD Self-Contained	0.23	\$825	14	\$11,550	<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.				\$1,202,609	<b>SBB Allocations Total</b>				<b>\$2,819,953</b>
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# Informational Section

## Bellevue Middle

575 S. Bellevue, Memphis, TN 38104

Grade Level: 6-8	School Type Optional	Square Footage 93,972	Student Capacity 543	FY2022-23 Utilization 96	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	598	601	602	618	16
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	47%	52%	-	
Student with Disability	4%	5%	4%	-	
English Language Learners	2%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	26	28	29	30	1
Special Skills	3	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	2	2	3	2	(1)
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	38	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,253,680	3,301,046	3,043,012	2,665,991	(377,020)
Title 1	\$173,884	342,153	472,709	366,930	(105,779)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	3,301,046	182,380	662,452	480,072
Total	\$3,427,565	6,944,246	3,698,101	3,695,374	(2,728)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	97%	0%
TEM 5	9%	0%
TEM 4	63%	0%
TEM 3	26%	0%

Total SBB Allocation			\$2,663,010
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,663,010
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,519,177
			Next year (2024) ... \$2,663,010
		This comparison does not include "locked dollars"	Total Difference \$143,833
		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.	\$366,930
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,663,010</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	618
	<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	353
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	13
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	6
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	283
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	0
	<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.			\$201,578
	<b>SBB Allocations Total</b>			<b>\$2,663,010</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,309	\$4,185	\$124
	<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>	2.89%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



## Informational Section

### Chickasaw Middle

4060 Westmont, Memphis, TN 38109

Grade Level: 6-8	School Type iZone	Square Footage 138,044	Student Capacity 623	FY2022-23 Utilization 47	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	361	361	320	317	(3)
Attendance Rate	85	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	70%	83%	-	
Student with Disability	15%	14%	14%	-	
English Language Learners	30%	0%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	19	20	19	19	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	5	3	3	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	4	15	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$1,915,981	1,911,034	1,692,276	1,480,556	(211,720)
Title 1	\$171,430	231,681	328,509	244,620	(83,889)
IDEA, Part 1	\$41,755	59,003	59,003	-	(59,003)
Other Special Revenue & Federal Funds	\$35,594	1,911,034	503,064	613,209	110,145
Total	\$2,164,761	4,112,752	2,582,851	2,338,384	(244,467)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	71%	0%			
TEM 4	29%	0%			
TEM 3	0%	0%			

Total SBB Allocation			\$1,521,379
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,521,379
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
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,521,379
			Next year (2024) ... \$1,521,379
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$244,620
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.





# Informational Section

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# Informational Section

## Colonial Middle

1370 Colonial Rd., Memphis, TN 38117

Grade Level: 6-8	School Type Optional	Square Footage 153,438	Student Capacity 1,037	FY2022-23 Utilization 102	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	1,121	1,100	996	1,026	30
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	58%	47%	52%	-	
Student with Disability	8%	7%	7%	-	
English Language Learners	9%	12%	16%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	62	52	51	52	1
Special Skills	5	4	4	4	-
Counselors	3	3	3	3	-
Educational Assistant	8	6	3	3	-
Instructional Facilitator	2	2	3	3	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	6	38	11	12	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$6,450,639	5,516,435	5,658,299	4,288,829	(1,369,470)
Title 1	\$371,252	721,245	841,724	611,550	(230,174)
IDEA, Part 1	\$19,867	65,083	65,083	-	(65,083)
Other Special Revenue & Federal Funds	\$0	5,516,435	192,135	1,426,259	1,234,124
Total	\$6,841,758	11,819,198	6,757,241	6,326,638	(430,603)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	91%	0%			
TEM 5	40%	0%			
TEM 4	43%	0%			
TEM 3	9%	0%			

Total SBB Allocation			\$4,283,845
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,283,845
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,200,599
			Next year (2024) ... \$4,283,845
		This comparison does not include "locked dollars"	Total Difference \$83,246
		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.	\$611,550
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown																																																																																																																							
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# Informational Section

## Cordova Middle

900 Sanga Rd., Cordova, TN 38018

Grade Level: 6-8	School Type Optional	Square Footage 147,873	Student Capacity 1,160	FY2022-23 Utilization 59	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	788	742	624	612	(12)
Attendance Rate	95	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	37%	29%	35%	-	
Student with Disability	10%	12%	13%	-	
English Language Learners	4%	4%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	1	1	-
Classroom Teacher	38	34	33	33	-
Special Skills	1	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	5	7	8	8	-
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	5	18	5	5	-

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,989,720	3,226,048	3,367,029	2,664,972	(702,057)
Title 1	\$156,716	323,942	384,699	265,760	(118,939)
IDEA, Part 1	\$84,103	79,786	79,786	-	(79,786)
Other Special Revenue & Federal Funds	-	3,226,048	5,262,829	1,037,787	(4,225,042)
Total	\$4,230,540	6,855,824	9,094,344	3,968,519	(5,125,824)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	86%	0%
TEM 5	12%	0%
TEM 4	50%	0%
TEM 3	24%	0%

Total SBB Allocation			\$2,600,931
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,600,931
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,600,931
			Next year (2024) ... \$2,600,931
		This comparison does not include "locked dollars"	Total Difference (\$0)
		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.	\$265,760
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$2,600,931</b>
<b>SBB Weights</b>				
<b>Base Weight</b>				
All Students	1	\$3,600	612	\$2,203,200
<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	244	\$87,737
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	41	\$3,684
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	12	\$12,841
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	395	\$142,360
Incoming High Proficiency	0.1	\$360	0	\$0
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	29	\$23,925
<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.				\$127,183
<b>SBB Allocations Total</b>				<b>\$2,600,931</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023- 2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>		\$4,250	\$4,168	\$82
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.		1.92%	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 Section

## Craigmont Middle

3455 Covington Pike, Memphis, TN 38128

Grade Level: 6-8	School Type iZone	Square Footage 148,352	Student Capacity 855	FY2022-23 Utilization 69	FCI: 3
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	553	506	461	441	(20)
Attendance Rate	100	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	66%	52%	60%	-	
Student with Disability	15%	13%	15%	-	
English Language Learners	2%	3%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	37	31	27	27	-
Special Skills	3	3	2	2	-
Counselors	1	2	2	3	1
Educational Assistant	9	5	6	6	-
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	4	16	5	6	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,731,804	3,370,055	3,172,433	1,975,523	(1,196,911)
Title 1	\$246,054	421,527	422,133	342,015	(80,118)
IDEA, Part 1	\$71,422	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	\$26,902	3,370,055	3,099,488	1,276,608	(1,822,879)
Total	\$4,076,184	7,186,170	6,718,588	3,594,146	(3,124,442)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	91%	0%			
TEM 5	9%	0%			
TEM 4	40%	0%			
TEM 3	43%	0%			

Total SBB Allocation			\$1,966,792
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,966,792
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,966,792
			Next year (2024) ... \$1,966,792
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$342,015
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown																																																																																																																							
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# Informational Section

## Cummings School

1037 Cummings, Memphis, TN 38106

Grade Level: PreK-8	School Type iZone	Square Footage 120,729	Student Capacity 640	FY2022-23 Utilization 65	FCI: 19
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-8	428	381	263	234	(29)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	87%	75%	87%	-	
Student with Disability	7%	7%	9%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	35	29	25	25	-
Special Skills	3	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	3	10	2	2	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	14	4	4	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$2,910,896	2,700,237	2,687,544	2,387,802	(299,742)
Title 1	\$189,224	283,050	299,239	199,320	(99,919)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$207,151	2,700,237	5,950,023	718,861	(5,231,163)
<b>Total</b>	<b>\$3,307,272</b>	<b>5,683,525</b>	<b>8,936,806</b>	<b>3,305,982</b>	<b>(5,630,824)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	74%	0%			
TEM 5	6%	0%			
TEM 4	35%	0%			
TEM 3	32%	0%			

Total SBB Allocation			\$2,338,325
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,338,325
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,338,325
			Next year (2024) ... \$2,338,325
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$199,320
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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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# Informational Section

## Douglass School

1650 Ash St., Memphis, TN 38108

Grade Level: PreK-8	School Type Optional	Square Footage 93,447	Student Capacity 556	FY2022-23 Utilization 62	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-8	441	437	439	479	40
Attendance Rate	91	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	83%	71%	87%	-	-
Student with Disability	10%	9%	8%	-	-
English Language Learners	2%	3%	3%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	36	31	30	33	3
Special Skills	3	3	3	3	-
Counselors	2	2	2	2	-
Educational Assistant	5	13	9	12	3
Instructional Facilitator	1	1	1	1	-
librarian	1	-	1	1	-
Nutrition	3	-	-	-	-
other	4	21	4	5	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,044,975	2,963,700	3,132,615	2,958,427	(174,189)
Title 1	\$190,524	259,569	359,757	356,360	(3,397)
IDEA, Part 1	\$52,469	53,704	53,704	-	(53,704)
Other Special Revenue & Federal Funds	\$39,277	2,963,700	231,242	815,694	584,451
Total	\$3,327,247	6,240,673	3,777,319	4,130,481	353,162

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	59%	0%			
TEM 4	34%	0%			
TEM 3	7%	0%			

Total SBB Allocation				\$3,194,655
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$3,194,655
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,194,655
			Next year (2024) ...	\$3,194,655
		This comparison does not include "locked dollars"	Total Difference	\$0
		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.		\$356,360
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.



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# Informational Section

## E.E. Jeter School

7662 Benjestown Rd, Millington, TN 38053

Grade Level:	School Type	Square Footage	Student Capacity	FY2022-23 Utilization	FCI:
K-8	Traditional	70,058	320	118	9

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-8	387	329	368	377	9
Attendance Rate	97	-	-	-	-

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Student Demographics</b>					
Economically Disadvantaged	32%	26%	31%	-	-
Student with Disability	12%	14%	14%	-	-
English Language Learners	2%	0%	3%	-	-

<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	30	28	29	31	2
Special Skills	2	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	4	9	6	6	-
Instructional Facilitator	-	1	2	2	-
librarian	1	1	-	-	-
Nutrition	2	-	-	-	-
other	4	11	3	5	2

<b>School level Funds</b>					
General Fund	\$3,023,910	3,173,737	3,000,571	2,792,446	(208,125)
Title 1	\$104,884	118,776	165,732	124,575	(41,157)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	-	3,173,737	124,982	648,400	523,418
<b>Total</b>	<b>\$3,128,794</b>	<b>6,466,251</b>	<b>3,291,285</b>	<b>3,565,421</b>	<b>274,137</b>

<b>Teacher Quality</b>		
Teachers with TEM 3 or above (%)	93%	0%
TEM 5	30%	0%
TEM 4	43%	0%
TEM 3	20%	0%

<b>Total SBB Allocation</b>				<b>\$2,820,926</b>
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$2,820,926</b>
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$2,681,632
			Next year (2024) ...	\$2,820,926
		This comparison does not include "locked dollars"	Total Difference	\$139,295
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>		
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$124,575</b>
<b>4</b>	<b>Locked Resources</b>	<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$2,820,926</b>
<b>SBB Weights</b>				
<b>Base Weight</b>				
All Students	1	\$3,600	377	\$1,358,640
<b>Grade Weights</b>				
	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	<b>Total</b>
Grade K	0.3	\$1,080	35	\$38,232
Grade 1	0.3	\$1,080	31	\$33,480
Grade 2	0.3	\$1,080	50	\$54,000
Grade 3	0.2	\$720	44	\$31,680
Grade 4	0.2	\$720	37	\$26,640
Grade 5	0.2	\$720	48	\$34,560
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	109	\$39,267
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	10	\$884
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	14	\$14,544
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	82	\$29,347
Incoming High Proficiency	0.1	\$360	12	\$4,144
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$0
<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.				\$1,155,510
<b>SBB Allocations Total</b>				<b>\$2,820,926</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</b>	<b>Difference in Dollar per Pupil</b>
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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
		2.51%	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 Section

## Georgian Hills Middle

3925 Denver Rd., Memphis, TN 38127

Grade Level: 6-8	School Type iZone	Square Footage 87,069	Student Capacity 374	FY2022-23 Utilization 79	FCI:	9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	309	296	309	291	(18)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	85%	75%	84%	-	
Student with Disability	19%	19%	16%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	20	20	19	19	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	4	10	11	11	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	1	-	-	-	-
other	4	11	6	6	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$2,215,672	2,259,072	2,081,804	1,479,795	(602,009)
Title 1	\$179,739	228,125	292,022	248,395	(43,627)
IDEA, Part 1	\$112,400	114,733	114,733	-	(114,733)
Other Special Revenue & Federal Funds	\$25,426	2,259,072	108,840	906,751	797,911
Total	\$2,533,238	4,861,002	2,597,400	2,634,941	37,541

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	72%	0%
TEM 5	0%	0%
TEM 4	6%	0%
TEM 3	67%	0%

Total SBB Allocation			\$1,433,064
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,433,064
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,433,064
			Next year (2024) ... \$1,433,064
		This comparison does not include "locked dollars"	Total Difference (\$0)
		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.	\$248,395
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

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		5.79%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>																																																																																																																			
<b>SBB Transition Supplements TOTAL</b>				<b>\$0</b>																																																																																																																			



# Informational Section

## Germantown Middle

7925 C.D. Smith Rd., Germantown, TN 38138

Grade Level: 6-8	School Type Optional	Square Footage 80,000	Student Capacity 807	FY2022-23 Utilization 78	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	799	814	759	708	(51)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	37%	24%	34%	-	
Student with Disability	8%	11%	10%	-	
English Language Learners	3%	2%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	37	43	42	42	-
Special Skills	3	4	4	4	-
Counselors	1	2	2	2	-
Educational Assistant	7	12	12	12	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	5	22	7	9	2

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$4,111,684	3,909,110	3,904,715	3,189,985	(714,730)
Title 1	\$151,929	331,129	376,611	285,390	(91,221)
IDEA, Part 1	\$215,896	226,124	226,124	-	(226,124)
Other Special Revenue & Federal Funds	-	3,909,110	129,448	1,413,122	1,283,674
<b>Total</b>	<b>\$4,479,510</b>	<b>8,375,473</b>	<b>4,636,898</b>	<b>4,888,497</b>	<b>251,599</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	37%	0%			
TEM 4	33%	0%			
TEM 3	28%	0%			

Total SBB Allocation			\$3,187,582
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,187,582
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 under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,257,214
			Next year (2024) ... \$3,187,582
		This comparison does not include "locked dollars"	Total Difference <b>(\$69,631)</b>
		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.	\$285,390
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.





# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,187,582</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	708
				\$2,548,800
	<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	258
				\$93,011
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	16
				\$1,442
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	27
				\$27,754
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	495
				\$178,271
	Incoming High Proficiency	0.1	\$360	0
				\$0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	27
				\$22,275
	<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.			\$316,030
	<b>SBB Allocations Total</b>			<b>\$3,187,582</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,502	\$4,291	\$211
	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.	4.68%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Grandview Heights Middle School

2342 Clifton, Memphis, TN 38127

Grade Level: 6-8	School Type iZone	Square Footage 65,810	Student Capacity 623	FY2022-23 Utilization 79	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	358	394	361	348	(13)
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	84%	75%	79%	-	
Student with Disability	17%	16%	19%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	70	25	24	25	1
Special Skills	-	-	-	-	-
Counselors	2	1	1	1	-
Educational Assistant	10	9	10	11	1
Instructional Facilitator	4	2	2	2	-
librarian	2	1	1	1	-
Nutrition	7	-	-	-	-
other	10	17	8	9	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$2,870,343	2,721,511	2,590,543	1,562,267	(1,028,275)
Title 1	\$256,001	292,128	362,592	309,550	(53,042)
IDEA, Part 1	\$178,796	167,143	167,143	-	(167,143)
Other Special Revenue & Federal Funds	\$0	2,721,511	4,304,762	1,222,581	(3,082,181)
Total	\$3,375,426	5,902,293	7,425,039	3,094,398	(4,330,641)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	40%	0%			
TEM 4	30%	0%			
TEM 3	28%	0%			

Total SBB Allocation			\$1,559,281
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,559,281
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,645,830
			Next year (2024) ... \$1,559,281
		This comparison does not include "locked dollars"	Total Difference <b>(\$86,549)</b>
		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.	\$309,550
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,559,281</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	348
	<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	284
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	2
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	16
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	41
	<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.			\$153,604
	<b>SBB Allocations Total</b>			<b>\$1,559,281</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,481	\$4,559	(\$78)
	<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>	-1.75%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Hamilton School

1478 Wilson St, Memphis, TN 38106

Grade Level: 6-8	School Type iZone	Square Footage 136,797	Student Capacity 1,197	FY2022-23 Utilization 22	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	202	498	615	626	11
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	86%	71%	84%	-	
Student with Disability	16%	19%	13%	-	
English Language Learners	2%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	2	2	-
Classroom Teacher	18	34	38	38	-
Special Skills	-	2	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	3	18	11	11	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	30	16	17	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$2,254,532	3,286,852	4,387,881	3,242,576	(1,145,305)
Title 1	\$0	465,258	611,444	506,605	(104,839)
IDEA, Part 1	\$0	142,326	142,326	-	(142,326)
Other Special Revenue & Federal Funds	\$367	3,286,852	464,684	1,397,414	932,730
Total	\$2,254,899	7,181,288	5,606,335	5,146,595	(459,740)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	70%	0%
TEM 5	10%	0%
TEM 4	25%	0%
TEM 3	35%	0%

Total SBB Allocation			\$3,272,146
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,272,146
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,969,268
			Next year (2024) ... \$3,272,146
		This comparison does not include "locked dollars"	Total Difference \$302,878
		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.	\$506,605
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$3,272,146</b>
<b>SBB Weights</b>				
<b>Base Weight</b>				
All Students	Weight	Amount per Student	Enrollment	Total
	1	\$3,600	626	\$2,254,718
<b>Grade Weights</b>				
<b>Weight</b>				
<b>Amount per Student</b>				
<b>Enrollment</b>				
<b>Total</b>				
Grade K	0.3	\$1,080	73.70065741	\$79,597
Grade 1	0.3	\$1,080	75	\$81,000
Grade 2	0.3	\$1,080	62	\$66,960
Grade 3	0.2	\$720	53	\$38,160
Grade 4	0.2	\$720	48	\$34,560
Grade 5	0.2	\$720	54	\$38,880
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	534	\$192,372
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	26	\$2,376
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	20	\$21,050
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	524	\$188,494
Incoming High Proficiency	0.1	\$360	0	\$0
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	41	\$33,825
<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.				\$240,153
<b>SBB Allocations Total</b>				<b>\$3,272,146</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>		\$5,224	\$4,828	\$396
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.				
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		7.59%	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 Section

## Havenview Middle

1481 Hester, Memphis, TN 38116

Grade Level: 6-8	School Type iZone	Square Footage 104,745	Student Capacity 827	FY2022-23 Utilization 86	FCI: 7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	768	727	732	682	(50)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	72%	60%	70%	-	
Student with Disability	12%	8%	8%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	41	38	34	35	1
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	2	4	4	4	-
Instructional Facilitator	5	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	6	26	11	11	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$4,675,851	4,378,474	3,959,182	3,021,553	(937,630)
Title 1	\$331,558	530,900	634,271	518,685	(115,586)
IDEA, Part 1	\$52,413	53,861	53,861	-	(53,861)
Other Special Revenue & Federal Funds	\$9	4,378,474	3,609,912	1,016,998	(2,592,914)
Total	\$5,059,833	9,341,709	8,257,227	4,557,236	(3,699,992)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	23%	0%			
TEM 4	41%	0%			
TEM 3	23%	0%			

Total SBB Allocation			\$3,017,025
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,017,025
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	\$0
	How has my funding changed under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,179,254
			Next year (2024) ... \$3,017,025
		This comparison does not include "locked dollars"	Total Difference (\$162,228)
		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.	\$518,685
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown																																																																																																																							
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# Informational Section

## Hickory Ridge Middle

3920 Ridgeway Rd., Memphis, TN 38115

Grade Level: 6-8	School Type Traditional	Square Footage 139,685	Student Capacity 803	FY2022-23 Utilization 108	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	852	803	801	808	7
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	70%	55%	63%	-	
Student with Disability	5%	10%	11%	-	
English Language Learners	4%	5%	7%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	50	38	41	43	2
Special Skills	1	1	1	1	-
Counselors	3	3	3	3	-
Educational Assistant	3	8	8	8	-
Instructional Facilitator	2	3	2	3	1
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	27	10	10	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$4,698,617	4,274,899	4,196,422	3,559,444	(636,978)
Title 1	\$313,135	551,953	682,004	606,265	(75,739)
IDEA, Part 1	\$50,880	58,458	58,458	-	(58,458)
Other Special Revenue & Federal Funds	\$7,505	4,274,899	178,447	1,120,380	941,933
Total	\$5,070,138	9,160,208	5,115,330	5,286,089	170,759

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	19%	0%			
TEM 4	51%	0%			
TEM 3	28%	0%			

Total SBB Allocation			\$3,554,545
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,554,545
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,464,093
			Next year (2024) ... \$3,554,545
		This comparison does not include "locked dollars"	Total Difference \$90,453
		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.	\$606,265
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.





## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,554,545</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	808
	<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	559
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	68
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	28
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	26
	<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.			\$388,007
	<b>SBB Allocations Total</b>			<b>\$3,554,545</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,399	\$4,325	\$74
	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.	1.69%	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 Section

## Highland Oaks Middle

5600 Meadowbriar Trail, Memphis, TN 38125

Grade Level: 6-8	School Type Traditional	Square Footage 120,000	Student Capacity 1,021	FY2022-23 Utilization 76	FCI:	1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	589	622	625	611	(14)
Attendance Rate	99	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	51%	40%	47%	-	
Student with Disability	10%	9%	9%	-	
English Language Learners	4%	4%	4%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	41	35	34	34	-
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	19	7	8	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,540,271	3,492,656	3,392,203	2,665,449	(726,755)
Title 1	\$255,572	478,282	541,412	330,690	(210,722)
IDEA, Part 1	\$55,301	89,745	89,745	-	(89,745)
Other Special Revenue & Federal Funds	-	3,492,656	312,657	958,036	645,379
Total	\$3,851,146	7,553,338	4,336,017	3,954,175	(381,842)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	45%	0%			
TEM 4	39%	0%			
TEM 3	14%	0%			

Total SBB Allocation			\$2,662,726	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,662,726	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)		
			This Year (2023) ...	\$2,688,206
			Next year (2024) ...	\$2,662,726
			Total Difference	(\$25,480)
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.	\$330,690	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,662,726</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	611
	<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	295
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	25
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	8
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	9
	<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.			\$338,412
	<b>SBB Allocations Total</b>			<b>\$2,662,726</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,358	\$4,301	\$57
	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.	1.30%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## J. P. Freeman School

5250 Tulane Rd., Memphis, TN 38109

Grade Level: K-8	School Type Optional	Square Footage 98,000	Student Capacity 685	FY2022-23 Utilization 79	FCI: 30
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-8	630	656	551	543	(8)
Attendance Rate	99	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	46%	35%	43%	-	
Student with Disability	1%	1%	1%	-	
English Language Learners	0%	0%	0%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	2	2	2	-
Classroom Teacher	31	35	31	32	1
Special Skills	5	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	1	10	1	2	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	4	17	5	5	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$4,079,970	4,206,500	3,824,750	3,039,293	(785,457)
Title 1	\$221,101	316,052	443,864	281,615	(162,249)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$2,688	4,206,500	125,827	742,203	616,377
<b>Total</b>	<b>\$4,303,760</b>	<b>8,729,051</b>	<b>4,394,441</b>	<b>4,063,111</b>	<b>(331,329)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	33%	0%			
TEM 4	60%	0%			
TEM 3	2%	0%			

Total SBB Allocation			\$3,067,807
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,067,807
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,771,455
			Next year (2024) ... \$3,067,807
		This comparison does not include "locked dollars"	Total Difference \$296,352
		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.	\$281,615
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

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# Informational Section

## 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	FY2022-23 Utilization 102	FCI: 2
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	1,122	1,120	991	970	(21)
Attendance Rate	96	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	43%	38%	44%	-	
Student with Disability	11%	10%	11%	-	
English Language Learners	8%	9%	12%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	68	57	52	54	2
Special Skills	1	1	1	1	-
Counselors	3	4	4	4	-
Educational Assistant	9	10	14	14	-
Instructional Facilitator	3	1	2	2	-
librarian	2	1	1	1	-
Nutrition	5	-	-	-	-
other	7	47	11	12	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$5,990,609	5,513,493	5,601,852	4,125,774	(1,476,078)
Title 1	\$402,537	532,992	725,551	511,135	(214,416)
IDEA, Part 1	\$173,895	175,096	175,096	-	(175,096)
Other Special Revenue & Federal Funds	\$0	5,513,493	192,866	1,696,239	1,503,373
Total	\$6,567,042	11,735,073	6,695,364	6,333,148	(362,216)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	31%	0%			
TEM 4	54%	0%			
TEM 3	11%	0%			

Total SBB Allocation			\$4,121,472
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$4,121,472
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$4,165,810
			Next year (2024) ... \$4,121,472
		This comparison does not include "locked dollars"	Total Difference (\$44,338)
		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.	\$511,135
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$4,121,472</b>
<b>SBB Weights</b>				
<b>Base Weight</b>				
All Students	Weight	Amount per Student	Enrollment	Total
	1	\$3,600	970	\$3,492,000
<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	453	\$163,113
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	118	\$10,645
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	17	\$17,755
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	543	\$195,605
Incoming High Proficiency	0.1	\$360	28	\$10,148
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	24	\$19,800
<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.				\$212,406
<b>SBB Allocations Total</b>				<b>\$4,121,472</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>		\$4,249	\$4,204	\$45
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
		1.07%	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 Section

## Kingsbury Middle

1276 N. Graham, Memphis, TN 38122

Grade Level: 6-8	School Type iZone	Square Footage 219,210	Student Capacity 403	FY2022-23 Utilization 152	FCI:	7
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	673	676	552	502	(50)
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	59%	49%	54%	-	
Student with Disability	12%	11%	10%	-	
English Language Learners	23%	25%	31%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	38	38	35	35	-
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	2	4	4	4	-
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	-	-	-	-	-
other	4	28	8	8	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$2,885,295	2,835,754	2,913,288	2,180,935	(732,353)
Title 1	\$321,070	449,897	546,780	362,400	(184,380)
IDEA, Part 1	\$39,413	53,691	53,691	-	(53,691)
Other Special Revenue & Federal Funds	\$44,742	2,835,754	46,900	1,240,457	1,193,557
Total	\$3,290,521	6,175,097	3,560,660	3,783,792	223,132

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	36%	0%			
TEM 4	48%	0%			
TEM 3	17%	0%			

Total SBB Allocation			\$2,178,008
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,178,008
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,348,057
			Next year (2024) ... \$2,178,008
		This comparison does not include "locked dollars"	Total Difference (\$170,049)
		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.	\$362,400
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.





# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,178,008</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	502
	<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	290
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	158
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	13
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	14
	<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.			\$226,009
	<b>SBB Allocations Total</b>			<b>\$2,178,008</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,337	\$4,254	\$83
	<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>	1.92%	N/A - You are not gaining or losing enough to be affected by the transition policy	<b>\$0</b>
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## Lowrance School

7740 Lowrance Rd., Memphis, TN 38125

Grade Level: K-8	School Type Traditional	Square Footage 112,145	Student Capacity 839	FY2022-23 Utilization 97	FCI: 12
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-8	841	861	856	877	21
Attendance Rate	97	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	55%	40%	47%	-	-
Student with Disability	9%	9%	8%	-	-
English Language Learners	7%	7%	7%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	3	-
Classroom Teacher	48	51	50	51	1
Special Skills	5	6	6	6	-
Counselors	2	2	2	2	-
Educational Assistant	6	24	14	15	1
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	6	22	8	8	-
<b>School level Funds</b>					
General Fund	\$4,932,150	5,229,107	5,935,178	4,224,741	(1,710,436)
Title 1	\$350,201	502,498	762,593	474,895	(287,698)
IDEA, Part 1	\$48,799	53,811	53,811	-	(53,811)
Other Special Revenue & Federal Funds	\$367,605	5,229,107	490,879	1,584,067	1,093,188
Total	\$5,698,757	11,014,523	7,242,461	6,283,703	(958,758)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	13%	0%			
TEM 4	51%	0%			
TEM 3	30%	0%			

<b>Total SBB Allocation</b>					<b>\$4,252,674</b>
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy			\$4,252,674
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
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$4,123,751	
			Next year (2024) ...	\$4,252,674	
		This comparison does not include "locked dollars"	Total Difference	\$128,923	
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
<b>Other Resources Outside of SBB</b>					
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.			\$474,895
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$4,252,674</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	877
	<b>Grade Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	Grade K	0.3	\$1,080	69
	Grade 1	0.3	\$1,080	71
	Grade 2	0.3	\$1,080	90
	Grade 3	0.2	\$720	100
	Grade 4	0.2	\$720	87
	Grade 5	0.2	\$720	96
	<b>Poverty Weight</b>			
	Poverty (Direct Certified)	0.1	\$360	433
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	56
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	18
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	428
	Incoming High Proficiency	0.1	\$360	26
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	16
	<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.			\$286,506
	<b>SBB Allocations Total</b>			<b>\$4,252,674</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,849	\$4,817	\$32
	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.	0.65%	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 Section

### Mt. Pisgah Middle/High

1444 Pisgah Rd, Cordova, TN 38016

Grade Level: 6-9	School Type Traditional	Square Footage 125,900	Student Capacity 1,197	FY2022-23 Utilization 42	FCI: 3	
School Measures		FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>						
6-9		568	555	579	571	(8)
<b>Attendance Rate</b>						
		97	-	-	-	
Student Demographics						
Economically Disadvantaged		32%	25%	33%	-	
Student with Disability		7%	6%	8%	-	
English Language Learners		1%	2%	3%	-	
Key School Positions-All Funding Sources						
Principal		1	1	1	1	-
Vice/Assistant Principal		1	1	3	3	-
Classroom Teacher		28	26	30	30	-
Special Skills		1	1	1	1	-
Counselors		1	2	3	3	-
Educational Assistant		0	1	4	4	-
Instructional Facilitator		1	1	1	1	-
librarian		1	1	1	1	-
Nutrition		3	-	-	-	-
other		3	15	6	6	-
School level Funds						
General Fund		\$2,593,177	3,921,386	4,348,308	2,696,798	(1,651,510)
Title 1		\$101,748	188,021	263,047	223,480	(39,567)
IDEA, Part 1		\$21,708	24,604	24,604	-	(24,604)
Other Special Revenue & Federal Funds		-	3,921,386	326,105	692,960	366,855
<b>Total</b>		<b>\$2,716,634</b>	<b>8,055,397</b>	<b>4,962,065</b>	<b>3,613,237</b>	<b>(1,348,827)</b>
Teacher Quality						
Teachers with TEM 3 or above (%)		86%	0%			
TEM 5		14%	0%			
TEM 4		50%	0%			
TEM 3		21%	0%			

Total SBB Allocation			\$2,855,016
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,695,514
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	\$159,502
	How has my funding changed under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,374,490
			Next year (2024) ... \$2,855,016
		This comparison does not include "locked dollars"	Total Difference \$480,526
		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.	\$223,480
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>				<b>\$2,695,514</b>
	<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	571	\$2,055,600
	<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	241	\$86,692
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	20	\$1,798
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	11	\$11,873
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	0	\$0
	Incoming High Proficiency	0.1	\$360	0	\$0
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.23	\$825	1	\$825
	<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>\$538,725</b>
	<b>SBB Allocations Total</b>				<b>\$2,695,514</b>
<b>2</b>	<b>SBB Transition Supplements</b>				<b>\$159,502</b>
	<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.				<b>\$159,502</b>
	<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>		\$5,000	\$4,101	\$899
	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.		17.98%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
	<b>SBB Transition Supplements TOTAL</b>				<b>\$159,502</b>



# Informational Section

## Oakhaven Middle

3125 Ladbroke Rd., Memphis, TN 38118

Grade Level: 6-8	School Type iZone	Square Footage 152,940	Student Capacity 324	FY2022-23 Utilization 98	FCI:	11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	323	322	301	302	1
Attendance Rate	90	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	79%	68%	74%	-	
Student with Disability	10%	9%	9%	-	
English Language Learners	6%	8%	10%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	16	18	17	17	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	1	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	-	-	-	-	-
other	6	9	5	6	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$1,569,973	1,533,420	1,638,513	1,479,729	(158,784)
Title 1	\$176,339	215,653	294,915	223,480	(71,435)
IDEA, Part 1	\$17,333	24,533	24,533	-	(24,533)
Other Special Revenue & Federal Funds	-	1,533,420	3,507	479,310	475,803
Total	\$1,763,646	3,307,025	1,961,468	2,182,519	221,051

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	61%	0%			
TEM 5	0%	0%			
TEM 4	39%	0%			
TEM 3	22%	0%			

Total SBB Allocation			\$1,477,365
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,477,365
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
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,405,948
			Next year (2024) ... \$1,477,365
		This comparison does not include "locked dollars"	Total Difference \$71,416
		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.	\$223,480
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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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# Informational Section

## Ridgeway Middle

6333 Quince Road Memphis, TN 38018

Grade Level: 6-8	School Type Optional	Square Footage 143,000	Student Capacity 855	FY2022-23 Utilization 78	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	785	784	486	599	113
Attendance Rate	98	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	54%	41%	53%	-	-
Student with Disability	8%	7%	10%	-	-
English Language Learners	2%	3%	3%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	1	1	-
Classroom Teacher	36	38	33	33	-
Special Skills	4	3	2	2	-
Counselors	1	2	2	2	-
Educational Assistant	7	5	3	3	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	4	22	7	8	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,698,734	3,749,584	3,406,408	2,505,279	(901,129)
Title 1	\$310,859	434,856	477,476	376,745	(100,731)
IDEA, Part 1	\$109,362	87,787	87,787	-	(87,787)
Other Special Revenue & Federal Funds	-	3,749,584	634,248	932,213	297,965
Total	\$4,118,957	8,021,812	4,605,919	3,814,237	(791,682)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	9%	0%			
TEM 4	34%	0%			
TEM 3	44%	0%			

Total SBB Allocation			\$2,502,138
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,502,138
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,556,005
			Next year (2024) ... \$2,502,138
		This comparison does not include "locked dollars"	Total Difference (\$53,867)
		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.	\$376,745
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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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# Informational Section

## Riverview School

241 Majuba Ave, Memphis, TN 38109

Grade Level: K-8	School Type iZone	Square Footage 150,850	Student Capacity 540	FY2022-23 Utilization 92	FCI: 15
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
K-8	404	404	391	435	44
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	87%	74%	89%	-	
Student with Disability	12%	13%	17%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	33	29	29	31	2
Special Skills	2	2	2	2	-
Counselors	2	2	2	2	-
Educational Assistant	9	7	6	8	2
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	4	15	6	7	1

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$2,914,642	3,416,635	2,930,134	2,635,673	(294,460)
Title 1	\$221,622	263,609	319,841	329,935	10,094
IDEA, Part 1	\$119,036	56,630	56,630	-	(56,630)
Other Special Revenue & Federal Funds	\$2,993	3,416,635	187,414	804,273	616,859
Total	\$3,258,294	7,153,510	3,494,020	3,769,882	275,862

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	97%	0%
TEM 5	47%	0%
TEM 4	39%	0%
TEM 3	11%	0%

Total SBB Allocation			\$2,741,366
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,741,366
2	SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$0
	How has my funding changed under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,741,366
			Next year (2024) ... \$2,741,366
		This comparison does not include "locked dollars"	Total Difference \$0
		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.	\$329,935
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown																																																																																																																							
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# Informational Section

## Sherwood Middle

3480 Rhodes Avenue Memphis, TN 38111

Grade Level: 6-8	School Type iZone	Square Footage 141,952	Student Capacity 895	FY2022-23 Utilization 92	FCI: 20
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	773	786	704	667	(37)
Attendance Rate	93	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	81%	69%	74%	-	
Student with Disability	13%	13%	13%	-	
English Language Learners	7%	12%	17%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	52	46	41	41	-
Special Skills	-	-	-	-	-
Counselors	2	3	2	2	-
Educational Assistant	11	13	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	5	25	12	12	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$4,316,320	4,010,208	4,153,956	2,941,350	(1,212,606)
Title 1	\$358,044	588,584	732,677	542,090	(190,587)
IDEA, Part 1	\$197,195	229,209	229,209	-	(229,209)
Other Special Revenue & Federal Funds	\$8,035	4,010,208	183,249	1,332,675	1,149,426
<b>Total</b>	<b>\$4,879,595</b>	<b>8,838,209</b>	<b>5,299,092</b>	<b>4,816,115</b>	<b>(482,977)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	18%	0%			
TEM 4	54%	0%			
TEM 3	28%	0%			

Total SBB Allocation				\$2,936,354
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$2,936,354
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$3,123,821
			Next year (2024) ...	\$2,936,354
		This comparison does not include "locked dollars"	Total Difference	(\$187,467)
		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.		\$542,090
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.



# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,936,354</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	667
	<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	634
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	134
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	17
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	30
	<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.			\$252,612
	<b>SBB Allocations Total</b>			<b>\$2,936,354</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,402	\$4,437	(\$35)
	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.	-0.79%	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 Section

## Snowden School

1870 N. Parkway, Memphis, TN 31812

Grade Level: PreK-8	School Type Optional	Square Footage 199,849	Student Capacity 1,268	FY2022-23 Utilization 109	FCI: 17
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
PreK-8	1,226	1,272	1,361	1,400	39
Attendance Rate	96	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	50%	40%	49%	-	-
Student with Disability	5%	6%	7%	-	-
English Language Learners	4%	5%	6%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	3	4	4	4	-
Classroom Teacher	77	70	74	75	1
Special Skills	9	10	10	10	-
Counselors	3	4	4	4	-
Educational Assistant	8	17	4	4	-
Instructional Facilitator	2	2	2	2	-
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	6	46	14	14	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$7,030,100	7,459,810	9,094,331	6,493,981	(2,600,351)
Title 1	\$497,858	686,571	907,476	762,550	(144,926)
IDEA, Part 1	\$0	-	-	-	-
Other Special Revenue & Federal Funds	\$77,549	7,459,810	5,430,837	1,407,623	(4,023,214)
Total	\$7,605,508	15,606,192	15,432,644	8,664,153	(6,768,491)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	60%	0%			
TEM 4	31%	0%			
TEM 3	9%	0%			

Total SBB Allocation			\$6,519,565
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,519,565
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
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$6,322,193
			Next year (2024) ... \$6,519,565
		This comparison does not include "locked dollars"	Total Difference \$197,373
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$762,550
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



# Informational Section

Section B: Detailed Breakdown				
<b>1 SBB Allocations</b>				<b>\$6,519,565</b>
<b>SBB Weights</b>				
<b>Base Weight</b>				
All Students	Weight	Amount per Student	Enrollment	Total
	1	\$3,600	1400	\$5,040,000
<b>Grade Weights</b>				
<b>Weight</b>				
<b>Amount per Student</b>				
<b>Enrollment</b>				
<b>Total</b>				
Grade K	0.3	\$1,080	118	\$127,440
Grade 1	0.3	\$1,080	138	\$149,040
Grade 2	0.3	\$1,080	133	\$143,640
Grade 3	0.2	\$720	150	\$108,000
Grade 4	0.2	\$720	121	\$87,120
Grade 5	0.2	\$720	149	\$107,280
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.1	\$360	707	\$254,566
<b>ELL Weight</b>				
ELL Weight	0.03	\$90	84	\$7,552
<b>Mobility Weights</b>				
Mobility	0.29	\$1,044	31	\$32,289
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.1	\$360	675	\$242,943
Incoming High Proficiency	0.1	\$360	122	\$43,942
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	1	\$825
<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.				\$174,928
<b>SBB Allocations Total</b>				<b>\$6,519,565</b>
<b>2 SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>		\$4,657	\$4,645	\$12
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.				
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>		<b>Transition Policy Dollars</b>
	0.25%	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 Section

## Treadwell Middle School

920 N. Highland Memphis, TN 38122

Grade Level: 6-8	School Type Traditional	Square Footage 145,870	Student Capacity 598	FY2022-23 Utilization 64	FCI: 10
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	602	604	627	641	14
Attendance Rate	94	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	68%	52%	55%	-	
Student with Disability	13%	10%	9%	-	
English Language Learners	19%	22%	33%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	2	2	-
Classroom Teacher	26	40	37	39	2
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	3	5	6	7	1
Instructional Facilitator	1	2	1	1	-
librarian	1	1	1	1	-
Nutrition	8	-	-	-	-
other	3	37	10	10	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,281,728	3,730,429	3,663,386	2,747,273	(916,113)
Title 1	\$277,566	420,362	576,215	403,170	(173,045)
IDEA, Part 1	\$93,672	116,489	116,489	-	(116,489)
Other Special Revenue & Federal Funds	\$13,404	3,730,429	276,348	1,201,278	924,929
Total	\$3,666,372	7,997,710	4,632,438	4,351,720	(280,718)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	38%	0%			
TEM 4	41%	0%			
TEM 3	21%	0%			

Total SBB Allocation			\$2,743,994
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,743,994
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,769,073
			Next year (2024) ... \$2,743,994
		This comparison does not include "locked dollars"	Total Difference <b>(\$25,080)</b>
		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.	\$403,170
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.





# Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,743,994</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	641
				\$2,307,600
	<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	372
				\$133,842
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	222
				\$20,021
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	11
				\$11,314
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
				\$0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	18
				\$14,850
	<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.			\$256,367
	<b>SBB Allocations Total</b>			<b>\$2,743,994</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,281	\$4,416	(\$136)
	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	\$0
	<b>SBB Transition Supplements TOTAL</b>			<b>\$0</b>



# Informational Section

## White Station Middle

5465 Mason Road Memphis, TN 38120

Grade Level: 6-8	School Type Optional	Square Footage 144,411	Student Capacity 878	FY2022-23 Utilization 147	FCI: 2
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	1,259	1,182	1,075	1,058	(17)
Attendance Rate	98	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	27%	20%	25%	-	
Student with Disability	8%	8%	10%	-	
English Language Learners	4%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	3	1	2	3	1
Classroom Teacher	75	66	63	64	1
Special Skills	5	4	4	4	-
Counselors	3	4	4	4	-
Educational Assistant	12	8	7	7	-
Instructional Facilitator	1	2	2	2	-
librarian	2	1	1	1	-
Nutrition	4	-	-	-	-
other	6	29	7	8	1

School Level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$7,205,595	6,742,720	6,001,461	4,625,415	(1,376,046)
Title 1	\$270,022	347,657	397,136	318,610	(78,526)
IDEA, Part 1	\$303,265	262,452	293,830	-	(293,830)
Other Special Revenue & Federal Funds	-	6,742,720	122,132	2,029,992	1,907,860
Total	\$7,778,883	14,095,547	6,814,559	6,974,017	159,458

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	67%	0%			
TEM 4	32%	0%			
TEM 3	1%	0%			

Total SBB Allocation				\$4,622,736
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy		\$4,622,736
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$4,516,324
			Next year (2024) ...	\$4,622,736
		This comparison does not include "locked dollars"	Total Difference	\$106,412
		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.		\$318,610
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.



# Informational Section

Section B: Detailed Breakdown																																																																																																																							
<b>1 SBB Allocations</b>				<b>\$4,622,736</b>																																																																																																																			
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# Informational Section

## Woodstock Middle School

5885 Woodstock Cuba Rd., Memphis, TN 38053

Grade Level: 6-8	School Type izone	Square Footage 84,850	Student Capacity 773	FY2022-23 Utilization 36	FCI: 16
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-8	325	313	234	201	(33)
Attendance Rate	89	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	76%	64%	72%	-	
Student with Disability	15%	13%	15%	-	
English Language Learners	0%	1%	2%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	18	19	18	18	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	2	4	3	3	-
Instructional Facilitator	1	1	1	1	-
librarian	1	-	-	-	-
Nutrition	3	-	-	-	-
other	5	12	7	7	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$2,077,403	1,999,264	1,956,867	1,476,360	(480,507)
Title 1	\$155,275	223,350	256,944	178,180	(78,764)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	\$0	1,999,264	1,478,288	817,868	(660,420)
<b>Total</b>	<b>\$2,232,679</b>	<b>4,221,879</b>	<b>3,692,099</b>	<b>2,472,408</b>	<b>(1,219,690)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals
Teachers with TEM 3 or above (%)	78%	0%
TEM 5	6%	0%
TEM 4	22%	0%
TEM 3	50%	0%

Total SBB Allocation			\$1,473,269
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,473,269
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
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,234,603
			Next year (2024) ... \$1,473,269
		This comparison does not include "locked dollars"	Total Difference \$238,667
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$178,180
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	<b>Not shown in this workbook.</b>



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,473,269</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	201
				\$723,600
	<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	152
				\$54,652
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	3
				\$305
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	8
				\$8,522
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	0
	Incoming High Proficiency	0.1	\$360	0
				\$0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.23	\$825	7
				\$5,775
	<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.			\$680,416
	<b>SBB Allocations Total</b>			<b>\$1,473,269</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$7,330	\$5,276	\$2,054
	<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>	28.02%	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

## High School Summary

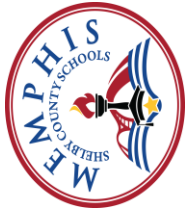
FY 2022-23 Student Demographics													FY 2022-23 Financial Budget		
SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENT WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	PER PUPIL EXPENDITURE				
B T Washington High School	iZone	430	88%	15%	1%	3,281,797	460,134	87,119	238,274	4,067,324	9,459				
Bolton High School	Optional	709	42%	12%	2%	4,678,951	418,225	88,367	7,533,920	12,719,464	17,940				
Central High School	Optional	1,315	48%	7%	4%	7,064,633	988,908	118,177	4,444,954	12,616,671	9,594				
Cordova High School	Traditional	2,060	32%	11%	8%	11,770,196	1,327,409	144,317	651,754	13,893,676	6,745				
Craigmont High School	Optional	756	55%	13%	2%	4,436,470	598,387	51,957	145,088	5,231,852	6,920				
Douglass High School	Optional	641	73%	15%	10%	3,701,084	655,453	180,005	160,027	4,696,569	7,327				
East High School	Optional	568	21%	2%	0%	5,039,382	228,006	-	2,025,377	7,292,765	12,839				
Germentown High School	Optional	1,809	26%	6%	2%	10,288,046	808,441	209,733	247,325	11,553,545	6,387				
Hamilton High School	iZone	672	79%	17%	2%	4,606,459	618,981	250,293	606,601	6,082,335	9,051				
Kingsbury High School	Optional	1,292	45%	10%	29%	7,487,834	1,117,313	201,208	9,464,328	18,270,683	14,141				
Kirby High School	Traditional	846	59%	10%	7%	5,210,965	748,980	177,620	4,200,355	10,337,920	12,220				
Madness High School	iZone	329	73%	15%	1%	2,686,511	331,186	188,046	361,962	3,567,706	10,844				
Merritt High School	iZone	690	75%	10%	5%	3,921,423	743,437	34,043	129,426	4,828,329	6,998				
Mitchell High School	iZone	381	75%	12%	-	2,746,209	358,187	49,692	1,281,256	4,435,344	11,641				
Oakhaven High School	iZone	385	63%	11%	9%	2,265,646	360,901	-	6,355,993	8,982,541	23,331				
Overton High School	Optional	1,412	49%	9%	18%	7,946,409	1,206,152	148,320	425,300	9,726,180	6,888				
Raleigh Egypt High School	Traditional	695	67%	13%	3%	4,872,142	685,059	135,709	481,774	6,174,684	8,884				
Ridgeway High School	Optional	801	43%	9%	3%	4,797,060	575,243	237,801	216,967	5,827,071	7,275				
Sheffield High School	iZone	497	57%	13%	33%	3,038,001	442,413	86,755	172,890	3,740,059	7,525				
Southwind High School	Traditional	1,507	42%	9%	4%	7,917,891	907,276	116,764	2,670,793	11,612,725	7,706				
Trezevant High School	iZone	487	76%	25%	0.4%	2,878,739	486,671	150,399	644,762	4,160,571	8,543				
Westwood High School	iZone	301	74%	20%	0.3%	2,416,129	270,598	147,706	3,411,544	6,245,977	20,751				
White Station High School	Optional	1,832	23%	8%	3%	10,420,706	621,682	503,103	1,625,266	13,170,756	7,189				
Whitehaven High School	Empowerment/Optional	1,623	49%	8%	2%	8,729,219	1,394,103	38,102	1,936,622	12,098,046	7,454				
Wooddale High School	iZone	647	59%	11%	19%	5,154,842	619,912	134,874	4,393,723	10,303,350	15,925				
<b>High School Totals</b>		<b>22,685</b>	<b>14%</b>	<b>3%</b>	<b>2%</b>	<b>137,356,744</b>	<b>16,973,057</b>	<b>3,480,110</b>	<b>53,826,233</b>	<b>211,636,145</b>	<b>263,579</b>				



Informational

High School Summary

FY 2022-23 STAFFING												
SCHOOL NAME	SCHOOL TYPE	FY 2022-23 K-12 ENROLLMENT	GENERALLED CLASSROOM TEACHERS	SPEL TEACHERS	TECHNOLOGY TEACHERS	CAREER AND TITLE I TEACHERS	OPTIONAL SCHOOL TEACHERS	WORLD LANGUAGE TEACHERS	BAND AND STRINGS	ESL TEACHERS	TOTAL TEACHERS	TEACHER TO STUDENT RATIO
B T Washington High School	iZone	430	25	4	1	-	-	-	-	-	30	1:40
Bolton High School	Optional	709	25	5	2	-	-	-	-	1	33	1:07
Central High School	Optional	1,315	52	6	1	-	4	1	1	2	67	1:13
Cordova High School	Traditional	2,060	80	15	1	-	1	-	1	5	103	1:12
Craigmont High School	Optional	756	29	8	1	-	1	-	-	1	40	1:16
Douglas High School	Optional	641	20	7	-	-	1	-	-	2	30	1:07
East High School	Optional	568	32	3	-	-	1	-	-	-	36	1:31
Germanatown High School	Optional	1,809	73	10	2	-	1	-	-	2	88	1:10
Hamilton High School	iZone	672	22	10	2	-	-	-	-	1	35	1:15
Kingsbury High School	Optional	1,292	51	11	-	-	1	-	-	10	73	1:21
Kirby High School	Traditional	846	27	7	2	-	-	-	-	2	38	1:04
Manassas High School	iZone	329	16	5	-	-	-	-	-	-	21	1:31
Melrose High School	iZone	690	25	5	1	-	-	-	-	-	31	1:04
Mitchell High School	iZone	381	16	6	-	-	-	-	-	-	22	1:23
Oakhaven High School	iZone	385	17	3	-	-	-	-	-	1	21	1:18
Overton High School	Optional	1,412	52	10	1	-	5	-	2	7	77	1:18
Raleigh Egypt High School	Traditional	695	26	7	-	-	-	-	-	1	34	1:10
Ridgeway High School	Optional	801	32	6	1	-	-	-	-	1	40	1:11
Sheffield High School	iZone	497	20	5	-	-	-	-	-	4	29	1:24
Southwind High School	Traditional	1,507	59	10	1	-	-	-	-	2	72	1:08
Trezevant High School	iZone	487	19	9	-	-	-	-	-	-	28	1:22
Westwood High School	iZone	301	12	5	-	-	-	-	-	-	17	1:21
White Station High School	Optional	1,832	77	14	1	-	6	2	1	2	103	1:20
Whitehaven High School	Empowerment/Optional	1,623	61	9	1	-	3	1	1	1	77	1:08
Wooddale High School	iZone	647	24	5	1	-	2	-	-	2	34	1:15
<b>High School Totals</b>		<b>22,685</b>	<b>920</b>	<b>186</b>	<b>19</b>	<b>-</b>	<b>26</b>	<b>4</b>	<b>6</b>	<b>47</b>	<b>1,208</b>	<b>1:16</b>



Informational

High School Summary

SCHOOL NAME	SCHOOL TYPE	FY2022-23 K-12 ENROLLMENT										TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS	ASSISTANT/VICE-PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSISTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
B T Washington High School	iZone	430	26	-	16	1	2	2	3	1	1	3	1	1	2	3	1	1	1	1
Bolton High School	Optional	709	29	-	14	1	3	3	-	1	1	-	1	1	3	-	1	1	2	2
Central High School	Optional	1,315	55	4	18	1	4	5	-	1	1	-	1	1	4	-	2	2	1	1
Cordova High School	Traditional	2,060	85	1	27	1	6	7	8	1	1	8	2	2	6	8	2	2	2	2
Craigmont High School	Optional	756	32	1	19	1	3	2	1	1	1	1	2	1	3	1	1	1	2	2
Doulass High School	Optional	641	24	1	17	1	3	2	3	1	1	3	2	1	3	3	1	1	2	2
East High School	Optional	568	32	1	15	1	3	1	1	1	1	1	1	1	3	1	1	1	1	1
Germentown High School	Optional	1,809	75	1	26	1	6	6	-	1	1	-	6	2	6	-	2	2	1	1
Hamilton High School	iZone	672	27	-	19	1	3	2	5	1	1	5	2	1	3	2	1	1	3	3
Kingsbury High School	Optional	1,292	53	1	25	1	5	5	6	1	1	6	5	1	5	6	1	1	4	4
Kirby High School	Traditional	846	30	-	23	1	4	4	7	1	1	7	4	1	4	7	1	1	2	2
Manassas High School	iZone	329	16	-	12	1	1	3	2	1	1	2	3	1	1	2	1	1	1	1
Meirose High School	iZone	690	27	-	14	1	4	2	4	1	1	4	2	1	4	4	1	1	2	2
Mitchell High School	iZone	381	16	-	12	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1
Oakhaven High School	iZone	385	17	-	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Overton High School	Optional	1,412	55	5	22	1	4	4	-	1	1	-	4	2	4	-	2	2	2	2
Raleigh Egypt High School	Traditional	695	26	-	18	1	2	2	4	1	1	4	2	1	2	4	1	1	2	2
Ridgeway High School	Optional	801	33	-	16	1	3	4	-	1	1	-	4	1	3	-	1	1	2	2
Sheffield High School	iZone	497	20	-	16	1	2	2	1	1	1	1	2	1	2	1	1	1	1	1
Southwind High School	Traditional	1,507	59	-	21	1	5	5	4	1	1	4	5	2	5	4	2	2	3	3
Trezevant High School	iZone	487	20	-	22	1	2	2	4	1	1	4	2	1	2	4	1	1	1	1
Westwood High School	iZone	301	16	-	9	1	1	1	-	1	1	1	1	1	1	1	1	1	1	1
White Station High School	Optional	1,832	77	6	20	1	5	5	-	1	1	-	5	2	5	-	2	2	1	1
Whitehaven High School	Empowerment/Optional	1,623	63	3	24	1	7	4	2	1	1	2	7	2	4	2	2	2	2	2
Wooddale High School	iZone	647	29	2	19	1	3	3	2	1	1	2	3	2	3	2	1	1	2	2
<b>High School Totals</b>		<b>22,685</b>	<b>970</b>	<b>26</b>	<b>460</b>	<b>27</b>	<b>85</b>	<b>81</b>	<b>61</b>	<b>33</b>	<b>43</b>									





## Informational Section

### B. T. Washington High

715 S. Lauderdale, Memphis, TN 38126

Grade Level: 9 - 12	School Type iZone	Square Footage 202,918	Student Capacity 548	FY2022-23 Utilization 104	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	439	459	430	433	3
Attendance Rate	92	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	86%	78%	88%	-	
Student with Disability	14%	15%	15%	-	
English Language Learners	1%	1%	1%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	38	33	30	32	2
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	4	7	7	7	-
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	7	18	11	11	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,124,672	3,437,133	3,281,797	3,134,608	(147,189)
Title 1	\$296,316	342,835	460,134	359,380	(100,754)
IDEA, Part 1	\$84,818	87,119	87,119	-	(87,119)
Other Special Revenue & Federal Funds	\$743	3,437,133	238,274	1,021,721	783,447
Total	\$3,506,550	7,304,220	4,067,324	4,515,709	448,385

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	98%	0%			
TEM 5	37%	0%			
TEM 4	24%	0%			
TEM 3	37%	0%			

Total SBB Allocation			\$3,126,937
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,126,937
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,472,518
			Next year (2024) ... \$3,126,937
		This comparison does not include "locked dollars"	Total Difference \$654,419
		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.	\$359,380
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>	<b>\$3,126,937</b>			
<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	433	\$1,560,240
<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	383	\$137,707
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	3	\$245
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	25	\$26,004
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	268	\$96,423
Incoming High Proficiency		0.1	\$360	0	\$0
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	25	\$20,625
<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>\$3,126,937</b>
<b>2</b>	<b>SBB Transition Supplements</b>	<b>\$0</b>			
<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.				<b>\$0</b>	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>			\$7,215	\$5,750	\$1,465
			<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>			20.30%	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 Section

### Bolton High

7323 Brunswick Rd., Memphis, TN 38002

Grade Level: 9 - 12	School Type Optional	Square Footage 293,200	Student Capacity 2,019	FY2022-23 Utilization 65	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	620	678	709	725	16
Attendance Rate	94	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	48%	38%	42%	-	-
Student with Disability	16%	12%	12%	-	-
English Language Learners	1%	1%	2%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	2	1	1	-
Vice/Assistant Principal	3	3	3	4	1
Classroom Teacher	73	38	33	33	-
Special Skills	1	-	-	-	-
Counselors	5	3	3	4	1
Educational Assistant	10	4	5	5	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	7	29	13	15	2
<b>School level Funds</b>					
General Fund	\$4,827,256	5,629,115	4,678,951	3,063,069	(1,615,882)
Title 1	\$285,663	369,061	418,225	354,095	(64,130)
IDEA, Part 1	\$124,641	88,367	88,367	-	(88,367)
Other Special Revenue & Federal Funds	\$36,103	5,629,115	7,533,920	1,401,822	(6,132,098)
Total	\$5,273,664	11,715,658	12,719,464	4,818,986	(7,900,477)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	94%	0%			
TEM 5	22%	0%			
TEM 4	49%	0%			
TEM 3	23%	0%			

Total SBB Allocation			\$3,060,147
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,060,147
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,982,358
			Next year (2024) ... \$3,060,147
		This comparison does not include "locked dollars"	Total Difference \$77,788
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$354,095
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

### Section B: Detailed Breakdown

1 SBB Allocations					\$3,060,147
<b>SBB Weights</b>					
<b>Base Weight</b>					
All Students	1	\$3,600	725	\$2,610,000	
<b>Grade Weights</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	344	\$123,841	
<b>ELL Weight</b>					
ELL Weight	0.03	\$90	16	\$1,425	
<b>Mobility Weights</b>					
Mobility	0.29	\$1,044	25	\$25,660	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.1	\$360	407	\$146,476	
Incoming High Proficiency	0.1	\$360	12	\$4,200	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.2	\$825	19	\$15,675	
<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.					\$132,870
<b>SBB Allocations Total</b>					<b>\$3,060,147</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>					
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.					
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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil	
		\$4,221	\$4,206	\$14	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		0.34%	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 Section

### Central High

306 S. Bellevue, Memphis, TN 38104

Grade Level: 9 - 12	School Type Optional	Square Footage 283,230	Student Capacity 1,447	FY2022-23 Utilization 109	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	1,431	1,421	1,315	1,313	(2)
Attendance Rate	96	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	50%	42%	48%	-	
Student with Disability	7%	6%	7%	-	
English Language Learners	3%	2%	4%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	4	4	-
Classroom Teacher	77	66	61	61	-
Special Skills	4	5	4	4	-
Counselors	5	5	5	6	1
Educational Assistant	9	3	4	4	-
Instructional Facilitator	2	1	1	2	1
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	9	38	15	15	-
<b>School level Funds</b>					
General Fund	\$7,779,294	7,303,052	7,064,633	5,545,529	(1,519,104)
Title 1	\$513,436	751,305	988,908	718,760	(270,148)
IDEA, Part 1	\$98,873	118,177	118,177	-	(118,177)
Other Special Revenue & Federal Funds	-	7,303,052	4,444,954	1,624,940	(2,820,014)
Total	\$8,391,604	15,475,586	12,616,671	7,889,229	(4,727,442)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	97%	0%			
TEM 5	34%	0%			
TEM 4	51%	0%			
TEM 3	12%	0%			

Total SBB Allocation			\$5,533,689	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,533,689	
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	
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$5,533,689	
			Next year (2024) ... \$5,533,689	
		This comparison does not include "locked dollars"	Total Difference	\$0
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...</b>		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$718,760	
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	<b>Not shown in this workbook.</b>	



## Informational Section

<b>Section B: Detailed Breakdown</b>					
<b>1</b>	<b>SBB Allocations</b>			<b>\$5,533,689</b>	
<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	1313	\$4,726,800
<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	682	\$245,533
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	48	\$4,309
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	25	\$25,945
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	517	\$186,236
Incoming High Proficiency		0.1	\$360	24	\$8,745
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	9	\$7,425
<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.					
<b>SBB Allocations Total</b>					<b>\$5,533,689</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>	
<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.				<b>\$0</b>	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>			\$4,215	\$4,208	\$6
			<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.			0.15%	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 Section

### Cordova High School

1800 Berryhill Rd., Cordova, TN 38018

Grade Level: 9 - 12	School Type Traditional	Square Footage 278,000	Student Capacity 2,151	FY2022-23 Utilization 106	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	2,198	2,244	2,060	2,094	34
Attendance Rate	94	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	35%	28%	32%	-	-
Student with Disability	12%	11%	11%	-	-
English Language Learners	7%	7%	8%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	6	6	6	-
Classroom Teacher	119	120	101	101	-
Special Skills	1	1	1	1	-
Counselors	5	7	7	7	-
Educational Assistant	16	21	22	24	2
Instructional Facilitator	2	1	2	2	-
librarian	2	2	2	2	-
Nutrition	7	-	-	-	-
other	12	63	25	28	3
<b>School Level Funds</b>					
General Fund	\$11,814,389	11,750,647	11,770,196	8,634,190	(3,136,006)
Title 1	\$699,655	1,004,155	1,327,409	773,120	(554,289)
IDEA, Part 1	\$122,744	144,317	144,317	-	(144,317)
Other Special Revenue & Federal Funds	\$32,701	11,750,647	651,754	3,477,507	2,825,753
Total	\$12,669,491	24,649,765	13,893,676	12,884,817	(1,008,859)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	13%	0%			
TEM 4	41%	0%			
TEM 3	35%	0%			

Total SBB Allocation			\$8,658,325	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$8,658,325	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$8,658,324	
			Next year (2024) ... \$8,658,325	
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$773,120	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$8,658,325</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	2094
	<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	710
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	191
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	51
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	890
	Incoming High Proficiency	0.1	\$360	52
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	79
	<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.			\$389,911
	<b>SBB Allocations Total</b>			<b>\$8,658,325</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,135	\$4,203	(\$68)
		<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.	-1.65%	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 Section

## Craigmont High

3333 Covington Pike, Memphis, TN 38128

Grade Level: 9 - 12	School Type Optional	Square Footage 324,517	Student Capacity 1,234	FY2022-23 Utilization 74	FCI: 4
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	707	726	756	772	16
Attendance Rate	93	-	-	-	-

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
Economically Disadvantaged	62%	49%	55%	-	-
Student with Disability	16%	15%	13%	-	-
English Language Learners	2%	3%	2%	-	-

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	3	3	-
Classroom Teacher	46	44	39	40	1
Special Skills	1	1	1	1	-
Counselors	3	2	2	2	-
Educational Assistant	9	11	9	10	1
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	8	26	17	17	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
General Fund	\$4,931,517	4,894,746	4,436,470	3,269,029	(1,167,440)
Title 1	\$359,946	510,581	598,387	523,970	(74,417)
IDEA, Part 1	\$47,941	51,957	51,957	-	(51,957)
Other Special Revenue & Federal Funds	\$0	4,894,746	145,038	1,744,003	1,598,965
Total	\$5,589,549	10,352,030	5,231,852	5,537,002	305,150

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	77%	0%	-	-	-
TEM 5	12%	0%	-	-	-
TEM 4	37%	0%	-	-	-
TEM 3	29%	0%	-	-	-

Total SBB Allocation			\$3,264,858
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,264,858
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
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,248,539
			Next year (2024) ... \$3,264,858
		This comparison does not include "locked dollars"	Total Difference \$16,319
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$523,970
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,264,858</b>	
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>	
	<b>Base Weight</b>			<b>Total</b>	
	All Students	1	\$3,600	772	\$2,779,200
	<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	476	\$171,529
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	21	\$1,900
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	20	\$20,625
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	430	\$154,940
	Incoming High Proficiency	0.1	\$360	6	\$2,084
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.2	\$825	30	\$24,750
	<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.				\$109,830
	<b>SBB Allocations Total</b>				<b>\$3,264,858</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>	
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,229	\$4,297	(\$68)	
		<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.	-1.61%	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 Section

### Douglass High

3200 Mt. Olive Road, Memphis, TN 38108

Grade Level: 9 - 12	School Type Optional	Square Footage 146,568	Student Capacity 757	FY2022-23 Utilization 67	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	612	621	641	651	10
Attendance Rate	89	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	79%	69%	73%	-	
Student with Disability	17%	15%	15%	-	
English Language Learners	8%	9%	10%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	3	-
Classroom Teacher	29	35	29	29	-
Special Skills	2	1	1	1	-
Counselors	2	2	2	2	-
Educational Assistant	5	6	9	11	2
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	7	25	17	19	2
<b>School level Funds</b>					
General Fund	\$3,360,481	3,788,807	3,701,084	2,732,172	(968,912)
Title 1	\$255,406	473,715	655,453	500,565	(154,888)
IDEA, Part 1	\$128,425	180,005	180,005	-	(180,005)
Other Special Revenue & Federal Funds	\$0	3,788,807	160,027	1,561,774	1,401,748
<b>Total</b>	<b>\$3,744,314</b>	<b>8,231,334</b>	<b>4,696,569</b>	<b>4,794,511</b>	<b>97,942</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	88%	0%			
TEM 5	12%	0%			
TEM 4	52%	0%			
TEM 3	24%	0%			

Total SBB Allocation			\$2,857,509
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,857,509
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
<b>How has my funding changed under SBB?</b>		Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,857,509
			Next year (2024) ... \$2,857,509
		This comparison does not include "locked dollars"	Total Difference \$0
		<b>But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....</b>	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$500,565
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

<b>Section B: Detailed Breakdown</b>				
<b>1</b>	<b>SBB Allocations</b>	<b>\$2,857,509</b>		
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	651
	<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	484
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	61
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	25
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	408
	Incoming High Proficiency	0.1	\$360	8
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	28
	<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.			\$134,927
<b>SBB Allocations Total</b>				<b>\$2,857,509</b>
<b>2</b>	<b>SBB Transition Supplements</b>	<b>\$0</b>		
	<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.			<b>\$0</b>
	<b>Transition Policy Tax or Subsidy</b>	<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,389	\$4,458	(\$68)
	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.	-1.56%	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 Section

### East High

3206 Poplar, Memphis, TN 38111

Grade Level: 9 - 12	School Type Optional	Square Footage 189,493	Student Capacity 1,338	FY2022-23 Utilization 39	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	506	615	568	557	(11)
Attendance Rate	99	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	28%	20%	21%	-	
Student with Disability	2%	2%	2%	-	
English Language Learners	1%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	2	1	1	-
Vice/Assistant Principal	1	3	3	3	-
Classroom Teacher	22	36	35	36	1
Special Skills	1	1	1	1	-
Counselors	2	1	1	1	-
Educational Assistant	1	-	-	1	1
Instructional Facilitator	2	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	7	21	10	11	1
<b>School Level Funds</b>					
General Fund	\$3,511,764	5,452,332	5,039,382	2,293,423	(2,745,959)
Title 1	\$144,189	165,143	228,006	135,145	(92,861)
IDEA, Part 1	\$31,385	-	-	-	-
Other Special Revenue & Federal Funds	\$16,414	5,452,332	2,025,377	632,866	(1,392,511)
Total	\$3,703,753	11,069,807	7,292,765	3,061,434	(4,231,331)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	30%	0%			
TEM 4	41%	0%			
TEM 3	25%	0%			

Total SBB Allocation			\$3,255,799
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,384,335
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	\$871,464
How has my funding changed under SBB?		Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,255,800
			Next year (2024) ... \$3,255,799
		This comparison does not include "locked dollars"	Total Difference (\$0)
		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.	\$135,145
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

<b>Section B: Detailed Breakdown</b>					
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,384,335</b>	
<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	616	\$2,217,600
<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	142	\$51,213
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	2	\$179
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	5	\$5,278
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	79	\$28,379
Incoming High Proficiency		0.1	\$360	66	\$23,666
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	0	\$0
<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.					\$58,021
<b>SBB Allocations Total</b>				<b>\$2,384,335</b>	
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$871,464</b>	
<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.				<b>\$871,464</b>	
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2023- 2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>		\$5,285	\$5,732	(\$447)	
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	
		-8.45%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0	
<b>SBB Transition Supplements TOTAL</b>				<b>\$871,464</b>	



## Informational Section

### Germantown High

7653 Old Poplar Pike, Germantown, TN 38138

Grade Level: 9 - 12	School Type Optional	Square Footage 272,375	Student Capacity 2,028	FY2022-23 Utilization 101	FCI: 14
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	1,971	1,947	1,809	1,810	1
Attendance Rate	99	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	28%	22%	26%	-	-
Student with Disability	8%	6%	6%	-	-
English Language Learners	2%	2%	2%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	5	5	6	6	-
Classroom Teacher	106	100	87	87	-
Special Skills	1	1	1	1	-
Counselors	5	6	6	6	-
Educational Assistant	11	9	10	10	-
Instructional Facilitator	2	1	1	1	-
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	17	59	21	23	2
<b>School level Funds</b>					
General Fund	\$11,061,143	10,814,086	10,288,046	7,697,413	(2,590,634)
Title 1	\$336,647	570,692	808,441	551,150	(257,291)
IDEA, Part 1	\$180,391	209,733	209,733	-	(209,733)
Other Special Revenue & Federal Funds	\$2,814	10,814,086	247,325	2,998,039	2,750,714
Total	\$11,580,996	22,408,598	11,553,545	11,246,601	(306,943)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	47%	0%			
TEM 4	39%	0%			
TEM 3	14%	0%			

Total SBB Allocation			\$7,692,814
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$7,692,814
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 under SBB?		Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$7,368,864
			Next year (2024) ... \$7,692,814
		This comparison does not include "locked dollars"	Total Difference \$323,950
		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.	\$551,150
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$7,692,814</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			<b>Total</b>
	All Students	1	\$3,600	1810
	<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	564
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	41
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	35
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	752
	Incoming High Proficiency	0.1	\$360	58
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	30
	<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.			\$616,858
	<b>SBB Allocations Total</b>			<b>\$7,692,814</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,250	\$4,073	\$177
	<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>			
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		4.16%	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 Section

### Hamilton High

1363 Person, Memphis, TN 38106

Grade Level: 9 - 12	School Type iZone	Square Footage 336,151	Student Capacity 1,234	FY2022-23 Utilization 61	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	578	625	672	681	9
Attendance Rate	90	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	83%	72%	79%	-	-
Student with Disability	21%	19%	17%	-	-
English Language Learners	1%	2%	2%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	3	3	4	1
Classroom Teacher	94	41	35	35	-
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	15	14	14	15	1
Instructional Facilitator	4	2	3	3	-
librarian	1	1	1	1	-
Nutrition	6	-	-	-	-
other	19	28	18	18	-
<b>School level Funds</b>					
General Fund	\$4,465,859	4,515,754	4,606,459	2,904,682	(1,701,777)
Title 1	\$292,256	484,587	618,981	544,355	(74,626)
IDEA, Part 1	\$266,303	250,293	250,293	-	(250,293)
Other Special Revenue & Federal Funds	\$24,856	4,515,754	606,601	1,923,961	1,317,360
Total	\$5,119,562	9,766,388	6,082,335	5,372,998	(709,337)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	79%	0%			
TEM 5	4%	0%			
TEM 4	21%	0%			
TEM 3	54%	0%			

Total SBB Allocation			\$3,063,936	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,063,936	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,063,936	
			Next year (2024) ... \$3,063,936	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$544,355	
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>				<b>\$3,063,936</b>
<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	681	\$2,451,600
<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	554	\$199,282
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	12	\$1,075
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	25	\$26,496
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	489	\$176,147
Incoming High Proficiency		0.1	\$360	1	\$368
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	54	\$44,550
<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.					\$164,418
<b>SBB Allocations Total</b>				<b>\$3,063,936</b>	
<b>2</b>	<b>SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>			\$4,499	\$4,559	(\$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.					
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>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
			-1.34%	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 Section

### Kingsbury High

1270 N. Graham, Memphis, TN 38122

Grade Level: 9 - 12      School Type: Optional      Square Footage: 219,210      Student Capacity: 1,122      FY2022-23 Utilization: 114      FCI: 7

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	1,332	1,347	1,292	1,304	12
Attendance Rate	93	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	55%	42%	45%	-	-
Student with Disability	15%	13%	10%	-	-
English Language Learners	25%	27%	29%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	5	5	5	-
Classroom Teacher	70	74	72	73	1
Special Skills	1	1	1	1	-
Counselors	4	5	5	5	-
Educational Assistant	12	14	15	15	-
Instructional Facilitator	2	3	4	4	-
librarian	2	1	1	1	-
Nutrition	6	-	-	-	-
other	11	59	20	21	1
<b>School Level Funds</b>					
General Fund	\$7,082,022	6,881,020	7,487,834	5,464,815	(2,023,019)
Title 1	\$541,969	856,778	1,117,313	726,310	(391,003)
IDEA, Part 1	\$160,759	201,208	201,208	-	(201,208)
Other Special Revenue & Federal Funds	\$217,026	6,881,020	9,464,328	2,552,743	(6,911,585)
Total	\$8,001,778	14,820,026	18,270,683	8,743,868	(9,526,816)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	81%	0%			
TEM 5	14%	0%			
TEM 4	26%	0%			
TEM 3	42%	0%			

Total SBB Allocation			\$5,532,309	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$5,532,309	
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 under SBB?	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$5,532,310	
			Next year (2024) ... \$5,532,309	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$726,310	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>	<b>\$5,532,309</b>		
<b>SBB Weights</b>		<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
<b>Base Weight</b>				<b>Total</b>
All Students		1	\$3,600	1304
<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	640
<b>ELL Weight</b>				
ELL Weight		0.03	\$90	398
<b>Mobility Weights</b>				
Mobility		0.29	\$1,044	27
<b>Academic Performance Weights</b>				
Incoming Low Proficiency		0.1	\$360	808
Incoming High Proficiency		0.1	\$360	2
<b>Increments for Locked Students</b>				
SWD Self-Contained		0.2	\$825	41
<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>\$217,814</b>
<b>SBB Allocations Total</b>				<b>\$5,532,309</b>
<b>2</b>	<b>SBB Transition Supplements</b>	<b>\$0</b>		
<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.				<b>\$0</b>
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>		\$4,243	\$4,282	(\$39)
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.				
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>
		-0.93%	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 Section

## Kirby High

4080 Kirby Parkway, Memphis, TN 38115

Grade Level: 9 - 12	School Type Traditional	Square Footage 206,224	Student Capacity 1,332	FY2022-23 Utilization 81	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	895	807	846	843	(3)
Attendance Rate	93	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	65%	50%	59%	-	-
Student with Disability	14%	12%	10%	-	-
English Language Learners	7%	7%	7%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	4	4	4	-
Classroom Teacher	56	45	38	39	1
Special Skills	-	-	-	-	-
Counselors	4	4	4	4	-
Educational Assistant	7	14	13	15	2
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	12	30	19	19	-
<b>School Level Funds</b>					
General Fund	\$5,452,231	6,062,312	5,210,965	3,473,473	(1,737,492)
Title 1	\$406,729	538,033	748,980	593,430	(155,550)
IDEA, Part 1	\$164,741	177,620	177,620	-	(177,620)
Other Special Revenue & Federal Funds	\$989	6,062,312	4,200,355	1,673,620	(2,526,735)
Total	\$6,024,692	12,840,277	10,337,920	5,740,524	(4,597,397)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	83%	0%			
TEM 5	5%	0%			
TEM 4	38%	0%			
TEM 3	40%	0%			

Total SBB Allocation			\$3,688,413	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,688,413	
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	
	<b>How has my funding changed under SBB?</b>	Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,688,413	
			Next year (2024) ... \$3,688,413	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$593,430	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>				<b>\$3,688,413</b>
<b>SBB Weights</b>					
<b>Base Weight</b>					
All Students	1	\$3,600	843	\$3,035,880	
<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	547	\$196,804	
<b>ELL Weight</b>					
ELL Weight	0.03	\$90	58	\$5,193	
<b>Mobility Weights</b>					
Mobility	0.29	\$1,044	25	\$26,350	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.1	\$360	505	\$181,697	
Incoming High Proficiency	0.1	\$360	4	\$1,366	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.2	\$825	26	\$21,450	
<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.				\$219,672	
<b>SBB Allocations Total</b>				<b>\$3,688,413</b>	
<b>2</b>	<b>SBB Transition Supplements</b>				<b>\$0</b>
<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 (2023- 2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>		\$4,374	\$4,360	\$14	
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.					
		<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Type</b>	<b>Transition Policy Dollars</b>	
		0.32%	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 Section

### Manassas High

1111 Manassas, Memphis, TN 38107

Grade Level: 9 - 12	School Type iZone	Square Footage 139,338	Student Capacity 659	FY2022-23 Utilization 77	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	406	393	329	326	(3)
Attendance Rate	93	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	78%	68%	73%	-	
Student with Disability	19%	13%	15%	-	
English Language Learners	1%	0%	1%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	1	1	1	-
Classroom Teacher	30	24	21	22	1
Special Skills	-	-	-	-	-
Counselors	2	1	3	3	-
Educational Assistant	8	11	10	10	-
Instructional Facilitator	2	2	1	1	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	8	21	10	10	-
<b>School level Funds</b>					
General Fund	\$3,108,502	2,931,814	2,686,511	1,753,812	(932,699)
Title 1	\$219,356	276,692	331,186	268,780	(62,406)
IDEA, Part 1	\$197,372	188,046	188,046	-	(188,046)
Other Special Revenue & Federal Funds	-	2,931,814	361,962	1,324,482	962,519
<b>Total</b>	<b>\$3,525,230</b>	<b>6,328,365</b>	<b>3,567,706</b>	<b>3,347,074</b>	<b>(220,632)</b>
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	0%			
TEM 5	6%	0%			
TEM 4	25%	0%			
TEM 3	42%	0%			

Total SBB Allocation			\$1,786,873	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,786,873	
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	
<b>How has my funding changed under SBB?</b>		Your "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$1,786,873
			Next year (2024) ...	\$1,786,873
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$268,780	
4 Locked Resources		<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown																																																																																																																							
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# Informational Section

## Melrose High

2870 Deadrick, Memphis, TN 38114

Grade Level: 9 - 12      School Type: iZone      Square Footage: 280,000      Student Capacity: 1,123      FY2022-23 Utilization: 53      FCI: 17

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	691	752	690	684	(6)
Attendance Rate	91	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Economically Disadvantaged	79%	68%	75%	-	
Student with Disability	14%	11%	10%	-	
English Language Learners	3%	4%	5%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	4	4	-
Classroom Teacher	72	42	31	31	-
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	5	8	7	7	-
Instructional Facilitator	3	2	2	2	-
librarian	2	1	1	1	-
Nutrition	4	-	-	-	-
other	13	28	13	13	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
General Fund	\$3,795,943	3,991,362	3,921,423	2,858,468	(1,062,955)
Title 1	\$242,363	550,934	743,437	530,765	(212,672)
IDEA, Part 1	\$3,998	34,043	34,043	-	(34,043)
Other Special Revenue & Federal Funds	\$16,488	3,991,362	129,426	1,047,155	917,729
<b>Total</b>	<b>\$4,129,080</b>	<b>8,567,701</b>	<b>4,828,329</b>	<b>4,436,389</b>	<b>(391,940)</b>

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	87%	0%			
TEM 5	24%	0%			
TEM 4	24%	0%			
TEM 3	39%	0%			

Total SBB Allocation			\$3,091,028	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,091,028	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,091,028	
			Next year (2024) ... \$3,091,028	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		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.	\$530,765	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown					
1	SBB Allocations				\$3,091,028
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	684	\$2,462,400
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	519	\$186,683
ELL Weight					
ELL Weight		0.03	\$90	40	\$3,570
Mobility Weights					
Mobility		0.29	\$1,044	27	\$27,770
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	430	\$154,885
Incoming High Proficiency		0.1	\$360	0	\$0
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	22	\$18,150
<p><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.</p>					\$237,570
SBB Allocations Total					\$3,091,028
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
<p>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.</p>					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	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><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>			\$4,519	\$4,480	\$39
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<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>			0.87%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



## Informational Section

### Mitchell High

658 Mitchell, Memphis, TN 38109

Grade Level: 9 - 12	School Type iZone	Square Footage 117,630	Student Capacity 951	FY2022-23 Utilization 55	FCI 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	401	421	381	380	(1)
Attendance Rate	96	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	79%	68%	75%	-	
Student with Disability	17%	15%	12%	-	
English Language Learners	0%	0%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	28	22	22	22	-
Special Skills	-	-	-	-	-
Counselors	1	2	2	2	-
Educational Assistant	5	7	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	2	-	-	-	-
other	12	20	10	10	-
<b>School level Funds</b>					
General Fund	\$2,902,046	3,031,182	2,746,209	1,845,108	(901,101)
Title 1	\$207,254	294,538	358,187	281,615	(76,572)
IDEA, Part 1	\$46,208	49,692	49,692	-	(49,692)
Other Special Revenue & Federal Funds	\$23,866	3,031,182	1,281,256	950,716	(330,540)
Total	\$3,179,375	6,406,594	4,435,344	3,077,439	(1,357,905)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	100%	0%			
TEM 5	32%	0%			
TEM 4	59%	0%			
TEM 3	9%	0%			

Total SBB Allocation			\$1,842,122
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,842,122
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,776,194
			Next year (2024) ... \$1,842,122
		This comparison does not include "locked dollars"	Total Difference \$65,928
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$281,615
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown					
1	SBB Allocations				\$1,842,122
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	380	\$1,368,000
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	303	\$109,210
ELL Weight					
ELL Weight		0.03	\$90	0	\$0
Mobility Weights					
Mobility		0.29	\$1,044	15	\$15,194
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	221	\$79,549
Incoming High Proficiency		0.1	\$360	3	\$958
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	12	\$9,900
<p><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.</p>					\$259,312
SBB Allocations Total					\$1,842,122
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
<p>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.</p>					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	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><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>			\$4,848	\$4,662	\$186
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<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>			3.83%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



## Informational Section

### Oakhaven High

3125 Ladbroke Rd., Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 152,940	Student Capacity 534	FY2022-23 Utilization 68	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	366	395	385	401	16
Attendance Rate	95	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	73%	57%	63%	-	-
Student with Disability	14%	10%	11%	-	-
English Language Learners	14%	6%	9%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	21	22	21	21	-
Special Skills	-	-	-	-	-
Counselors	1	1	1	1	-
Educational Assistant	1	2	1	1	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	6	14	7	9	2
<b>School level Funds</b>					
General Fund	\$2,487,216	2,566,268	2,265,646	1,845,650	(419,996)
Title 1	\$189,343	280,940	360,901	294,450	(66,451)
IDEA, Part 1	-	-	-	-	-
Other Special Revenue & Federal Funds	276,159	2,566,268	6,355,993	707,472	(5,648,521)
Total	\$2,676,559	5,413,475	8,982,541	2,847,572	(6,134,968)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	0%			
TEM 5	4%	0%			
TEM 4	20%	0%			
TEM 3	48%	0%			

Total SBB Allocation			\$1,842,980
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,842,980
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,783,463
			Next year (2024) ... \$1,842,980
		This comparison does not include "locked dollars"	Total Difference \$59,517
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$294,450
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>	<b>\$1,842,980</b>			
<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	401	\$1,444,149
<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	264	\$94,922
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	36	\$3,232
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	8	\$7,902
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	200	\$71,846
Incoming High Proficiency		0.1	\$360	4	\$1,516
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	0	\$0
<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>\$1,842,980</b>
<b>2</b>	<b>SBB Transition Supplements</b>	<b>\$0</b>			
<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.				<b>\$0</b>	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>			\$4,594	\$4,632	(\$38)
			<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>			-0.83%	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 Section

### Overton High

1770 Lanier, Memphis, TN 38117

Grade Level: 9 - 12	School Type Optional	Square Footage 177,940	Student Capacity 1,289	FY2022-23 Utilization 93	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	1,260	1,339	1,412	1,453	41
Attendance Rate	93	-	-	-	-

<b>Student Demographics</b>					
Economically Disadvantaged	59%	47%	49%	-	-
Student with Disability	10%	10%	9%	-	-
English Language Learners	13%	18%	18%	-	-

<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	4	4	4	-
Classroom Teacher	62	77	70	73	3
Special Skills	3	5	5	5	-
Counselors	3	4	4	4	-
Educational Assistant	5	6	6	6	-
Instructional Facilitator	2	2	2	2	-
librarian	1	2	2	2	-
Nutrition	4	-	-	-	-
other	10	46	23	23	-

<b>School level Funds</b>					
General Fund	\$6,878,925	7,956,820	7,946,409	6,041,630	(1,904,779)
Title 1	\$503,375	874,545	1,206,152	816,910	(389,242)
IDEA, Part 1	\$124,889	148,320	148,320	-	(148,320)
Other Special Revenue & Federal Funds	-	7,956,820	425,300	2,598,538	2,173,238
<b>Total</b>	<b>\$7,507,190</b>	<b>16,936,504</b>	<b>9,726,180</b>	<b>9,457,079</b>	<b>(269,102)</b>

<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	95%	0%			
TEM 5	32%	0%			
TEM 4	39%	0%			
TEM 3	24%	0%			

<b>Total SBB Allocation</b>				<b>\$6,055,493</b>	
<b>1</b>	<b>SBB Allocations</b>	Dollars allocated to your school through the SBB formula and baseline policy		<b>\$6,055,493</b>	
<b>2</b>	<b>SBB Transition Supplements</b>	Dollars either <b>given</b> or <b>withheld</b> as part of a district-wide strategy to maintain stability during the transition to SBB		<b>\$0</b>	
<b>How has my funding changed under SBB?</b>		Your " <b>2023 Comparison</b> " includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ...	\$6,055,492	
			Next year (2024) ...	\$6,055,493	
		This comparison does not include "locked dollars"		Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...			
<b>Other Resources Outside of SBB</b>					
<b>3</b>	<b>Title I Estimate</b>	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.		<b>\$816,910</b>	
<b>4 Locked Resources</b>		<b>Locked Allocations from Central Office Departments:</b> 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.		<b>Not shown in this workbook.</b>	



## Informational Section

<b>Section B: Detailed Breakdown</b>					
<b>1</b>	<b>SBB Allocations</b>			<b>\$6,055,493</b>	
<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	1453	\$5,230,800
<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	771	\$277,397
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	267	\$24,072
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	43	\$44,519
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	802	\$288,740
Incoming High Proficiency		0.1	\$360	22	\$7,846
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	17	\$14,025
<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>\$6,055,493</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>	
<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.				<b>\$0</b>	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>			\$4,168	\$4,289	(\$121)
			<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>			-2.90%	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 Section

### Raleigh-Egypt High

3970 Voltaire, Memphis, TN 38128

Grade Level: 6-12	School Type Traditional	Square Footage 145,850	Student Capacity 1,095	FY2022-23 Utilization 83	FCI: 18
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
6-12	548	657	695	698	3
Attendance Rate	92	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	77%	63%	67%	-	-
Student with Disability	16%	16%	13%	-	-
English Language Learners	1%	2%	3%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	3	2	2	2	-
Classroom Teacher	59	35	34	34	-
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	6	8	8	9	1
Instructional Facilitator	2	1	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	10	34	14	14	-
<b>School level Funds</b>					
General Fund	\$4,097,321	3,956,992	4,872,142	2,894,148	(1,977,994)
Title 1	\$272,522	486,042	685,059	531,520	(153,539)
IDEA, Part 1	\$76,007	135,709	135,709	-	(135,709)
Other Special Revenue & Federal Funds	-	3,956,992	481,774	1,092,636	610,862
Total	\$4,445,851	8,535,734	6,174,684	4,518,304	(1,656,380)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	90%	0%			
TEM 5	28%	0%			
TEM 4	40%	0%			
TEM 3	22%	0%			

Total SBB Allocation			\$3,096,450	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,096,450	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,096,450	
			Next year (2024) ... \$3,096,450	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$531,520	
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,096,450</b>	
<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	698	\$2,513,155
<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	499	\$179,460
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	29	\$2,566
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	27	\$27,853
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	400	\$144,129
Incoming High Proficiency		0.1	\$360	4	\$1,508
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	18	\$14,850
<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>\$3,096,450</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>	
<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.				<b>\$0</b>	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>			\$4,436	\$4,455	(\$20)
			<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>			-0.45%	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 Section

## Ridgeway High

2009 Ridgeway Rd, Memphis, TN 38119

Grade Level: 9 - 12	School Type Optional	Square Footage 247,000	Student Capacity 1,330	FY2022-23 Utilization 94	FCI: 6
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	938	852	801	805	4
Attendance Rate	96	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	51%	38%	43%	-	-
Student with Disability	10%	10%	9%	-	-
English Language Learners	3%	3%	3%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	3	3	3	-
Classroom Teacher	61	47	40	40	-
Special Skills	2	-	-	-	-
Counselors	4	4	4	4	-
Educational Assistant	6	7	10	10	-
Instructional Facilitator	2	2	2	2	-
librarian	1	1	1	1	-
Nutrition	5	-	-	-	-
other	7	25	10	10	-
<b>School level Funds</b>					
General Fund	\$5,847,000	5,417,683	4,797,060	3,349,653	(1,447,407)
Title 1	\$433,282	502,239	575,243	406,190	(169,053)
IDEA, Part 1	\$202,667	237,801	237,801	-	(237,801)
Other Special Revenue & Federal Funds	-	5,417,683	216,967	1,462,710	1,245,743
Total	\$6,482,950	11,575,405	5,827,071	5,218,554	(608,517)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	89%	0%			
TEM 5	28%	0%			
TEM 4	43%	0%			
TEM 3	19%	0%			

Total SBB Allocation			\$3,350,441	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$3,350,441	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$3,350,441	
			Next year (2024) ... \$3,350,441	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$406,190	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

<b>Section B: Detailed Breakdown</b>					
<b>1</b>	<b>SBB Allocations</b>			<b>\$3,350,441</b>	
<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	805	\$2,898,000
<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	388	\$139,506
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	28	\$2,511
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	25	\$25,597
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	419	\$150,986
Incoming High Proficiency		0.1	\$360	8	\$2,753
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	16	\$13,200
<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>\$3,350,441</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>	
<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.				<b>\$0</b>	
<b>Transition Policy Tax or Subsidy</b>		<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>		\$4,162	\$4,183	(\$21)	
		<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.		-0.50%	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>



## Informational Section

### Sheffield High

4315 Sheffield Avenue Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 193,236	Student Capacity 991	FY2022-23 Utilization 76	FCI: 11
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	511	537	497	490	(7)
Attendance Rate	87	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	71%	54%	57%	-	
Student with Disability	17%	13%	13%	-	
English Language Learners	22%	27%	33%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	41	32	29	29	-
Special Skills	-	-	-	-	-
Counselors	2	2	2	2	-
Educational Assistant	5	7	7	7	-
Instructional Facilitator	1	1	1	1	-
librarian	1	1	1	1	-
Nutrition	4	-	-	-	-
other	10	23	12	12	-
<b>School level Funds</b>					
General Fund	\$3,357,596	3,464,439	3,038,001	2,089,685	(948,317)
Title 1	\$368,429	373,461	442,413	352,585	(89,828)
IDEA, Part 1	\$81,812	86,755	86,755	-	(86,755)
Other Special Revenue & Federal Funds	\$33,969	3,464,439	172,890	1,471,040	1,298,150
Total	\$3,841,807	7,389,094	3,740,059	3,913,310	173,251
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	72%	0%			
TEM 5	11%	0%			
TEM 4	26%	0%			
TEM 3	36%	0%			

Total SBB Allocation			\$2,218,250	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,218,250	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,218,249	
			Next year (2024) ... \$2,218,250	
		This comparison does not include "locked dollars"	Total Difference	\$0
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$352,585	
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$2,218,250</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	490
	<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	301
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	153
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	10
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	334
	Incoming High Proficiency	0.1	\$360	1
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	28
	<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.			\$177,470
	<b>SBB Allocations Total</b>			<b>\$2,218,250</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,527	\$4,463	\$64
		<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.	1.41%	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 Section

### Southwind High

7900 East Shelby Dr., Memphis, TN 38125

Grade Level: 9 - 12	School Type Traditional	Square Footage 326,926	Student Capacity 2,155	FY2022-23 Utilization 69	FCI: 1
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	1,549	1,463	1,507	1,509	2
Attendance Rate	93	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	45%	32%	42%	-	-
Student with Disability	10%	10%	9%	-	-
English Language Learners	4%	4%	4%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	4	4	5	5	-
Classroom Teacher	79	82	72	72	-
Special Skills	-	-	-	-	-
Counselors	5	5	5	5	-
Educational Assistant	10	9	12	12	-
Instructional Facilitator	1	1	3	4	1
librarian	2	2	2	2	-
Nutrition	6	-	-	-	-
other	7	50	15	15	-
<b>School level Funds</b>					
General Fund	\$8,294,517	8,039,494	7,917,891	6,394,644	(1,523,247)
Title 1	\$541,534	727,057	907,276	722,535	(184,741)
IDEA, Part 1	\$109,733	116,764	116,764	-	(116,764)
Other Special Revenue & Federal Funds	-	8,039,494	2,670,793	2,100,375	(570,419)
Total	\$8,945,785	16,922,810	11,612,725	9,217,553	(2,395,172)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	86%	0%			
TEM 5	22%	0%			
TEM 4	46%	0%			
TEM 3	18%	0%			

Total SBB Allocation			\$6,388,538
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,388,538
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$6,325,453
			Next year (2024) ... \$6,388,538
		This comparison does not include "locked dollars"	Total Difference \$63,085
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$722,535
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$6,388,538</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	1509
	<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	709
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	61
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	18
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	761
	Incoming High Proficiency	0.1	\$360	23
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	34
	<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.			\$366,536
	<b>SBB Allocations Total</b>			<b>\$6,388,538</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,234	\$4,197	\$37
		<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.	0.87%	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 Section

### Trezevant High

3350 Trezevant, Memphis, TN 38127

Grade Level: 9 - 12      School Type: izone      Square Footage: 269,765      Student Capacity: 1,414      FY2022-23 Utilization: 44      FCI: 19

School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	445	512	487	514	27
Attendance Rate	88	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	79%	68%	76%	-	-
Student with Disability	21%	21%	25%	-	-
English Language Learners	0%	0%	0%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	2	2	2	2	-
Classroom Teacher	69	25	28	28	-
Special Skills	-	-	-	-	-
Counselors	4	2	2	2	-
Educational Assistant	16	8	12	12	-
Instructional Facilitator	4	1	1	1	-
librarian	2	1	1	1	-
Nutrition	7	-	-	-	-
other	16	21	16	17	1
<b>School level Funds</b>					
General Fund	3,571,137	3,343,229	2,878,739	2,214,537	(664,202)
Title 1	298,209	345,154	486,671	412,985	(73,686)
IDEA, Part 1	160,568	150,399	150,399	-	(150,399)
Other Special Revenue & Federal Funds	2,032	3,343,229	644,762	1,709,336	1,064,573
Total	4,031,946	7,182,011	4,160,571	4,336,858	176,286
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	61%	0%			
TEM 5	0%	0%			
TEM 4	2%	0%			
TEM 3	59%	0%			

Total SBB Allocation			\$2,210,456
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,210,456
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,189,959
			Next year (2024) ... \$2,210,456
		This comparison does not include "locked dollars"	Total Difference \$20,497
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$412,985
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown					
1	SBB Allocations				\$2,210,456
SBB Weights		Weight	Amount per Student	Enrollment	Total
Base Weight					
All Students		1	\$3,600	514	\$1,849,695
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	\$143,010
ELL Weight					
ELL Weight		0.03	\$90	3	\$262
Mobility Weights					
Mobility		0.29	\$1,044	19	\$19,941
Academic Performance Weights					
Incoming Low Proficiency		0.1	\$360	313	\$112,831
Incoming High Proficiency		0.1	\$360	3	\$1,017
Increments for Locked Students					
SWD Self-Contained		0.2	\$825	45	\$37,125
<p><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.</p>					\$46,573
SBB Allocations Total					\$2,210,456
2	SBB Transition Supplements				\$0
SCS Staffing Supplement					
<p>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.</p>					\$0
Transition Policy Tax or Subsidy			Dollar per Pupil Next Year (2023-2024)	Dollar per Pupil This Year (2022-2023)	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><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>			\$4,302	\$4,497	(\$195)
			% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars
<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>			-4.53%	N/A - You are not gaining or losing enough to be affected by the transition policy	\$0
SBB Transition Supplements TOTAL					\$0



## Informational Section

### Westwood High

4480 Westmont Avenue Memphis, TN 38109

Grade Level: 9 - 12	School Type iZone	Square Footage 181,342	Student Capacity 1,003	FY2022-23 Utilization 33	FCI: 42
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	345	357	301	298	(3)
Attendance Rate	96	-	-	-	
<b>Student Demographics</b>					
Economically Disadvantaged	79%	65%	74%	-	
Student with Disability	24%	19%	20%	-	
English Language Learners	1%	1%	0%	-	
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	1	1	1	-
Classroom Teacher	25	20	17	17	-
Special Skills	-	-	-	-	-
Counselors	1	2	1	2	1
Educational Assistant	5	8	7	7	-
Instructional Facilitator	1	1	1	2	1
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	8	17	11	11	-
<b>School level Funds</b>					
General Fund	\$2,833,673	2,569,710	2,416,129	1,753,122	(663,008)
Title 1	\$189,875	252,882	270,598	246,130	(24,468)
IDEA, Part 1	\$127,565	147,706	147,706	-	(147,706)
Other Special Revenue & Federal Funds	-	2,569,710	3,411,544	959,785	(2,451,759)
Total	\$3,151,114	5,540,009	6,245,977	2,959,037	(3,286,941)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$1,826,513	
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$1,826,513	
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$1,826,513	
			Next year (2024) ... \$1,826,513	
		This comparison does not include "locked dollars"	Total Difference	(\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...		
<b>Other Resources Outside of SBB</b>				
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$246,130	
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.	



## Informational Section

Section B: Detailed Breakdown				
<b>1</b>	<b>SBB Allocations</b>			<b>\$1,826,513</b>
	<b>SBB Weights</b>	<b>Weight</b>	<b>Amount per Student</b>	<b>Enrollment</b>
	<b>Base Weight</b>			
	All Students	1	\$3,600	298
	<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	235
	<b>ELL Weight</b>			
	ELL Weight	0.03	\$90	1
	<b>Mobility Weights</b>			
	Mobility	0.29	\$1,044	12
	<b>Academic Performance Weights</b>			
	Incoming Low Proficiency	0.1	\$360	180
	Incoming High Proficiency	0.1	\$360	0
	<b>Increments for Locked Students</b>			
	SWD Self-Contained	0.2	\$825	22
	<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.			\$573,193
	<b>SBB Allocations Total</b>			<b>\$1,826,513</b>
<b>2</b>	<b>SBB Transition Supplements</b>			<b>\$0</b>
	<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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$6,129	\$6,068	\$61
		<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.	1.00%	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>



## Informational Section

### White Station High

514 S. Perkins Memphis, TN 38117

Grade Level: 9 - 12	School Type Optional	Square Footage 247,624	Student Capacity 1,991	FY2022-23 Utilization 109	FCI: 9
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	2,013	1,998	1,832	1,791	(41)
Attendance Rate	97	-	-	-	

Student Demographics	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
Economically Disadvantaged	25%	18%	23%	-	
Student with Disability	9%	8%	8%	-	
English Language Learners	3%	3%	3%	-	

Key School Positions-All Funding Sources	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
Principal	1	1	1	1	-
Vice/Assistant Principal	1	5	5	5	-
Classroom Teacher	25	101	94	94	-
Special Skills	-	6	6	6	-
Counselors	1	5	5	5	-
Educational Assistant	5	13	14	14	-
Instructional Facilitator	1	2	1	2	1
librarian	1	2	2	2	-
Nutrition	3	-	-	-	-
other	8	46	13	13	-

School level Funds	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
General Fund	\$2,833,673	12,044,072	10,420,706	7,616,083	(2,804,622)
Title 1	\$189,875	519,804	621,682	485,465	(136,217)
IDEA, Part 1	\$127,565	456,838	503,103	-	(503,103)
Other Special Revenue & Federal Funds	-	12,044,072	1,625,266	2,899,021	1,273,755
Total	\$3,151,114	25,064,785	13,170,756	11,000,570	(2,170,187)

Teacher Quality	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$7,276,376
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$7,276,376
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$7,276,376
			Next year (2024) ... \$7,276,376
		This comparison does not include "locked dollars"	Total Difference (\$0)
		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.	\$485,465
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

<b>Section B: Detailed Breakdown</b>					
1	SBB Allocations			\$7,276,376	
	<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	1791	\$6,448,558
	<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	461	\$165,851
	<b>ELL Weight</b>				
	ELL Weight	0.03	\$90	67	\$6,063
	<b>Mobility Weights</b>				
	Mobility	0.29	\$1,044	44	\$46,175
	<b>Academic Performance Weights</b>				
	Incoming Low Proficiency	0.1	\$360	395	\$142,191
	Incoming High Proficiency	0.1	\$360	264	\$95,116
	<b>Increments for Locked Students</b>				
	SWD Self-Contained	0.2	\$825	8	\$6,600
	<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.				\$365,822
<b>SBB Allocations Total</b>				<b>\$7,276,376</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 (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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> <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>	\$4,062	\$3,972	\$90	
		<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.	2.22%	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 Section

### Whitehaven High

4851 Elvis Presley Blvd. Memphis, TN 38116

Grade Level: 9 - 12	School Type Empowerment/Optional	Square Footage 212,776	Student Capacity 1,465	FY2022-23 Utilization 120	FCI: 8
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	1,616	1,522	1,623	1,669	46
Attendance Rate	94	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	58%	47%	49%	-	-
Student with Disability	10%	8%	8%	-	-
English Language Learners	1%	1%	2%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	7	7	7	-
Classroom Teacher	25	86	72	76	4
Special Skills	-	3	3	3	-
Counselors	1	4	4	4	-
Educational Assistant	5	7	7	7	-
Instructional Facilitator	1	2	2	2	-
librarian	1	2	2	2	-
Nutrition	3	-	-	-	-
other	8	70	18	19	1
<b>School level Funds</b>					
General Fund	\$2,833,673	9,136,220	8,729,219	6,925,680	(1,803,540)
Title 1	\$189,875	1,105,950	1,394,103	952,810	(441,293)
IDEA, Part 1	\$127,565	38,102	38,102	-	(38,102)
Other Special Revenue & Federal Funds	-	9,136,220	1,936,622	2,401,524	464,902
Total	\$3,151,114	19,416,492	12,098,046	10,280,013	(1,818,033)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$6,800,886
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$6,800,886
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$6,800,886
			Next year (2024) ... \$6,800,886
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ....	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$952,810
4	Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

Section B: Detailed Breakdown					
<b>1</b>	<b>SBB Allocations</b>	<b>\$6,800,886</b>			
<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	1610	\$5,796,000
<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	922	\$331,862
<b>ELL Weight</b>					
ELL Weight		0.03	\$90	37	\$3,295
<b>Mobility Weights</b>					
Mobility		0.29	\$1,044	29	\$30,596
<b>Academic Performance Weights</b>					
Incoming Low Proficiency		0.1	\$360	694	\$249,982
Incoming High Proficiency		0.1	\$360	48	\$17,427
<b>Increments for Locked Students</b>					
SWD Self-Contained		0.2	\$825	13	\$10,725
<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>\$6,800,886</b>
<b>2</b>	<b>SBB Transition Supplements</b>	<b>\$0</b>			
<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.				<b>\$0</b>	
<b>Transition Policy Tax or Subsidy</b>			<b>Dollar per Pupil Next Year (2023-2024)</b>	<b>Dollar per Pupil This Year (2022-2023)</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>			\$4,224	\$4,190	\$34
			<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>			0.80%	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 Section

### Wooddale High

5151 Scottsdale Memphis, TN 38118

Grade Level: 9 - 12	School Type iZone	Square Footage 263,513	Student Capacity 1,234	FY2022-23 Utilization 71	FCI: 5
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School Measures	FY 2020-21 Actuals	FY 2021-22 Actuals	FY 2022-23 Amended	FY23-24 Proposed	FY 23 vs. FY24 Variance
<b>Enrollment</b>					
9 - 12	606	665	647	656	9
Attendance Rate	93	-	-	-	-
<b>Student Demographics</b>					
Economically Disadvantaged	65%	51%	59%	-	-
Student with Disability	14%	11%	11%	-	-
English Language Learners	10%	14%	19%	-	-
<b>Key School Positions-All Funding Sources</b>					
Principal	1	1	1	1	-
Vice/Assistant Principal	1	3	3	4	1
Classroom Teacher	25	38	39	39	-
Special Skills	-	1	2	2	-
Counselors	1	2	3	3	-
Educational Assistant	5	9	7	7	-
Instructional Facilitator	1	2	2	2	-
librarian	1	1	1	1	-
Nutrition	3	-	-	-	-
other	8	27	17	17	-
<b>School level Funds</b>					
General Fund	\$2,833,673	4,760,390	5,154,842	2,731,532	(2,423,310)
Title 1	\$189,875	453,844	619,912	455,265	(164,647)
IDEA, Part 1	\$127,565	134,874	134,874	-	(134,874)
Other Special Revenue & Federal Funds	-	4,760,390	4,393,723	2,533,822	(1,859,901)
Total	\$3,151,114	10,109,497	10,303,350	5,720,619	(4,582,732)
<b>Teacher Quality</b>					
Teachers with TEM 3 or above (%)	66%	0%			
TEM 5	7%	0%			
TEM 4	7%	0%			
TEM 3	52%	0%			

Total SBB Allocation			\$2,918,684
1	SBB Allocations	Dollars allocated to your school through the SBB formula and baseline policy	\$2,918,684
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 "2023 Comparison" includes last year's dollars that are now part of your SBB Allocation (these are "unlocked" dollars)	This Year (2023) ... \$2,918,684
			Next year (2024) ... \$2,918,684
		This comparison does not include "locked dollars"	Total Difference (\$0)
		But remember! Changes to your projected enrollment impact your budget BEFORE SBB even applies ...	
<b>Other Resources Outside of SBB</b>			
3	Title I Estimate	Dollars allocated by Title I department (has specific usage guidelines). This is currently a projection and is subject to change.	\$455,265
	4 Locked Resources	<b>Locked Allocations from Central Office Departments:</b> 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.



## Informational Section

### Section B: Detailed Breakdown

1 SBB Allocations					\$2,918,684
<b>SBB Weights</b>					
<b>Base Weight</b>					
All Students	1	\$3,600	656		\$2,361,600
<b>Grade Weights</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	405		\$145,894
<b>ELL Weight</b>					
ELL Weight	0.03	\$90	125		\$11,283
<b>Mobility Weights</b>					
Mobility	0.29	\$1,044	23		\$23,558
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.1	\$360	397		\$142,759
Incoming High Proficiency	0.1	\$360	2		\$827
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.2	\$825	25		\$20,625
<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.					\$212,138
<b>SBB Allocations Total</b>					<b>\$2,918,684</b>
<b>2 SBB Transition Supplements</b>					<b>\$0</b>
<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>					
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.					
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 (2023-2024)	Dollar per Pupil This Year (2022-2023)	Difference in Dollar per Pupil	
		\$4,449	\$4,511	(\$62)	
		% Change in Dollar per Pupil	Transition Policy Type	Transition Policy Dollars	
		-1.39%	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>



**SBB Allocations by District**

District 1 Board Member Michelle Robinson Mckissack		District 2 Board Member Althea Greene		District 3 Board Member Stephanie P. Love	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
B. T. Washington High	3,130,979.66	William Herbert Brewster Elementary School	2,270,633.75	Delano Elementary	1,412,974.41
Bellevue Middle	2,665,979.99	Brownsville Road Elementary	2,303,739.80	E.E. Jeter School	2,822,018.57
Bruce Elementary	2,148,822.91	Craigmont High	3,268,987.42	Egypt Elementary	2,431,613.33
Central High	5,545,458.86	Craigmont Middle	1,975,520.37	Georgian Hills Middle	1,479,499.75
Downtown Elementary	3,538,989.66	Douglass High	2,732,136.92	Grandview Heights Middle School	1,562,270.07
Idlewild Elementary	3,164,532.75	East High	3,407,398.61	Hawkins Mill Elementary	1,494,037.16
LaRose Elementary	1,494,179.16	Grahamwood Elementary	4,081,918.68	Keystone Elementary	2,226,444.86
Peabody Elementary	1,656,566.27	Jackson Elementary	1,493,904.77	Lucie E. Campbell Elementary	3,006,091.27
Rozelle Elementary	1,285,905.12	Kingsbury Elementary	2,185,255.46	Lucy Elementary	1,494,837.58
Snowden School	6,525,897.83	Kingsbury Middle	2,180,929.86	Northaven Elementary	1,494,154.26
Westside Elementary	1,753,620.67	Kingsbury High	5,464,745.84	Raleigh-Egypt High	2,894,110.63
		Manassas High	1,752,892.19	Raleigh-Egypt Middle	2,262,442.63
		Raleigh-Bartlett Meadows Elementary	1,931,286.49	Scenic Hills Elementary	1,332,660.30
		Springdale Elementary	1,390,332.07	Trezevant High	2,214,508.11
		Treadwell Elementary	3,947,826.99	Woodstock Middle School	1,474,869.03
		Treadwell Middle School	2,747,260.71		
		Vollentine Elementary	1,495,214.43		
		Wells Station Elementary	3,003,945.66		



**SBB Allocations by District**

District 4 Board Member Kevin Woods		District 5 Board Member Sheleah Harris		District 6 Board Member Keith Williams	
School Name	SBB Allocation	School Name	SBB Allocation	School Name	SBB Allocation
Germanshire Elementary	3,377,912.65	Barrets Chapel School	2,821,620.17	A. B. Hill Elementary	2,708,921.74
Germantown Elementary	3,085,414.23	Bolton High	3,063,030.26	Chickasaw Middle	1,480,559.57
Germantown High	7,697,316.52	Chimneyrock Elementary School	4,163,201.82	Cummings School	2,417,080.16
Germantown Middle	3,189,967.67	Cordova Elementary	3,840,105.99	Double Tree Elementary	1,834,026.11
Hickory Ridge Middle	3,559,421.56	Cordova High School	8,634,081.50	Ford Road Elementary	2,590,590.57
Highland Oaks Elementary	3,639,126.91	Dexter Elementary	6,830,861.31	Geeter School	2,912,768.04
Highland Oaks Middle	2,665,437.48	Macon-Hall Elementary	5,358,842.55	Havenview Middle	3,021,537.44
Kirby High	3,473,473.43	Mt. Pisgah Middle	2,856,864.89	Holmes Road Elementary	3,205,178.61
Lowrance School	4,256,687.80	Riverwood Elementary School	4,195,557.26	J. P. Freeman Elementary	3,070,058.27
Oak Forest Elementary	1,752,929.28			Levi Elementary	2,043,548.12
Ross Elementary	3,005,551.60			Mitchell High	1,844,785.16
Southwind Elementary	3,004,591.61			Riverview Elementary	2,666,742.87
Southwind High	6,394,563.79			Westhaven Elementary	3,562,874.81
Winridge Elementary	2,279,930.84			Westwood High	1,751,603.51
				Whitehaven Elementary	2,160,047.91
				Whitehaven High	6,720,385.45



**SBB Allocations by District**

District 7 Board Member Frank Johnson		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	3,022,467.91	Frayser-Corning Elementary	1,754,372.26	Balmoral/Ridgeway Elementary	1,412,161.78
Alcy Elementary	3,257,523.77	Georgian Hills Elementary	1,573,867.58	Belle Forest Community School	4,434,709.48
American Way Middle	2,940,808.31	Kate Bond Middle School	4,125,744.75	Bethel Grove Elementary	1,331,361.77
Cromwell Elementary	1,977,103.94	Berclair Elementary	3,004,871.02	Cherokee Elementary	1,920,661.95
Crump Elementary	2,538,433.00	Kate Bond Elementary School	3,700,270.34	Colonial Middle	4,288,797.91
Gardenview Elementary	1,412,762.28	Richland Elementary	4,194,462.86	Dunbar Elementary	1,330,147.52
Getwell Elementary	2,227,131.31	Shelby Oaks Elementary	3,539,144.71	Evans Elementary	1,834,323.54
Hamilton High	2,904,681.74	Whitney Elementary	1,493,831.48	Fox Meadows Elementary	2,098,022.99
Hamilton School	3,277,357.37	White Station Elementary	3,278,891.89	Maxine Smith STEAM Academy	1,892,596.87
Hickory Ridge Elementary	3,168,408.98	White Station High	7,615,988.45	Melrose High	2,858,468.32
Oakhaven Elementary	2,668,419.28	White Station Middle	4,625,379.96	Newberry Elementary	1,915,992.44
Oakhaven High	1,845,326.76			Overton High	6,041,554.42
Oakhaven Middle	1,479,434.00			Ridgeway High	3,349,610.26
Oakshire Elementary	1,997,021.75			Ridgeway Middle	2,505,270.22
Parkway Village Elementary	3,788,658.39			Sea Isle Elementary	2,046,600.65
Robert R. Church Elementary	3,197,588.24			Sharpe Elementary	1,752,281.85
Sheffield Elementary	2,586,035.03			Sherwood Elementary	2,588,670.18
Sheffield High	2,089,657.59			Sherwood Middle	2,941,335.35
Winchester Elementary	1,967,464.19			South Park Elementary	2,259,845.88
				Willow Oaks Elementary	3,086,427.12
				Wooddale High	2,731,496.63



## Informational Section

### 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.





## Informational Section

### 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.



Informational Section

**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%







# Informational Section

## ii. Impact on Taxpayers

	Fiscal Year					
	2017	2018	2019	2020	2021	2022
Market value of a home	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Appraised % of market value	25%	25%	25%	25%	25%	25%
Taxable value	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500
Property tax rate assessed						
City of Memphis	\$ 3.27	\$ 3.20	\$ 3.20	\$ 3.20	\$ 2.71	\$ 2.70
Shelby County	4.11	4.05	4.05	4.05	3.45	3.39
<b>Total Combined Tax Rate</b>	<b>\$ 7.38</b>	<b>\$ 7.25</b>	<b>\$ 7.25</b>	<b>\$ 7.25</b>	<b>\$ 6.16</b>	<b>\$ 6.09</b>
Property tax due	\$2,767.50	\$ 2,718.75	\$ 2,718.75	\$ 2,718.75	\$ 2,310.00	\$ 2,283.75
Property tax increase (decrease) from prior year	\$ (150.00)	\$ (48.75)	\$ -	\$ -	\$ (408.75)	\$ (26.25)

**Property Tax on \$150,000 Home in Shelby County**



**\* Note – Tax information reflects the latest available data at the time of publication.**



## Informational Section

### iii. Principal Property Taxpayers

Shelby County, Tennessee

**Revenue Capacity Information**  
**Principal Property Tax Payers - Current and Nine Years Ago**  
**June 30, 2022**

Name of Taxpayer	Fiscal 2022 Assessments			Fiscal 2013 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)	\$ 949,697,735	1	3.72%	\$ 578,276,395	1	3.26%
Exeter Property Group	105,561,240	2	0.41%			
AMAZON.COM	92,445,130	3	0.36%			
AT&T Mobility LLC	83,996,856	4	0.33%	65,781,432	3	0.37%
G&I VII Retail Carriage LLC (and related divs)	79,900,240	5	0.31%	59,700,080	6	0.34%
Kroger Companies	73,842,620	6	0.29%	57,541,060	8	0.32%
The Premcor Refining Group LLC	72,191,880	7	0.28%			
Lightman Michael A (and Affiliated LPs)	68,944,960	8	0.27%	52,372,315	10	0.30%
AMISUB (SFH) Inc.	67,700,610	9	0.27%	63,542,400	5	0.36%
BNSF Railway Company	58,829,119	10	0.23%			
Galleria at Wolfchase, LLC				58,317,110	7	0.33%
Bellsouth Telecommunications Inc.				119,381,575	2	0.67%
Belz Investco GP				64,339,215	4	0.36%
Boyle Investment Co.				52,874,110	9	0.30%
<b>Total Assessed Valuation of Top Ten Taxpayers</b>	<b>1,653,110,390</b>		<b>6.48%</b>	<b>1,172,125,692</b>		<b>6.60%</b>
<b>Balance of Assessed Valuation</b>	<b>23,856,438,392</b>		<b>93.52%</b>	<b>16,577,268,953</b>		<b>93.40%</b>
<b>Total Assessed Valuation</b>	<b>\$ 25,509,549,282</b>		<b>100.00%</b>	<b>\$ 17,749,394,645</b>		<b>100.00%</b>

Source: Shelby County Assessor and Trustee Offices



## Informational Section

### 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
2013	2012	760,525,341	713,245,234	93.78%	27,937,466	750,562,710	741,182,700	98.75%	97.46%
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	793,923,127	96.66%	96.08%
2021	2020	833,862,400	811,347,150	97.30%	N/A	832,869,240	811,347,150	97.42%	97.30%
2022	(a) 2021	880,079,917	843,818,286	95.88%	N/A	864,226,442	843,818,286	97.64%	95.88%

(a) The effect of property reappraisals are reflected in FY2014, 2018 and 2022 amounts.

Source: Shelby County Trustee Offices.



## Informational Section

### ii. Tax Rate Trends\*

#### Shelby County, Tennessee

#### Revenue Capacity Information Property Tax Rates-Direct and Overlapping Governments Last Ten Fiscal Years

	Fiscal Year									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>County Direct Rates</b>										
General Fund	\$ 1.36	\$ 1.45	\$ 1.45	\$ 1.45	\$ 1.45	\$ 1.43	\$ 1.49	\$ 1.47	\$ 1.47	\$ 1.24
Education (a)	1.91	2.14	2.14	2.14	2.14	1.99	1.94	1.96	1.96	1.64
Debt Service	0.75	0.79	0.78	0.78	0.78	0.69	0.62	0.62	0.62	0.57
<b>Total Direct Rate</b>	<b>4.02</b>	<b>4.38</b>	<b>4.37</b>	<b>4.37</b>	<b>4.37</b>	<b>4.11</b>	<b>4.05</b>	<b>4.05</b>	<b>4.05</b>	<b>3.45</b>
<b>Rural School Bonds (b)</b>	<b>0.04</b>	<b>0.04</b>	<b>---</b>	<b>---</b>	<b>---</b>	<b>---</b>	<b>---</b>	<b>---</b>	<b>---</b>	<b>---</b>
<b>City &amp; Town Rates</b>										
Memphis (c)	3.11	3.40	3.40	3.40	3.40	3.27	3.20	3.20	3.20	2.71
Arlington	1.15	1.15	1.15	1.15	1.15	1.15	1.15	1.37	1.37	1.28
Bartlett	1.49	1.62	1.62	1.62	1.62	1.83	1.83	1.83	1.83	1.75
Collierville	1.43	1.53	1.53	1.78	1.78	1.63	1.83	1.83	1.83	1.72
Germantown	1.49	1.93	1.93	1.93	1.93	1.97	1.95	1.95	1.95	1.68
Lakeland (d)	0.85	0.85	0.85	1.40	1.40	1.25	1.25	1.24	1.24	1.04
Millington	1.23	1.53	1.53	1.53	1.53	1.53	1.53	1.53	1.53	1.40

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) Beginning in calendar year 2003 an additional tax rate was established to fund Rural School Bonds and is applied only to taxpayers living outside the City of Memphis. As of fiscal year 2015, this additional tax is repealed.

(c) Over two-thirds (67.94%) of the County's population resides in the City of Memphis.

**\* Note – Tax information reflects the latest available data at the time of publication.**



## Informational Section

### VII. STATISTICAL AND OTHER INFORMATION

#### i. Income Per Capita\*

Year	Population	Personal Income (thousands of dollars)	Per Capita Personal Income	Unemployment Rate
2012	940,764	39,896,975	42,409	9.1%
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	924,424	54,738,720	59,212	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 2022. Unemployment rate for 2021 has not been released by Tennessee of Labor workforce and development.



## Informational Section

### ii. Principal Employers\*

#### Shelby County, Tennessee

#### Demographic and Economic Information Principal Employers Current Year and Nine Years Ago

Employer	2022			2013		
	Employees	Rank	Percentage of Total Employment	Employees	Rank	Percentage of Total Employment
FedEx Corp	30,000	1	4.82%	31,000	1	5.53%
United States Government	14,000	2	2.25%	13,900	3	2.48%
Shelby County Schools (a)	13,900	3	2.23%	15,969	2	2.85%
Tennessee State Government	13,400	4	2.15%	8,600	5	1.53%
Methodist Le Bonheur Healthcare	12,781	5	2.05%	9,250	4	1.65%
City of Memphis	8,093	6	1.30%	7,152	7	1.28%
Baptist Memorial Health Care Corp.	7,965	7	1.28%	7,286	6	1.30%
Wal-Mart Stores Inc.	7,000	8	1.12%	6,000	8	1.07%
The Kroger Company	6,700	9	1.08%			
Naval Support Activity Mid-South	6,500	10	1.04%	4,076	10	0.73%
Shelby County Government				5,704	9	1.02%
<b>Total</b>	<b>120,339</b>		<b>19.32%</b>	<b>108,937</b>		<b>19.44%</b>

(a) In 2013 Shelby County Schools and Memphis City Schools merged into a single school district that is now Shelby County Schools.

Sources:

Largest employer data for 2013 and 2022 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 2020, from the TN Department of Labor & Workforce Development-Employment Security Division, is used as a surrogate for the 2021 figure, which is not expected to be available until 2022.\*

* Total Employment:	2022	622,873
	2013	560,376

**\* Note – Tax information reflects the latest available data at the time of publication.**



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### iii. School Lunch Program

#### MEMPHIS-SHELBY COUNTY SCHOOLS

	<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
Paid Secondary	\$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
Reduced	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Charge per lunch to adults	\$3.99	\$3.99	\$3.75	\$3.75	\$3.75	\$2.00
Number of days served	180	175	130	180	175	179
Number of free lunches served	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%
Average number of free lunches served daily	57,805	35,939	76,547	80,198	79,885	81,031
Total number of lunches served	10,404,816	6,289,271	9,951,173	14,435,594	13,979,805	14,504,635
Average number of lunches served daily	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

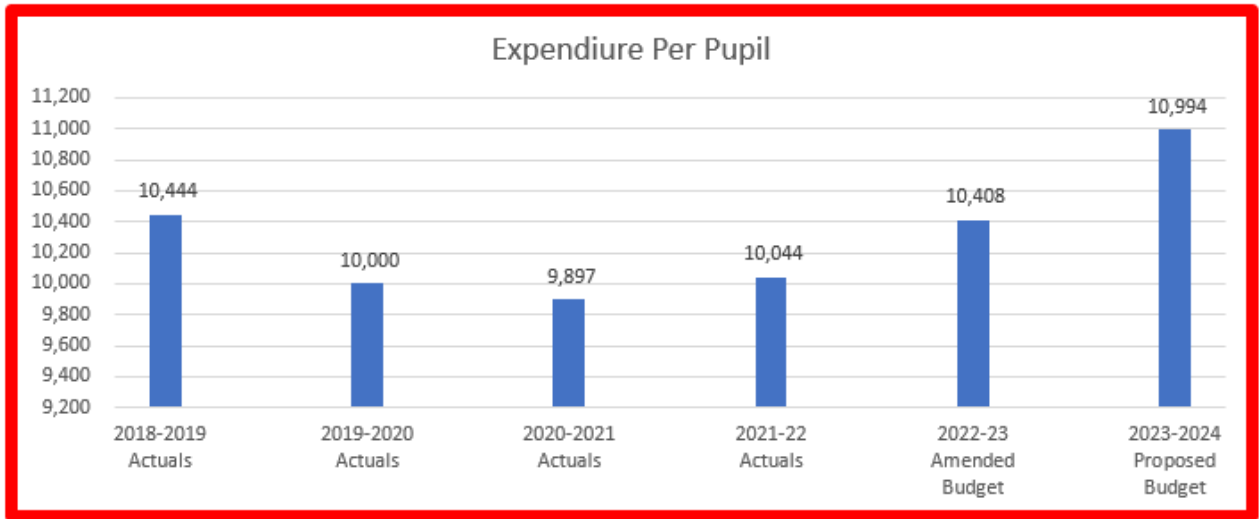
**Note:** In FY2015, the Shelby County Board of Education implemented the Community Eligibility Provision (CEP) for all schools served by its Division of Nutrition Services. Under Section 104a of the Healthy, Hunger-Free Kids Act, CEP permits the District to serve every student breakfast and lunch every 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.



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### iv. General Fund Expenditures Per Pupil

	2018-2019 Actuals	2019-2020 Actuals	2020-2021 Actuals	2021-22 Actuals	2022-23 Amended Budget	2023-2024 Proposed Budget
(A) Expenditure	\$ 1,074,185,107	\$ 1,047,660,886	\$ 1,033,792,972	\$ 1,064,181,540	\$ 1,148,518,379	\$ 1,206,664,047
(B) 40 Day Enrollment	102,853	104,770	104,460	105,948	110,354	109,759
(A/B) Expenditure per Pupil	\$ 10,444	\$ 10,000	\$ 9,897	\$ 10,044	\$ 10,408	\$ 10,994







## Informational Section

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### VIII. DISTRICT PERFORMANCE OBJECTIVES

#### Key Findings

- In 2022 MSCS earned a composite TVAAS score of 5.
- Overall, 65% of elementary schools, 47% of middle schools, and 35% of high schools earned a TVAAS Level 5 composite score.
- MSCS earned a Level 5 in 3-8 ELA, 3-8 math, and High School ELA.
- TCAP proficiency rates increased from 2020 to 2022.
- Gaps in achievement exist across race/ethnicity and Economically Disadvantaged (ED) for all English Language Arts (ELA) and math subjects and grade levels. Proficiency rates for Black, Hispanic, and Native American (BHNA) and ED students remain lower than their Non-BHNA and Non-ED peers.
- The cohort graduation rate increased from 77.7% in 2020-21 to 80.1% in 2021-22. Graduation rates by subgroup are as follows: Black, 81.2%, White, 79.5%, Hispanic, 73.5%, ED, 77.9%, English Learner (EL), 62.0%, and Students with Disabilities (SWD), 72.0%. All subgroups have increased their graduation rate in 2022 in comparison to 2021.

#### Overview

The key performance indicators for October 2022 report TVAAS growth rates, TCAP and EOC achievement gaps by subgroup, and graduation rate. 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.



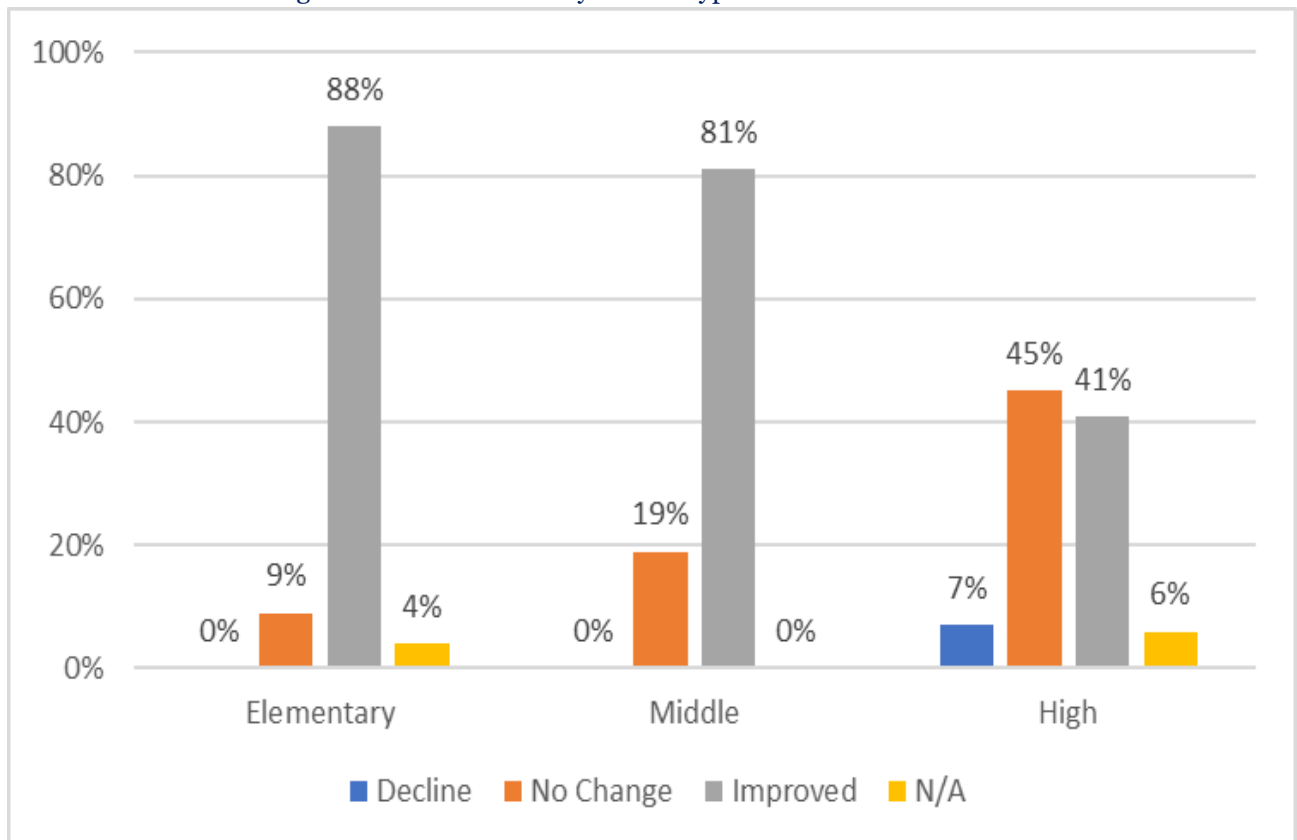


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### TVAAS Growth Rates

The TVAAS assessment system measures year to year student growth and scores range from 1 (significantly less than one year of growth) to 5 (significantly more than one year of growth). The District received a composite TVAAS score of 5 in literacy, numeracy, and overall; this is an increase from the 2020-21 school year. The District also received a composite TVASS score of 1 in social studies and science. Trends by school type indicate 88% of elementary schools, 81% of middle schools, and 41% of high schools saw an improvement in TVAAS from 2020-21 to 2021-22. The only decline in TVAAS from 2020-21 to 2021-22 was observed in 8% of high schools. Figure 1 provides additional trends by school type.

Figure 1: TVAAS Trends by School Type: 2020-21 to 2021-22

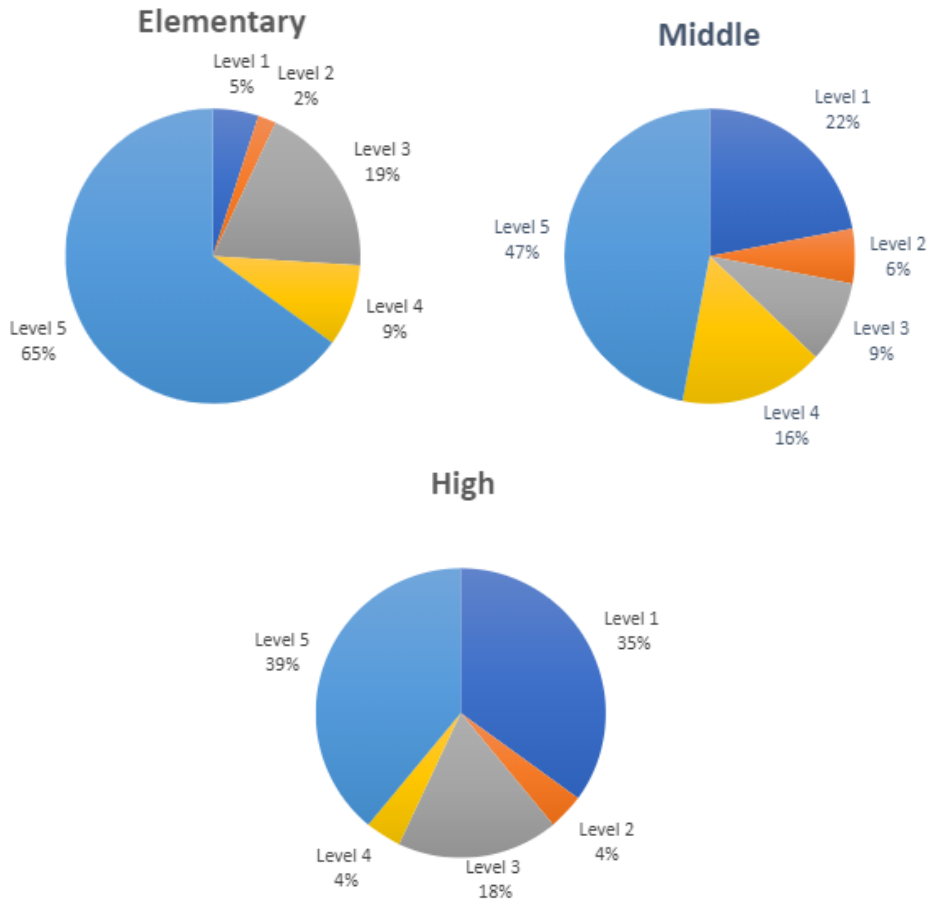




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Figure 2 shows the breakdown of TVAAS levels by school type. Per the pie charts below, 65% percent of elementary schools, 47% of middle schools, and 39% of high schools received a Level 5 TVAAS score. This is a significant change from the 2020-21 school year when most schools ranked Level 1: 87% of elementary schools, 95% of middle schools, and 71% of high school.

Figure 2: TVAAS Composites by School Type





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Table 1 shows the subjects that MSCS received a Level 3 or above. Grades 3-8, excluding grade 7, received a Level 5 in ELA. Every 3-8 grade level received a Level 5 in math and only grades 5 and 7 received a Level 5 in science. Grade 7 also received a Level 5 in social studies. The End of Course (EOC) tests that received a Level 3 or higher were English I and English II, both earned a Level 5.

Table 1: 2021-22 TVAAS Level 3 and Above by Subject and Grade

Type	Subject	Level
Grades 3-8 (Grade 3)	English Language Arts	Level 5
Grades 3-8 (Grade 4)	English Language Arts	Level 5
Grades 3-8 (Grade 5)	English Language Arts	Level 5
Grades 3-8 (Grade 6)	English Language Arts	Level 5
Grades 3-8 (Grade 8)	English Language Arts	Level 5
Grades 3-8 (Grade 3)	Math	Level 5
Grades 3-8 (Grade 4)	Math	Level 5
Grades 3-8 (Grade 5)	Math	Level 5
Grades 3-8 (Grade 6)	Math	Level 5
Grades 3-8 (Grade 7)	Math	Level 5
Grades 3-8 (Grade 8)	Math	Level 5
Grade 3-8 (Grade 5)	Science	Level 5
Grade 3-8 (Grade 7)	Science	Level 5
Grade 3-8 (Grade 7)	Social Studies	Level 5
EOC	English I	Level 5
EOC	English II	Level 5



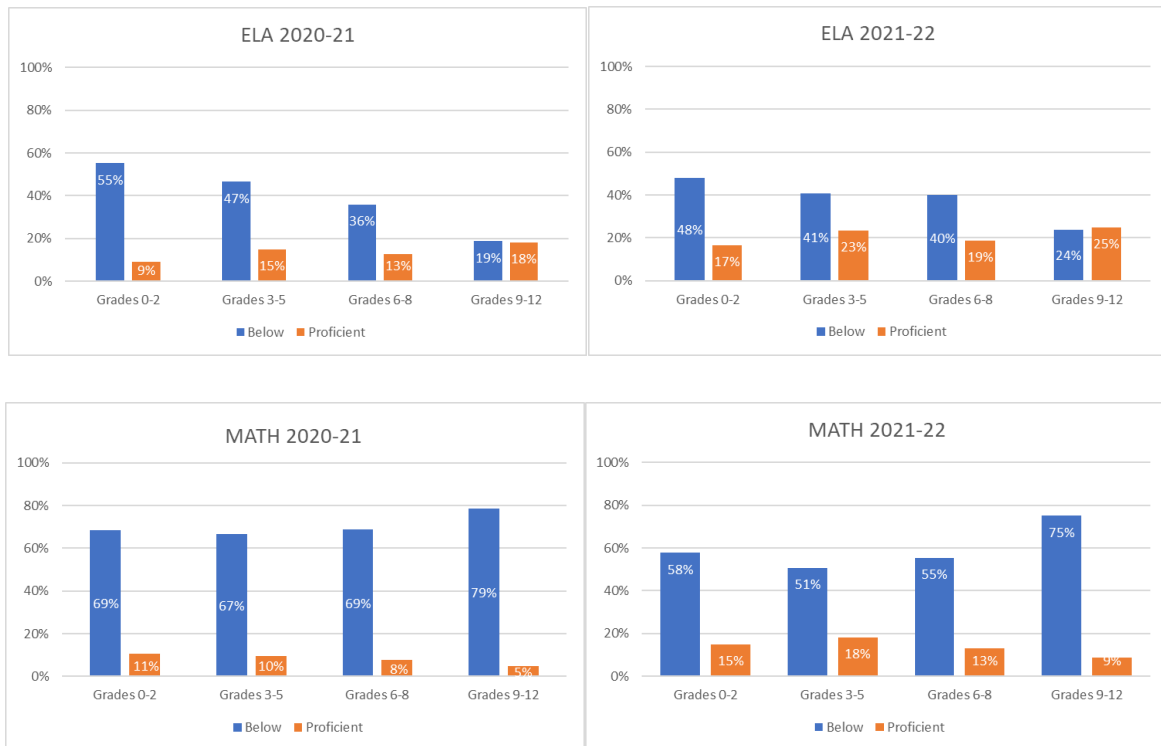


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### Trends in TCAP Proficiency Rates

Proficiency rates are determined by the percentage of students that met plus exceeded expectations on the TCAP assessments. Figures 3 and 4 show the proficiency and “below” rates for MSCS. “Below” means that the student tested below their grade-level on the exam. There was an increase in proficiency in every grade level in ELA and Math between 2020-2021 and 2021-22 school years. There was a higher percentage of students who were below in Math for both school years, compared to English.

Figure 3: District Achievement Over Time in Grades 0-2, 3-5, 6-8, and 9-12 in ELA and Math



MSCS high school students showed different trends as it relates to ELA and Math. Figure 4 displays District proficiency and below rates for English I and English II combined and for the following math subjects combined: Algebra I, Algebra II, Geometry, and Integrated Math I-III. In ELA subjects, the MSCS proficiency rate increased by 7 percentage points and the below rate increased by 5 percentage points. In Math subjects, the MSCS proficiency rate increased by 3 percentage points, while the below rate declined by 3 percentage points.



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Figure 4: District Achievement Data Over Time in High School ELA and Math

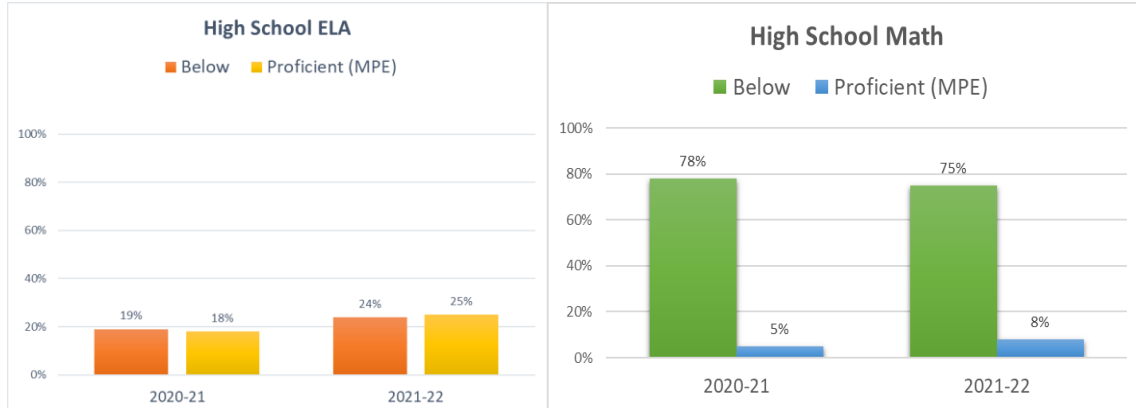
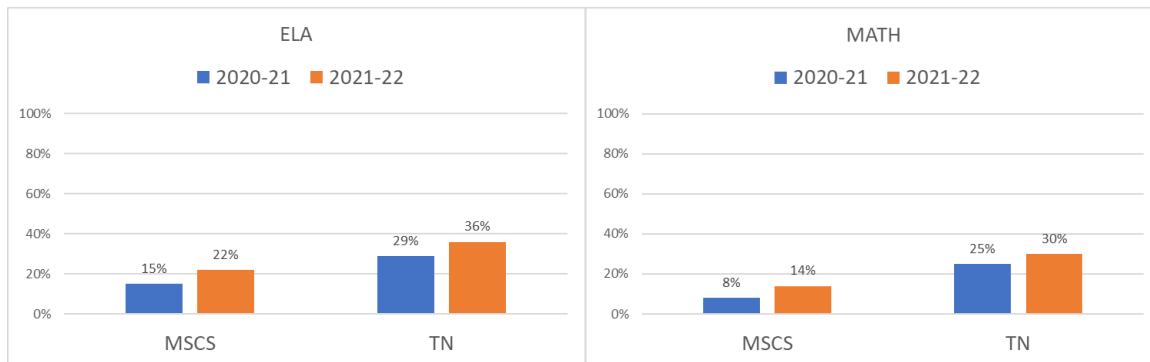


Figure 5 displays MSCS and TN proficiency rates for ELA and Math for grades 3-12. In ELA subjects, the MSCS proficiency rate increased by 8 percentage points, but the District’s ELA proficiency rate remains below state rates. In Math, the MSCS proficiency rate increased by 10 percentage points from 2021 to 2022. The District’s Math proficiency in 2022 was 20 percentage points below the state. Overall, the District’s proficiency trends mirror those of the state, with both rates trending upward.

Figure 5: District and State Achievement Data Over Time in ELA and Math



### TCAP Proficiency Rates by Subgroup

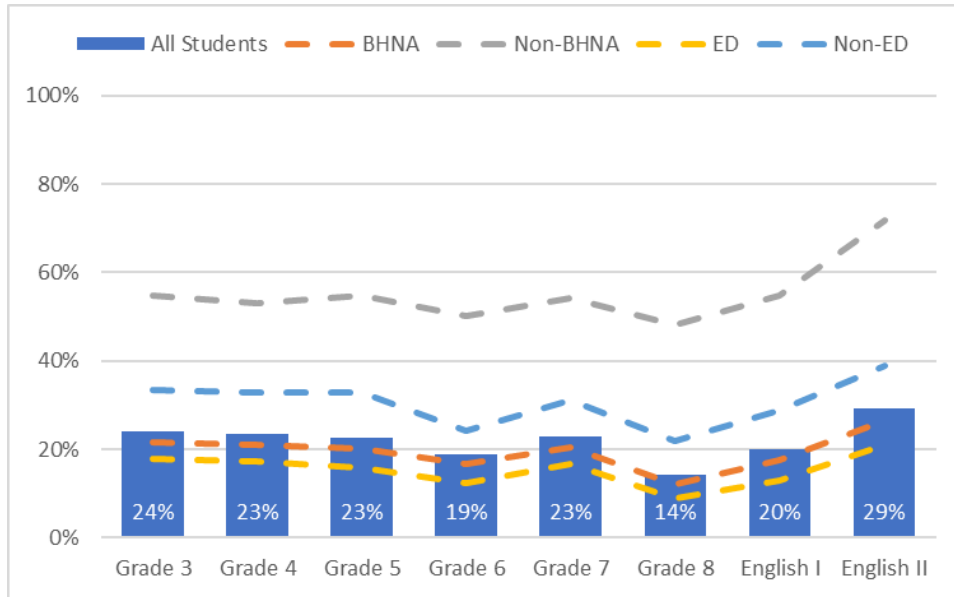
Gaps in achievement exist across race/ethnicity and socioeconomic student groups at both the District and state levels. In the following figures, the subgroups include Black, Hispanic, or Native American (BHNA) & Non-BHNA and economically disadvantaged (ED) & Non-ED students. As shown in Figure 6, overall proficiency rates ranged between 14% to 30% in ELA subjects across grade levels. Grade 8 earned the lowest proficiency rate for all students, 14.4%, and English II earned the highest proficiency rate, 29.4%. Proficiency rates for Non-BHNA and Non-ED exceeded those of their peers. Non-BHNA students were nearly 30 percentage points above the overall rate or higher, depending on the grade level. BHNA students’ proficiency rates were just below the overall proficiency rates. This trend was also true of Non-ED and ED students. Non-ED students’ proficiency rates were about ten percentages points above the overall group of



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each grade, while ED students had the lowest proficiency rate among the subgroups. The widest achievement gap was 50.9 percentage points between Non-BHNA and ED students in English II.

Figure 6: TCAP Proficiency Rates for ELA Subjects by Grade and Subgroup



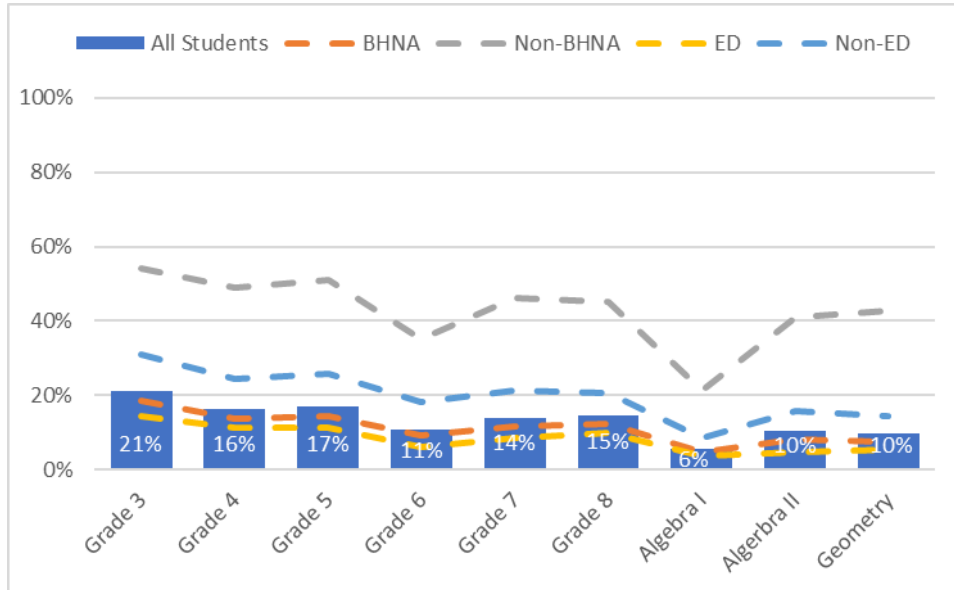
In math subjects, 3rd graders had the highest proficiency rate at 21.1%, while Algebra I and II had the lowest at 5.6% and 10.3%, respectively. As Figure 7 shows, achievement gaps were also present within these subjects, as Non-BHNA, Non-ED, BHNA, and ED subgroups, respectively, achieved the highest to lowest proficiency rates. The widest achievement gap (39.9 points) by grade was present between Non-BHNA and ED students in the 5th grade.





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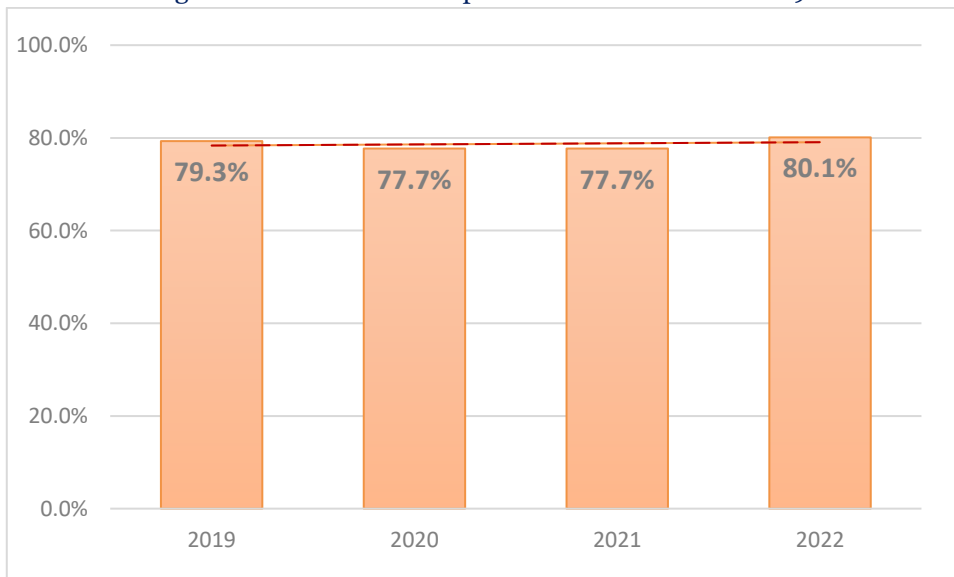
Figure 7: TCAP Proficiency Rates for Math Subjects by Grade and Subgroup



### Trends in TN-Reported Cohort Graduation Rate

The cohort graduation rate measures the proportion of students who earn a regular high school diploma within four years (plus the last summer if needed), using the state’s definition of a graduate. The district’s graduation rate increased from 77.7% in the 2020-21 school year to 80.1% in the 2021-2022 school year. Figure 8 shows the graduation rate from the past four years.

Figure 8: Trends in TN-Reported Graduation Rate 2019-2022







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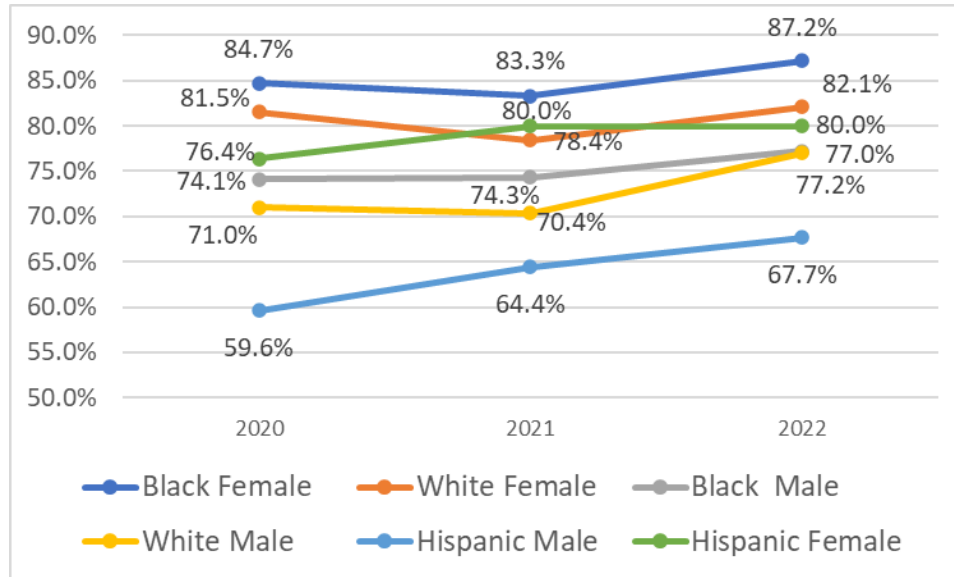
Table 2 displays graduation rate by subgroup over the past seven years. All subgroups had an increase in graduation rate from 2021 to 2022. The SWD student subgroup earned the largest gain by increasing their graduation rate by 10 percentage points.

Table 2: TN-Reported Graduation Rates by Subgroups from 2016-2022

	2016	2017	2018	2019	2020	2021	2022
<b>All Students</b>	78.7%	79.6%	79.2%	79.3%	77.7%	77.7%	80.1%
<b>African American or Black</b>	79.2%	80.4%	80.5%	80.3%	79.5%	78.9%	81.2%
<b>Asian</b>	87.1%	89.4%	85.0%	91.4%	84.0%	87.9%	91.7%
<b>Hispanic</b>	70.3%	71.7%	70.9%	71.2%	67.4%	71.5%	73.5%
<b>White</b>	79.3%	77.2%	73.8%	78.6%	76.1%	73.3%	79.5%
<b>Male</b>	74.1%	75.3%	73.9%	74.2%	72.0%	72.7%	75.9%
<b>Female</b>	83.3%	84.1%	84.1%	84.6%	83.5%	82.7%	84.3%
<b>ED</b>	78.3%	80.2%	77.3%	76.3%	75.4%	75.2%	77.9%
<b>EL</b>	64.7%	62.9%	60.0%	59.8%	64.6%	60.4%	62.0%
<b>SWD</b>	59.2%	58.7%	61.4%	61.4%	63.5%	61.7%	72.0%

Figure 9 shows the intersection of race/ethnicity and sex in graduation rates over the last three years. Black, White, and Hispanic students comprise approximately 94% of the District population. Black female students have consistently had the best graduation rates among the intersectional groups. They are followed by White females and Hispanic females. Male students among every race/ethnicity category have lower graduation rates than females. Hispanic males have the lowest graduation rates among all three years, but this year, their graduation rate increased by 8.1 percentage points.

Figure 9: TN-Reported Graduation Rate by Race/Ethnicity & Sex from 2020 to 2022





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Lastly, Table 3 shows graduation rates by school, as well as percentage point changes from last year to this year. Of the forty-one schools shown in the table, twenty-five (61%) increased their graduation rate by 1 percentage point or higher in 2022. Seven schools (17%) remained within 0.9 percentage points of their previous rate. Nine schools (22%) saw a decrease of more than one percentage point from 2021 to 2022. Three schools earned an increase of over ten percentage points: Craigmont High, Westwood High, and Memphis Virtual School. Of the sixteen schools that did not increase their graduation rate by 1 percentage point or higher, six of those schools still had a graduation rate of 85.0% or higher.

Table 3: Schools' TN-Reported Graduation Rate with Percentage Point Changes from 2021 to 2022

School	2021 Graduation Rate	2022 Graduation Rate	Change in Percentage Points from 2021 to 2022
Bolton High	74.70%	76.30%	1.6
Booker T. Washington High	83.30%	88.00%	4.7
Central High	86.50%	82.10%	-4.5
City University	91.10%	95.30%	4.2
Compass Community School Midtown	97.10%	82.40%	-14.8
Cordova High	78.80%	85.10%	6.3
Craigmont High	58.60%	73.10%	14.5
Douglass High	77.30%	82.60%	5.3
East High	96.10%	98.90%	2.8
Freedom Preparatory Academy High	85.10%	69.80%	-15.3
G. W. Carver College and Career Academy	0.60%	9.00%	8.4
Germantown High	93.70%	97.00%	3.3
Hamilton High	59.40%	62.20%	2.8
Hollis F. Price Middle College High	96.40%	100.00%	3.6
Kingsbury High	71.30%	67.00%	-4.3
KIPP Memphis Collegiate High	78.70%	79.40%	0.6
Kirby High	71.80%	77.60%	5.8
Manassas High	73.00%	62.80%	-10.1
Melrose High	65.20%	63.50%	-1.7
Memphis Academy of Health Sciences High	86.10%	85.70%	-0.4
Memphis Academy of Science & Engineering	94.70%	96.00%	1.3
Memphis Business Academy High	90.80%	94.50%	3.7
Memphis Rise Academy	88.20%	87.40%	-0.9
Memphis School of Excellence	100.00%	100.00%	0
Memphis Virtual School	54.50%	72.80%	18.3
Middle College High	95.80%	100.00%	4.2
Mitchell High	82.80%	71.90%	-10.9
Northwest Prep Academy	59.00%	59.40%	0.3
Oakhaven High	85.90%	85.20%	-0.7



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Overton High	76.30%	73.00%	-3.2
Power Center Academy High	93.30%	94.40%	1.1
Raleigh-Egypt High	81.00%	82.70%	1.8
Ridgeway High	80.10%	84.20%	4.1
Sheffield High	53.70%	56.10%	2.5
Soulsville Charter	96.70%	88.80%	-7.9
Southwind High	79.90%	87.10%	7.2
Trezevant High	63.00%	67.20%	4.3
Westwood High	76.50%	86.50%	10
White Station High	84.90%	90.60%	5.7
Whitehaven High	90.40%	90.50%	0.1
Wooddale High	71.30%	76.70%	5.4





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### 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. Below are the mean scores for SY 2022-23.

Panorama Domain	Mean Score	Description
Overall Mean	4.11	Composite rating of all five Student Perception Survey domains (scored on a 5-point scale)
Classroom Engagement	3.85	How attentive and invested are students in the class?
Classroom Learning Strategies	4.15	How well students deliberately use strategies to manage their own learning processes in class?
Classroom Rigorous Expectation	4.16	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	4.125	How strong the social connection is between teachers and students within and beyond the classroom?
Pedagogical Effectiveness	4.225	Perceptions of the quality of teaching and amount of learning student's experience from a particular teacher.

**Table 1: Mean SPS Score for SY 2022-23**





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### ii. Climate Survey

#### MEMPHIS-SHELBY COUNTY SCHOOLS AUGUST 2021 SCHOOL CLIMATE SURVEY FOR PARENTS

##### Key Findings

- The percentage of stakeholders who agree the District is on track to improve student achievement decreased slightly to 87% though remains the second-highest rating to date.
- The percentage of stakeholders who agree schools are on track to improve student achievement decreased slightly from 92% in 2020 to 90% in 2021.
- Parents who believe *their child's school* is on track increased by 1 percentage point to 92%, the highest rating in five years.
- The percentage of stakeholders who believe MSCS is of similar or higher quality than neighboring districts decreased 2 percentage points from 73% in 2020 to 71% in 2021.
- The majority of MSCS parents (87%) plan to re-enroll their children for the 2021–22 school year, up from 80% in 2020. Parents who are considering other schooling options cited virtual learning, both frustrations with 2020–21 and lack of availability in 2021–22, health and safety protocols, and negative experiences with school staff and teachers as reasons they may not return to MSCS.
- The response rate was 12% higher than average, though still behind the 2020 rate.
- Most Priority schools had one to four community partners.

##### Overview

The three key performance indicators (KPIs) addressed in this report are aligned to Strategic Priority 5: mobilize family and community partners. This month's KPIs are:

- Priority 5, KPI 1: community survey data; stakeholder confidence and perceptions
- Priority 5, KPI 2: parent survey data; parents' intent to re-enroll students
- Priority 5, KPI 3: community/business partnerships with Priority schools

In June and July of 2021, MSCS administered English and Spanish versions of the 2020–21 District Confidence Survey. Both versions were available for MSCS parents, MSCS employees, and community members.<sup>1</sup> This report combines the results of the shared questions in the surveys. To include all the 2020–21 respondents and align respondent grouping over the past four years, we report the results for three groups: MSCS parents, MSCS employees (school and District staff), and community members.<sup>2</sup>

The total number of respondents was 5,336, with 3,123 MSCS parents, 1,858 MSCS employees, and 355 community members.<sup>3</sup> The number of respondents in 2021 decreased from last year (6,934 in 2020) in all three categories, resulting in a 23% decrease in total responses. However, this was a 12% increase compared to the average survey response rate since the data was collected (4,755 across 2017–2020). Appendix A shows the response rate broken down by Board district.

##### Stakeholder Confidence and Perceptions of MSCS

###### On Track to Improve Student Achievement

The percentage of stakeholders who agree that the **District** is on track to improve student achievement decreased slightly from 89% in 2020 to 87% in 2021. However, the percent of people who “completely agreed” increased 7 points compared to last year. This year saw the second highest level of agreement in

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<sup>1</sup> The 2018 Spanish version was only available for MSCS parents. The 2017 and 2019–21 Spanish versions were available for MSCS parents, MSCS staff, and community members. In 2021, the majority (88%) of the respondents who took the Spanish survey were parents.

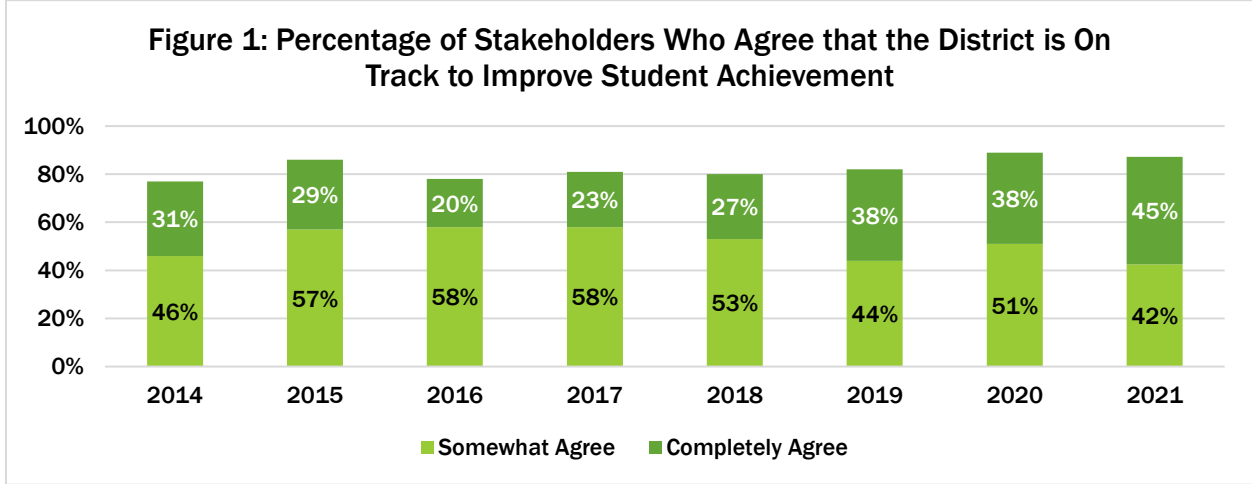
<sup>2</sup> Respondents could select multiple categories. To not overweight responses, each response was placed into a single category. The parent category took priority, followed by staff, then community member, (i.e., an MSCS parent who also works at MSCS would be placed only in the parent category for the analysis and results).

<sup>3</sup> Based on the number of respondents who answered more than the relationship to MSCS question.



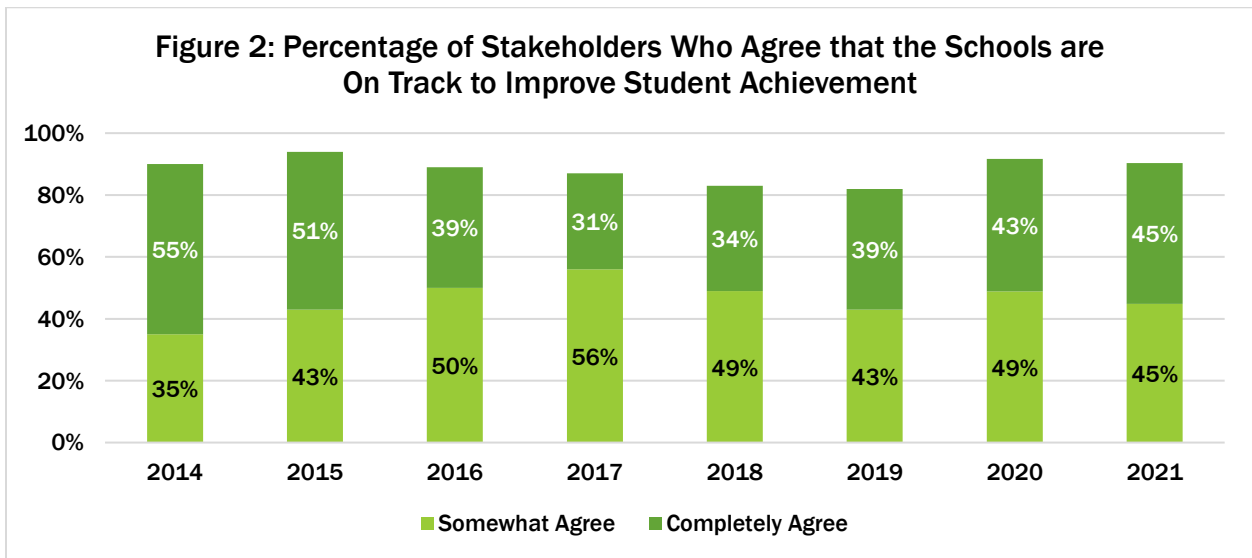
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Eight years (see Figure 1). The District’s rating includes responses about the Central Office and Superintendent.



Eighty-nine percent (89%) of respondents agree that the **Superintendent**, Toni Williams, is on track to improve student achievement, a 2-point decrease from 2020. However, the percentage of stakeholders who “completely agree” rose 6 points to 47% in 2021. Employees reported the highest level of agreement (91%). Stakeholders rated **Central Office** with an 85% agreement rating on the same question, also a 2-point decrease from the previous year.

There was a slight decrease in the percentage of stakeholders who agree that **schools** are on track to improve student achievement from 92% in 2020 to 90% in 2021 (see Figure 2). The percentage of stakeholders who completely agree rose from 43% in 2020 to 45% in 2021.

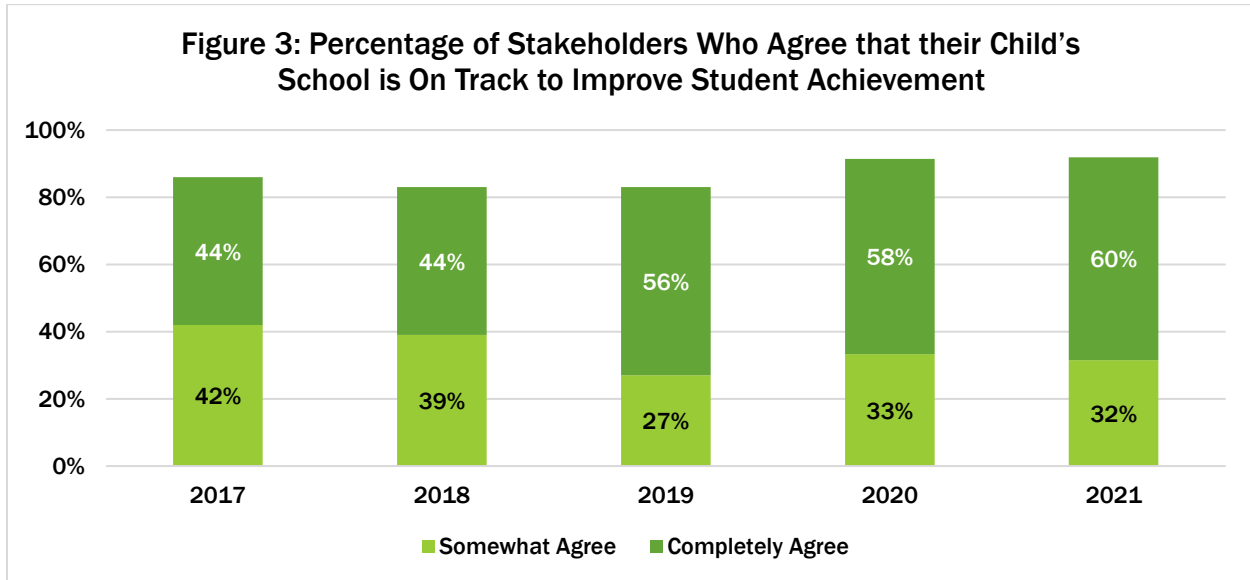


The 2017-2021 surveys asked MSCS parents for their level of agreement on whether **their child’s school** is on track to improve student achievement. Overall, there was a 1-point increase from 2020, setting a new



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record of 92% agreement (see Figure 3).<sup>4</sup> While those who “somewhat agree” decreased to 32%, stakeholders who “completely agreed” increased by 2 points to 60%.



### *MSCS Quality Compared to Neighboring Districts*

Across all stakeholders, 26% report MSCS is of higher quality, 46% report MSCS is of similar quality, and 29% report MSCS is of lower quality than neighboring school districts. The percentage of respondents reporting MSCS is of higher or similar quality (71%) decreased from 73% in 2020. Opposite of 2020, the higher quality rating saw an uptick (23% in 2020 to 26% in 2021), while the similar quality rating decreased (50% in 2020 to 46% in 2021). By group, parents and staff perceive the quality of MSCS as lower than MSCS community members (see Figure 4).<sup>5</sup>

The 2017-2020 surveys asked MSCS parents for their level of agreement on whether their child’s school is on track to improve student achievement. In 2020, 58% of parents completely agreed and 33% somewhat agreed for a total of 91%.<sup>6</sup> This was an 8% increase from the 2019 responses (see Figure 3) due to an increase in parents who were in complete agreement.

### *MSCS Quality Compared to Neighboring Districts*

Across all stakeholders, 23% report that MSCS is of higher quality, 50% report that MSCS is of similar quality, and 27% report that MSCS is of lower quality than neighboring school districts. The percentage of respondents reporting that MSCS is of higher or similar quality (73%) increased from 65% in 2019. Although the higher quality rating decreased (23% vs 27% in 2019), the similar quality rating increased significantly (50% vs 38% in 2019) since last year. By group, community members perceive the quality of MSCS as lower than MSCS parents and employees (see Figure 47).

<sup>4</sup> Parents had the ability to rate up to three of their children’s schools for this item.

<sup>5</sup> The across-stakeholder dotted lines represent the average across all groups.

<sup>6</sup> Parents had the ability to rate up to three of their children’s schools for this item.

<sup>7</sup> As in 2019, the across-stakeholder dotted lines and by-group results include SCS parents, SCS school-based and District employees, and community members.



## Informational Section

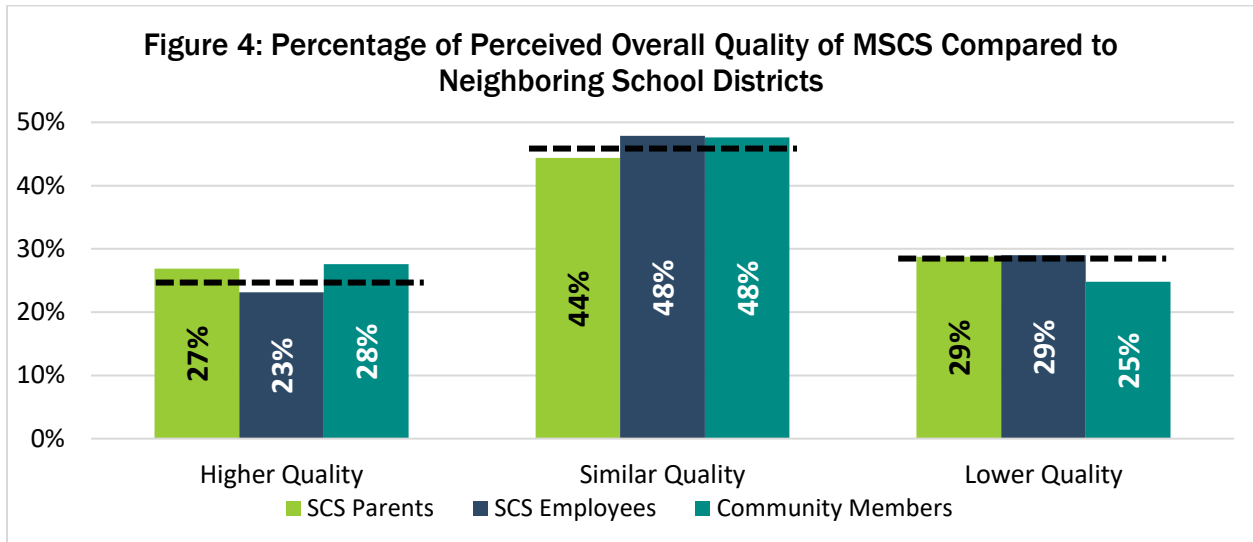
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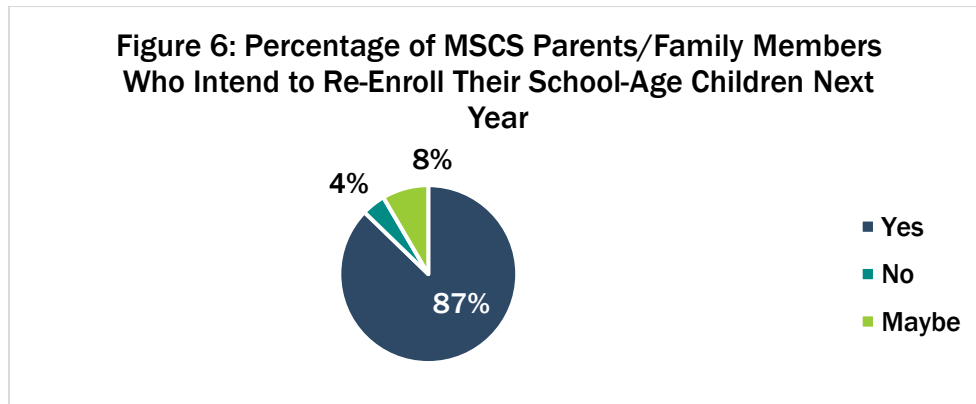


## Informational Section



### Parent's Intent to Re-enroll Students

The majority (87%) of MSCS parents report they will re-enroll their school-age children next year (see Figure 5). Parents' plans for re-enrollment increased since last year (80%).



In 2021, approximately 95% of the parents completing the Spanish version said they would re-enroll their children compared to 85% of the parents completing the English version. Ninety-four percent (94%) of parents who considered not re-enrolling left a reason in the optional open-ended response section. A primary reason parents considered not re-enrolling was concerns about virtual learning, both frustrations with how 2020–21 went and lack of virtual options available in 2021–22 were cited, and decisions about how the 2020–21 school year was handled. [Appendix A](#) provides complete themes and a sample of related comments based on qualitative analyses of the responses.

### District Rebranding

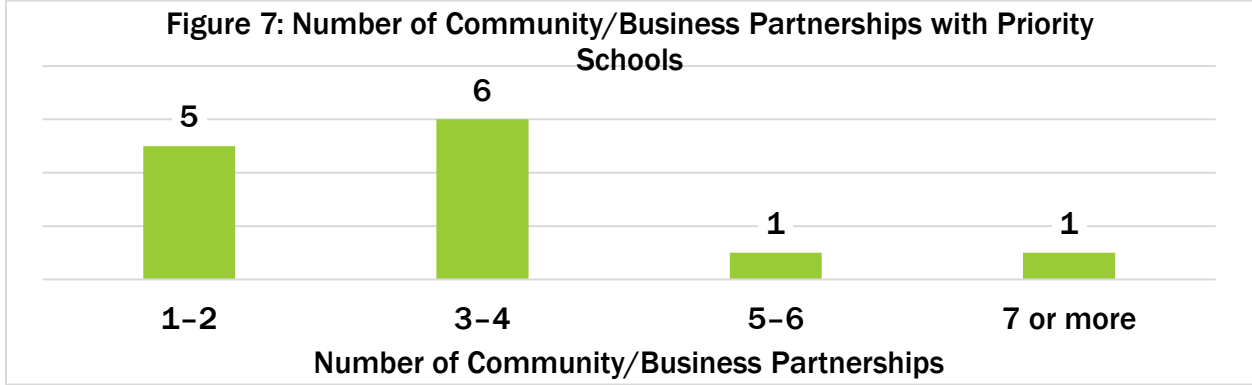
As part of the Reimagining 901 campaign, the District is proposing a name change from Shelby County Schools (SCS) to Memphis-Shelby County Schools (MSCS), given that the majority of schools and families are located within the city limits of Memphis. Stakeholders were asked to rate their level of agreement with the statement: “incorporating ‘Memphis’ into the District’s name is an effective way to represent the entire community we serve.” Overall, 56% of respondents agreed while 17% disagreed with the name change. MSCS employees reported the highest levels of strong agreement (35%) and strong disagreement (9%) compared to the other two groups (see Figure 6).



## Informational Section

### Priority Schools' Community/Business Partnerships

MSCS currently has 17 schools (14 District-managed, 3 charter) on the State Priority List because they are in the bottom 5% for student achievement across Tennessee. Based on 2020–21 school reports to Family and Community Engagement, District-managed Priority schools had a range of one to seven community/business partnerships. Most Priority schools (85%; 11) had one to four partnerships (see Figure 6).<sup>8</sup>



### Recommendations

#### Improve School Level-Experiences

- Continue training and monitoring on customer service with Customer Service WORKS program
- Continue to utilize school-based Communications PROs to increase social media presence and positive story telling at the school level
- Strengthen collaboration between FACE and Schools & Leadership Office to support feeder patterns
- Increase focus on SEL and discipline practices along with parental involvement in these processes
- Continue deploying communications tool kits for principals to share important information and updates with parents

#### Improve District Level-Experiences

- Continue utilizing Spotlight 901 webpage to share best practices and successes of schools
- Strengthen cross-collaboration between teams to provide families with resources to assist with recovery and re-entry efforts
- Continue to host Family Forums to share important District information/resources and gather ongoing feedback
- Provide ongoing support from the Parent Welcome Center
- Expanding outreach efforts on District social media platforms (e.g., Facebook, Twitter, Instagram) and outlets (e.g., 88.5FM, C19TV, website) to keep all stakeholders informed

#### Improve Community Perceptions

- Utilize Multicultural Services to expand partnerships with key providers of multicultural and multilingual supports within the community to ensure open communication channels for families and other stakeholders
- Involve community leaders in planning and feedback efforts

<sup>8</sup> The charter schools and one District-managed school did not report their number of partnerships.



## Informational Section

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### Memphis-Shelby County Schools partnered with the Harvard Government Performance Lab and:

- Met monthly with two high-priority student support providers to troubleshoot and find solutions to challenges encountered in the schools and align on district, school, and providers' initiatives
  - Presented academic performance and attendance data by school, grade, and subject to two high-priority student providers for the first time this year
  - This work informed provider's decision to add tutors to support lowest performing schools and subjects
- Developed tools to capture data on contracted services, provider performance, and school needs to align students' needs with wraparound services contracted





## Informational Section

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## Informational Section

### X. POSITION CONTROL AT FUND LEVEL\*

\* Note: Position Control Actuals may differ from other reports in this budget book based on FTEs with multiple funding sources, reorganizations and timing of data retrieval.

**MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY DEPARTMENT  
GENERAL FUNDS**

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>ACADEMICS</b>						
Academic Advisor - CCTE	2.00	1.00	-	-	-	-
Administrative Assistant, Professional Learning & Support	-	1.00	1.00	1.00	1.00	-
Administrative Assistant	1.00	2.00	3.00	2.00	2.00	-
Administrative Assistant, Curriculum & Instruction	2.00	2.00	1.00	1.00	1.00	-
Administrative Assistant for Pre-K	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant Performance Management	1.00	-	-	-	-	-
Administrative Specialist	-	-	-	1.00	1.00	-
Advisor	3.00	1.00	3.00	-	-	-
Advisor - Blended Learning	-	-	-	7.00	7.00	-
Advisor - Instructional	1.00	1.00	1.00	5.00	5.00	-
Advisor - Learning Management System	-	-	1.00	1.00	1.00	-
Advisor - SPED Virtual Learning	-	-	1.00	1.00	1.00	-
Advisor - Virtual Learning Management	-	4.00	3.00	3.00	3.00	-
Advisor _ Instructional RTI2	-	-	-	3.00	3.00	-
Alternative Educ Spec - 10 MOS	4.00	4.00	-	-	-	-
Alternative Educ Specialist	3.00	3.00	-	-	-	-
Analyst - Digital 1:1 Device	-	-	1.00	1.00	1.00	-
Analyst-Blended Learning	-	-	-	1.00	1.00	-
Assistant Principal High	2.00	2.00	1.00	1.00	1.00	-
Assistant Principal-Elementary/Middle	1.00	1.00	-	-	-	-
Assistant Superintendent - Virtual Ed & Logistics	-	-	1.00	1.00	1.00	-
Associate -CCTE Graduate Transition	-	-	2.00	20.00	20.00	-
Associate - Early Childhood	1.00	1.00	1.00	1.00	1.00	-
Behavioral Specialist	5.00	5.00	-	-	-	-
Bilingual Cultural Counselor	4.00	3.00	2.00	1.00	1.00	-
Bilingual Cultural Mentor	32.00	18.00	16.00	12.00	12.00	-
Bilingual Mentor Counselor	4.00	1.00	1.00	1.00	1.00	-
Broadcast Engineer	1.00	1.00	1.00	1.00	1.00	-
Budget Advisor	-	-	1.00	1.00	1.00	-
Budget Analyst - Virtual School	1.00	1.00	-	-	-	-
Budget Specialist for Curriculum	1.00	1.00	1.00	1.00	1.00	-
Business Manager Chief of Schools	1.00	1.00	1.00	-	-	-
CCTE Elementary Advisor	1.00	2.00	2.00	1.00	1.00	-
CCTE Teacher 12 month	-	-	-	3.00	3.00	-
Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher - Vocational CCTE Teaching as a	180.00	180.00	161.00	137.00	143.00	6.00
Classroom Teacher Agriculture 12-month	-	-	3.00	3.00	3.00	-
Classroom Teacher Con Home Ec	34.00	34.00	31.00	24.00	25.00	1.00
Classroom Teacher ESL	255.50	256.50	252.00	241.50	261.50	20.00
Classroom Teacher K-3	1.00	1.00	-	-	-	-
Classroom Teacher Pre K	29.00	29.00	36.00	28.00	34.00	6.00
Classroom Teacher Secondary	8.00	31.00	-	-	-	-
Classroom Teacher Special ED	3.00	2.00	1.00	1.00	1.00	-
Classroom Teacher Special Skills	38.00	38.00	40.00	35.50	35.50	-
Clerical Assistant	2.00	4.00	6.00	8.00	8.00	-
Clerical Assistant Office of Schools	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Textbook	1.00	1.00	1.00	1.00	1.00	-
Clerk - Digital Device	-	-	2.00	2.00	2.00	-
College Career Technical Education Advisor	1.00	1.00	1.00	2.00	2.00	-
Communication Specialist	1.00	1.00	1.00	1.00	1.00	-
Coordinator - Special Projects	1.00	1.00	1.00	1.00	1.00	-
Curriculum & Instruction Manager Literacy	1.00	1.00	1.00	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Curriculum & Instruction Manager Mathematics	1.00	1.00	1.00	1.00	1.00	-
Data Processing Associate	1.00	1.00	1.00	1.00	1.00	-
Digital Device Support - Weekend Only	-	-	-	70.00	70.00	-
Director - Career & Technical Education (CTE)	1.00	1.00	1.00	1.00	1.00	-
Director - Digital 1:1 Device	-	-	1.00	1.00	1.00	-
Director - Leadership Development	1.00	1.00	1.00	1.00	1.00	-
Director - Professional Learning & Support	-	1.00	1.00	1.00	1.00	-
Director - Program Leadership Development	1.00	1.00	1.00	1.00	1.00	-
Director - Programs and Office of Schools	1.00	1.00	1.00	1.00	1.00	-
Director - STEM CTE	-	-	-	1.00	1.00	-
Director - Virtual Schools and Online Learning	1.00	1.00	1.00	1.00	1.00	-
Director II - Career & Technical Education (CTE)	1.00	1.00	1.00	1.00	1.00	-
Director II - Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Director II - Early Childhood	1.00	1.00	1.00	1.00	1.00	-
Director II - ESL	1.00	1.00	1.00	1.00	1.00	-
Director II - Professional Learning & Support	1.00	1.00	1.00	1.00	1.00	-
District Receptionist	1.00	1.00	1.00	1.00	1.00	-
Educational Assistant	16.00	17.00	17.00	14.00	15.00	1.00
Educational Asst - Early Childhood	36.00	40.00	38.00	28.00	35.00	7.00
Educational Asst - Elementary	1.00	1.00	1.00	-	-	-
Educational Asst - Instructional	13.00	13.00	13.00	1.00	1.00	-
Educational Support Manager	1.00	1.00	1.00	1.00	1.00	-
Educational Support Professional	-	-	-	1.00	1.00	-
Educational Technology Advisor	-	-	7.00	-	-	-
Educational Technology Analyst	-	-	1.00	-	-	-
Educational Technology Specialist	3.00	5.00	5.00	-	-	-
Environmental Health & Safety Compliance Advisor	1.00	1.00	1.00	1.00	1.00	-
ESL Classroom Teacher Part Time	-	-	-	4.00	4.00	-
ESL Manager	1.00	1.00	2.00	2.00	2.00	-
Executive Assistant	1.00	1.00	1.00	1.00	1.00	-
Financial Analyst Fiscal Services	2.00	2.00	2.00	1.00	1.00	-
Financial Support Specialist	1.00	1.00	1.00	-	-	-
Foundational Literacy Coach - Pre-K	-	-	3.00	3.00	3.00	-
Head Start Project Support Assistant	1.00	1.00	-	-	-	-
Highly Specialized Advisor	1.00	1.00	2.00	2.00	2.00	-
Highly Specialized Advisor - Academics	1.00	1.00	1.00	1.00	1.00	-
Highly Specialized Professional Learning Advisor	-	1.00	1.00	1.00	1.00	-
HPELW Advisor	1.00	1.00	1.00	-	-	-
Humanities Manager	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor HPELW	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor Arts	2.00	2.00	2.00	2.00	2.00	-
Instructional Advisor ESL	-	1.00	1.00	1.00	1.00	-
Instructional Advisor Literacy	-	3.00	2.00	3.00	3.00	-
Instructional Advisor Pre-K	7.00	3.00	3.00	3.00	3.00	-
Instructional Advisor World Language	1.00	1.00	1.00	1.00	1.00	-
Instructional Curriculum Coach	10.00	10.00	-	-	-	-
Instructional Support Analyst	1.00	-	-	-	-	-
Instructional Support Analyst 1	1.00	-	-	-	-	-
IT Instructional Specialists	5.00	-	-	-	-	-
IT Support Associate	-	-	1.00	1.00	1.00	-
Librarian	2.00	2.00	2.00	2.00	2.00	-
Library Services Advisor	1.00	1.00	1.00	-	-	-
Literacy Advisor	1.00	-	-	-	-	-
Manager - CTE Research and Analytics	1.00	1.00	1.00	1.00	1.00	-
Manager - CTE Work-Based Learning	1.00	1.00	1.00	-	1.00	1.00
Manager - Science Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Manager - Digital Programs	-	-	1.00	1.00	1.00	-
Manager Academic Leadership Support	-	-	1.00	1.00	1.00	-
Manager -Academic Strategy and Special Projects	-	-	1.00	1.00	1.00	-
Manager Early Childhood	1.00	1.00	1.00	1.00	1.00	-
Manager Professional Development	4.00	-	-	-	-	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Manager Professional Learning & Support	-	4.00	4.00	4.00	4.00	-
Manager Strategic Ops & Academic Initiatives	-	-	1.00	1.00	1.00	-
Manager Virtual School Operations	1.00	1.00	1.00	1.00	1.00	-
Mathematics Advisor	1.00	-	-	-	-	-
Middle Grades Manager - CTE	1.00	1.00	1.00	1.00	1.00	-
MIS Data Specialists	1.00	1.00	1.00	1.00	1.00	-
Musical Instrument Repair Tech	3.00	3.00	3.00	3.00	3.00	-
P/T Classroom Teacher - Vocational	-	-	1.00	1.00	1.00	-
Partnership Director - CTE	-	-	1.00	1.00	1.00	-
Part-time Bilingual Mentor	-	-	1.00	-	-	-
Partnership Manager - CTE	1.00	1.00	-	-	-	-
Professional Learning Analyst	-	2.00	2.00	2.00	2.00	-
Professional Learning Clerk	-	1.00	1.00	1.00	1.00	-
Peer Assistance and Review Consulting Teacher	-	5.00	5.00	-	-	-
Professional Development & Evaluation Clerk	1.00	-	-	-	-	-
Professional School Counselor	-	-	3.00	2.00	2.00	-
Program Director - Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Project and Logistics Advisor	-	1.00	1.00	1.00	1.00	-
Project Graduation Advisor	-	2.00	2.00	-	-	-
Project Graduation Manager	1.00	1.00	1.00	-	-	-
Project Specialist - CTE	2.00	3.00	5.00	5.00	5.00	-
Project Stand - Senior Manager	-	1.00	1.00	1.00	1.00	-
Project Stand - Senior Advisor	1.00	3.00	2.00	2.00	2.00	-
Records Clerk	-	-	1.00	1.00	1.00	-
Records Clerk for Educational Support	2.00	2.00	2.00	2.00	2.00	-
Records Clerk for Humanities	1.00	1.00	1.00	1.00	1.00	-
Records Clerk II	4.00	3.00	1.00	3.00	3.00	-
Records Clerk for STEM	1.00	1.00	-	-	-	-
Reflective Practice Analyst	2.00	-	-	-	-	-
RTI Advisor	7.00	7.00	7.00	-	-	-
RTI Analyst	1.00	1.00	1.00	1.00	1.00	-
RTI Specialist	1.00	1.00	1.00	-	-	-
School Operations Academic Manager	1.00	-	-	-	-	-
School Financial Secretary	6.00	6.00	5.00	6.00	6.00	-
Science Advisor	1.00	1.00	1.00	-	-	-
Senior Accountant	1.00	1.00	1.00	-	-	-
Senior Advisor - Grant Compliance	-	-	1.00	1.00	1.00	-
Senior Advisor - Virtual Learning Management	-	-	1.00	1.00	1.00	-
Senior Financial Analyst - CTE	-	-	-	2.00	2.00	-
Senior Manager - CTE Operations	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Ready Graduate CTE	-	-	-	1.00	1.00	-
Senior Manager - Academics CTE	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Blended Learning	1.00	1.00	1.00	1.00	1.00	-
Senior Manager-CTE Logistics	-	-	-	1.00	1.00	-
Senior Manager-STEM CTE	-	-	1.00	1.00	1.00	-
Senior Reading Advisor	17.00	17.00	-	-	-	-
Site Administrator - Alternative Schools	-	-	1.00	-	-	-
Site Administrator Summer CTE Program	-	-	2.00	-	-	-
Social Studies Advisor	1.00	1.00	1.00	-	-	-
Special Project Coordinator	1.00	1.00	1.00	1.00	1.00	-
Specialist - Blended Learning	-	-	-	4.00	4.00	-
Specialist Family Engagement Pre K	-	-	15.00	15.00	15.00	-
Specialty Principal	3.00	4.00	1.00	2.00	2.00	-
Specialty Principal - VoTech	2.00	3.00	4.00	5.00	5.00	-
SPED Virtual School Instructor Part-Time	-	-	1.00	-	-	-
STEM Manager	1.00	1.00	-	-	-	-
Student Data Analyst	-	1.00	1.00	1.00	1.00	-
Teacher Resource Center Clerk	1.00	1.00	1.00	1.00	1.00	-
Textbook Manager	1.00	1.00	1.00	1.00	1.00	-
Vice Principal	2.00	3.00	4.00	3.00	3.00	-
Video Coordinator	3.00	3.00	3.00	3.00	3.00	-



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Virtual School College and Career Counselor	1.00	1.00	2.00	5.00	5.00	-
Warehouse First Line Supervisor	-	-	-	1.00	1.00	-
<b>ACADEMICS TOTAL</b>	<b>841.50</b>	<b>865.50</b>	<b>823.00</b>	<b>822.00</b>	<b>864.00</b>	<b>42.00</b>
<b>ACADEMICS - SCHOOL BASED FORMULA</b>						
Assistant Principal High	114.00	116.00	112.00	107.00	101.00	(6.00)
Assistant Principal-Elementary/Middle	66.00	66.00	53.00	64.00	61.00	(3.00)
Behavioral Specialist	23.00	21.00	15.00	27.00	19.00	(8.00)
Bilingual Mentor/Counselor	1.00	-	-	-	-	-
Campus Monitor	3.00	5.00	6.00	3.00	2.00	(1.00)
Classroom Teacher K-3	91.00	80.00	77.00	82.00	80.00	(2.00)
Classroom Teacher K-5	1,927.00	1,839.00	1,730.00	1,759.00	1,748.00	(11.00)
Classroom Teacher K-8	172.00	164.00	167.00	169.00	204.00	35.00
Classroom Teacher Pre K	1.00	1.00	-	-	-	-
Classroom Teacher Secondary	1,765.00	1,702.00	1,656.00	1,656.50	1,654.50	(2.00)
Classroom Teacher Special ED	1.00	-	-	-	-	-
Classroom Teacher Special Skills	327.60	291.00	337.00	306.80	309.40	2.60
Classroom Teacher-Vocational	-	-	-	1.00	1.00	-
Clerical Assistant	258.00	256.00	249.00	261.00	253.00	(8.00)
Computer Lab Assistant	4.00	3.00	1.00	1.00	1.00	-
Dean of Students	3.00	1.00	-	-	-	-
Education Assistant - Interventionist	1.00	1.00	-	-	-	-
Educational Assistant	35.00	43.50	31.00	53.00	32.00	(21.00)
Educational Asst - Elementary	257.00	201.00	135.00	159.00	131.00	(28.00)
Educational Support Professional	-	-	-	50.00	44.00	(6.00)
Executive Principal T-STEM	1.00	1.00	1.00	1.00	1.00	-
Executive Principal-Empowerment Zone	1.00	1.00	-	-	-	-
Family Engagement Specialist	4.00	4.00	3.00	3.00	4.00	1.00
Family Engagement Specialist (part-time)	1.00	4.00	4.00	1.00	1.00	-
Graduation Coach	-	-	2.00	4.00	5.00	1.00
In-School Suspension Assistant	72.00	56.00	36.00	51.00	46.00	(5.00)
Instructional Facilitator	25.00	29.00	18.00	30.00	24.00	(6.00)
Instructional Math/Literacy Coach	1.00	-	-	-	-	-
Interventionist	40.00	35.00	16.00	29.00	27.00	(2.00)
Librarian	139.00	135.00	128.00	130.00	131.00	1.00
Principal On Assignment	1.00	-	-	-	-	-
Principal-Elementary	82.00	79.00	79.00	79.00	79.00	-
Principal-K-8	5.00	5.00	5.00	5.00	6.00	1.00
Principal-Middle	28.00	28.00	28.00	27.00	27.00	-
Principal-Senior	24.00	24.00	25.00	25.00	25.00	-
Professional School Counselor	268.00	254.00	225.00	240.00	235.00	(5.00)
School Compliance Coordinator	3.00	5.00	4.00	5.00	5.00	-
School Compliance Financial Assistant	7.00	8.00	8.00	7.00	7.00	-
School Financial Secretary	131.00	128.00	127.00	127.00	128.00	1.00
Special Instruction	1.00	1.00	1.00	1.00	1.00	-
Special Project Assistant (Beh. Sup. / Stud. Leader)	1.00	1.00	1.00	1.00	1.00	-
Specialty Principal	2.00	2.00	2.00	2.00	2.00	-
Study Hall Monitor	24.00	33.00	28.00	32.00	29.00	(3.00)
Vice Principal	16.00	15.00	17.00	24.00	23.00	(1.00)
<b>ACADEMICS - SCHOOL BASED FORMULA TOTAL</b>	<b>5,926.60</b>	<b>5,638.50</b>	<b>5,327.00</b>	<b>5,523.30</b>	<b>5,447.90</b>	<b>(75.40)</b>
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
504 Clerical Assistant	1.00	1.00	1.00	1.00	1.00	-
504 Compliance Advisor	7.00	6.00	6.00	6.00	10.00	4.00
504 Compliance Assistant	8.00	8.00	8.00	8.00	8.00	-
504 Compliance Associate	5.00	5.00	3.00	3.00	3.00	-
Academic Schools Support Manager	1.00	1.00	1.00	1.00	1.00	-
Admin Assistant for Assistant Superintendent	1.00	-	-	-	-	-
Administrative Assistant	1.00	1.00	-	-	-	-
Administrative Assistant for Alternative Schools	1.00	1.00	1.00	-	-	-
Administrative Assistant for Athletics Manager	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of Attendance	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of School Op	1.00	1.00	1.00	1.00	1.00	-





# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Administrative Assistant for Exceptional Children	4.00	4.00	4.00	4.00	4.00	-
Administrative Assistant for Manager of ROTC	1.00	1.00	1.00	1.00	1.00	-
Administrative Assistant for School Operations	1.00	1.00	1.00	1.00	1.00	-
Administrative Specialist	1.00	1.00	1.00	1.00	1.00	-
Advisor - Enrollment (SEED)	-	-	-	4.00	4.00	-
Advisor - Equity and Discipline	-	-	-	1.00	1.00	-
Advisor Academic Records Compliance	4.00	4.00	4.00	4.00	4.00	-
Advisor School Operations	-	-	6.00	4.00	4.00	-
Alternative Educ Spec - 10 MOS	1.00	1.00	2.00	2.00	2.00	-
Alternative Educ Specialist	1.00	1.00	5.00	4.00	4.00	-
Alternative Education Advisor	-	1.00	3.00	2.00	2.00	-
Alternative Schools Analyst	2.00	2.00	1.00	1.00	1.00	-
Alternative Schools Transition Analyst	1.00	1.00	1.00	-	-	-
Analyst Academic Ops and School Supt Compliance	1.00	1.00	1.00	1.00	1.00	-
Analyst Student Equity Enrollment & Discipline	-	-	-	1.00	1.00	-
Analyst Behavior (BCBA)	-	-	-	2.00	2.00	-
AP Advisor	1.00	1.00	1.00	-	1.00	1.00
Assistant - Advanced Academics	1.00	1.00	1.00	-	1.00	1.00
Assistant - Residential Training Center	2.00	2.00	2.00	2.00	2.00	-
Assistant for Health Services/School Nursing Manager	1.00	1.00	1.00	1.00	1.00	-
Assistant for Mental Health Center Services Manager	1.00	1.00	1.00	1.00	1.00	-
Assistant Principal High	3.00	3.00	3.00	3.00	3.00	-
Assistant Principal-Elementary/Middle	3.00	3.00	3.00	3.00	3.00	-
Assistant Superintendent Academic Operations	1.00	1.00	1.00	1.00	1.00	-
Assistant Superintendent of Priority Schools	1.00	1.00	-	-	-	-
Associate - Compliance SEED	-	-	-	3.00	3.00	-
Athletics Head Trainer	1.00	1.00	1.00	1.00	1.00	-
Athletics Manager	1.00	-	-	-	-	-
Athletics Specialist	2.00	2.00	2.00	2.00	2.00	-
Athletics Trainer	1.00	1.00	1.00	-	-	-
Attendance and Discipline Analyst	6.00	6.00	8.00	9.00	9.00	-
Attendance and Discipline Assistant	3.00	3.00	3.00	3.00	3.00	-
Attendance and Discipline Receptionist	2.00	2.00	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	7.00	7.00	-	-	-	-
Behavior Analyst	1.00	1.00	-	-	-	-
Behavioral Specialist	27.00	6.00	9.00	12.00	12.00	-
Behavioral Support/Student Leadership Manager	1.00	1.00	1.00	-	-	-
Bilingual Cultural Mentor	1.00	1.00	1.00	1.00	1.00	-
Campus Monitor	8.00	8.00	2.00	0.63	0.63	-
Case Advocate	4.00	4.00	2.00	1.00	1.00	-
Case Worker	1.00	1.00	1.00	1.00	1.00	-
Chief of Academic Operations & School Support	1.00	1.00	1.00	1.00	1.00	-
Child Care Administrator	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher - Project Graduation	1.00	-	-	-	-	-
Classroom Teacher ESL	-	-	4.00	9.00	9.00	-
Classroom Teacher K-5	7.00	8.00	8.00	8.00	8.00	-
Classroom Teacher K-8	1.00	1.00	1.00	2.00	2.00	-
Classroom Teacher Secondary	82.00	82.00	112.00	95.00	95.00	-
Classroom Teacher Special ED	944.21	946.46	977.00	867.00	873.00	6.00
Classroom Teacher Special Skills	60.00	57.25	59.00	56.00	56.00	-
Clerical Assistant	12.00	12.00	9.00	9.00	9.00	-
Clerical Assistant (Part-Time)	1.00	-	-	-	-	-
Clerical Assistant CSH	1.00	1.00	1.00	1.00	1.00	-
Clerk for Exceptional Children	3.00	3.00	3.00	3.00	3.00	-
Clinic/Health Promotion Manager	1.00	1.00	1.00	1.00	1.00	-
Command Sgt. Major	1.00	1.00	1.00	1.00	1.00	-
Computer Lab Assistant	1.00	1.00	1.00	1.00	1.00	-
Consulting Teacher	2.00	2.00	2.00	-	-	-
Coordinated School Health Manager	1.00	1.00	1.00	1.00	1.00	-
Coordinated School Health Program Assistant	1.00	1.00	1.00	1.00	1.00	-
Coordinator - Academic Operations & School Support	1.00	1.00	1.00	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Counseling Services Manager (ES)	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (HS)	1.00	1.00	1.00	1.00	1.00	-
Counseling Services Manager (MS)	1.00	1.00	1.00	1.00	1.00	-
Counselor Alcohol / Drug	3.00	1.00	1.00	-	1.00	1.00
Data Specialist Enrollment	2.00	2.00	2.00	8.00	8.00	-
Director - Academic Support	-	1.00	1.00	1.00	1.00	-
Director - Athletics	-	1.00	1.00	1.00	1.00	-
Director of Attendance & Discipline	1.00	-	-	-	-	-
Director - Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
Director - Health Services	1.00	1.00	1.00	1.00	1.00	-
Director - Mental Health and Family Wellness	1.00	1.00	1.00	1.00	1.00	-
Director - Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Director - School Compliance	1.00	1.00	2.00	2.00	2.00	-
Director II - Exceptional Children	1.00	1.00	1.00	1.00	1.00	-
Director II - Schools & Student Support	1.00	1.00	1.00	1.00	1.00	-
Director of Alternative Schools	1.00	1.00	1.00	1.00	1.00	-
District/Charge Nurse	4.00	3.00	3.00	3.00	3.00	-
Dual Enrollment Advisor	1.00	1.00	1.00	-	1.00	1.00
EASY IEP Support Specialist	2.00	2.00	2.00	-	-	-
Educational Assistant	11.00	11.00	8.00	14.00	14.00	-
Educational Asst - Instructional	3.00	3.00	6.00	2.00	2.00	-
Educational Asst - Special ED	249.00	249.00	249.00	259.00	268.00	9.00
Educational Support Professional	-	-	-	7.00	7.00	-
Exceptional Children Advisor SPED	21.00	21.00	21.00	19.00	19.00	-
Executive Assistant to the Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Extended Learning Advisor	-	2.00	2.00	2.00	2.00	-
Extended Learning Specialist	1.00	1.00	1.00	1.00	1.00	-
Financial Analyst for Student Support	-	-	1.00	1.00	1.00	-
Financial Analyst Optional Schools and AP	1.00	1.00	1.00	1.00	1.00	-
Graduation Coach	-	-	-	1.00	1.00	-
Health Services/School Nursing Manager	1.00	1.00	1.00	1.00	1.00	-
Health Technician	11.00	11.00	8.00	-	8.00	8.00
In-School Suspension Assistant	6.00	6.00	5.00	5.00	5.00	-
Instructional Curriculum Coach	3.00	2.00	2.00	1.00	2.00	1.00
Instructional Facilitator	5.00	4.00	5.00	5.00	5.00	-
Interventionist	1.00	1.00	-	-	-	-
IT Support Advisor	1.00	1.00	1.00	1.00	1.00	-
Learning Support Specialist	4.00	-	-	-	-	-
Librarian	1.00	-	-	-	-	-
Licensed Practical Nurse	48.00	48.00	43.00	42.00	42.00	-
Manager - 504	1.00	1.00	1.00	1.00	1.00	-
Manager - Equity and Discipline	1.00	1.00	1.00	1.00	1.00	-
Manager - Exceptional Children Fiscal	-	-	-	1.00	1.00	-
Manager - Registration	1.00	1.00	1.00	1.00	1.00	-
Manager - SEED Compliance	-	-	-	1.00	1.00	-
Manager - Youth Advocacy Program	-	-	-	1.00	1.00	-
Manager Academic Ops and School Support	1.00	1.00	1.00	1.00	1.00	-
Manager of Extended Learning	1.00	1.00	1.00	1.00	1.00	-
Manager Academic Ops and School Support Compliance	1.00	1.00	-	-	-	-
Manager of ROTC	1.00	1.00	1.00	1.00	1.00	-
Manager-Psychologist (Exceptional Children)	-	2.00	2.00	2.00	2.00	-
Manager-Truancy and Homebound	-	-	1.00	1.00	1.00	-
Newcomer Program Advisor	1.00	1.00	1.00	1.00	1.00	-
Part-time Bilingual Mentor	1.00	-	-	-	-	-
Part-time Homebound Teacher	2.09	-	-	-	-	-
Part-time Online Teacher	1.00	-	-	-	-	-
Part-time Online Tutor	1.00	-	-	-	-	-
Part-time Social Worker	1.00	0.75	1.00	0.63	0.63	-
Physical and Occupational Therapist	12.00	12.00	12.00	12.00	12.00	-
Private School & Compliance Advisor	1.00	1.00	1.00	1.00	1.00	-
Professional School Counselor	11.00	11.00	10.00	7.00	7.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Program/Project Assistant for Optional Schools	1.00	1.00	1.00	1.00	1.00	-
Psychologist	38.00	36.00	37.00	36.00	36.00	-
Psychologist Intern	4.00	4.00	4.00	4.00	4.00	-
Receptionist	1.00	1.00	1.00	1.00	1.00	-
Records Clerk	1.00	2.00	2.00	2.00	2.00	-
Records Clerk II	-	-	2.00	1.00	1.00	-
Records Clerk to Truancy Manager	5.00	5.00	5.00	2.00	2.00	-
Regional Manager - Mental Health Center Services	1.00	1.00	3.00	4.00	4.00	-
Regional Manager of Exceptional Children	4.00	4.00	4.00	4.00	4.00	-
Registered Nurse	7.00	6.00	5.00	5.00	5.00	-
Registered Nurse-Clinical Lead	5.00	5.00	5.00	5.00	5.00	-
Research Analyst (Coord. School Health)	1.00	1.00	2.00	1.00	1.00	-
Resource Specialist-Special ED	1.00	1.00	1.00	1.00	1.00	-
ROTC Instructor	41.00	38.00	38.00	38.00	38.00	-
ROTC Logistics Management Specialist	1.00	1.00	1.00	1.00	1.00	-
School Compliance Advisor	1.00	1.00	2.00	2.00	2.00	-
School Compliance Associate	2.00	1.00	1.00	1.00	1.00	-
School Compliance Coordinator	-	-	-	1.00	1.00	-
School Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
School Financial Secretary	4.00	4.00	9.00	10.00	10.00	-
School Operations Academic Manager	2.00	2.00	2.00	2.00	2.00	-
School Operations Manager	1.00	1.00	1.00	1.00	1.00	-
SEED - Compliance Specialist	-	-	1.00	1.00	1.00	-
Senior Advisor - Attendance & Discipline	-	-	7.00	7.00	7.00	-
Senior Advisor - S.E.L. Compliance	-	-	-	1.00	1.00	-
Senior Advisor School Compliance	1.00	1.00	1.00	1.00	1.00	-
Senior Dual Enrollment Advisor	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Alternative Education	1.00	1.00	1.00	2.00	2.00	-
Senior Manager Academic Operational and School Support	-	-	1.00	1.00	1.00	-
Site Administrator - Alternative Schools	1.00	-	-	-	-	-
Social Worker	71.00	62.00	69.00	61.00	61.00	-
Special Project Assistant	2.00	2.00	1.00	1.00	1.00	-
Special Project Coordinator	-	1.00	1.00	-	-	-
Special Project Coordinator - Coordinated School H	6.00	6.00	8.00	5.00	8.00	3.00
Specialty Principal	4.00	3.00	6.00	6.00	6.00	-
Specialty Principal - Special Education	3.00	3.00	3.00	3.00	3.00	-
Specialty Principal/Alternative	1.00	1.00	1.00	1.00	1.00	-
Sr Compliance Advisor	-	1.00	1.00	1.00	1.00	-
Sr Manager - Optional School & Advanced Academics	1.00	1.00	1.00	1.00	1.00	-
Sr. Manager - Enrollment Registration Attendance	-	-	-	1.00	1.00	-
Student Equity Enrollment & Discipline Executive D	-	1.00	1.00	1.00	1.00	-
Student Leadership Advisor	1.00	-	-	-	-	-
Student Recruitment Advisor	-	2.00	2.00	2.00	2.00	-
Study Hall Monitor	1.00	-	-	-	-	-
Supervising Psychologist(Coord. School Health)	3.00	3.00	2.00	-	-	-
Teacher On Assignment	1.00	1.00	1.00	1.00	-	(1.00)
Training NCO	1.00	1.00	1.00	1.00	1.00	-
Truancy Attendance Specialist	-	2.00	3.00	3.00	3.00	-
Truancy Attendance Teacher	-	3.00	3.00	2.00	2.00	-
Vice Principal	-	1.00	1.00	-	-	-
Youth Advocacy & Resource Advisor	-	-	-	4.00	4.00	-
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT TOTAL</b>	<b>1,899.30</b>	<b>1,856.46</b>	<b>1,940.00</b>	<b>1,814.26</b>	<b>1,848.26</b>	<b>34.00</b>
<b>BOARD OF EDUCATION</b>						
Board Clerical Assistant	1.00	-	-	-	-	-
Board Member	9.00	9.00	9.00	9.00	9.00	-
Executive Assistant - Board	1.00	1.00	1.00	1.00	1.00	-
Manager Board Office	1.00	1.00	1.00	1.00	1.00	-
Policy and Legislative Advisor	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Board and Government Affairs	-	-	-	1.00	1.00	-
<b>BOARD OF EDUCATION TOTAL</b>	<b>13.00</b>	<b>12.00</b>	<b>12.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>CHIEF OF COMMUNICATIONS</b>						
Administrative Assistant Broadcast	1.00	1.00	1.00	1.00	1.00	-
Bilingual Communications Analyst	1.00	1.00	-	-	-	-
Broadcast Production Associate	3.00	3.00	3.00	3.00	3.00	-
Broadcasting Specialist	1.00	1.00	1.00	1.00	1.00	-
Chief Engineer	1.00	1.00	1.00	1.00	1.00	-
Chief of Communications	1.00	1.00	1.00	1.00	1.00	-
Communications Advisor	1.00	1.00	2.00	1.00	1.00	-
Communication Manager	-	1.00	1.00	1.00	1.00	-
Copy Editor	-	-	-	1.00	1.00	-
Development Specialist	1.00	-	-	-	-	-
Digital Media Advisor	1.00	1.00	1.00	1.00	1.00	-
Director - Internal Communications	1.00	1.00	1.00	1.00	1.00	-
Director - External Communications	1.00	1.00	1.00	1.00	1.00	-
General Manager	1.00	1.00	1.00	1.00	1.00	-
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Internal Communications Analyst	1.00	1.00	-	-	-	-
Manager - Bilingual Communications	-	-	1.00	1.00	1.00	-
Marketing Manager	1.00	1.00	1.00	1.00	1.00	-
Multimedia Relations Advisor	-	1.00	1.00	1.00	1.00	-
Multimedia Relations Manager	1.00	1.00	1.00	1.00	1.00	-
Multimedia Specialist	1.00	1.00	1.00	1.00	1.00	-
Public Information Officer	-	-	-	1.00	1.00	-
Radio Broadcast Associate	2.00	3.00	3.00	3.00	3.00	-
Senior Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Specialist - Administrative (Communications)	1.00	1.00	1.00	1.00	1.00	-
Specialist - Internal Communications	-	-	-	1.00	1.00	-
Strategic Communications Advisor	1.00	1.00	1.00	1.00	1.00	-
Web Services Advisor	1.00	1.00	1.00	1.00	1.00	-
Web Support Specialist	1.00	1.00	1.00	1.00	1.00	-
<b>CHIEF OF COMMUNICATIONS TOTAL</b>	<b>26.00</b>	<b>28.00</b>	<b>28.00</b>	<b>30.00</b>	<b>30.00</b>	<b>-</b>
<b>CHIEF OF SCHOOLS</b>						
Academic Schools Support Manager	1.00	1.00	-	-	-	-
Admin Assistant for Assistant Superintendent	2.00	2.00	2.00	2.00	2.00	-
Administrative Assistant	1.00	1.00	-	-	-	-
Administrative Assistant - Office of Charter Schools	-	-	-	1.00	1.00	-
Advisor School Governance and Compliance	-	1.00	1.00	-	-	-
Advisor - Organizational Quality	-	-	-	1.00	1.00	-
Advisor - Instructional RTI2	-	-	-	1.00	1.00	-
Advisor SPED Charter School	3.00	3.00	3.00	3.00	3.00	-
Art Teacher	1.00	-	-	-	-	-
Assistant Principal-Elementary/Middle	5.00	5.00	5.00	5.00	5.00	-
Assistant Superintendent of Charter Schools	-	1.00	1.00	1.00	1.00	-
Assistant Superintendent - High Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent - Middle Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent of Priority Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent Schools	2.00	2.00	2.00	2.00	2.00	-
Case Manager - Equity	1.00	1.00	-	-	-	-
Charter School Specialist Organizational Quality	1.00	1.00	1.00	-	-	-
Chief of Schools	1.00	-	1.00	-	-	-
Classroom Teacher K-5	-	-	1.00	1.00	1.00	-
Clerical Assistant	-	-	-	1.00	1.00	-
Director of Whitehaven Empowerment Zone	1.00	1.00	1.00	-	-	-
Director - Academic Programs	-	-	1.00	-	-	-
Director - Early Literacy	-	-	1.00	1.00	1.00	-
Director - ESSER Planning	-	-	-	1.00	1.00	-
Director - iZone	-	-	-	1.00	1.00	-
Director - Organizational Quality	-	1.00	1.00	1.00	1.00	-
Educational Assistant	4.00	19.00	1.00	1.00	1.00	-
Educational Asst - Elementary	1.00	-	-	-	-	-
Emergency Management Specialist	-	-	1.00	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Executive Assistant	-	-	1.00	1.00	1.00	-
Executive Assistant-Chief of Schools	1.00	1.00	-	-	-	-
Executive Assistant - Charter Schools	1.00	1.00	-	-	-	-
Executive Principal	-	1.00	1.00	-	-	-
Highly Specialized Advisor	5.00	5.00	4.00	4.00	4.00	-
Highly Specialized Advisor Charter School Devt	-	1.00	1.00	-	-	-
Innovative Learning Schools (VILS) Instructional C	-	-	8.00	8.00	8.00	-
Instructional Advisor ESL	2.00	2.00	2.00	1.00	1.00	-
Instructional Advisor Literacy	-	-	1.00	-	-	-
Instructional Curriculum Coach	23.00	23.00	23.00	20.00	20.00	-
Instructional Facilitator	-	-	3.00	3.00	3.00	-
Instructional Leadership Director	11.00	11.00	9.00	9.00	9.00	-
Instructional Leadership Director iZone	1.00	1.00	2.00	2.00	2.00	-
Instructional Math/Literacy Coach	2.00	-	-	-	-	-
Instructional Support Advisor	7.00	5.00	5.00	2.00	2.00	-
Instructional Support Advisor RTI	2.00	2.00	2.00	1.00	1.00	-
Interventionist	-	-	7.00	-	-	-
I-Zone Clerk	1.00	1.00	1.00	1.00	1.00	-
Manager Organizational Quality	1.00	1.00	1.00	1.00	1.00	-
Manager Strategic Ops and Academic Initiatives	-	1.00	1.00	-	-	-
Office Associate	1.00	1.00	-	-	-	-
PLC Advisor	2.00	2.00	-	-	-	-
Program Director - Schools and Leadership	-	-	1.00	1.00	1.00	-
SEED - Compliance Specialist	-	-	1.00	-	-	-
Senior Accountant	-	-	1.00	1.00	1.00	-
Senior Advisor - Chief of Schools	-	-	1.00	1.00	1.00	-
Senior Advisor - Continuous Improvement	-	-	-	1.00	1.00	-
Senior Advisor - School Development	-	-	-	1.00	1.00	-
Senior Manager of Early Literacy	-	1.00	-	-	-	-
SIM Data Specialist	2.00	2.00	2.00	2.00	2.00	-
Senior Manager - Charter & Training Schools	-	-	1.00	1.00	1.00	-
Social Worker	1.00	5.00	-	-	-	-
STEM Manager - CCTE	1.00	1.00	-	-	-	-
Supervising Psychologist(Exceptional Children)	2.00	-	-	-	-	-
<b>CHIEF OF SCHOOLS TOTAL</b>	<b>90.00</b>	<b>107.00</b>	<b>105.00</b>	<b>88.00</b>	<b>88.00</b>	<b>-</b>
<b>CHIEF OF STAFF</b>						
Assistant Chief of Staff	1.00	-	-	-	-	-
Advisor - Equity and Diversity	-	-	2.00	-	-	-
Analyst - Equity and Diversity	-	-	1.00	1.00	1.00	-
Chief of Staff	1.00	1.00	1.00	1.00	1.00	-
Director - Equity Office	-	-	1.00	1.00	1.00	-
Director - Strategic Operations and Innovation	1.00	1.00	1.00	1.00	1.00	-
Director II - Equity Office	-	-	1.00	1.00	1.00	-
Executive Assistant to the Chief of Staff	-	1.00	1.00	1.00	1.00	-
Highly Specialized Strategic Planning Advisor	-	1.00	-	-	-	-
Manager - Equity and Diversity Analyst	-	-	1.00	-	-	-
Manager - Strategic Planning	-	-	1.00	1.00	1.00	-
MWBE Assistant	-	1.00	1.00	1.00	1.00	-
MWBE Director	1.00	-	-	-	-	-
MWBE Manager	-	1.00	1.00	1.00	1.00	-
MWBE Specialist	2.00	1.00	2.00	2.00	2.00	-
Project Manager	2.00	2.00	2.00	2.00	2.00	-
<b>CHIEF OF STAFF TOTAL</b>	<b>8.00</b>	<b>9.00</b>	<b>16.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>
<b>FINANCE</b>						
Accountant	3.00	2.00	3.00	3.00	3.00	-
Academic Sourcing Manager	1.00	1.00	1.00	1.00	1.00	-
Accounting Associate	1.00	1.00	1.00	1.00	1.00	-
Accounts Payable Associate	5.00	5.00	5.00	6.00	6.00	-
Accounts Payable Specialist	1.00	1.00	1.00	2.00	2.00	-
Administrative Assistant	-	3.00	3.00	3.00	3.00	-
Administrative Assistant for Federal Programs Dire	1.00	1.00	1.00	1.00	1.00	-
Advisor Senior Procurement	-	-	1.00	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Budget Advisor School Finance	2.00	2.00	-	-	-	-
Budget Analyst	2.00	1.00	2.00	1.00	1.00	-
Buyer	2.00	2.00	2.00	2.00	2.00	-
Chief Financial Officer	1.00	1.00	1.00	1.00	1.00	-
Controller	1.00	1.00	1.00	1.00	1.00	-
Deputy Chief Financial Officer	1.00	1.00	1.00	1.00	1.00	-
Director - Accounting & Reporting	1.00	1.00	1.00	1.00	1.00	-
Director - Accounts Payable	1.00	1.00	1.00	1.00	1.00	-
Director Grants Management and Compliance	-	1.00	1.00	1.00	1.00	-
Director - Payroll	1.00	1.00	1.00	1.00	1.00	-
Director - Procurement	1.00	1.00	1.00	1.00	1.00	-
Director II - Federal Programs and Operations	-	1.00	1.00	1.00	1.00	-
Director of Budget & Fiscal Planning	1.00	1.00	1.00	1.00	1.00	-
Director II-State & Federal Grants	1.00	-	-	-	-	-
Director School Support /Fiscal Compliance	1.00	-	-	-	-	-
Director Special Projects	1.00	-	-	-	-	-
ERP Continuous Improvement Professional Part-Time	-	1.00	1.00	1.00	1.00	-
Executive Assistant to the CFO	-	1.00	1.00	2.00	2.00	-
Financial Support Specialist	-	-	-	1.00	1.00	-
Fiscal Assistant	1.00	-	-	-	-	-
Grant Writer Advisor	1.00	1.00	2.00	1.00	1.00	-
Highly Specialized Financial Systems Advisor	-	1.00	1.00	1.00	1.00	-
Manager - Discretionary Grant	-	-	1.00	1.00	1.00	-
Manager - Operations Sourcing	1.00	1.00	1.00	1.00	1.00	-
Manager of Accounting & Reporting	1.00	1.00	1.00	1.00	1.00	-
Manager of Accounts Payable	1.00	1.00	1.00	1.00	1.00	-
Manager of Budget	1.00	1.00	1.00	1.00	1.00	-
Manager of Financial Planning & Accountability	-	1.00	1.00	-	-	-
Part Time Senior Accountant	-	-	1.00	-	-	-
Part - Time Director - Procurement	-	-	-	1.00	1.00	-
Part-Time Director AP Payroll & Finance Ops	-	1.00	1.00	1.00	1.00	-
Part-Time Payroll Associate	-	-	-	1.00	1.00	-
Part-Time Payroll Manager	-	1.00	1.00	-	-	-
Payroll Accountant	2.00	1.00	1.00	1.00	1.00	-
Payroll Associate	5.00	5.00	5.00	5.00	5.00	-
Payroll Manager	2.00	2.00	2.00	2.00	2.00	-
Procurement Associate	2.00	2.00	2.00	3.00	3.00	-
Procurement Associate (Part Time Perm)	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant	-	-	-	1.00	1.00	-
Senior Accountant (Accounting)	3.00	4.00	4.00	4.00	4.00	-
Senior Accountant(Student Activity&Financial Oper)	1.00	-	-	-	-	-
Senior Budget Analyst	3.00	4.00	6.00	8.00	8.00	-
Senior Buyer	3.00	3.00	2.00	2.00	2.00	-
Senior Manager - Accounting & Reporting	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - Budget	1.00	1.00	1.00	1.00	1.00	-
<b>FINANCE TOTAL</b>	<b>59.00</b>	<b>64.00</b>	<b>69.00</b>	<b>74.00</b>	<b>74.00</b>	<b>-</b>
<b>STRATEGIC OPERATIONS</b>						
Deputy Superintendent Strategic Operations & Support	1.00	1.00	1.00	1.00	-	(1.00)
<b>STRATEGIC OPERATIONS TOTAL</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>	<b>(1.00)</b>
<b>GENERAL COUNSEL</b>						
Administrative Assistant for Policy	1.00	-	-	-	-	-
Advisor - On-The-Job Injury	-	1.00	1.00	1.00	1.00	-
Associate General Counsel	5.00	5.00	6.00	6.00	6.00	-
Chief General Counsel	1.00	1.00	1.00	1.00	1.00	-
Contract Administrator	-	1.00	1.00	1.00	1.00	-
Contract Advisor	-	3.00	3.00	3.00	3.00	-
Coordinator - Executive Legal	-	-	1.00	1.00	1.00	-
Coordinator - Project	-	-	1.00	1.00	1.00	-
Deputy General Counsel	1.00	1.00	1.00	-	-	-
Interns - General Counsel	-	-	4.00	-	-	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Executive Legal Assistant	1.00	1.00	-	-	-	-
Legal Assistant	1.00	2.00	2.00	2.00	2.00	-
Legal Secretary	1.00	-	-	-	-	-
Manager - Governmental Affairs & Compliance	-	-	1.00	1.00	1.00	-
Policy Development Advisor	2.00	2.00	2.00	2.00	2.00	-
Risk Advisor-Risk/Liability and Student Accident	1.00	1.00	1.00	1.00	1.00	-
Risk Management Manager	1.00	1.00	1.00	1.00	1.00	-
Safety Office - OSHA/Environmental Concerns/Inspe	1.00	1.00	1.00	1.00	1.00	-
Senior Counsel	-	-	2.00	2.00	2.00	-
Special Project Assistant - Employee Accidents	1.00	-	-	-	-	-
Senior Specialist - Compliance	-	-	1.00	1.00	1.00	-
Title IX Advisor	1.00	1.00	1.00	1.00	1.00	-
Title IX Associate	0.60	-	-	-	-	-
<b>GENERAL COUNSEL TOTAL</b>	<b>18.60</b>	<b>21.00</b>	<b>31.00</b>	<b>26.00</b>	<b>26.00</b>	<b>-</b>
<b>HUMAN CAPITAL AND TALENT MANAGEMENT</b>						
Administrative Assistant	-	1.00	2.00	1.00	1.00	-
Administrative Specialist	-	-	1.00	1.00	1.00	-
Advisor - Employee Performance and Support	3.00	3.00	4.00	4.00	4.00	-
Advisor - HR Bus Ops & Benefits Special Projects	-	-	1.00	1.00	1.00	-
Advisor - Peer Assistance & Review	-	-	-	4.00	4.00	-
Advisor Office of Professional Standards	2.00	4.00	3.00	4.00	4.00	-
Associate - Compliance	-	-	1.00	1.00	1.00	-
Associate Employee Evaluation and Support	1.00	-	-	-	-	-
Chief of Human Resources	1.00	1.00	1.00	1.00	1.00	-
Compensation Advisor	1.00	2.00	2.00	3.00	3.00	-
Compensation Analyst	1.00	1.00	1.00	-	-	-
Compensation Manager	-	-	-	1.00	1.00	-
Compensation Specialist	1.00	-	-	-	-	-
Compliance Associate	1.00	-	-	-	-	-
Constituent Services Assistant	-	3.00	-	-	-	-
Customer Service Rep Human Resources	2.00	2.00	2.00	1.00	1.00	-
Deputy Chief for Human Resources	1.00	1.00	-	1.00	1.00	-
Deputy Chief of HR Operations and Strategy	-	1.00	-	-	-	-
Deputy Chief of Instructional Talent	1.00	-	-	-	-	-
Director of Taotal Rewards	1.00	1.00	1.00	1.00	1.00	-
Director - Strategic Staffing	-	-	1.00	1.00	1.00	-
Director II - HR Talent Management	1.00	1.00	1.00	1.00	1.00	-
Director Office of Professional Standards	-	-	1.00	1.00	1.00	-
Director of Human Capital Office	1.00	-	-	-	-	-
Director of Labor Empl Rel / Perf Mgmt & Sup	1.00	-	-	-	-	-
Employee Connect Clerk	3.00	-	-	-	-	-
Employee Connect Manager	1.00	-	-	-	-	-
Employee Enterprise Associate	3.00	3.00	2.00	2.00	2.00	-
Employee Enterprise Manager	1.00	-	-	-	-	-
Employee Relations Advisor	2.00	-	-	-	-	-
Executive Assistant Human Resources	1.00	1.00	-	-	-	-
HR Business Partner Instructional	4.00	-	-	-	-	-
HR Business Partner Non-Instructional	2.00	-	-	-	-	-
HR Data Analyst	-	1.00	1.00	1.00	1.00	-
HR File Clerk	-	-	1.00	1.00	1.00	-
HR Licensure and Compliance Specialist	-	-	1.00	1.00	1.00	-
HR Senior Advisor of Teacher Pipeline Partnerships	-	1.00	-	-	-	-
HR Senior Data Analyst	1.00	1.00	1.00	1.00	1.00	-
HR Senior Data Systems and Records Advisor	-	1.00	1.00	-	-	-
HR Strategic Project Advisor	1.00	-	-	-	-	-
HR Talent Associate Instructional	2.00	2.00	2.00	2.00	2.00	-
HR Talent Specialist Instructional	3.00	3.00	1.00	1.00	1.00	-
HR Talent Specialist Non-Instructional	2.00	1.00	2.00	2.00	2.00	-
Human Resource Staffing Advisor Instructional	-	4.00	1.00	1.00	1.00	-
Human Resource Staffing Advisor Non Instructional	-	2.00	2.00	2.00	2.00	-
Human Resource Staffing Manager Non - Instructional	-	1.00	1.00	1.00	1.00	-



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Lead Labor Relations Advisor	1.00	-	-	-	-	-
Licensure and Compliance Specialist	-	1.00	1.00	1.00	1.00	-
Manager - Employee Performance and Support	-	1.00	1.00	1.00	1.00	-
Manager HR Business Strategy & Total Rewards	-	-	1.00	1.00	1.00	-
Manager Non-Instructional Evaluation & Employee D	1.00	-	-	-	-	-
Manager of Labor Relations	1.00	-	-	-	-	-
Manager of Recruitment & Staffing	1.00	-	-	-	-	-
Non-Instructional Evaluation Specialist	1.00	-	-	-	-	-
Part-Time Talent Acquisition Recruiter	2.00	-	-	-	-	-
Recruitment Brand Digital & Content Advisor	-	-	1.00	1.00	1.00	-
Selector Talent Acquisition	1.00	-	-	-	-	-
Senior Advisor - Employee Performance and Support	-	1.00	-	-	-	-
Senior Advisor HR Bus Ops and Spec Projects	-	1.00	-	-	-	-
Senior Advisor Office of Professional Standards	-	2.00	3.00	2.00	2.00	-
Senior Advisor - HR Staffing Instructional	-	-	1.00	1.00	1.00	-
Senior Compensation Advisor	2.00	1.00	1.00	1.00	1.00	-
Senior Compensation Strategist	1.00	1.00	1.00	-	-	-
Senior Employee Relations Advisor	1.00	-	-	-	-	-
Senior HR Metrics Analyst	-	1.00	1.00	1.00	1.00	-
Specialist - HR Talent & Support	-	-	1.00	1.00	1.00	-
Specialist - HR Data	1.00	1.00	1.00	1.00	1.00	-
Sr. Manager of Instructional Talent	1.00	1.00	1.00	-	-	-
Specialist HR Employee Services	1.00	-	-	-	-	-
Specialist Office of Professional Standards	1.00	1.00	-	-	-	-
Sr. HR Business Strategist & Consultant	1.00	-	-	-	-	-
Talent Acquisition Advisor	1.00	-	-	-	-	-
Talent Acquisition Associate	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Manager	1.00	-	-	-	-	-
Talent Acquisition & Retention Manager	-	1.00	1.00	1.00	1.00	-
Talent Acquisition Recruiter	5.00	5.00	3.00	3.00	3.00	-
Teacher and Leader Effectiveness Advisor	2.00	-	-	-	-	-
Teacher and Leadership Effectiveness Manager	1.00	-	-	-	-	-
Teacher Effectiveness Advisor	1.00	-	-	-	-	-
Teacher Evaluation Analyst	1.00	-	-	-	-	-
Technology and Communications Advisor	1.00	-	-	-	-	-
<b>HUMAN CAPITAL AND TALENT MANAGEMENT TOTAL</b>	<b>76.00</b>	<b>61.00</b>	<b>57.00</b>	<b>58.00</b>	<b>58.00</b>	<b>-</b>
<b>INFORMATION TECHNOLOGY</b>						
Advisor - IT Business	-	-	4.00	3.00	3.00	-
Analyst - Cyber Security	7.00	7.00	7.00	7.00	7.00	-
Analyst - IT Service Desk	-	-	-	1.00	1.00	-
Chief Information Officer	1.00	1.00	1.00	1.00	1.00	-
Cyber Security Administrator	1.00	1.00	1.00	1.00	1.00	-
Database Administrator	-	-	-	1.00	1.00	-
Database Advisor (ERP)	1.00	1.00	1.00	1.00	1.00	-
Director - Business Relationships & Customer Serv	1.00	1.00	1.00	1.00	1.00	-
Director - Infrastructure and Security	1.00	1.00	1.00	1.00	1.00	-
ERP Change Management Advisor	1.00	1.00	-	-	-	-
ERP Data Conversion and Interface Analyst	1.00	1.00	-	-	-	-
ERP Functional Advisor	6.00	5.00	-	-	-	-
ERP Functional Manager	1.00	1.00	1.00	1.00	1.00	-
ERP Security Administrator	1.00	1.00	1.00	1.00	1.00	-
ERP Technical Manager	1.00	1.00	1.00	-	-	-
ERP Training Advisor	1.00	1.00	1.00	-	-	-
Executive Assistant - Information Technology	-	-	1.00	1.00	1.00	-
Highly Specialized Strategic Planning Advisor	1.00	1.00	1.00	1.00	1.00	-
IT Business Analyst	1.00	-	-	-	-	-
IT Business Technology Advisor	1.00	1.00	1.00	1.00	1.00	-
IT Database Advisor	3.00	1.00	1.00	1.00	1.00	-
IT Database Engineer	-	-	1.00	-	-	-
IT Departmental Assistant	2.00	2.00	1.00	1.00	1.00	-
IT Enterprise Email Analyst	2.00	-	-	-	-	-





## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
IT Manager - System Administration and Security	1.00	1.00	1.00	1.00	1.00	-
IT Manager-Application Development	1.00	1.00	1.00	1.00	1.00	-
IT Manager-Technology Development	1.00	-	-	-	-	-
IT Manager-Technology Field Support	3.00	3.00	3.00	3.00	3.00	-
IT Network/Telecom Manager	1.00	1.00	1.00	1.00	1.00	-
IT Programmer Advisor	4.00	4.00	3.00	3.00	3.00	-
IT Report Analyst	2.00	2.00	1.00	1.00	1.00	-
IT Security Manager	1.00	1.00	1.00	1.00	1.00	-
IT Senior Application Developer	1.00	1.00	1.00	1.00	1.00	-
IT Senior System Administrator	4.00	4.00	4.00	4.00	4.00	-
IT Support Analyst	43.00	42.00	42.00	42.00	42.00	-
IT Support Associate	12.00	10.00	6.00	5.00	5.00	-
IT Systems Administrator Analyst	2.00	2.00	2.00	2.00	2.00	-
IT Systems Security Analyst	1.00	-	-	-	-	-
Manager Project Management Office	1.00	1.00	-	-	-	-
Manager - PMO/IT Programs	-	-	1.00	1.00	1.00	-
Network Analyst	5.00	4.00	4.00	4.00	4.00	-
Network Installation Analyst	3.00	3.00	3.00	3.00	3.00	-
Process Advisor	1.00	-	-	-	-	-
Programmer Advisor ERP	1.00	1.00	1.00	1.00	1.00	-
Project Manager	4.00	2.00	2.00	3.00	3.00	-
Report Analyst (ERP)	1.00	-	-	-	-	-
Senior Analyst - IT Support	-	-	3.00	4.00	4.00	-
Senior ERP Applications Advisor	1.00	1.00	-	-	-	-
Service Desk Associate	8.00	8.00	11.00	10.00	10.00	-
Service Desk Manager	1.00	1.00	1.00	1.00	1.00	-
System Administrator	3.00	-	-	-	-	-
Telecom Analyst	4.00	4.00	4.00	4.00	4.00	-
<b>INFORMATION TECHNOLOGY TOTAL</b>	<b>144.00</b>	<b>125.00</b>	<b>122.00</b>	<b>120.00</b>	<b>120.00</b>	<b>-</b>
<b>INTERNAL AUDIT</b>						
Administrative Assistant to MWBE Director	1.00	-	-	-	-	-
Associate Internal Auditor	4.00	2.00	2.00	1.00	1.00	-
Chief Internal Auditor	1.00	1.00	1.00	1.00	1.00	-
Director - Audit	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief Internal Auditor	1.00	1.00	1.00	1.00	1.00	-
Information Technology Auditor	1.00	1.00	-	-	-	-
Internal Auditor Manager	2.00	1.00	1.00	1.00	1.00	-
Internal Auditor	3.00	3.00	3.00	3.00	3.00	-
Senior Internal Auditor Investigator	1.00	2.00	2.00	2.00	2.00	-
Senior Performance Auditor	-	-	1.00	2.00	2.00	-
<b>INTERNAL AUDIT TOTAL</b>	<b>15.00</b>	<b>12.00</b>	<b>12.00</b>	<b>12.00</b>	<b>12.00</b>	<b>-</b>
<b>OPERATIONS</b>						
Administrative Assistant	1.00	2.00	2.00	2.00	2.00	-
Administrative Specialist	1.00	-	-	-	-	-
Asbestos Supervisor	1.00	1.00	1.00	1.00	1.00	-
Asset Inventory Associate	-	2.00	2.00	2.00	2.00	-
Asset Inventory Manager	1.00	1.00	1.00	1.00	1.00	-
Asset Inventory Data Analyst	-	1.00	1.00	1.00	1.00	-
Asset Management Clerical	1.00	-	-	-	-	-
Assistant Zone Supervisor Plant Manager	3.00	-	-	-	-	-
Associate Fixed Asset	2.00	-	-	-	-	-
Associate General Counsel	1.00	-	-	-	-	-
Associate - Warehouse	2.00	2.00	2.00	3.00	3.00	-
Business Manager of Operations	1.00	-	-	-	-	-
Buyer Facilities Construction	1.00	-	-	-	-	-
Buyer Information Technology	1.00	-	-	-	-	-
CAD Drafter	1.00	-	-	-	-	-
Capacity Planning Advisor	1.00	1.00	-	-	-	-
Chief of Business Operations	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Contract Management	1.00	-	-	-	-	-
Clerical Assistant-Fast Lane Transactional Strate	1.00	-	-	-	-	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Compliance Advisor	3.00	4.00	4.00	4.00	4.00	-
Compliance Specialist	2.00	-	-	-	-	-
Construction Manager	2.00	1.00	1.00	1.00	1.00	-
Contract Administrator	1.00	-	-	-	-	-
Contract Advisor	3.00	-	-	-	-	-
Contract Manager	1.00	-	-	-	-	-
Crewperson	14.00	14.00	14.00	2.00	2.00	-
Customer Service Associate	1.00	1.00	1.00	1.00	1.00	-
Data Info Specialist	1.00	1.00	-	-	-	-
Demographer	1.00	1.00	1.00	1.00	1.00	-
Diesel Mechanic Certified	1.00	1.00	1.00	1.00	1.00	-
Director - Asset Management	-	-	1.00	1.00	1.00	-
Director - Construction	1.00	1.00	1.00	1.00	1.00	-
Director - Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Director - Facilities Maintenance	1.00	1.00	1.00	1.00	1.00	-
Director of Grounds	1.00	-	-	-	-	-
Director of Plant Managers	1.00	-	-	-	-	-
Director of Transportation	1.00	-	1.00	1.00	1.00	-
Director II - Business Operations	1.00	1.00	1.00	1.00	1.00	-
Director II - Facilities Maintenance	1.00	1.00	1.00	2.00	2.00	-
Director of Facility Planning	1.00	1.00	1.00	1.00	1.00	-
Draftsman	1.00	-	-	-	-	-
Energy Manager	1.00	-	-	-	-	-
Environment Health and Safety Manager	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief of Business Opera	1.00	1.00	1.00	1.00	1.00	-
Executive Director Enterprise Initiatives	-	-	-	-	-	-
Facilities Financial Advisor	1.00	1.00	1.00	1.00	1.00	-
Facility Planning and Property Management Analyst	1.00	1.00	1.00	1.00	1.00	-
Financial Advisor	1.00	1.00	1.00	1.00	1.00	-
Fire and Life Safety Compliance Specialist	1.00	-	-	-	-	-
General Services Manager	1.00	1.00	-	-	-	-
General Services Supervisor	-	3.00	4.00	4.00	4.00	-
GIS Planning Advisor	1.00	1.00	1.00	1.00	1.00	-
Grounds Supervisor	4.00	4.00	4.00	4.00	4.00	-
Heavy Equipment Mechanic	1.00	1.00	1.00	-	-	-
Heavy Equipment Operator	2.00	2.00	2.00	1.00	1.00	-
Information Technology Sourcing Manager	1.00	-	-	-	-	-
Inventory Clerk	4.00	4.00	3.00	1.00	1.00	-
Lead Mechanic I Certified	1.00	1.00	1.00	1.00	1.00	-
Low Voltage Advisor	-	-	-	-	-	-
Low Voltage Supervisor	1.00	1.00	1.00	1.00	1.00	-
Mail Clerk	1.00	1.00	3.00	3.00	3.00	-
Maint Tech I - Sheet Metal Worker	4.00	4.00	4.00	4.00	4.00	-
Maint Tech II - Carpenter	15.00	15.00	15.00	15.00	15.00	-
Maint Tech II - Carpenter/Welder	4.00	4.00	4.00	4.00	4.00	-
Maint Tech III - Bricklayer	2.00	2.00	2.00	2.00	2.00	-
Maint Tech III - Painter	7.00	7.00	7.00	7.00	7.00	-
Maint Tech IV - Roofer	6.00	6.00	6.00	6.00	6.00	-
Maintenance Technician-Electrician	17.00	14.00	14.00	15.00	15.00	-
Maintenance Technician - Energy	2.00	2.00	2.00	2.00	2.00	-
Maintenance Technician-HVAC	24.00	24.00	24.00	24.00	24.00	-
Maintenance Technician - Plasterer	1.00	1.00	1.00	1.00	1.00	-
Maintenance Technician-Plumber	13.00	13.00	13.00	16.00	16.00	-
Maintenance Technician - Roofer	6.00	6.00	2.00	2.00	2.00	-
Manager - Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Manager - Facilities Operations	1.00	1.00	1.00	1.00	1.00	-
Manager - Facilities Planning & Property	-	-	1.00	1.00	1.00	-
Manager Planning	1.00	-	-	-	-	-
Master Electrician	1.00	1.00	1.00	1.00	1.00	-
Master HVAC	1.00	1.00	1.00	1.00	1.00	-
Master Maint Tech-Electrician	1.00	-	-	-	-	-



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Master Maint Tech-HVAC	1.00	-	-	-	-	-
Master of Plumbing	1.00	1.00	1.00	1.00	1.00	-
Mechanic I - Certified	3.00	3.00	3.00	3.00	3.00	-
Minor Projects/ASD Supervisor	1.00	-	-	-	-	-
Operations Specialist Facilities/Warehousing	1.00	-	-	-	-	-
Pest Control Manager	1.00	1.00	1.00	1.00	1.00	-
Pest Control Technician I	6.00	6.00	6.00	6.00	6.00	-
Pest Control Technician II	2.00	2.00	2.00	2.00	2.00	-
Plant Manager	135.00	135.00	136.00	159.00	159.00	-
Plant Manager II	2.00	2.00	2.00	2.00	2.00	-
PMO Manager	1.00	-	-	-	-	-
Project Facilitator II	1.00	-	-	-	-	-
Project Management Lead	2.00	2.00	2.00	2.00	2.00	-
Project Manager	3.00	1.00	1.00	1.00	1.00	-
Record Clerk	4.00	3.00	3.00	3.00	3.00	-
Routing Specialist (Gen Ed SPED)	2.00	2.00	2.00	2.00	2.00	-
Senior Advisor - Business Ops & Special Pro	2.00	1.00	1.00	1.00	1.00	-
Small Engine Mechanic	1.00	1.00	1.00	-	-	-
Steam - Pipe Fitter	1.00	1.00	1.00	1.00	1.00	-
System Support and Data Specialist	1.00	-	-	-	-	-
Technician - Asbestos Abatement II	3.00	3.00	3.00	3.00	3.00	-
Technician - Asbestos Abatement III	3.00	3.00	3.00	3.00	3.00	-
Technician - Electronics II	3.00	3.00	4.00	4.00	4.00	-
Technician - Flooring	5.00	5.00	3.00	3.00	3.00	-
Technician Lead - Flooring	-	-	2.00	2.00	2.00	-
Transportation Advisor	1.00	1.00	1.00	1.00	1.00	-
Transportation Data Analyst	1.00	1.00	1.00	1.00	1.00	-
Transportation Manager	1.00	1.00	-	-	-	-
Transportation Routing Analyst	2.00	2.00	2.00	2.00	2.00	-
Transportation Safety Specialist	1.00	1.00	1.00	1.00	1.00	-
Truck Driver - CDL	-	-	2.00	1.00	1.00	-
Truck Driver	1.00	1.00	-	-	-	-
Truck Driver II	2.00	2.00	-	-	-	-
Truck Driver-Maintenance	23.00	23.00	22.00	1.00	1.00	-
Vendor Assistant	1.00	1.00	-	-	-	-
Vendor Coordinator	-	-	-	-	-	-
Warehouse First Line Supervisor	3.00	3.00	3.00	3.00	3.00	-
Warehouseman	-	-	1.00	-	-	-
Zone 1-4 HVAC Supervisor	3.00	3.00	3.00	3.00	3.00	-
Zone 1-4 Manager	3.00	4.00	4.00	2.00	2.00	-
Zone 1-4 Supervisor - Custodial & Grounds	4.00	4.00	4.00	4.00	4.00	-
Zone 1A-4B Supervisor	6.00	5.00	5.00	5.00	5.00	-
<b>OPERATIONS TOTAL</b>	<b>429.00</b>	<b>393.00</b>	<b>390.00</b>	<b>377.00</b>	<b>377.00</b>	<b>-</b>
<b>DEPUTY SUPERINTENDENT OF SCHOOLS &amp; ACADEMIC SUPPORT</b>						
Analytics Advisor	3.00	3.00	3.00	3.00	3.00	-
Analyst - Student Information Management	-	-	-	4.00	4.00	-
Assessment & Accountability Assistant	1.00	1.00	1.00	1.00	1.00	-
Assessment Advisor	3.00	3.00	3.00	3.00	3.00	-
Assessment Specialist	2.00	2.00	2.00	2.00	2.00	-
Assistant Principal-Elementary/Middle	-	-	-	-	1.00	1.00
Business Process Analyst	1.00	1.00	1.00	1.00	-	(1.00)
Classroom Teacher-Vocational CCTE Teaching as a	-	-	-	-	1.00	1.00
Classroom Teacher Secondary	-	-	-	-	2.00	2.00
Classroom Teacher Special ED	-	-	-	-	6.00	6.00
Chief Innovation Officer	1.00	1.00	-	-	-	-
Continuous Improvement Advisor	1.00	1.00	1.00	1.00	1.00	-
Data Analyst	2.00	2.00	2.00	2.00	2.00	-
Database Engineer	1.00	2.00	2.00	2.00	2.00	-
Deputy Superintendent of Academics	1.00	1.00	1.00	1.00	1.00	-
Director - Assessment & Accountability	1.00	1.00	1.00	1.00	1.00	-
Director - Performance Management	1.00	1.00	1.00	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Director - Student Information Management	1.00	1.00	1.00	1.00	1.00	-
Director II - Planning & Accountability	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief Innovation Office	1.00	1.00	1.00	1.00	1.00	-
Family Engagement Specialist	-	-	-	-	3.00	3.00
Family Engagement Specialist (part-time)	-	-	-	-	4.00	4.00
Highly Specialized Advisor	2.00	2.00	2.00	2.00	2.00	-
Highly Specialized Advisor Strategy & Innovation	1.00	1.00	1.00	1.00	1.00	-
Instructional Support Analyst I	1.00	1.00	1.00	-	-	-
Interventionist	-	-	-	-	7.00	7.00
Manager - Academic School Support & Finance	-	-	-	1.00	1.00	-
Manager - Student Information Management	-	-	-	3.00	3.00	-
Manager Decision Analytics & Information Mgmt	1.00	1.00	1.00	1.00	1.00	-
Manager Research	1.00	1.00	1.00	1.00	1.00	-
Part-time SIM Data Worker	4.00	4.00	4.00	4.00	4.00	-
Records Assistant	4.00	4.00	4.00	4.00	4.00	-
Research Advisor	1.00	1.00	1.00	1.00	1.00	-
Research Analyst	-	-	1.00	1.00	1.00	-
Research Associate	1.00	1.00	-	-	-	-
Senior Advisor - Business Ops & Special Pro	1.00	1.00	1.00	1.00	1.00	-
Senior Manager Decision Analytics Information	1.00	1.00	1.00	1.00	1.00	-
SIM Data Specialist	8.00	8.00	8.00	13.00	13.00	-
SIM Team Leader	3.00	3.00	3.00	-	-	-
Student Records Manager	1.00	1.00	1.00	1.00	1.00	-
<b>DEPUTY SUPERINTENDENT OF SCHOOLS &amp; ACADEMIC SUPPORT</b>	<b>51.00</b>	<b>52.00</b>	<b>51.00</b>	<b>60.00</b>	<b>83.00</b>	<b>23.00</b>
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS</b>						
Advisor Student Family & Community	-	-	4.00	3.00	3.00	-
Advisor Family Partnership and School Support	5.00	5.00	5.00	4.00	4.00	-
Call Center Assistant	7.00	-	-	-	-	-
Chief of Community Engagement	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant Family Partnerships	1.00	1.00	2.00	2.00	2.00	-
Comm. Engagement Contracts & Accountability Mgr.	1.00	-	-	-	-	-
Community Engagement Specialist	3.00	3.00	1.00	1.00	1.00	-
Community Schools Manager	1.00	1.00	1.00	-	-	-
Community Schools Specialist	1.00	1.00	1.00	-	-	-
Constituent Services Assistant	7.00	7.00	7.00	7.00	7.00	-
Constituent Services Clerk	1.00	1.00	1.00	1.00	1.00	-
Constituent Services Specialist	1.00	1.00	1.00	1.00	1.00	-
Coordinator - Special Projects	1.00	1.00	-	-	-	-
Director - Constituent Services	-	-	1.00	1.00	1.00	-
Director - Family and Community Engagement	1.00	1.00	1.00	1.00	1.00	-
District Receptionist	1.00	1.00	1.00	1.00	1.00	-
Family Engagement Specialist	20.00	19.00	12.00	8.00	8.00	-
Family Resource Center Associate	2.00	2.00	2.00	2.00	-	(2.00)
High School Initiatives Advisor	1.00	-	-	-	-	-
Manager Community Engagement	2.00	2.00	2.00	1.00	1.00	-
Manager Family and School Support	1.00	1.00	1.00	1.00	1.00	-
Manager Student Engagement and Initiatives	-	1.00	1.00	1.00	1.00	-
Manager Student Leadership	-	1.00	1.00	1.00	1.00	-
Manager Student Recruitment	-	1.00	1.00	1.00	1.00	-
Senior Advisor - Community Schools	-	-	-	1.00	1.00	-
Senior Advisor - Student Family & Community	-	1.00	1.00	2.00	2.00	-
Senior Advisor - Student Internships	-	-	1.00	1.00	1.00	-
Senior Manager of Customer Services	1.00	-	-	-	-	-
Specialist Multicultural Family	1.00	1.00	3.00	1.00	1.00	-
Sr. Mgr. Partnership Accountability & Comm. Eng	-	1.00	-	1.00	1.00	-
Student Engagement Specialist K-12	-	2.00	1.00	1.00	1.00	-
Student Recruitment Advisor	4.00	-	-	-	-	-
Student Recruitment Specialist	1.00	1.00	4.00	4.00	4.00	-
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS TOTAL</b>	<b>65.00</b>	<b>57.00</b>	<b>57.00</b>	<b>49.00</b>	<b>47.00</b>	<b>(2.00)</b>
<b>SAFETY AND SECURITY</b>						
Admin Assistant to School & Safety Manager	1.00	-	-	-	-	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Admin Assist to Exec Dir Safety & Sec	-	1.00	1.00	1.00	1.00	-
Advisor - Safety & Security Special Project	-	-	-	1.00	1.00	-
Alarm/CCTV Installation Analyst	4.00	5.00	5.00	5.00	5.00	-
CCTV Manager	1.00	1.00	1.00	1.00	1.00	-
CCTV Monitor	4.00	4.00	4.00	11.00	11.00	-
Chief of Safety Security & Student Support	1.00	1.00	1.00	1.00	1.00	-
Coordinator Fleet	1.00	1.00	1.00	1.00	1.00	-
Data Info Specialist	2.00	1.80	2.00	2.00	2.00	-
Deputy Chief - Safety & Security	1.00	1.00	1.00	1.00	1.00	-
Director - Safety	1.00	1.00	1.00	1.00	1.00	-
Director - Security	1.00	1.00	1.00	1.00	1.00	-
Emergency Management Advisor	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant (Safety & Security)	1.00	1.00	1.00	1.00	1.00	-
Fingerprint/Background Analyst	2.00	2.00	2.00	2.00	2.00	-
Fingerprint/Background Specialist	2.00	2.00	2.00	2.00	2.00	-
GRASSY Special Project Coordinator I (Gang Counsel Major	5.00 2.00	2.00 2.00	- 2.00	- 2.00	- 2.00	- 2.00
Manager - Security	-	-	1.00	1.00	1.00	-
Mobile Security Officer	128.00	128.00	125.00	125.00	125.00	-
Records Clerk	2.00	1.00	1.00	1.00	1.00	-
Records Clerk to Truancy Manager	6.00	-	-	-	-	-
Safety & Security Monitor	-	-	-	10.00	212.00	202.00
Safety and Security Electronics Technician II	-	-	-	3.00	3.00	-
Safety and Security Financial Analyst	1.00	1.00	1.00	1.00	1.00	-
Safety and Security Guard	9.00	19.00	15.00	9.00	9.00	-
Safety and Security Records Clerk	-	1.00	1.00	1.00	1.00	-
Safety Special Project Coordinator	8.00	14.00	10.00	10.00	10.00	-
Security Advisor	1.00	1.00	-	-	-	-
Security System Operator	6.00	6.00	6.00	6.00	6.00	-
Security Systems Operator PART TIME	5.00	6.00	6.00	5.00	5.00	-
Sergeant	5.00	6.00	6.00	6.00	6.00	-
SHAPE Advisor	1.00	1.00	1.00	1.00	1.00	-
Special Project Advisor	2.00	-	-	-	-	-
Special Project Assistant	1.00	1.00	1.00	1.00	1.00	-
Special Project Training Advisor	1.00	1.00	1.00	1.00	1.00	-
Student Safety Manager	1.00	1.00	1.00	1.00	1.00	-
Systems Analyst	1.00	1.00	1.00	1.00	1.00	-
Truancy Attendance Specialist	2.00	-	-	-	-	-
Truancy Attendance Teacher	3.00	-	-	-	-	-
<b>SAFETY AND SECURITY TOTAL</b>	<b>213.00</b>	<b>215.80</b>	<b>203.00</b>	<b>217.00</b>	<b>419.00</b>	<b>202.00</b>
<b>SUPERINTENDENT</b>						
Receptionist II for Superintendent	1.00	1.00	1.00	1.00	1.00	-
Senior Advisor - Business Ops & Special Pro	1.00	1.00	1.00	1.00	1.00	-
Senior Executive Coordinator II	1.00	1.00	1.00	-	-	-
Superintendent	1.00	1.00	1.00	1.00	1.00	-
<b>SUPERINTENDENT TOTAL</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>
<b>Grand Total</b>	<b>9,880.00</b>	<b>9,522.26</b>	<b>9,248.00</b>	<b>9,300.56</b>	<b>9,523.16</b>	<b>222.60</b>



## Informational Section

### MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT NON-FEDERAL PROGRAMS

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>D025 School Age Childcare</b>						
ELOP (School Age Childcare) Assistant	3.00	1.00	-	-	-	-
ELOP Monitor	8.00	7.00	-	-	-	-
ELOP Monitor SUBSTITUTES	0.50	0.50	-	-	-	-
Extended Learning Assistant	-	4.00	-	-	-	-
Extended Learning Monitor Full-Time	-	3.00	-	-	-	-
Extended Learning Receptionist	-	3.00	-	-	-	-
Extended Learning Advisor	-	1.00	-	-	-	-
Financial Analyst for Student Support	1.00	1.00	-	-	-	-
Manager of Extended Learning	-	1.00	-	-	-	-
Program Administrator	2.00	-	-	-	-	-
Receptionist	2.00	-	-	-	-	-
School Age Child Care Manager	1.00	1.00	-	-	-	-
<b>D025 School Age Childcare Total</b>	<b>17.50</b>	<b>22.50</b>	-	-	-	-
<b>D085 After School Childcare</b>						
Classroom Teacher K-3	1.00	-	-	-	-	-
ELOPAssistant (School Age Childcare)	16.93	177.00	-	-	-	-
ELOP Supervisor (School Age Child Care)	23.26	22.00	-	-	-	-
ELOP Childcare Assistant SUBSTITUTES	34.65	81.00	-	-	-	-
ELOP Site Leader	2.52	10.00	-	-	-	-
ELOP Tutor	-	78.00	-	-	-	-
<b>D085 After School Childcare Total</b>	<b>78.36</b>	<b>368.00</b>	-	-	-	-
<b>D225 After-School Snacks</b>						
ELOP Monitor	2.00	-	-	-	-	-
Receptionist	1.00	-	-	-	-	-
<b>D225 After-School Snacks Total</b>	<b>3.00</b>	-	-	-	-	-
<b>D525 Pre-K</b>						
Administrative Assistant for Pre-K	1.00	1.00	1.00	-	-	-
Advisor - Family Partnership and School Support P	-	-	-	1.00	1.00	-
Assistant Pre-K Program	1.00	1.00	-	-	-	-
Childcare Center Educator	-	-	-	-	2.00	-
Classroom Teacher K-5	1.00	1.00	-	-	-	-
Classroom Teacher-Pre K	80.00	79.00	86.00	80.00	76.00	(4.00)
Classroom Teacher - Pre K In Training	-	-	1.00	-	-	-
Clerical Assistant	2.00	1.00	1.00	1.00	1.00	-
Director - Education	-	1.00	1.00	1.00	1.00	-
Educational Asst - Early Childhood	6.00	6.00	6.00	4.00	5.00	1.00
Foundational Literacy Coach - Pre-K	-	-	2.00	2.00	2.00	-
Grant Fiscal Associate Pre-K	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor Pre-K	1.00	1.00	1.00	1.00	1.00	-
Manager - Family Partnership & School Support Pre-	-	-	-	1.00	1.00	-
Manager Early Childhood	3.00	1.00	1.00	1.00	1.00	-
Manager Grant Fiscal	0.50	0.50	1.00	1.00	1.00	-
Receptionist	-	-	-	1.00	1.00	-
Senior Pre-K Professional Development Advisor	-	-	1.00	-	-	-
Specialist Family Engagement Pre-K	-	-	2.00	2.00	2.00	-
<b>D525 Pre-K Total</b>	<b>96.50</b>	<b>93.50</b>	<b>105.00</b>	<b>97.00</b>	<b>96.00</b>	<b>(1.00)</b>
<b>First 8.1</b>						
Advisor - Grant Compliance	-	-	-	1.00	1.00	-
Classroom Teacher Pre K	-	40.00	7.00	31.00	36.00	5.00
Childcare Center Educator	-	-	49.00	8.00	3.00	(5.00)
Early Childhood Educational Assistant	-	3.00	-	-	-	-
Educational Asst - Early Childhood	-	37.00	55.00	39.00	40.00	1.00
Foundational Literacy Coach - Pre-K	-	-	3.00	1.00	1.00	-
Instructional Advisor Pre-K	-	1.00	2.00	-	-	-
Program/Project Assistant for Pre-K	-	1.00	1.00	1.00	1.00	-
<b>First 8.1 Total</b>	-	<b>82.00</b>	<b>117.00</b>	<b>81.00</b>	<b>82.00</b>	<b>1.00</b>



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>D555 Research &amp; Evaluation</b>						
Research Analyst	-	-	2.00	1.00	1.00	-
<b>D555 Research &amp; Evaluation Total</b>	<b>-</b>	<b>-</b>	<b>2.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>D765 Shelby County Government Pre-K</b>						
Classroom Teacher-Pre K	13.00	-	-	-	-	-
Educational Asst - Early Childhood	12.00	-	-	-	-	-
Instructional Advisor Pre-K	1.00	-	-	-	-	-
Educational Assistant	1.00	-	-	-	-	-
<b>D765 Shelby County Government Pre-K Total</b>	<b>27.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>First 8 Coaches Support</b>						
Foundational Literacy Coach - Pre-K	-	-	-	2.00	2.00	-
<b>First 8 Coaches Support Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>D766 First 8.2</b>						
Classroom Teacher Pre-K	-	10.00	-	7.00	6.00	(1.00)
Educational Assistant	-	1.00	-	-	-	-
Educational Asst - Early Childhood	-	10.00	-	9.00	9.00	-
Instructional Advisor Pre-K	-	1.00	-	1.00	1.00	-
Specialist Family Engagement Pre-K	-	-	5.00	-	-	-
<b>D766 First 8.2 Total</b>	<b>-</b>	<b>22.00</b>	<b>5.00</b>	<b>17.00</b>	<b>16.00</b>	<b>(1.00)</b>
<b>First 8.2 Wraparound</b>						
Specialist Family Engagement Pre K	-	-	-	13.00	13.00	-
<b>First 8.2 Wraparound Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>
<b>D770 Memphis Education Fund</b>						
Assistant Principal-Elementary/Middle	1.00	-	-	-	-	-
Classroom Teacher K-5	3.00	1.00	1.00	-	-	-
Classroom Teacher Secondary	4.00	1.00	1.00	-	-	-
Classroom Teacher Special ED	3.00	-	-	-	-	-
Educational Assistant	2.00	2.00	-	-	-	-
In-School Suspension Assistant	1.00	-	-	-	-	-
Instructional Support Advisor	1.00	-	-	-	-	-
Instructional Support Manager	-	1.00	-	-	-	-
Manager Literacy Instructional Support	1.00	1.00	-	-	-	-
Manager Mathematics Instructional Support	1.00	1.00	-	-	-	-
Manager Science Instructional Support	1.00	1.00	-	-	-	-
<b>D770 Memphis Education Fund Total</b>	<b>18.00</b>	<b>8.00</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D777 Evening Reporting Center</b>						
Advisor Evening Reporting Center	-	1.00	1.00	1.00	1.00	-
Evening Rept Ctr Classroom Teacher PT	-	5.00	1.00	-	-	-
Evening Rept Ctr Transition Specialist PT	-	5.00	1.00	-	-	-
Manager Evening Reporting Center	-	1.00	1.00	1.00	1.00	-
<b>D777 Evening Reporting Center Total</b>	<b>-</b>	<b>12.00</b>	<b>4.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>D795 SPED Medicaid Reimbursement</b>						
Advisor - Medicaid Reimbursement Program	-	-	-	1.00	1.00	-
Medicaid Specialist	1.00	1.00	1.00	-	-	-
Nurse Practitioner	1.00	1.00	1.00	1.00	1.00	-
<b>D795 SPED Medicaid Reimbursement Total</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>D960 Lottery for Education Afterschool Programs (LEAPS)</b>						
ELOP Assistant (School Age Child Care)	21.00	46.00	8.00	-	-	-
ELOP Childcare Assistant SUBSTITUTES	-	9.00	8.00	-	-	-
ELOP Supervisor (School Age Child Care)	7.00	8.04	8.00	8.00	8.00	-
ELOP Tutor	27.00	23.00	8.00	-	-	-
Part time Certified Tutor	1.00	-	-	-	-	-
<b>D960 Lottery for Education Afterschool Programs (LEAPS) Tot:</b>	<b>56.00</b>	<b>86.04</b>	<b>32.00</b>	<b>8.00</b>	<b>8.00</b>	<b>-</b>
<b>D961 Urban Strategies</b>						
Student & Community Relations Advisor	1.00	1.00	1.00	-	-	-
Student & Community Resource Associate	3.00	3.00	3.00	-	-	-
<b>D961 Urban Strategies Total</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D968 Trauma Intensive Parent (TIP) Grant</b>						
Parent Engagement Specialist	-	2.00	2.00	2.00	2.00	-
<b>D968 Trauma Intensive Parent (TIP) Grant Total</b>	<b>-</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>D9506 Pre-K Expansion (PDG)</b>						
Associate Fiscal Pre K	1.00	-	-	-	-	-
Classroom Teacher Pre K	38.00	-	-	-	-	-
Early Childhood Educational Assistant	2.00	-	-	-	-	-
Educational Asst - Early Childhood	36.00	-	-	-	-	-
Instructional Advisor Pre-K	1.00	-	-	-	-	-
<b>D9506 Pre-K Expansion (PDG) Total</b>	<b>78.00</b>	-	-	-	-	-
<b>Grand Total</b>	<b>380.36</b>	<b>702.04</b>	<b>275.00</b>	<b>225.00</b>	<b>224.00</b>	<b>(1.00)</b>





# Informational Section

## MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT FEDERAL PROGRAMS

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>American Rescue Plan - Head Start</b>						
Behavioral Specialist	-	-	3.00	-	-	-
Advisor - Family Partnership and School Support P	-	-	1.00	-	-	-
Health Services Program Advisor	-	-	1.00	-	-	-
Laundry Technician - Pre-K	-	-	2.00	-	-	-
Senior Pre-K Professional Development Advisor	-	-	1.00	-	-	-
<b>American Rescue Plan - Head Start Total</b>	-	-	<b>8.00</b>	-	-	-
<b>ARP Homeless 1.0</b>						
Federal Programs Advisor - ARP 1.0	-	-	1.00	1.00	1.00	-
<b>ARP Homeless 1.0 Total</b>	-	-	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	-
<b>ARP Homeless 2.0</b>						
Advisor - Federal Programs	-	-	1.00	1.00	1.00	-
Clerical Assistant	-	-	1.00	1.00	1.00	-
Federal Programs Specialist	-	-	9.00	9.00	9.00	-
<b>ARP Homeless 2.0 Total</b>	-	-	<b>11.00</b>	<b>11.00</b>	<b>11.00</b>	-
<b>ARP Homeless System Navigator</b>						
Federal Programs Specialist	-	-	-	1.00	1.00	-
<b>ARP Homeless System Navigator Total</b>	-	-	-	<b>1.00</b>	<b>1.00</b>	-
<b>ARP IDEA Part B</b>						
Exceptional Children Advisor SPED	-	-	-	1.00	1.00	-
<b>ARP IDEA Part B Total</b>	-	-	-	<b>1.00</b>	<b>1.00</b>	-
<b>ATSI 2019 Designation</b>						
Educational Asst - Elementary	-	-	1.00	-	-	-
<b>ATSI 2019 Designation Total</b>	-	-	<b>1.00</b>	-	-	-
<b>CARES Act</b>						
1:1 IT Device Operations Assistant	-	2.00	-	-	-	-
Fall Break Learning Academy - Bilingual Mentor	-	20.00	-	-	-	-
Fall Break Learning Academy - Clerical	-	20.00	-	-	-	-
Fall Break Learning Academy - Education Assistant	-	170.00	-	-	-	-
Fall Break Learning Academy - Site Administrator	-	20.00	-	-	-	-
Fall Break Learning Academy - Teacher	-	225.00	-	-	-	-
Inventory Support Clerk	-	2.00	-	-	-	-
Part-Time Associate	-	3.00	-	-	-	-
Saturday Learning Academy - Bilingual Mentor	-	20.00	-	-	-	-
Saturday Learning Academy - Education Assistant	-	170.00	-	-	-	-
Saturday Learning Academy - Site Administrator	-	20.00	-	-	-	-
Saturday Learning Academy - Teacher	-	225.00	-	-	-	-
Senior Accountant	-	0.20	-	-	-	-
Spring Break Learning Academy - Bilingual Mentor	-	20.00	-	-	-	-
Spring Break Learning Academy - Clerical	-	20.00	-	-	-	-
Spring Break Learning Academy - Site Administrator	-	20.00	-	-	-	-
Spring Break Learning Academy - Teacher	-	225.00	-	-	-	-
Spring Break Learning Academy -Education Assistant	-	170.00	-	-	-	-
Warehouse Support Assistant	-	2.00	-	-	-	-
<b>CARES Act Total</b>	-	<b>1,354.20</b>	-	-	-	-
<b>0016 Consolidated Administration</b>						
Accountant - Federal Program	-	-	1.00	1.00	1.00	-
Advisor - Federal Programs (Special Populations)	-	-	-	1.00	1.00	-
Associate Federal Programs Data Associate	1.00	1.00	1.00	1.00	1.00	-
Director of Grants Program	1.00	1.00	1.00	1.00	1.00	-
Director II - Federal Programs	-	1.00	1.00	1.00	1.00	-
Federal Programs Advisor - Grants & Special Popula	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Advisor - School Support/Program	3.00	3.00	3.00	3.00	3.00	-
Federal Programs Advisor (Programs)	3.00	4.00	4.00	7.00	7.00	-
Federal Programs Analyst	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Associate (Grants)	1.00	1.00	-	-	-	-
Federal Programs Associate (Programs)	1.00	1.00	1.00	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Federal Programs Inventory Assistant	2.00	2.00	2.00	-	-	-
Federal Programs Inventory Associate	2.00	2.00	6.00	6.00	6.00	-
Federal Programs Manager	3.00	4.00	5.00	5.00	5.00	-
Federal Programs Specialist	-	-	1.00	2.00	2.00	-
Financial Analyst (Federal Programs)	2.00	2.00	2.00	2.00	2.00	-
Fiscal Compliance Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Grant Planning and Budgeting Director	1.00	1.00	1.00	1.00	1.00	-
Grants Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Instructional Facilitator	2.00	1.00	1.00	1.00	1.00	-
Licensure and Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
Manager - Federal Programs Inventory	-	-	1.00	1.00	1.00	-
Manager Grants and Special Populations Compliance	1.00	1.00	1.00	1.00	1.00	-
Program Compliance Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant	1.00	1.00	3.00	3.00	3.00	-
Senior Manager - Federal Programs	-	-	1.00	1.00	1.00	-
Research Analyst	-	-	1.00	-	-	-
Research Associate	1.00	1.00	-	-	-	-
<b>0016 Consolidated Administration Total</b>	<b>31.00</b>	<b>33.00</b>	<b>43.00</b>	<b>45.00</b>	<b>45.00</b>	<b>-</b>
<b>1005 Title I, Part A, Improving Academic Achievement</b>						
Assistant Principal High	-	-	5.00	4.00	8.00	4.00
Assistant Principal-Elementary/Middle	-	-	2.00	3.00	9.00	6.00
Attendance Discipline and Hearing Official	1.00	-	-	-	-	-
Behavioral Specialist	13.00	16.00	30.00	28.00	38.00	10.00
Bilingual Cultural Counselor	1.00	5.00	5.00	5.00	5.00	-
Bilingual Cultural Mentor	2.00	9.00	15.00	15.00	15.00	-
Campus Monitor	1.00	-	-	-	-	-
Classroom Teacher K-5	4.00	0.50	2.00	1.00	2.00	1.00
Classroom Teacher K-8	2.00	2.00	-	-	-	-
Classroom Teacher Secondary	3.00	2.00	1.00	1.00	1.00	-
Clerical Assistant (Family & Community Engagement)	1.00	-	-	-	-	-
Computer Lab Assistant	58.00	51.00	45.00	33.00	33.00	-
Education Assistant - Interventionist	4.00	3.00	3.00	-	-	-
Educational Assistant	118.00	118.50	108.00	70.00	74.00	4.00
Educational Asst - Elementary	18.00	28.50	58.00	48.00	43.00	(5.00)
Family Engagement Specialist	30.00	31.00	28.00	34.00	35.00	1.00
Family Engagement Specialist Part-time	-	1.00	2.00	2.00	2.00	-
Federal Programs Advisor (Programs)	-	1.00	1.00	1.00	1.00	-
Federal Programs Specialist	2.00	1.00	1.00	1.00	1.00	-
Graduation Coach	2.00	2.00	3.00	6.00	7.00	1.00
In-School Suspension Assistant	12.00	13.00	21.00	24.00	27.00	3.00
Instructional Advisor ESL	3.00	2.00	4.00	6.00	6.00	-
Instructional Advisor Literacy	2.00	2.00	2.00	2.00	2.00	-
Instructional Advisor Mathematics	-	1.00	1.00	1.00	1.00	-
Instructional Curriculum Coach	20.00	15.00	14.00	32.00	44.00	12.00
Instructional Facilitator	184.00	188.00	182.00	192.00	192.00	-
Instructional Math/Literacy Coach	8.00	8.00	8.00	8.00	8.00	-
Instructional Support Advisor	-	21.00	23.00	25.00	25.00	-
Interventionist	17.00	18.50	49.00	49.00	52.00	3.00
Librarian	1.00	-	-	-	-	-
Parent Liaison	6.00	6.00	6.00	6.00	6.00	-
Part time Certified Tutor	57.00	-	64.00	-	-	-
Professional Learning Advisor	-	9.00	9.00	9.00	9.00	-
Professional School Counselor	20.00	17.00	38.00	33.00	36.00	3.00
Senior Manager - Federal Programs Special Projects	-	-	1.00	-	-	-
Specialist Multicultural Family	1.00	-	1.00	1.00	1.00	-
Tutoring Assistant	-	-	3.00	11.00	11.00	-
<b>1005 Title I, Part A, Improving Academic Achievement Total</b>	<b>591.00</b>	<b>572.00</b>	<b>735.00</b>	<b>651.00</b>	<b>694.00</b>	<b>43.00</b>
<b>1505 Title I, Part D, Subpart 2</b>						
Federal Programs Advisor - School Support/Program	1.00	-	-	-	-	-
Part-time Certified Tutor	1.00	-	-	-	-	-
<b>1505 Title I, Part D, Subpart 2 Total</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>0150 Title I, Part D, Subpart 1 Neglected/Delinquent</b>						
Federal Programs Analyst	-	-	1.00	2.00	2.00	-
Part time Certified Tutor	-	-	2.00	-	-	-
<b>0150 Title I, Part D, Subpart 1 Neglected/Delinquent Total</b>	<b>-</b>	<b>-</b>	<b>3.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>Title I A Neglected</b>						
Part time Certified Tutor	7.40	-	5.00	-	-	-
<b>Title I A Neglected Total</b>	<b>7.40</b>	<b>-</b>	<b>5.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>2005 Title II, Part A, Training &amp; Recruiting</b>						
Advisor - HR Talent & Support	-	-	1.00	-	-	-
Advisor - Instructional	-	-	-	1.00	1.00	-
Honors Advisor	1.00	1.00	1.00	1.00	1.00	-
HR Business Partner Instructional	2.00	-	-	-	-	-
Human Resource Staffing Advisor Instructional	-	4.00	4.00	4.00	4.00	-
Instructional Advisor Literacy	4.00	5.00	5.00	4.00	4.00	-
Instructional Advisor Mathematics	4.00	5.00	5.00	5.00	5.00	-
Instructional Advisor Science	2.00	2.00	2.00	2.00	2.00	-
Instructional Advisor Social Studies	2.00	2.00	2.00	2.00	2.00	-
Instructional Support Advisor	38.00	-	-	2.00	2.00	-
Instructional Support Analyst 1	1.00	1.00	1.00	1.00	1.00	-
Manager - HR Talent & Support	-	-	1.00	1.00	1.00	-
PLC Advisor	-	3.00	3.00	3.00	3.00	-
Professional Learning Advisor	-	10.00	10.00	10.00	10.00	-
Recruitment and Staffing Advisor	2.00	-	-	-	-	-
Research Advisor	3.00	3.00	3.00	1.00	1.00	-
Senior Advisor - Research	-	-	-	2.00	2.00	-
SR Advisor - HR Talent Pipelines Induction & Dev	-	-	-	1.00	1.00	-
<b>2005 Title II, Part A, Training &amp; Recruiting Total</b>	<b>59.00</b>	<b>36.00</b>	<b>38.00</b>	<b>40.00</b>	<b>40.00</b>	<b>-</b>
<b>3005 Title III Language Instruction for English Learner</b>						
Bilingual Cultural Mentor	24.00	-	-	-	3.00	3.00
Part-time Certified Tutor	1.00	-	-	-	-	-
<b>3005 Title III Language Instruction for English Learner Total</b>	<b>25.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3.00</b>	<b>3.00</b>
<b>0300 Title III Part A English Language Acquisition</b>						
Bilingual Cultural Mentor	-	24.00	24.00	24.00	24.00	-
Instructional Advisor ESL	-	-	-	3.00	3.00	-
Part time Certified Tutor	-	-	1.00	-	-	-
Part time Certified Tutor ESL	-	-	1.00	-	-	-
Summer School Bilingual Mentor	-	-	1.00	-	-	-
Summer School Teacher ESL	-	-	1.00	-	-	-
<b>0300 Title III Part A English Language Acquisition Total</b>	<b>-</b>	<b>24.00</b>	<b>28.00</b>	<b>27.00</b>	<b>27.00</b>	<b>-</b>
<b>5012 21st Century Community Learning Centers</b>						
ELOP Assistant (School Age Child Care)	36.0	-	-	44.00	44.00	-
ELOP Supervisor (School Age Child Care)	12.0	-	-	14.00	14.00	-
ELOP Tutor	35.0	-	-	33.00	33.00	-
Overtime	-	-	-	-	-	-
<b>5012 21st Century Community Learning Centers Total</b>	<b>83.00</b>	<b>-</b>	<b>-</b>	<b>91.00</b>	<b>91.00</b>	<b>-</b>
<b>5013 21st Century Community Learning GrantFY19</b>						
ELOP Assistant (School Age Child Care)	33.0	57.0	11.00	40.00	40.00	-
ELOP Childcare Assistant SUBSTITUTES	0.0	12.0	11.00	-	-	-
ELOP Supervisor (School Age Child Care)	11.0	10.9	11.00	12.00	12.00	-
ELOP Tutor	33.0	35.0	11.00	30.00	30.00	-
<b>5012 21st Century Community Learning GrantFY19 Total</b>	<b>77.00</b>	<b>114.89</b>	<b>44.00</b>	<b>82.00</b>	<b>82.00</b>	<b>-</b>
<b>5023 FY19-20 21st Century Community Learning</b>						
ELOP Assistant (School Age Child Care)	-	12.00	12.00	-	-	-
ELOP Childcare Assistant SUBSTITUTES	-	12.00	12.00	-	-	-
ELOP Supervisor (School Age Child Care)	-	12.00	12.00	-	-	-
ELOP Tutor	-	12.00	12.00	-	-	-
<b>5023 FY19-20 21st Century Community Learning Total</b>	<b>-</b>	<b>48.00</b>	<b>48.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>5515 STEM in the Library</b>						
Project Coordinator STEM in Library	1.00	1.00	1.00	-	-	-
<b>5515 STEM in the Library Total</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>7006 Title IX Homeless</b>						
Federal Programs Specialist	1.00	1.00	1.00	1.00	1.00	-
Manager - Federal Programs	-	-	-	1.00	1.00	-
<b>7006 Title IX Homeless Total</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>
<b>8305 Workforce Investment Network Out of School</b>						
WIN/WFD Manager	1.00	-	-	-	-	-
<b>8305 Workforce Investment Network Out of School Total</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>8709 STOP School Violence Threat Assess</b>						
Psychologist	1.00	1.00	1.00	-	-	-
Project R.E.S.T.O.R.E. Facilitator -Part-Time	-	-	-	50.00	50.00	-
Project R.E.S.T.O.R.E. -Site Coordinator Part-Time	-	-	-	11.00	11.00	-
<b>8709 STOP School Violence Threat Assess Total</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>61.00</b>	<b>61.00</b>	<b>-</b>
<b>8710 STOP Sch Violence Prev and Mental Health Training</b>						
Special Project Assistant	1.00	1.00	1.00	-	-	-
<b>8710 STOP Sch Violence Prev and Mental Health Training Tot</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8806 Read to Be Ready Summer Literacy 2019</b>						
Part-time Cafeteria Worker	1.00	-	-	-	-	-
Part-time Classroom Teacher	48.00	-	-	-	-	-
Part-time Educational Assistant	10.00	-	-	-	-	-
Part-time Supervisor Teacher	8.00	-	-	-	-	-
<b>8806 Read to Be Ready Summer Literacy 2019 Total</b>	<b>67.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8810 WIN In School Grant</b>						
WIN-OS Associate	1.00	-	-	-	-	-
WIN/WFD Manager	-	1.00	1.00	-	-	-
WIN-IS Associate	-	1.00	1.00	-	-	-
<b>8810 WIN In School Grant Total</b>	<b>1.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9005 IDEA, Part B</b>						
Administrative Assistant for Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
Advisor-Physical/Occupational Therapy	-	1.00	1.00	1.00	1.00	-
Applications Support Analyst for Exception Children	1.00	1.00	1.00	1.00	1.00	-
Assistant - Residential Training Center	13.00	13.00	13.00	13.00	13.00	-
Classroom Teacher Special ED	1.00	1.00	2.00	2.00	2.00	-
Clerical Assistant	1.00	1.00	1.00	1.00	1.00	-
Clerk for Exceptional Children	6.00	6.00	6.00	6.00	6.00	-
Coordinator - Residential Training Center	1.00	1.00	1.00	1.00	1.00	-
Data Info Specialist	1.00	1.00	1.00	1.00	1.00	-
Deaf Interpreter	12.00	12.00	12.00	12.00	12.00	-
Educational Assistant	1.00	18.00	-	-	-	-
Educational Asst - Special ED	477.00	490.00	494.00	489.00	477.00	(12.00)
Exceptional Children Advisor SPED	7.00	7.00	9.00	7.00	7.00	-
Financial Advisor	1.00	-	-	-	-	-
Financial Support Specialist	1.00	1.00	1.00	1.00	1.00	-
Instructional Facilitator	1.00	1.00	4.00	1.00	1.00	-
Lead Physical/Occupational Therapist	1.00	-	-	-	-	-
Licensed Practical Nurse	24.00	24.00	24.00	23.00	23.00	-
Part time Certified Tutor	-	-	3.00	-	-	-
Physical and Occupational Therapist	12.00	12.00	12.00	12.00	12.00	-
Psychologist	30.00	30.00	30.00	30.00	30.00	-
Regional Manager of Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
RTI2-B-Support Specialist	-	20.00	20.00	1.00	1.00	-
ReSET Room Assistant	-	-	50.00	16.00	16.00	-
S.E.E.D Trauma Informed Practices Coach	-	-	10.00	-	-	-
Senior Accountant	-	1.00	1.00	1.00	1.00	-
Social Worker	9.00	13.00	13.00	9.00	9.00	-
Technician - Residential Training	1.00	1.00	1.00	1.00	1.00	-
<b>9005 IDEA, Part B Total</b>	<b>605.00</b>	<b>659.00</b>	<b>714.00</b>	<b>633.00</b>	<b>621.00</b>	<b>(12.00)</b>
<b>9017 Substance Abuse Prevention &amp; Treatment</b>						
Special Project Coordinator I	-	0.30	1.00	1.00	1.00	-
<b>9017 Substance Abuse Prevention &amp; Treatment Total</b>	<b>-</b>	<b>0.30</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>9105 IDEA, Preschool</b>						
Classroom Teacher Special ED	2.00	2.00	2.00	3.00	3.00	-
Educational Asst - Special ED	3.00	3.00	3.00	4.00	4.00	-
<b>9105 IDEA, Preschool Total</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>7.00</b>	<b>7.00</b>	<b>-</b>
<b>9118 Priority School Improvement Grant-Regular</b>						
Administrative Assistant	1.00	1.00	-	-	-	-
Behavioral Specialist	1.00	1.00	-	-	-	-
Data Analyst	1.00	1.00	-	-	-	-
Educational Assistant	-	-	1.00	-	-	-
Educational Asst - Elementary	1.00	14.00	13.00	-	-	-
Graduation Coach	1.00	1.00	-	-	-	-
Instructional Curriculum Coach	9.00	14.00	14.00	-	-	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Instructional Support Advisor	3.00	3.00	1.00	-	-	-
Instructional Support Manager	-	-	1.00	-	-	-
Interventionist	-	-	2.00	-	-	-
Manager Literacy Instructional Support	-	-	1.00	-	-	-
Manager Science Instructional Support	-	-	1.00	-	-	-
<b>9118 Priority School Improvement Grant-Regular Total</b>	<b>17.00</b>	<b>35.00</b>	<b>34.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9705-08 CDCP HIV/STD PREVENTION</b>						
Research Analyst	1.00	1.00	1.00	-	-	-
Research Advisor	-	-	-	1.00	1.00	-
Special Project Coordinator I	2.00	2.00	2.00	2.00	2.00	-
<b>9705 CDCP HIV/STD PREVENTION Total</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>
<b>9917 Comprehensive School Safety Initiative</b>						
Clerical Assistant	1.00	-	-	-	-	-
Administrative Assistant	1.00	-	-	-	-	-
Data Analyst	0.20	-	-	-	-	-
Professional Counselor	1.00	-	-	-	-	-
Project Advisor	1.00	-	-	-	-	-
<b>9917 Comprehensive School Safety Initiative Total</b>	<b>4.20</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Fresh Fruits &amp; Vegetables</b>						
College Career Technology Education Advisor	-	-	-	5.00	5.00	-
Early College Advisor	-	-	-	4.00	4.00	-
Program Project Assistant for CTE	-	-	-	2.00	2.00	-
Senior Advisor - CTE	-	-	-	1.00	1.00	-
Senior Manager-Academics CTE	-	-	-	1.00	1.00	-
<b>Fresh Fruits &amp; Vegetables Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>
<b>D396 Gear Up at the River</b>						
Instructional Facilitator	1.00	-	-	-	-	-
<b>D396 Gear Up at the River Total</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D398 Gear Up 3.0</b>						
Instructional Facilitator	1.00	1.00	1.00	1.00	1.00	-
CTE Classroom Teacher Part-Time	-	-	1.00	-	-	-
Part time Certified Tutor	-	-	2.00	-	-	-
<b>D398 Gear Up 3.0 Total</b>	<b>1.00</b>	<b>1.00</b>	<b>4.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>9920 SCS Seed Grant</b>						
Director New Teacher Program	1.00	-	-	-	-	-
PLC Advisor	1.00	-	-	-	-	-
<b>9920 SCS Seed Grant Total</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9907 Project Stand</b>						
Part time Certified Tutor	1.00	-	-	-	-	-
<b>9907 Project Stand Total</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>9908 Priority School Exit Grant</b>						
Part-time Educational Assistant	-	-	2.00	-	-	-
Tutoring Assistant	-	-	1.00	5.00	5.00	-
<b>9908 Priority School Exit Grant Total</b>	<b>-</b>	<b>-</b>	<b>3.00</b>	<b>5.00</b>	<b>5.00</b>	<b>-</b>
<b>9407-9409 9419-9421 9422 Head Start</b>						
Accountant	-	-	1.00	2.00	2.00	-
Advisor Compliance Pre-K/Head Start	1.00	1.00	-	-	-	-
Advisor - Family Partnership and School Support P	-	-	2.00	3.00	3.00	-
Advisor - Grant Compliance	-	-	1.00	1.00	1.00	-
Asset Inventory Data Specialist	-	-	1.00	-	-	-
Behavioral Specialist	-	2.00	2.00	6.00	6.00	-
Childcare Center Educator	-	-	53.00	52.00	51.00	(1.00)
Classroom Teacher Pre K	-	-	-	7.00	7.00	-
Clerical Assistant	-	-	4.00	4.00	2.00	(2.00)
Compliance Associate Pre-K/Head Start	1.00	3.00	8.00	8.00	8.00	-
Data Analyst	1.00	1.00	1.00	1.00	1.00	-
Director - Head Start	1.00	1.00	1.00	1.00	1.00	-
Education Advisor	1.00	-	-	-	-	-
Educational Asst - Early Childhood	95.00	126.00	195.00	214.00	201.00	(13.00)
Educational Support Assistant - Early Childhood	-	-	-	6.00	6.00	-
Environmental Health & Safety Compliance Advisor	1.00	1.00	2.00	2.00	2.00	-
Facilities Manager Early Childhood Head Start	-	1.00	1.00	1.00	1.00	-
Facilities Proj Advisor Early Childhood Head Start	1.00	-	-	-	-	-
Financial Analyst (Pre-K)	-	1.00	1.00	1.00	1.00	-
Financial Support Specialist	-	-	1.00	1.00	1.00	-
Fiscal Assistant	-	-	1.00	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Foundational Literacy Coach - Pre-K	-	-	6.00	5.00	5.00	-
Head Start Project Support Assistant	1.00	1.00	-	-	-	-
Health Services Program Advisor	1.00	2.00	2.00	6.00	6.00	-
H.R. Senior Advisor Pre-K	-	1.00	1.00	1.00	1.00	-
Instructional Advisor Pre-K	8.00	7.00	7.00	6.00	6.00	-
IT Support Associate	-	-	1.00	1.00	1.00	-
Laundry Technician - Pre-K	-	-	-	4.00	4.00	-
Licensed Practical Nurse	2.00	2.00	1.00	-	-	-
Manager Comprehensive Services ERSEA	2.00	-	1.00	1.00	1.00	-
Manager Grant Fiscal	0.50	0.50	-	-	-	-
Manager - Family Partnership & School Support Pre-K	-	-	2.00	2.00	2.00	-
Manager Early Childhood	-	-	1.00	1.00	1.00	-
Manger Grant Fiscal	-	-	1.00	-	-	-
Pre-K Childcare Facility Director	-	-	4.00	4.00	2.00	(2.00)
Pre-School Screener- Part-Time	35.00	21.00	6.00	-	-	-
Program/Project Assistant for Pre-K	3.00	4.00	6.00	6.00	6.00	-
Registered Nurse	2.00	2.00	1.00	-	-	-
Senior Accountant	2.00	2.00	1.00	-	-	-
Senior Accountant Advisor	1.00	-	-	-	-	-
Senior Advisor - Instructional Support Pre-K	-	-	-	1.00	1.00	-
Senior Pre-K Professional Development Advisor	-	-	-	1.00	1.00	-
Specialist Family Engagement Pre K	-	-	81.00	81.00	81.00	-
Substitute Warehouseman	1.00	-	-	-	-	-
Teacher Assistant	1.00	-	-	-	-	-
Transition Services Advisor	-	2.00	-	-	-	-
Transition Services Manager	-	1.00	-	-	-	-
Warehouse First Line Supervisor	-	-	1.00	-	-	-
Warehouseman	-	1.00	1.00	1.00	1.00	-
Warehouse Worker	-	1.00	2.00	3.00	3.00	-
<b>9407-9409 9419-9421 9422 Head Start Total</b>	<b>161.50</b>	<b>184.50</b>	<b>401.00</b>	<b>435.00</b>	<b>417.00</b>	<b>(18.00)</b>
<b>9521 Head Start CRRSA - Cares</b>						
Behavioral Specialist	-	-	1.00	-	-	-
Health Services Program Advisor	-	-	3.00	-	-	-
<b>9521 Head Start CRRSA - Cares Total</b>	<b>-</b>	<b>-</b>	<b>4.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Head Start Jan-Dec 2020</b>						
Pre-School Screener - Part-Time	-	-	15.00	-	-	-
<b>Head Start Jan-Dec 2020 Total</b>	<b>-</b>	<b>-</b>	<b>15.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>8005 Carl Perkins</b>						
College Career & Technical Education Advisor	4.00	5.00	5.00	-	-	-
College Career & Technical Education Manager	1.00	1.00	-	-	-	-
Curriculum Advisor for CTE	-	-	-	-	-	-
Early College Advisor	3.00	4.00	4.00	-	-	-
Program Project Assistant for CTE	2.00	2.00	2.00	-	-	-
Senior Advisor CTE	-	1.00	1.00	-	-	-
Senior Manager-Academics CTE	-	-	1.00	-	-	-
<b>8005 Carl Perkins Total</b>	<b>10.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>CDC/Mental Health Supplement</b>						
Senior Advisor - Social Emotion Supports	-	-	1.00	1.00	1.00	-
<b>CDC/Mental Health Supplement Total</b>	<b>-</b>	<b>-</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>
<b>9028 Transition School to Work</b>						
Classroom Teacher Special ED	0.80	1.00	1.00	-	-	-
Transition Specialist	1.60	2.00	2.00	-	-	-
<b>9028 Transition School to Work Total</b>	<b>2.40</b>	<b>3.00</b>	<b>3.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>5011 Title IV, Part A, Student Support and Academic Enrichment</b>						
Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Advisor School Operations	2.00	2.00	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	-	1.00	-	-	-	-
Director of Student Affairs	1.00	1.00	1.00	1.00	1.00	-
Educational Technology Specialist	-	5.00	5.00	-	-	-
Federal Programs Advisor - Compliance	-	-	1.00	1.00	1.00	-
Federal Programs Advisor (Programs)	-	1.00	-	-	-	-
Instructional Advisor Literacy	2.00	2.00	2.00	2.00	2.00	-
IT Instructional Specialists	5.00	-	-	-	-	-
Senior Advisor - Attendance & Discipline	-	-	1.00	-	-	-
Senior Manager - Federal Programs Special Projects	-	-	-	1.00	1.00	-
Specialist - Blended Learning	-	-	-	5.00	5.00	-
<b>5011 Title IV, Part A, Student Support and Academic Enrichment</b>	<b>11.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>13.00</b>	<b>-</b>



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>9940 TN All Corps</b>						
Extended Learning Advisor	-	-	-	3.00	3.00	-
Tutor - All Corps Certified	-	-	10.00	10.00	10.00	-
Tutor - All Corps Certified Part Time	-	-	1.00	-	-	-
Tutor - All Corps Min 12 College Credit	-	-	1.00	1.00	1.00	-
Tutor - All Corps Min 12 College Credit Part Time	-	-	1.00	-	-	-
Tutor - All Corps Non-Certified	-	-	19.00	19.00	19.00	-
Tutor - All Corps Non-Certified Part Time	-	-	1.00	-	-	-
<b>9940 TN All Corps Total</b>	-	-	<b>33.00</b>	<b>33.00</b>	<b>33.00</b>	-
<b>Enhancing School Capacity to Address Youth Violenc</b>						
Project Advisor	-	-	-	1.00	1.00	-
<b>Enhancing School Capacity to Address Youth Violenc Total</b>	-	-	-	<b>1.00</b>	<b>1.00</b>	-
<b>9983 ESSER 1.0</b>						
Accountant - Senior	-	-	1.00	-	-	-
Federal Programs Associate (Grants)	-	-	1.00	-	-	-
<b>9983 ESSER 1.0 Total</b>	-	-	<b>2.00</b>	-	-	-
<b>9984 ESSER 2.0</b>						
504 Compliance Advisor	-	-	4.00	4.00	-	(4.00)
AP Advisor	-	-	-	1.00	-	(1.00)
Assistant - Advanced Academics	-	-	-	1.00	-	(1.00)
Assistant Principal-Elementary/Middle	-	-	-	1.00	-	(1.00)
Behavioral Support/Student Leadership Manager	-	-	-	1.00	-	(1.00)
Bilingual Cultural Mentor	-	-	-	3.00	-	(3.00)
Classroom Teacher - Vocational CTE Teaching as a	-	-	-	7.00	-	(7.00)
Classroom Teacher Con Home Ec	-	-	-	1.00	-	(1.00)
Classroom Teacher Secondary	-	-	-	1.00	-	(1.00)
Classroom Teacher Secondary In Training	-	-	-	1.00	-	(1.00)
Classroom Teacher Special ED	-	-	-	6.00	-	(6.00)
Counselor Alcohol / Drug	-	-	-	1.00	-	(1.00)
Dual Enrollment Advisor	-	-	-	1.00	-	(1.00)
Family Engagement Specialist	-	-	-	3.00	-	(3.00)
Family Engagement Specialist (part-time)	-	-	-	4.00	-	(4.00)
Finance Grant & Compliance Analyst	-	-	2.00	-	-	-
Health Technician	-	-	-	8.00	-	(8.00)
Instructional Facilitator	-	-	-	1.00	-	(1.00)
Instructional Support Analyst 1	-	-	-	1.00	-	(1.00)
Interventionist	-	-	-	7.00	-	(7.00)
Learning Recovery Interventionist	-	-	36.00	3.00	-	(3.00)
Manager - CTE Work-Based Learning	-	-	-	1.00	-	(1.00)
Part-time Certified Tutor - Special Population	-	-	1.00	-	-	-
ReSET Room Assistant	-	-	77.00	77.00	-	(77.00)
Social Worker	-	-	5.00	7.00	-	(7.00)
Special Project Coordinator - Coordinated School H	-	-	-	3.00	-	(3.00)
Specialized Educational Assistant	-	-	251.00	273.00	-	(273.00)
<b>9984 ESSER 2.0 Total</b>	-	-	<b>376.00</b>	<b>417.00</b>	-	<b>(417.00)</b>
<b>9985 ESSER 3.0</b>						
Accountant	-	-	3.00	3.00	3.00	-
Accountant - Senior	-	-	4.00	5.00	5.00	-
Advisor - Advanced Placement (AP)	-	-	1.00	1.00	1.00	-
Advisor - Blended Learning	-	-	-	4.00	4.00	-
Advisor - Dual Enrollment	-	-	2.00	2.00	2.00	-
Advisor - Enrollment (SEED)	-	-	-	3.00	3.00	-
Advisor - Honors	-	-	1.00	1.00	1.00	-
Advisor - Induction & Training	-	-	2.00	2.00	2.00	-
Advisor - Instructional Support Virtual School	-	-	-	2.00	2.00	-
Advisor - Testing and Staffing	-	-	1.00	1.00	1.00	-
Advisor_Instructional RTI2	-	-	-	7.00	7.00	-
Advisor - Federal Programs	-	-	-	2.00	2.00	-
Advisor - Instructional Learning Loss	-	-	4.00	11.00	11.00	-
Advisor Multicultural	-	-	8.00	7.00	7.00	-
AP Monitors - Part-Time	-	-	15.00	-	-	-
Advisor School Operations	-	-	6.00	3.00	3.00	-
Alternative Education Advisor	-	-	-	1.00	1.00	-



# Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Analyst - Construction Compliance	-	-	1.00	1.00	1.00	-
Analyst - Digital 1:1 Device	-	-	1.00	1.00	1.00	-
Analyst Student Equity Enrollment & Discipline	-	-	2.00	4.00	4.00	-
AP Advisor	-	-	1.00	-	-	-
Asset Inventory Associate	-	-	5.00	7.00	7.00	-
Associate - Digital Device Support	-	-	20.00	22.00	22.00	-
Associate - License and Compliance	-	-	1.00	1.00	1.00	-
Behavioral Specialist	-	-	1.00	1.00	1.00	-
Behavioral Support/Student Leadership Manager	-	-	2.00	2.00	3.00	1.00
Budget Analyst	-	-	1.00	-	-	-
Campus Monitor	-	-	-	1.00	1.00	-
Classroom Teacher Con Home Ec	-	-	-	5.00	5.00	-
Classroom Teacher ESL	-	-	15.00	14.00	14.00	-
Classroom Teacher Special Skills	-	-	-	24.00	24.00	-
Classroom Teacher - Virtual Advance Placement	-	-	7.00	4.00	4.00	-
Classroom Teacher - Vocational CTE Teaching as a	-	-	-	11.00	11.00	-
Classroom Teacher-Vocational In Training	-	-	-	1.00	1.00	-
Clerical Assistant	-	-	5.00	7.00	7.00	-
Community Schools Manager	-	-	1.00	2.00	2.00	-
Community Schools Specialist	-	-	8.00	8.00	8.00	-
Constituent Services Assistant	-	-	-	3.00	3.00	-
Constituent Services Clerk	-	-	3.00	3.00	3.00	-
Compensation Specialist	-	-	1.00	1.00	1.00	-
Data Specialist Enrollment	-	-	2.00	-	-	-
DE Online Teacher	-	-	9.00	-	-	-
Director - Blended Learning	-	-	-	1.00	1.00	-
Director - Educational Technology	-	-	1.00	-	-	-
Director - ESSER Planning	-	-	1.00	-	-	-
Director - Program Leadership Development	-	-	1.00	1.00	1.00	-
Early Literacy Instructional Coach	-	-	-	20.00	20.00	-
Educational Assistant Instructional	-	-	-	7.00	7.00	-
Educational Technology Advisor	-	-	4.00	-	-	-
Educational Support Manager	-	-	1.00	-	-	-
Exceptional Children Advisor SPED	-	-	-	4.00	4.00	-
Extended Learning Advisor	-	-	3.00	4.00	4.00	-
Extended Learning Receptionist	-	-	1.00	1.00	1.00	-
Fall Break Learning Academy - Bilingual Mentor	-	-	1.00	-	-	-
Fall Break Learning Academy - Clerical	-	-	1.00	-	-	-
Fall Break Learning Academy - Education Assistant	-	-	1.00	-	-	-
Fall Break Learning Academy - Site Administrator	-	-	1.00	-	-	-
Fall Break Learning Academy - Teacher	-	-	1.00	-	-	-
Family Engagement Specialist	-	-	7.00	9.00	9.00	-
Federal Programs Associate (Grants)	-	-	2.00	1.00	1.00	-
Federal Programs Manager	-	-	2.00	2.00	2.00	-
Graduation Coach	-	-	-	3.00	3.00	-
Grants Administrative Assistant	-	-	1.00	1.00	1.00	-
Homebound Teacher	-	-	2.00	2.00	2.00	-
HR Talent Specialist Instructional	-	-	1.00	1.00	1.00	-
Instructional Advisor ESL	-	-	3.00	3.00	3.00	-
Instructional Advisor Literacy	-	-	3.00	3.00	3.00	-
Instructional Facilitator	-	-	-	2.00	2.00	-
Instructional Leadership Director	-	-	1.00	1.00	1.00	-
Instructional Math/Literacy Coach	-	-	2.00	2.00	2.00	-
Instructional Support Advisor	-	-	1.00	1.00	1.00	-
Instructional Support Advisor 1	-	-	-	-	1.00	1.00
Interventionist	-	-	4.00	6.00	6.00	-
Learning Recovery Interventionist	-	-	-	-	3.00	3.00
Manager - Academic School Support & Finance	-	-	2.00	-	-	-
Manager - Academic Strategy & Special Projects	-	-	1.00	1.00	1.00	-
Manager - Advanced Placement	-	-	1.00	1.00	1.00	-
Manager - Asset Inventory	-	-	1.00	1.00	1.00	-
Manager - Cyber Zone	-	-	-	1.00	1.00	-
Manager - Digital Application Development	-	-	2.00	2.00	2.00	-
Manager - Digital Field Support	-	-	1.00	1.00	1.00	-
Manager - Grant and Special Populations Compliance	-	-	1.00	1.00	1.00	-





## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Manager - Multicultural	-	-	-	1.00	1.00	-
Manager of Extended Learning	-	-	1.00	-	-	-
Multilingual Cultural Senior Advisor	-	-	-	1.00	1.00	-
Newcomer Program Advisor	-	-	-	1.00	1.00	-
Part-time Certified Tutor - Ext Learning-Saturday	-	-	42.00	-	-	-
Part-time Certified Tutor - Extended Learning	-	-	153.00	-	-	-
Part-time Homebound Teacher	-	-	2.00	2.00	2.00	-
Project Advisor	-	-	2.00	2.00	2.00	-
Project Graduation Advisor	-	-	-	2.00	2.00	-
Project Graduation Manager	-	-	-	1.00	1.00	-
Project Stand Advisor	-	-	2.00	2.00	2.00	-
Psychologist	-	-	-	1.00	1.00	-
ReSET Room Assistant	-	-	-	34.00	61.00	27.00
RTI Advisor	-	-	-	3.00	3.00	-
RTI Specialist	-	-	-	1.00	1.00	-
RTI2-B-Support Specialist	-	-	50.00	69.00	69.00	-
S.E.E.D Trauma Informed Practices Coach	-	-	-	11.00	11.00	-
Safety Special Project Coordinator	-	-	5.00	5.00	5.00	-
Saturday Learning Academy - Bilingual Mentor	-	-	1.00	-	-	-
Saturday Learning Academy - Education Assistant	-	-	1.00	-	-	-
Saturday Learning Academy - Site Administrator	-	-	1.00	-	-	-
Saturday Learning Academy - Teacher	-	-	1.00	-	-	-
Security Special Project Associate	-	-	1.00	1.00	1.00	-
Senior Advisor - Continuous Improvement	-	-	-	1.00	1.00	-
Senior Advisor Data Strategy	-	-	1.00	1.00	1.00	-
Senior Advisor-RTI2 Behavior	-	-	2.00	2.00	2.00	-
Senior Advisor - Strategic Progr & Innovation	-	-	-	1.00	1.00	-
Senior Manager - Academic Strategy & Sp Projects	-	-	-	1.00	1.00	-
Senior Manager- Academic Support	-	-	-	1.00	1.00	-
Senior Reading Advisor	-	-	17.00	17.00	17.00	-
Site Administrator - Alternative Schools	-	-	-	25.00	25.00	-
Social Worker	-	-	-	8.00	15.00	7.00
Special Project Assistant	-	-	1.00	-	-	-
Special Project Coordinator	-	-	2.00	1.00	1.00	-
Special Project Coordinator - Coordinated School H	-	-	-	-	-	-
Specialist - Attendance Engagement	-	-	-	25.00	25.00	-
Specialist - Testing and Staffing	-	-	1.00	1.00	1.00	-
Specialist Multicultural Family	-	-	-	2.00	2.00	-
Specialist-Bilingual Communications	-	-	3.00	3.00	3.00	-
Specialized Educational Assistant	-	-	499.00	508.00	781.00	273.00
Spring Break Learning Academy - Bilingual Mentor	-	-	1.00	-	-	-
Spring Break Learning Academy - Clerical	-	-	1.00	-	-	-
Spring Break Learning Academy - Nurse	-	-	1.00	-	-	-
Spring Break Learning Academy - Site Administrator	-	-	1.00	-	-	-
Spring Break Learning Academy - Teacher	-	-	1.00	-	-	-
Spring Break Learning Academy - Education Assistant	-	-	1.00	-	-	-
Student and Community Resource Associate	-	-	-	2.00	2.00	-
Student Intern	-	-	1.00	-	-	-
Teacher	-	-	22.00	-	-	-
Truancy Attendance Specialist	-	-	5.00	5.00	5.00	-
<b>9985 ESSER 3.0 Total</b>	-	-	<b>1,012.00</b>	<b>1,002.00</b>	<b>1,314.00</b>	<b>312.00</b>
<b>9986 Epidemiology and Laboratory Capacity</b>	-	-	-	-	-	-
Administrative Assistant	-	-	1.00	-	-	-
Advisor - ELC Grant Project	-	-	3.00	1.00	-	(1.00)
Director - Business Relationships & School Support	-	-	1.00	1.00	-	(1.00)
Manager - Business Relationships	-	-	-	6.00	-	(6.00)
Manager - Operations & School Support	-	-	8.00	-	-	-
Senior Manager - Business Relationships	-	-	1.00	1.00	-	(1.00)
Analyst - ELC Grant Project	-	-	2.00	2.00	-	(2.00)
<b>9986 Epidemiology and Laboratory Capacity Total</b>	-	-	<b>16.00</b>	<b>11.00</b>	-	<b>(11.00)</b>
<b>IAL Libraries in the Blend</b>	-	-	-	-	-	-
Project Coordinator - Libraries in the Blend	-	-	-	1.00	1.00	-
<b>IAL Libraries in the Blend Total</b>	-	-	-	<b>1.00</b>	<b>1.00</b>	-



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
<b>MSCS Project AWARE</b>						
Senior Advisor - S.E.L. Compliance	-	-	-	1.00	1.00	-
<b>MSCS Project AWARE Total</b>	-	-	-	<b>1.00</b>	<b>1.00</b>	-
<b>Transition School to Work (FY23)</b>						
Classroom Teacher Special ED	-	-	-	2.00	2.00	-
Transition Specialist	-	-	-	1.00	1.00	-
<b>Transition School to Work (FY23) Total</b>	-	-	-	<b>3.00</b>	<b>3.00</b>	-
<b>Turnaround Pilot Plan Grant</b>						
Educational Assistant	-	-	-	2.00	2.00	-
Senior Reading Advisor	-	-	-	1.00	1.00	-
<b>Turnaround Pilot Plan Grant Total</b>	-	-	-	<b>3.00</b>	<b>3.00</b>	-
<b>8053 Turnaround Action Grant</b>						
Bilingual Cultural Mentor	-	-	1.00	-	-	-
Director iZone Instructional Support	-	-	-	1.00	1.00	-
Educational Assistant	-	-	7.00	7.00	7.00	-
Educational Asst - Elementary	-	-	-	13.00	13.00	-
Instructional Curriculum Coach	-	-	-	8.00	8.00	-
Instructional Support Advisor	-	-	-	1.00	1.00	-
Instructional Support Manager	-	-	1.00	2.00	2.00	-
Interventionist	-	-	5.00	6.00	6.00	-
Manager Literacy Instructional Support	-	-	1.00	2.00	2.00	-
Manager Mathematics Instructional Support	-	-	1.00	2.00	2.00	-
Manager Science Instructional Support	-	-	1.00	2.00	2.00	-
Vice Principal	-	-	1.00	-	-	-
<b>8053 Turnaround Action Grant Total</b>	-	-	<b>18.00</b>	<b>44.00</b>	<b>44.00</b>	-
<b>Grand Total</b>	<b>1,772.50</b>	<b>3,104.89</b>	<b>3,642.00</b>	<b>3,643.00</b>	<b>3,543.00</b>	<b>(100.00)</b>



# Informational Section

## MEMPHIS - SHELBY COUNTY SCHOOLS POSITION SUMMARY BY PROJECT NUTRITION SERVICES

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Accountant	1.00	1.00	1.00	1.00	1.00	-
Accountant - Senior	3.00	3.00	3.00	3.00	3.00	-
Administrative Assistant - Nutrition Services	-	-	2.00	1.00	1.00	-
Admin Assistant for Dir of Nutrition Operations	1.00	1.00	-	-	-	-
Admin Assistant for Dir of Nutrition Services	1.00	1.00	-	-	-	-
Administrative Secretary I	1.00	1.00	1.00	-	-	-
Analyst - Menu Planning	-	-	-	1.00	1.00	-
Analyst - Safety Compliance	-	-	-	1.00	1.00	-
Analyst Distribution	2.00	2.00	2.00	2.00	2.00	-
Analyst Planning and Logistics	1.00	1.00	1.00	1.00	1.00	-
Associate - Programs Compliance	-	-	-	6.00	6.00	-
Associate Compliance CNC	10.00	10.00	10.00	1.00	1.00	-
Associate Planning and Logistics	1.00	1.00	1.00	1.00	1.00	-
Associate Warehouse & Distribution Inventory	1.00	1.00	1.00	1.00	1.00	-
Buyer	1.00	1.00	1.00	1.00	1.00	-
Central Kitchen Manager	-	-	-	1.00	1.00	-
Central Kitchen Supervisor	-	-	-	1.00	1.00	-
Clerical Assistant	1.00	3.00	3.00	6.00	6.00	-
Clerk for Distribution	2.00	2.00	2.00	2.00	2.00	-
Clerk for Planning and Procurement	4.00	4.00	4.00	4.00	4.00	-
Compliance Specialist	1.00	-	-	-	-	-
Coordinator - Nutrition Mobile	-	-	-	45.00	45.00	-
Culinary Specialist	2.00	2.00	2.00	2.00	2.00	-
Data Warehouse Analyst	1.00	-	-	-	-	-
Dietitian	3.00	2.00	2.00	2.00	2.00	-
Director - Nutrition Operations	1.00	1.00	-	-	-	-
Director II - Nutrition	-	1.00	1.00	1.00	1.00	-
Director of Nutrition Finance	1.00	-	-	-	-	-
Distribution Manager	1.00	1.00	1.00	1.00	1.00	-
Equipment Maintenance Specialist	3.00	3.00	2.00	2.00	2.00	-
Equipment Operations Assistant	1.00	1.00	2.00	2.00	2.00	-
Equipment Operations Supervisor	1.00	1.00	1.00	1.00	1.00	-
Farm Education Program Manager	1.00	1.00	1.00	1.00	1.00	-
Farm Manager	1.00	1.00	1.00	1.00	1.00	-
First Line Supervisor Operations	1.00	1.00	1.00	-	-	-
Field Operations Manager	-	-	-	1.00	1.00	-
Floating Clerk Nutrition Services	1.00	1.00	1.00	-	-	-
Food Quality Control Specialist	2.00	1.00	1.00	1.00	1.00	-
Food Quality Control Technican	1.00	2.00	2.00	2.00	2.00	-
Food Safety Specialist	1.00	3.00	2.00	-	-	-
Fork Lift Operator	10.00	10.00	10.00	10.00	10.00	-
Functional Advisor Nutrition Services	1.00	1.00	1.00	1.00	1.00	-
Functional Manager Nutrition Services	1.00	-	-	-	-	-
HR Business Partner (Non-instructional)	1.00	-	-	-	-	-
Human Resource Staffing Advisor Non Instructional	-	1.00	2.00	2.00	2.00	-
Human Resources Manager	1.00	-	-	-	-	-
Information Technology Manager	1.00	1.00	1.00	1.00	1.00	-
Inventory Clerk	6.00	6.00	6.00	6.00	6.00	-
IT Field Technician	1.00	1.00	1.00	1.00	1.00	-
Lunchroom Monitor	13.00	13.00	48.00	13.25	13.25	-
Manager - Food Safety and Quality Control	-	-	1.00	1.00	1.00	-
Manager - Nutrition Services Area	-	-	-	10.00	10.00	-
Manager - School Operations	-	-	1.00	1.00	1.00	-
Manager Equipment Operations	1.00	1.00	1.00	1.00	1.00	-
Manager, Quality Control-Business Ops	1.00	-	-	-	-	-
Mechanic I - Certified	1.00	1.00	1.00	1.00	1.00	-
Menu Planning Associate	1.00	1.00	1.00	1.00	1.00	-

2024 Fiscal Year

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DISTRICT PROPOSED BUDGET



## Informational Section

Job Description	2019-20 Actual Budget	2020-2021 Actual Budget	2021-2022 Actual Budget	2022-2023 Amended Budget	2023-2024 Proposed Budget	Variance
Menu Planning Manager	1.00	1.00	1.00	1.00	1.00	-
Network Specialist	5.00	5.00	5.00	5.00	5.00	-
Nutrition Production Support	19.00	19.00	19.00	-	-	-
Nutrition Service Analyst	1.00	1.00	1.00	1.00	1.00	-
Nutrition Service Mobile Support	45.00	45.00	45.00	-	-	-
Nutrition Service Nutrition Instructor	2.00	2.00	2.00	2.00	2.00	-
Nutrition Service Support	667.90	662.00	1,137.00	661.70	661.70	-
Manager - Nutrition Services Area	10.00	10.00	11.00	-	-	-
Nutrition Supervisor SUBSTITUTE	100.00	100.00	1.00	-	-	-
Planning and Analysis Analyst	-	1.00	1.00	1.00	1.00	-
Planning and Analysis Associate	3.00	2.00	2.00	2.00	2.00	-
Planning and Analysis Manager	1.00	1.00	1.00	1.00	1.00	-
Plant Manager	1.00	1.00	1.00	1.00	1.00	-
Quality Technician CNC	2.00	-	-	-	-	-
Receptionist for Nutrition Office	1.00	1.00	1.00	1.00	1.00	-
Refrigerator Repair Technician	4.00	4.00	4.00	4.00	4.00	-
Safety and Security Guard	6.00	10.00	10.00	10.00	10.00	-
School Nutrition Supervisor	178.00	178.00	154.00	154.00	154.00	-
School Nutrition Supervisor Trainee	26.00	26.00	29.00	29.00	29.00	-
School Operations Manager	1.00	1.00	1.00	1.00	1.00	-
Senior Buyer	1.00	1.00	1.00	1.00	1.00	-
Senior Manager - School Operations	-	-	1.00	1.00	1.00	-
Senior Manager Nutrition Services	-	1.00	1.00	1.00	1.00	-
Senior Manager Staff Development Nutrition Services	-	1.00	1.00	1.00	1.00	-
Sergeant	1.00	2.00	2.00	2.00	2.00	-
Server Support - Central Kitchen	-	-	-	19.00	19.00	-
Special Programs Manager	-	-	-	1.00	1.00	-
Specialist - Food Safety	-	-	-	3.00	3.00	-
Sub IT Support	-	1.00	1.00	1.00	1.00	-
Supervisor Distribution Area	-	2.00	2.00	2.00	2.00	-
Supervisor Distribution Area (Inventory Control)	1.00	1.00	1.00	1.00	1.00	-
Supervisor Food Quality Control	1.00	1.00	1.00	-	-	-
Supervisor Nutrition Production	2.00	2.00	2.00	-	-	-
Supervisor, Distribution Area (Shipping)	1.00	-	-	-	-	-
Supervisor, Distribution Area (Warehouse Ops)	1.00	-	-	-	-	-
Supervisor, School Nutrition II	-	-	9.00	9.00	9.00	-
Supervisor, School Nutrition III	-	-	10.00	10.00	10.00	-
Supervisor, School Nutrition IV	-	-	2.00	2.00	2.00	-
Supply Chain Manager	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Associate Non Instructional	2.00	1.00	1.00	1.00	1.00	-
Technician Sanitation	2.00	2.00	2.00	2.00	2.00	-
Training & Food Safety Manager	1.00	1.00	-	-	-	-
Truck Driver - CDL	21.00	21.00	21.00	21.00	21.00	-
Warehouse First Line Assistant	1.00	-	-	-	-	-
Warehouse First Line Supervisor	1.00	2.00	2.00	2.00	2.00	-
Warehouse Lead	4.00	4.00	4.00	4.00	4.00	-
Warehouse Worker	22.00	22.00	22.00	22.00	22.00	-
<b>Grand Total</b>	<b>1,228.90</b>	<b>1,226.00</b>	<b>1,639.00</b>	<b>1,126.95</b>	<b>1,126.95</b>	<b>-</b>



**Informational Section**

**MEMPHIS - SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
INTERNAL SERVICE FUNDS**

<b>Job Description</b>	<b>2019-20 Actual Budget</b>	<b>2020-2021 Actual Budget</b>	<b>2021-2022 Actual Budget</b>	<b>2022-2023 Amended Budget</b>	<b>2023-2024 Proposed Budget</b>	<b>Variance</b>
<b>WAREHOUSING</b>						
Assistant - Fuel Compliance	1.00	1.00	2.00	2.00	2.00	-
Associate - Warehouse	-	-	-	10.00	10.00	-
Director - Warehouse Operations	-	-	-	1.00	1.00	-
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Fork Lift Operator	1.00	1.00	-	-	-	-
Inventory Clerk	1.00	1.00	-	-	-	-
Mail Clerk	-	-	2.00	4.00	4.00	-
Manager - Warehouse and Fulfillment Ops	-	-	-	1.00	1.00	-
Printing Specialist	6.00	6.00	6.00	6.00	6.00	-
Record Clerk	1.00	1.00	-	-	-	-
Truck Driver -CDL	9.00	9.00	1.00	3.00	3.00	-
Warehouse Manager	1.00	-	-	-	-	-
Warehouseman	4.00	4.00	-	-	-	-
Warehouse Clerk	5.00	5.00	2.00	-	-	-
Warehouse and Fulfillment Manager	-	1.00	1.00	1.00	1.00	-
Warehouse First Line Supervisor	2.00	2.00	2.00	2.00	2.00	-
<b>Grand Total</b>	<b>32.00</b>	<b>32.00</b>	<b>17.00</b>	<b>31.00</b>	<b>31.00</b>	<b>0.00</b>



## Informational Section

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### 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.

**Adopted 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.

**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.



## Informational Section

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**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 Member** – 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 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 adopted 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.



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**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, and other office staff; and 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.





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**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 12th 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 6.



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**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.



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**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.



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**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.



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**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.MAIiFKbk.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.



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**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.

**MWSBE** – Minority, Women-Owned and Small Business Enterprise

**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.

**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.



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**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



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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.

**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.





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**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 board members 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.



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**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.

**TDOE** – Tennessee Department of Education.



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**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)



## Informational Section

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### 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**

<http://www.metproject.org/>

**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://www.tn.gov/education/data/report-card.html>

**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/>

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