

# WE ARE



## Shelby County Schools District Budget

**Fiscal Year  
2019-2020**

Prepared by:

Finance Department  
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Memphis, TN 38112  
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## Format and Organization of the District's Budget

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

The **Executive Summary Section** includes a list of District officials, a financial summary and general information about 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 and by individual funds. The fund types included are the General Fund, Capital Improvement Plan, 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, Student Services, Human Resources 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 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 illustrates the relationship between the District's departmental structure and the State of Tennessee's reporting requirements (functions). The departmental overviews and budgets are organized by executives who are responsible for the respective budgets.

The *Capital Projects* 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 for Categorically-Aided Funds. These funds account for District funding from various agencies that are to be spent for specific sources. The District's Categorically-Aided Funds are further designated as Non-Federal Programs Fund 08 (local or state funding), Federal Programs Fund 12 (Federal Government funding) or 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 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.

# Shelby County Schools Fiscal Year 2019-20 FAST FACTS

## District Facts Student Facts

# 224

School Location Site



Schools	142
Elementary Schools	81
Middle Schools	34
High Schools	27
Adult High School	2
Alternative Programs	17
Career & Technology Centers	4
Charter Schools	57
Special Education Centers	3

**Academic and Athletic Scholarships offered to class of 2019**

# \$455

 Million


**National Board Certified Teachers**



# 104,770

Student Enrollment  
(projected for 2019-20)



### Educators

Teachers	6,509
Principals	157
Assistant Principals	203

# 18

2019 National Merit Scholarship Program—Recipients

### Students' Ethnic Distribution 2017-18 School Year

African-American	81,591
Caucasian	7,584
Hispanic	15,176
Asian-Pacific Islander	2,030

FY20 General Fund Budget **\$1.040.6** Billion

**\$9,932** per pupil expenditures



ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
INTERNATIONAL

This Meritorious Budget Award is presented to

# SHELBY COUNTY BOARD OF EDUCATION

for excellence in the preparation and issuance of its budget  
for the Fiscal Year 2018–2019.

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



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

Thomas E. Wohlleber, CSR  
President

A handwritten signature in black ink, reading 'Siobhán McMahon'.

Siobhán McMahon, CAE  
Chief Operating Officer

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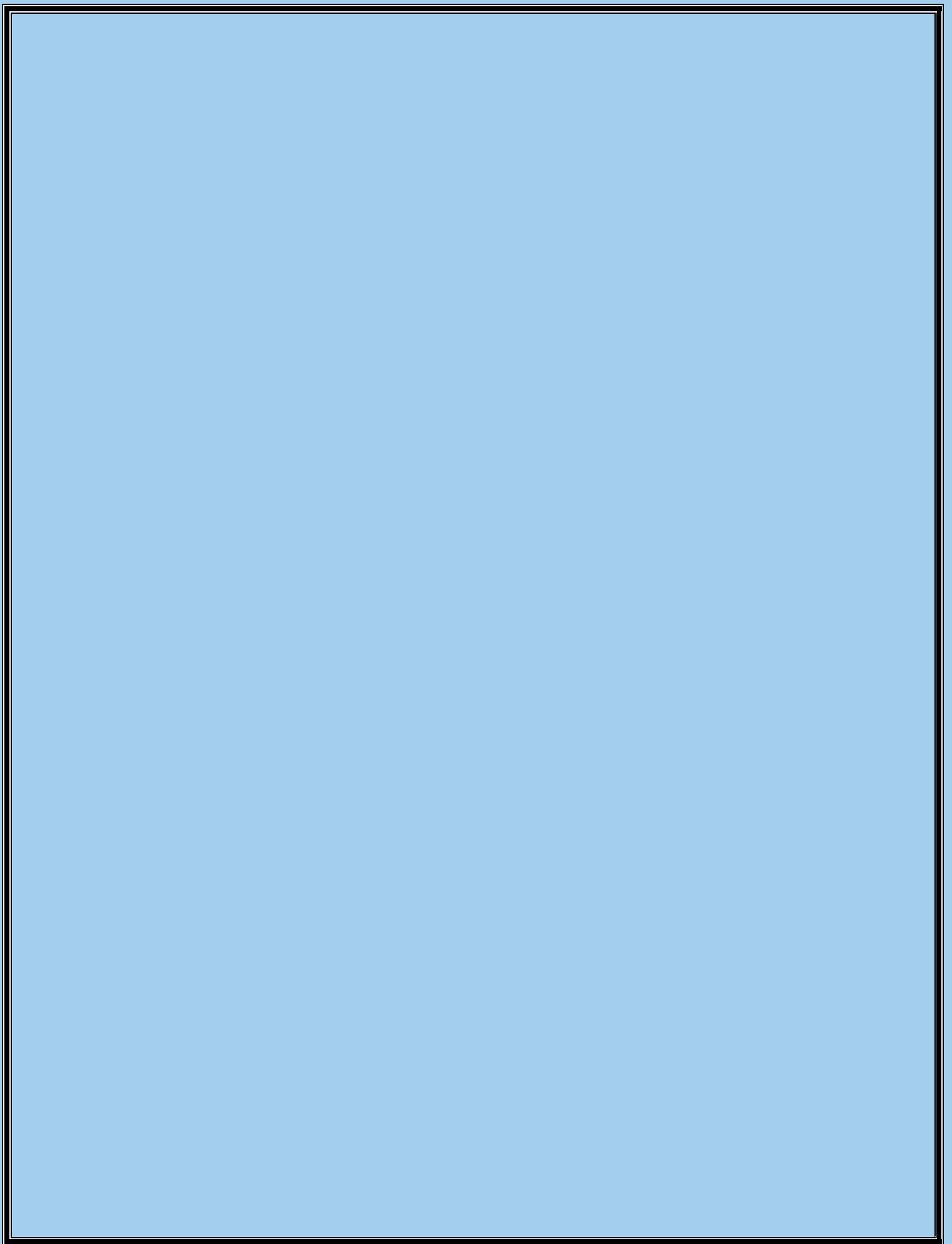
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# **EXECUTIVE SUMMARY**





EXECUTIVE SUMMARY SECTION

This section includes the following information:

- I. Shelby County Board of Education
- II. Administration
- III. Profile of Shelby County Schools - The School District
- IV. Profile of Shelby County, Tennessee
- V. Executive Highlights
  - i. SCS Strategic Beliefs, Priorities and Goals
  - ii. Benchmarks and Performance Results
  - iii. Budgetary Highlights
  - iv. Budget Development and Administration
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    - D. Special Revenue Funds
    - E. Capital Projects Fund
    - F. Internal Service Funds
    - G. Tax Rates and Trends
  - viii. Budget Forecast
  - ix. Awards and Recognitions



**I. SHELBY COUNTY BOARD OF EDUCATION**

The Shelby County Board of Education (SCBE) governs the business operations of Shelby County Schools (SCS 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.

<b>BOARD MEMBER</b>	<b>DISTRICT</b>	<b>TERM EXPIRATION</b>
Ms. Shante K. Avant, Chair	VI	8/31/2022
Ms. Stephanie P. Love, Vice-Chair	III	8/31/2020
Ms. Michelle Robinson McKissack	I	8/31/2022
Ms. Althea Greene	II	8/31/2022
Mr. Kevin D. Woods	IV	8/31/2020
Mr. Scott McCormick	V	8/31/2020
Ms. Miska Clay Bibbs	VII	8/31/2020
Mr. William "Billy" Orgel	VIII	8/31/2022
Ms. Joyce Dorse Coleman	IX	8/31/2022

All regular Business Meetings of the 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 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 C19 and radio station 88.5 FM.



**II. ADMINISTRATION**

Superintendent	Dr. Joris M. Ray
Chief Internal Auditor	Leon Pattman
General Counsel & Chief Legal Officer	Jennifer Ervin, <i>Esq</i>
Chief of Staff	Patrice Thomas
Deputy Superintendent of Finance & Operations	Dr. John Barker
Chief of Academics	Dr. Antonio Burt
Deputy Supt of Schools & Academic Support	Dr. Angela Whitelaw
Chief of Academic Operations & School Support	Shawn Page
Chief of Schools	Vacant
Chief of Business Operations	Vacant
Chief of Communications	Natalia Powers
Chief Financial Officer	Angela Carr
Chief of Human Resources	Vacant
Chief Information Officer	Vacant
Chief of Strategy & Performance Management	Bradley Leon
Chief of Student, Family & Community Affairs	Dr. Lori Phillips
Chief of Safety & Security	Gerald L. Darling

**III. PROFILE OF SHELBY COUNTY SCHOOLS – THE SCHOOL DISTRICT**

Shelby County Schools is the largest school district in Tennessee and one of the top 25 largest districts in the nation, serving approximately 104,770 students in 2020. In school year 2019-20, the District encompassed a portfolio of school options for students and parents, including traditional schools, charter schools, optional schools, schools with optional programs, career and technology centers (CTCs), special education (SPED) centers, and alternative schools. Shelby County Schools also had 291 pre-kindergarten classrooms. Of those 291 pre-kindergarten classrooms, 33 were within community partner locations.

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



In July 2013, six suburban cities in Shelby County approved the creation of their own municipal school districts independent of Shelby County Schools. The consequence of the merger between Memphis City schools and Shelby County Schools and the demerger among Shelby County Schools and six municipal school districts created the current Shelby County Schools. The educational ecosystem within and surrounding 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. In school year 2018-19, ASD had 30 schools serving approximately 10,590 students in Shelby County Schools. Also, there were 60 charter schools authorized by Shelby County Schools in school year 2018-19; they served 15,966 students. Seven new charter schools were authorized for the 2019-20 school year by the Shelby County Board of Education. As of print date for this document, there will be 57 charter schools in school year 2019-20 because two schools decided to close. Lastly, the six neighboring municipal school districts served approximately 32,000 students within Shelby County.

With the robust public school competition, the District is continuously transforming to provide a stable array of quality school options to students and parents. SCS base enrollment has declined from approximately 91,119 in school year 2017-18 to 87,049 in school year 2018-19. Over these years, SCS-authorized charter school enrollment grew to 15,966 students. In school year 2019-20, SCS anticipates an overall enrollment of 104,770 as a primary result of attrition outside of the District.

The chart below provides a data snapshot of student background, academic performance and social and developmental needs within SCS. The projected enrollment and number of schools are for 2019-20. All of the other data is for 2017-18 and was obtained from the TN Department of Education.

School Year 2019-20 SCS K-12 Enrollment <b>104,770</b>	Number of SCS Schools <b>224</b>	Economically Disadvantaged Students <b>58.9%</b>	English Language Learners <b>7.7%</b>
Students with Disabilities <b>12.3%</b>	Homeless <b>1.064</b>	Underrepresented Minorities <b>92.5%</b>	Highly Qualified SCS Teachers <b>96.5%</b>
Attendance <b>94.5%</b>	Suspension Rate <b>11.2%</b>	Graduation Rate <b>79.1%</b>	Average ACT Composite <b>17.8</b>
TVAAS Literacy <b>Level 1</b>	TVAAS Numeracy <b>Level 1</b>	TNReady HS ELA <b>19.8%</b>	TNReady HS Math <b>7.6%</b>

In school year 2017-18, nearly six of ten SCS students were considered economically disadvantaged. About 92.5% of SCS students were underrepresented minorities. Approximately nine out of ten underrepresented minority students were in Shelby County Schools. At least 7.7% of SCS students were English Language Learners and 12.3% were students with disabilities. Attendance was high at 94.5% across the District; however, suspension rate stood at 11.2% in school year 2017-18. Despite an increase in graduation rates over the past couple of years, the majority of SCS students are leaving the District

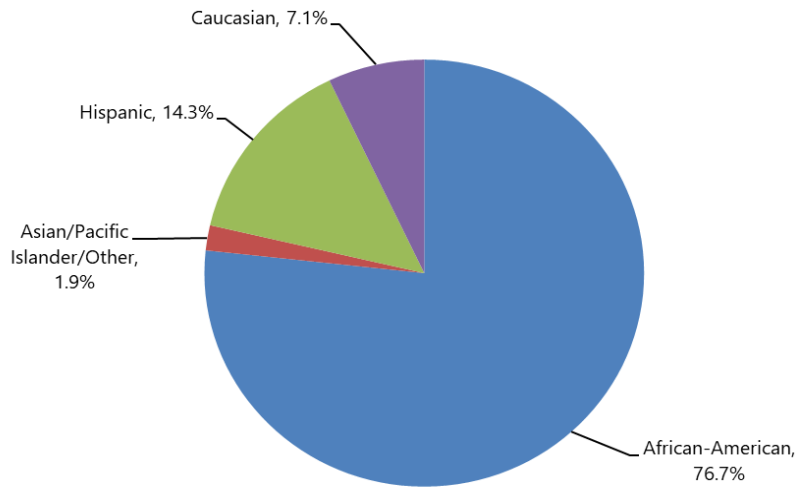




unprepared for postsecondary opportunities with only 19.8% and 7.6% of TNReady testers ranked in the two top tiers of the ELA and Math assessments, respectively.

Based upon enrollment figures as reported to the Tennessee State Department of Education, the student demographics during Fiscal Year 2017-18 was 76.7% African American, 7.1% Caucasian, 14.3% Hispanic and 1.9% other races and nationalities.

The chart below represents the District’s student demographics for Fiscal Year 2017-18.



Source: Tennessee State Report Card data extracted December 4, 2018

**IV. PROFILE OF SHELBY COUNTY, TENNESSEE**

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 2018 population estimated at 935,764 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 as a result 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 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 54.1% and 41.2% in 2018. The Hispanic population is estimated to be approximately 6.5% in 2018, according to the U.S. Census Bureau. More than 38 languages such as Spanish, Vietnamese, and Arabic are spoken throughout Shelby County, which represents the ethnic and cultural diversity.



Household socio-economic status illustrates disparities exist. The median household income in Shelby County was \$48,415 in 2017. Within Shelby County, the median household income in the City of Memphis was \$38,230 in 2017 compared to Germantown at \$113,392 in 2017. About one out of five individuals in Shelby County lived below the poverty level in 2017 and more than a quarter of individuals in the City of Memphis lived below poverty. Both exceeded the state’s poverty rate. In 2017, a large number of individuals were unemployed with unemployment rates of 3.9% and 4.3% in Shelby County and the City of Memphis, respectively.

Unsurprisingly, 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 was 3.1% higher than that of the City of Memphis in 2017, while the percentage of college graduates was 5.2% higher than that of City of Memphis. In addition, the median earning differences of a 25-year old individual with a high school diploma versus one with a bachelor’s degree was \$19,567 in City of Memphis and \$24,100 in Shelby County.

Below are 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.

KEY ECONOMIC INDICATOR	SHELBY COUNTY		CITY OF MEMPHIS		STATE OF TENNESSEE	
	2010	2017	2010	2017	2010	2017
High School Graduates (%)	84.9%	87.6%	81.2%	84.5%	82.5%	86.5%
College Degree Graduates (%)	27.8%	30.7%	22.5%	25.4%	22.7%	26.1%
People below Poverty Line (%)	19.7%	18.9%	25.4%	26.9%	16.5%	15.0%
Unemployment Rate	4.3%	3.7%	4.8%	4.3%	3.7%	3.5%
Median Earnings of 25 years old and over who have not earned High School diploma (or equivalency)	\$17,953	\$19,361	\$17,131	\$19,056	\$18,105	\$20,748
Median Earnings of 25 years old and over who are High School Graduates	\$24,661	\$25,390	\$22,376	\$23,592	\$25,293	\$27,073
Median Earnings of 25 years old and over who obtained a Bachelor’s degree	\$47,809	\$49,490	\$42,338	\$43,159	\$43,423	\$46,024

\*Data Source: Bureau of Labor Statistics, Tennessee Department of Education, US Census, 2010-2017

Education is a powerful component to increase the economic well-being of our students and families. Increasing the percentage of high school graduates and students who are college or career-ready through investments in education improves not only the lives of our families and children, but also our communities and businesses. One of the goals of Destination 2025, the District’s 10-year strategic plan, is to create a more knowledgeable and productive workforce that ultimately benefits the entire County.



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

MEASURE	SHELBY COUNTY SCHOOLS			DAVIDSON COUNTY SCHOOLS			HAMILTON COUNTY SCHOOLS			KNOX COUNTY SCHOOLS		
	2015-16	2015-16	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Enrollment*	112,077	109,664	106,381	85,123	85,453	82,424	44,414	44,444	43,830	60,313	60,356	59,364
Number of Schools	221	206	200	163	163	159	79	78	78	91	90	82
Charter Schools	45	45	51	24	28	29	2	4	4	0	1	1
Economically Disadvantaged Students (%)	66,238 (59.1%)	64,263 (55.6%)	60,521 (56.9%)	45,881 (53.9%)	43,239 (50.6%)	38,636 (46.9%)	15,856 (35.7%)	16,578 (35.3%)	16,452 (37.6%)	18,034 (29.2%)	17,081 (28.3%)	17,017 (28.7%)
English Language Learners (%)	9,457 (8.4%)	9,782 (8.9%)	8,191 (7.7%)	14,989 (17.6%)	16,165 (18.9%)	13,847 (16.8%)	2,556 (5.8%)	2,804 (6.3%)	2,674 (6.1%)	2,858 (4.7%)	3,094 (5.1%)	2,731 (4.6%)
Students with Disabilities (%)	14,059 (12.5%)	13,518 (12.3%)	12,253 (11.5%)	10,889 (12.8%)	11,166 (13.1%)	10,892 (13.2%)	5,587 (12.6%)	5,071 (12.8%)	5,566 (12.7%)	8,580 (14.2%)	8,686 (14.4%)	8,360 (14.1%)
Chronically Out of School	16.0%	16.0%	12.0%	15.0%	16.0%	18.0%	14.0%	8.0%	14.0%	14.0%	14.0%	16.0%
Suspension Rate	15.0%	14.0%	11.2%	12.0%	9.0%	9.0%	8.0%	8.0%	7.0%	7.0%	6.0%	6.0%
TVAAS Literacy	Level 5	Level 1	Level 5	Level 5	Level 3	Level 2	Level 5	Level 5	Level 5	Level 3	Level 5	Level 1
TVAAS Numeracy	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 5	Level 5	Level 3
Graduation Rate	78.7%	79.6%	79.2%	81.0%	80.3%	80.2%	83.8%	84.6%	86.6%	90.3%	89.6%	89.8%
Average ACT Score	17.5	17.8	17.7	18.7	19.0	18.9	19.8	19.9	19.9	21.1	21.1	21.4

\*Data Source: TN Department of Education, State Report Card. TN Department of Education Charter Schools.



## V. EXECUTIVE HIGHLIGHTS

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

Shelby County Schools established the 10-year strategic plan “Destination 2025”, which was designed not only to improve the quality of public education, but also to create a more knowledgeable, productive workforce and ultimately benefit our entire community. Our long-term success is evaluated by the following three measures.



Specifically, by 2025, 80 percent of seniors will be on track to learn in a postsecondary classroom or enter the workforce straight out of high school; 90 percent of students will earn their high school diploma on time; and all college or career-ready students will enroll in a postsecondary opportunity.

To achieve the 80/90/100% College and Career Readiness goals, the District holds the following beliefs.

- Proficiency in literacy is the foundation of all learning, and we are committed to making that a top priority for students.
- As we raise expectations of our students, innovative and varied practices are needed in the classroom to provide students with learning experiences that will prepare them for life after graduation.
- Successful teachers and leaders are the drivers for student success. That means continuing to provide educators with the support and tools needed to make classroom teaching impactful.
- Although 2025 is in the future, the work is happening to produce engaged and prepared students.
- By devoting time and other resources to schools, community members can have a direct impact on student achievement.

Five strategic priorities support the 80/90/100% College and Career Readiness goals and guide the District toward fulfilling Destination 2025. Below are the strategic priorities with associated success goals.

#### **Priority 1: Strengthen Early Literacy**

Success Goal: 90% of third graders are proficient in reading and language arts by 2025

#### **Priority 2: Improve Post-Secondary Readiness**

Success Goal No. 1: 90% of SCS students graduate on time by 2025

Success Goal No. 2: 100% of college or career-ready SCS graduates will enroll in a post-secondary opportunity

#### **Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success**

Success Goal: 80% of students are college or career-ready based on mastery of TN Core standards

#### **Priority 4: Expand High-Quality School Options**

Success Goal: Student market share in SCS will increase 5% by 2025

#### **Priority 5: Mobilize Family and Community Partners**

Success Goal: By 2025, we will increase community confidence in the District to 90%



## ii. Benchmarks and Performance Results

Five strategic priorities support the 80/90/100% College and Career Readiness goals and guide the District towards fulfilling Destination 2025. The below summary is the District's progress for the most recently completed school year 2017-18 and investment commitments for the 2019-20 school year.

### Priority 1: Strengthen Early Literacy

Goal: 90% of third graders are proficient in reading and language arts by 2025

#### Progress as of school year 2017-18:

In spring 2018, 27% of third-grade students in SCS were considered to be on track or mastered in Reading based on the TNReady English Language Arts (ELA) assessment. This is an increase of 5.6 percentage points from 2017, representing nearly 400 more students reading on grade level compared to the previous school year.

#### Identified Challenges:

- Insufficient staffing for the Early Learning task force team which supports the entire District
- High mobility rate and a disproportionate promotion rate of students not reading on grade-level
- Annual learning losses that students experience while transitioning between school years
- Low number of students reading on grade-level in 3<sup>rd</sup> grade

#### Investments in school year 2019-20:

- Identify and select additional Early Learning task force members to support the foundational skills initiative
- Sustainability of Pre-K seats
- Ensure that each 2<sup>nd</sup> grade teacher has a trained paraprofessional in schools with less than 25% On-Track/Mastery (56/91)
- Identify and select a universal phonics program for K-2<sup>nd</sup> grade students
- Develop an SCS policy focusing on promotion and retention of 2<sup>nd</sup> grade students to improve literacy

### Priority 2: Improve Post-Secondary Readiness

Goal No. 1: 90% of SCS students graduate on time by 2025

Goal No. 2: 100% of college or career-ready SCS graduates will enroll in a post-secondary opportunity

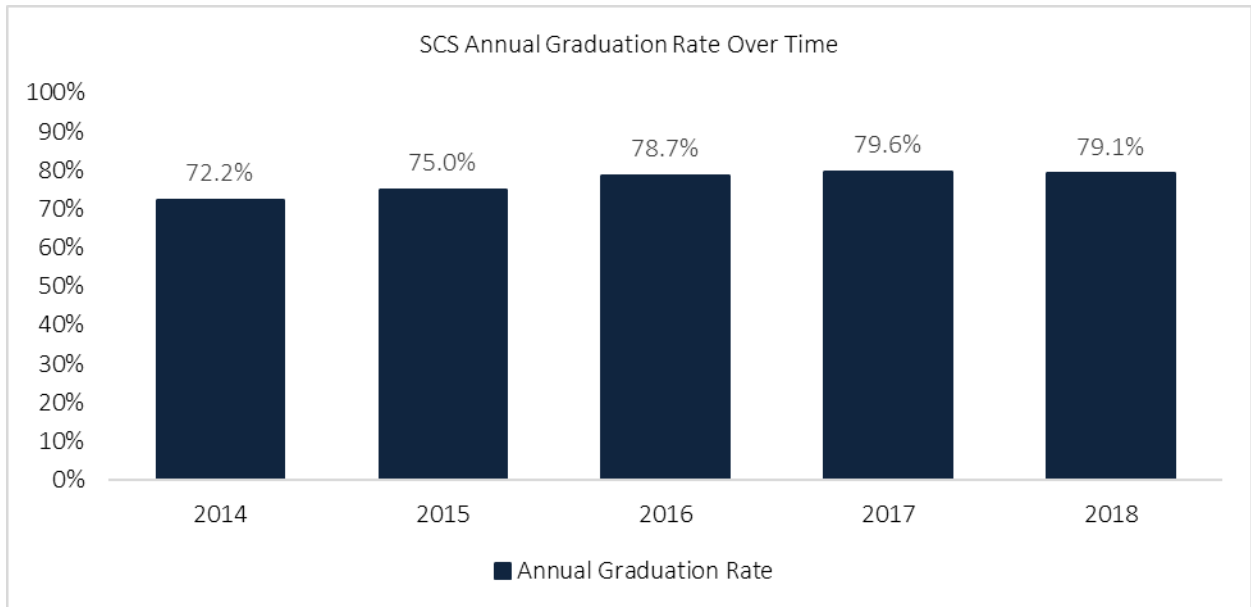
#### Progress as of school year 2017-18:

In 2018, 79.1% of SCS students graduated on time compared to 79.6% of students in 2017. Although the graduation rate decreased, this outcome exceeded the 2018 target by 1 percentage point. This current rate of improvement suggests that SCS is on track to achieve the 90% graduation rate goal by 2025. Despite steady district-wide improvement, graduation outcomes varied by high school. Including charter schools, 61% of SCS high schools met the 2018 target, meaning they are currently on track to meet the 90% graduation rate by 2025. 27% of schools already achieved a 90% graduation rate in 2018, and 33% improved their graduation rates from 2017 to 2018<sup>1</sup>.

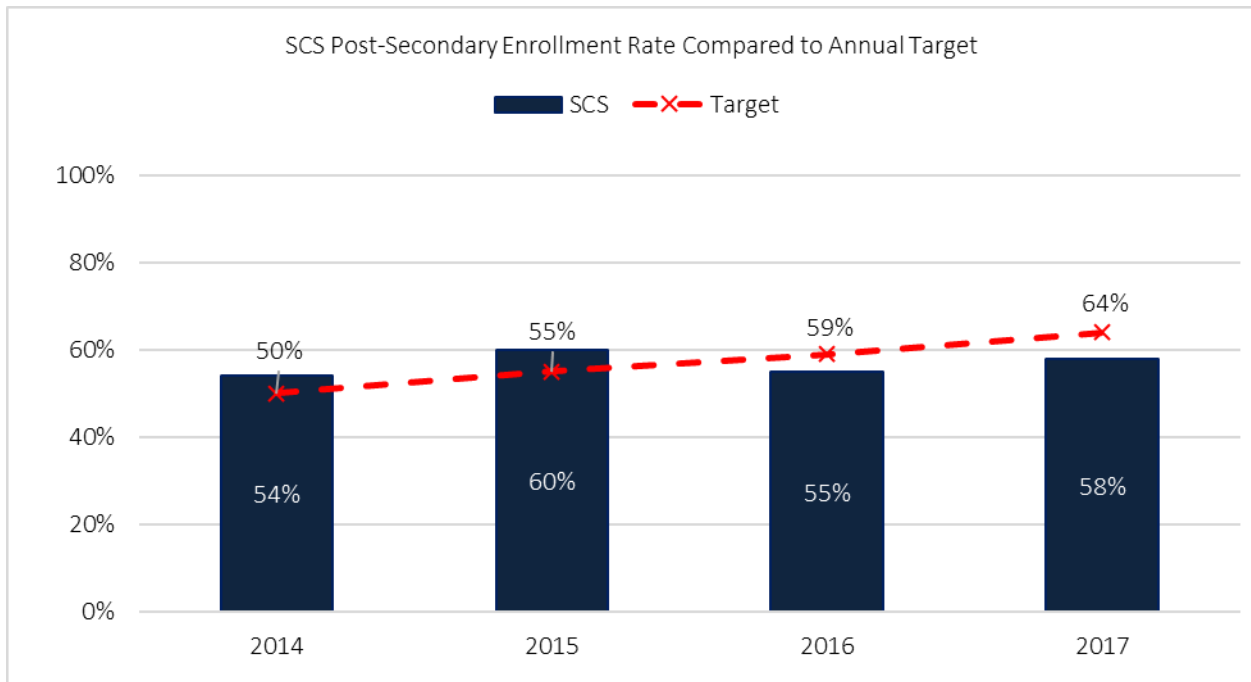
Five strategic priorities support the 80/90/100% College and Career Readiness goals and guide the District toward fulfilling Destination 2025. The below summary is the District's progress for the most recently completed school year 2016-17 and investment commitments in 2018-19 school year.

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<sup>1</sup> This rate excludes Excel Center and Virtual School.



The post-secondary enrollment rates for 2018 graduates are not yet available, but enrollment rates for 2017 graduates show that the District achieved a total post-secondary enrollment rate of 58%. Note that this does not reflect post-secondary enrollment specifically for students who are considered college- or career-ready.





Identified Challenges:

- Improve student attendance
- Improve academic achievement, particularly intervening early to avoid dropouts
- Strengthen the quality of college and career pathways

Investments in school year 2019-20:

- Research, plan, and introduce a PSAT/ACT predictor exam for the 2019-20 school year
- Conduct quarterly ACT workshops for all freshmen and sophomores
- Identify, select, and purchase a formative assessment tool

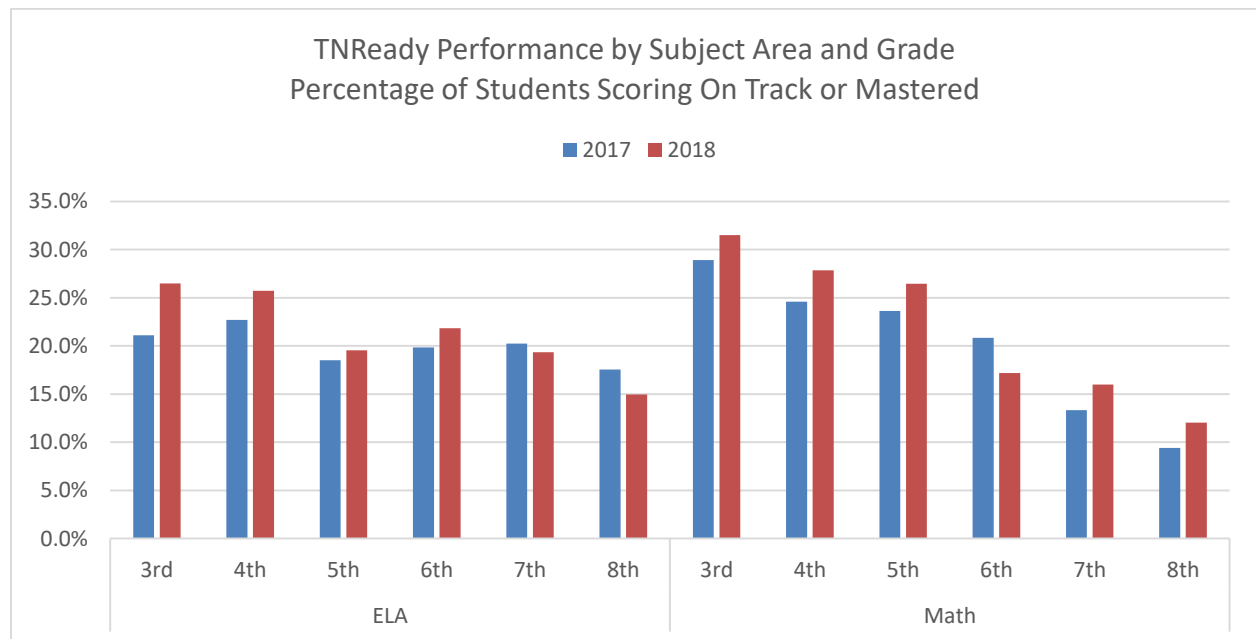
**Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success**

Goal: 80% of students are college or career-ready based on mastery of TN Core standards by 2025.

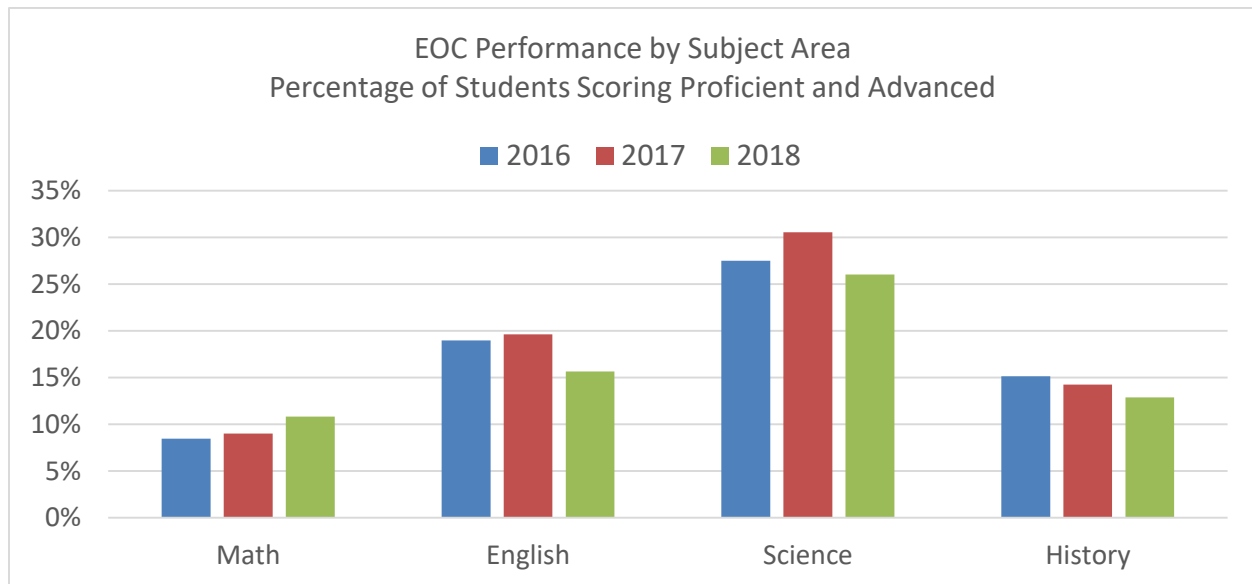
Progress as of school year 2017-18:

In 2018, SCS high schools earned a proficiency rate of 15.9%, while elementary and middle school students had overall proficiency rates of 26.8%.

TNReady Results for the 2017-18 school year saw the percentages of students scoring On Track or Mastered increase for all grade and subject areas except for 7<sup>th</sup> and 8<sup>th</sup> grade ELA and 6<sup>th</sup> grade math. For both subject areas, 3<sup>rd</sup> graders had the highest percentage of students testing at proficient and advanced with 26.5 percent in ELA and 31.5 percent in math.



For high school End-of-Course (EOC) exams, progress from the previous year was mixed. The percentage of students scoring On Track or Mastered improved in math courses compared to the previous year. However, all English, U.S. History, and Science courses saw declines. Grouping EOC results by subject area over the past three years shows a similar trend. Math saw an increase in 2018, while other subject areas saw declines.

**Identified Challenges:**

- Limited diversity in teacher workforce
- Educators and staff lack exposure to rigorous coursework
- Lack of a comprehensive curriculum in Algebra II and Geometry
- Lack of content expertise in EOC subjects

**Investments in school year 2019-20:**

- Identify, select, and train teachers to become Pre-AP/Honors teachers
- Develop partnerships with local universities to provide adjunct professors with an opportunity to teach EOC subjects within high schools
- Provide curriculum and training on integrating the Arts in all Priority schools
- At least two AP courses at each high school

**Priority 4: Expand High-Quality School Options**

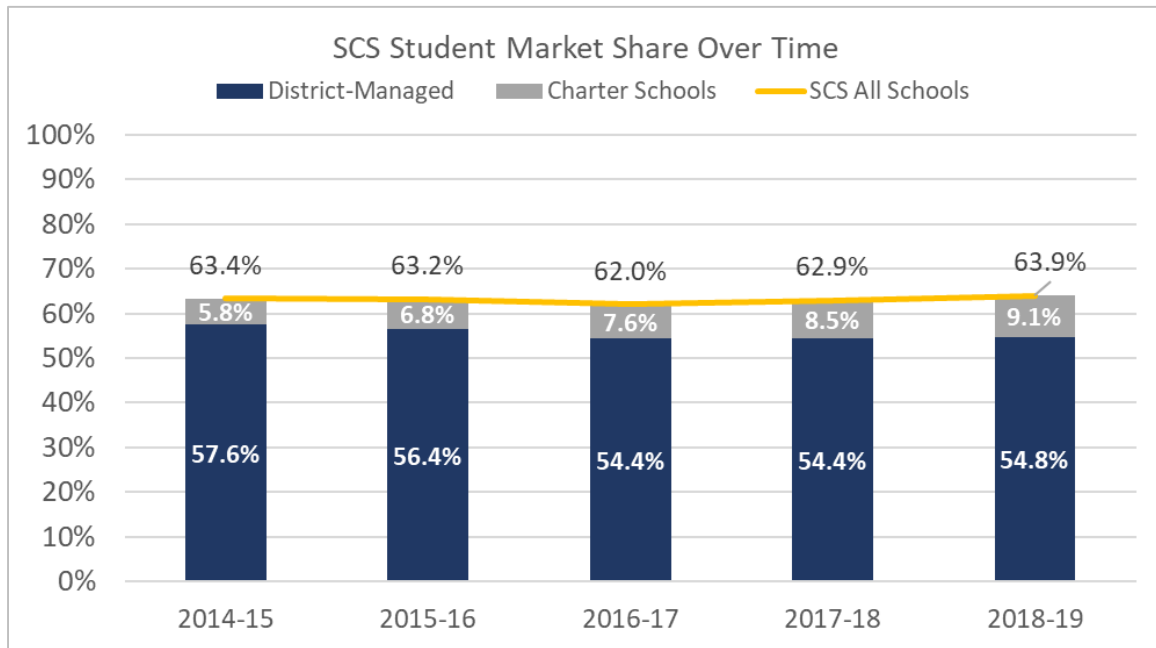
**Goal:** Student market share in SCS will increase 5% by 2025

**Progress as of school years 2017-18 and 2018-19:**

Shelby County Schools' student market share is currently estimated to be 63.9% based on K-12 enrollment counts on the 40<sup>th</sup> day of the 2018-19 school year and the most recent census estimates of the county-wide school-age population. Based on the best-available population estimates, SCS' market share improved by almost two percentage points from 2017 to 2019, though this calculation may fluctuate as school-age population estimates are revised.<sup>2</sup> The overall student enrollment count remained steady from 2017-2018 to 2018-2019 while the county-wide school age population estimates declined during the reporting period. In 2018, the number of SCS schools earning Reward status grew from 13 to 37. These 37 schools were in the top quartile of schools across the State for their student growth and/or achievement results on the most recent TNReady assessment. Two schools were named Reward schools for the second consecutive year - Middle College High School and Westhaven Elementary.

<sup>2</sup> Since the previous Destination 2025 Annual Report was published in 2016, the U.S. Census Bureau American Community Survey (ACS) has updated its Shelby County population estimates going back several historical years. Starting with this report, SCS will calculate market share using the most recent available five-year estimates provided by the ACS and the District has adjusted the previous years' calculations to reflect these estimates. Data for this report was captured 11/08/2018. Note that the ACS 5-year estimates were not available at the time of this report (SCS Student Market Share Over Time) for the 2018-19 school year, so annual population estimates were used.





Identified Challenges:

- Need for adequate school facilities
- Need for expanded optional school, honors, AP, dual enrollment and International Baccalaureate courses
- Academic needs of Priority School students

Investments in school year 2019-20:

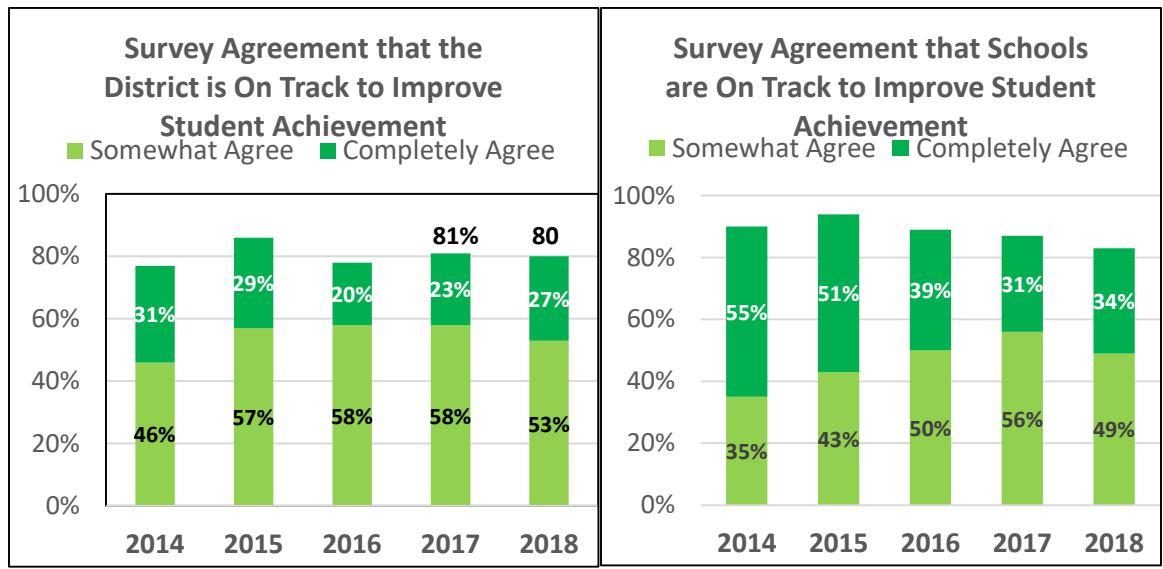
- Support schools in the implementation of improvement strategies.
- Implement the Academic Equity and Action Plan that will offer academic opportunities such as AP courses, enrichment classes and ACT prep to more students and at schools that historically lacked these offerings
- Establish a more respectful and positive culture centered on teaching and learning that more intentionally includes the voices of students and teachers
- Continuous improvement zone
- iZone
- University of Memphis Middle

**Priority 5: Mobilize Family and Community Partners**

Goal: By 2025, we will increase community confidence in the District to 90%

Progress as of school year 2017-18:

Based on SCS' most recent annual survey to parents, community members and District staff, 80% of stakeholders are confident in the District's efforts to improve student achievement. This represents a 1%-point decrease in confidence from the previous school year. Although confidence in SCS schools themselves remains even higher, the percentage of stakeholders who agree that the schools are on track to improve student achievement dropped slightly from 87% in 2017 to 83% in 2018.



The 2017 and 2018 surveys also asked SCS parents for their level of agreement on whether their child’s school is on track to improve student achievement. In both years, a higher percentage of parents were very confident that their child’s schools were on track (44 percent) versus SCS schools in general (31 percent in 2017; 34 percent in 2018). As the District continues to make progress toward Destination 2025’s vision for college-and-career readiness, confidence from our community and their support remains key.

Identified Challenges:

- Coordination of interdepartmental collaboration to support family and community engagement at the district level.
- Continuous efforts to infuse family engagement into the school culture by impacting educational access to students, offering comprehensive educational services, and employing two-generation strategies through partnerships.
- Need to create various family outreach strategies to a diverse array of families (e.g., Hispanic, Arabic) ranging from recently arrived, refugee, and immigrant families district-wide.

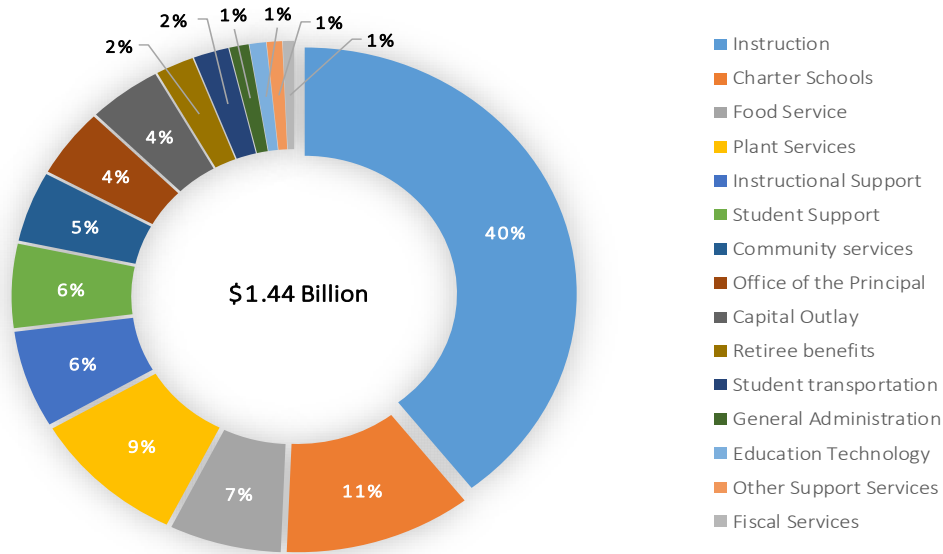
Investments in school year 2019-20:

- Broaden strategic community partnerships to serve more schools and/or students
- Streamline contracted partners and ensure accountability in schools through quarterly data reports and a metric with school leader feedback
- Expand family and community engagement opportunities programmatically
- Merge Team Read and Arise to Read with an authentic non-educator approach around kindergarten and first grade literacy that provides a lift and enables tutors to give positive impact towards the third grade guarantee.



iii. Budgetary Highlights: Our Overall Budget Aligned with Destination 2025

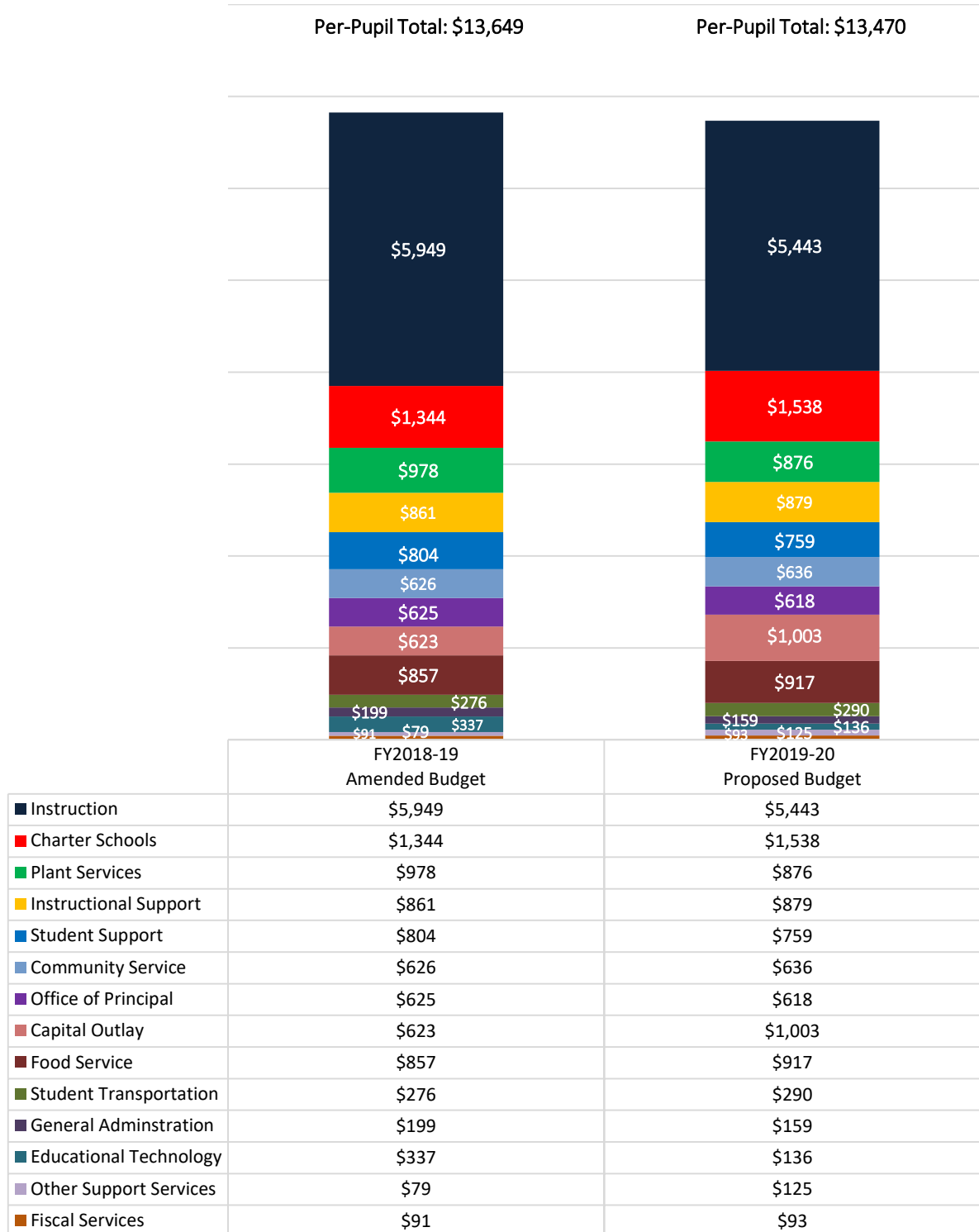
Shelby County Schools continues to make great academic strides, while becoming more efficient and being a prudent steward of public funds. The combined budget is \$1.44 billion dedicated to educate our students, which reflects a \$5.5 million increase in our total operations in fiscal year 2019-20 relative to the previous year budget. Approximately \$1.35 billion, or 93% of the fiscal year 2019-20 total budget, is focused on educational services to our students ranging from instruction to school safety and support services to food services to charter schools. The below chart provides a breakdown of the fiscal year 2019-20 combined budget expenditures.



<p><b>Instruction:</b> \$570.2 million Activities directly linked to teaching students</p>	<p><b>Charter Schools:</b> \$161.2 million State and local revenue payments to charter schools</p>	<p><b>Food Services:</b> \$96.1 million Preparation, delivery, and services of breakfasts, lunches, snacks, and other meals</p>
<p><b>Plant Services:</b> \$91.7 million School maintenance, including grounds, buildings, equipment, and utilities</p>	<p><b>Instructional Support:</b> \$92.1 million Activities to facilitate and enhance instruction, including content and professional development</p>	<p><b>Student Support:</b> \$79.5 million Library, guidance, health, and technical services to students, including school safety</p>
<p><b>Community Services:</b> \$66.6 million Community development programs such as early childhood development and innovation and planning</p>	<p><b>Office of the Principal:</b> \$64.8 million Activities performed by principals and assistant principals, includes school office staff</p>	<p><b>Capital Outlay:</b> \$105.1 million Capital improvements and construction for the District's schools</p>
<p><b>Retiree Benefits:</b> \$32.9 million District's contribution to 'pay as you go' retiree benefit costs</p>	<p><b>Student Transportation:</b> \$30.3 million Transportation for regular, vocational, and special education instruction</p>	<p><b>General Administration:</b> \$16.6 million Commission fees, legal services, communications, and others</p>
<p><b>Education Technology:</b> \$14.2 million Accounts for school and district level technology expenditures, which includes telecommunication, LAN and WAN</p>	<p><b>Other Support Services:</b> \$13.1 million Non-instructional services to students and staff by Human Resources and Information Technology Division</p>	<p><b>Fiscal services:</b> \$9.7 million Accounting, budgeting, financial reporting, payroll, purchasing, and internal auditing</p>



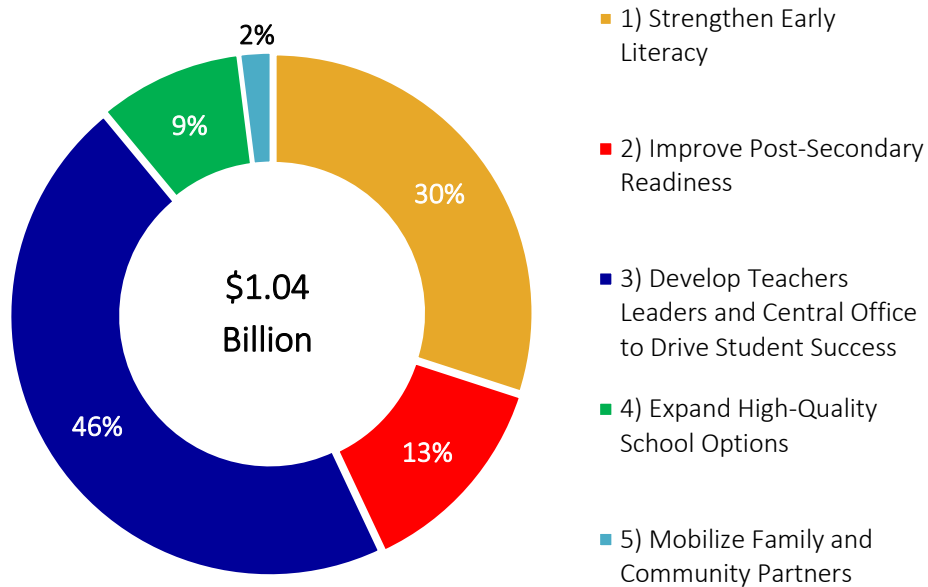
In fiscal year 2019-20, the per-pupil amount of the combined funds budget will decrease from \$13,649 to \$13,470 as shown in the charts below.



Of the total \$1.44 billion all funds budget in fiscal year 2019-20, the General Fund consists of about \$1.04 billion (or 72%). The General Fund serves as the primary operating fund for the District. The fiscal year 2019-20 General Fund budget reflects a \$49.2 million decrease compared with the prior year budget.



The below chart highlights the alignment of the fiscal year 2019-20 General Fund budget with the Destination 2025 five strategic priorities. It indicates that the District is focusing on developing our teachers and school leaders and strengthening early literacy.



Destination 2025 Strategic Goal	Budget Amount	% of Total
1) Strengthen Early Literacy	\$312,171,773	30%
2) Improve Post-Secondary Readiness	\$135,274,435	13%
3) Develop Teachers Leaders and Central Office to Drive Student Success	\$478,663,385	46%
4) Expand High-Quality School Options	\$93,651,532	9%
5) Mobilize Family and Community Partners	\$20,811,452	2%
<b>Grand Total</b>	<b>\$1,040,572,577</b>	<b>100%</b>

**Note:** This chart represents the fiscal year 2019-20 General Fund budget as aligned to each SCS District Priority. SCS departmental leaders were asked to submit their budget requests by aligning each requested dollar to the five District priorities. During budget development and evaluation, amounts and proportions tied to district goals and priorities may have shifted based on analysis of program outcomes, expected revenues, additional grant funding or cost-saving measures.



#### iv. Budget Development and Administration

Budgets are developed in order 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 adopted 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 in order 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 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 are in compliance 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.

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

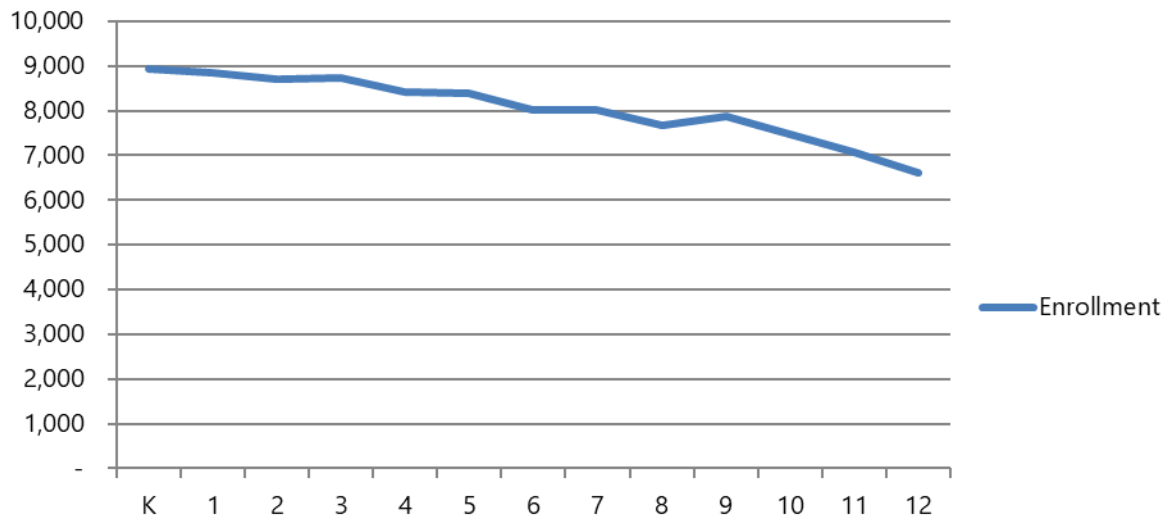
Funding levels are reviewed to ensure compliance with Federal and State maintenance of effort requirements. An activist approach is taken in the budget development process. Typically, a thorough mid-year review is performed on each function's current year expenditures and operations to guide the development of the budget. Management then determines if funds should be realigned or redirected to another area. All line item costs are substantiated 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 for Fiscal Year 2019-20 is listed below. The District currently serves 104,770 students in grades kindergarten through grade 12.

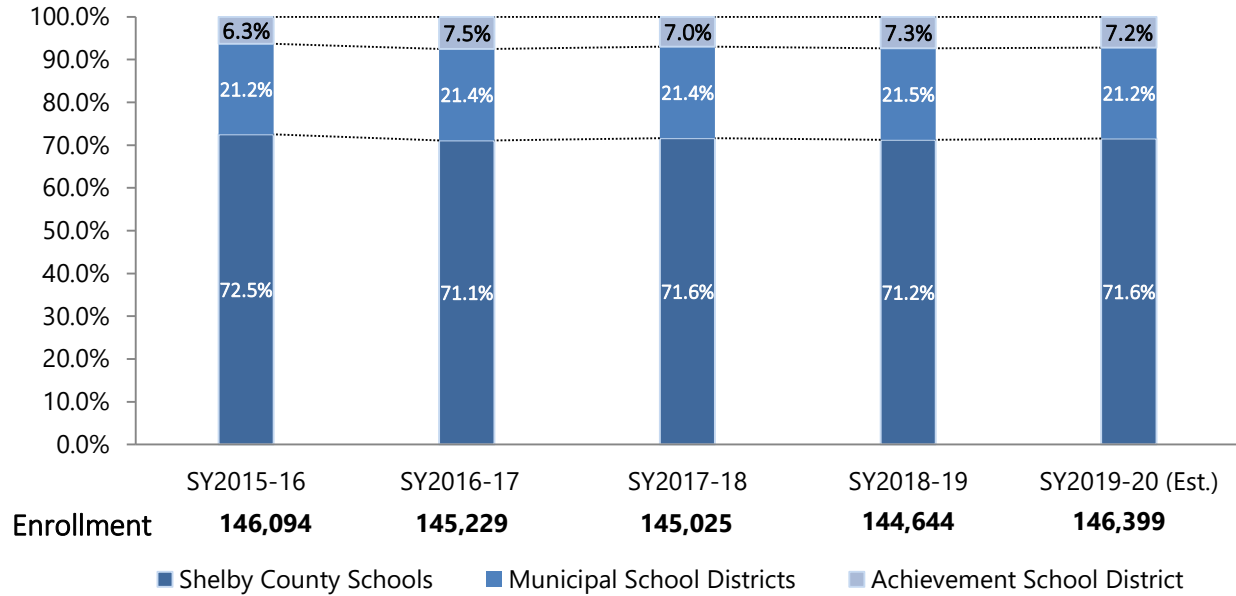
Grade	Enrollment
K	8,937
1	8,852
2	8,699
3	8,731
4	8,412
5	8,404
6	8,014
7	8,030
8	7,673
9	7,870
10	7,467
11	7,057
12	6,624
<b>Totals</b>	<b>104,770</b>



SPED total includes students with IDEA disabilities including learning disabilities, health impairment, 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 special-needs students.



### Student Enrollment



\*Data Source: 40<sup>th</sup> Day Enrollment; SY 2018 and 2019 Enrollment Projections.

With the competition of neighboring school districts and ASD school takeovers, Shelby County Schools has experienced significant student enrollment attrition over the last couple of years. SCS student enrollment stood at 103,015 in school year 2018-19. The District student enrollment increased slightly for the 2019-20 school year to 104,770. Note that the above enrollment schedule includes combined data for SCS, the Municipal School Districts and the Achievement School District.



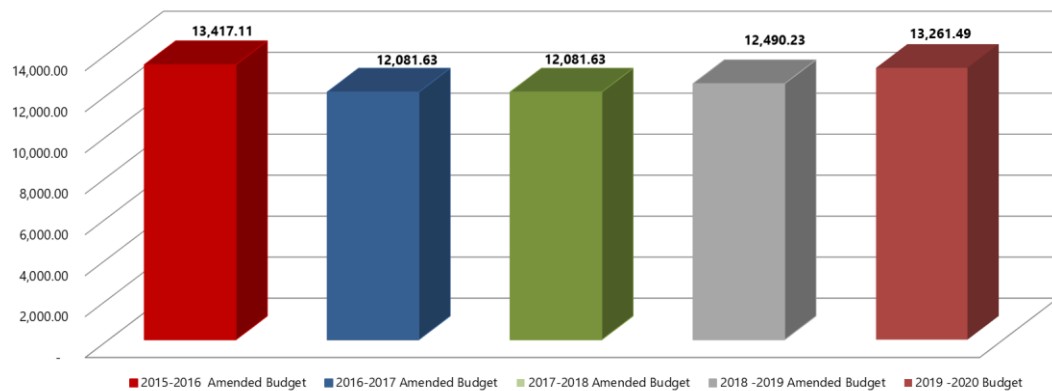


vi. Staffing Levels

	2015-2016 Amended Budget	2016-2017 Amended Budget	2017-2018 Amended Budget	2018 -2019 Amended Budget	2019 -2020 Budget	Change from 2019 Amended Budget to 2020 Budget	Percentage Change from 2019 Amended Budget to 2020 Budget
<b>Full-Time Employees</b>							
Officials/Administrators	211.00	215.00	215.00	215.00	215.00	256.1	16.03%
Principals	170.00	160.00	160.00	157.00	157.00	-	0.00%
Asst Principals, Non-Teaching	190.00	172.00	172.00	194.00	203.00	9.00	4.43%
Elementary Teachers	2,694.25	2,472.50	2,472.50	2,472.16	2,362.00	(110.16)	-4.66%
Secondary Teachers	2,228.00	1,860.00	1,860.00	1,911.65	1,886.9	(24.80)	-1.31%
Other Teachers	2,485.62	2,166.95	2,166.95	2,168.50	2,192.1	23.62	1.08%
Guidance	283.00	262.00	262.00	313.00	299.00	(14.00)	-4.68%
Psychological	77.00	76.00	76.00	76.00	79.00	3.00	3.80%
Librarians/Av Staff	190.00	166.00	166.00	166.00	145.00	(21.00)	-14.48%
Consultants & Supervisors Of Instruction	114.00	108.00	108.00	120.00	153.00	33.00	21.57%
Other Professional Staff	518.00	538.00	538.00	600.08	747.2	147.12	19.69%
Teacher Aides	1,796.52	1,600.55	1,600.55	1,674.89	1,749.00	74.11	4.24%
Technicians	159.15	131.15	131.15	134.00	171.00	37.00	21.64%
Clerical/Secretarial Staff	789.50	665.50	665.50	729.20	688.6	(40.56)	-5.89%
Service Workers	1,021.57	1,002.98	1,002.98	1,062.75	639.2	(423.51)	-66.25%
Skilled Crafts	130.00	119.00	119.00	119.00	111.00	(8.00)	-7.21%
Laborers And Helpers	256.00	258.00	258.00	258.00	260.00	2.00	0.77%
Professional Instructional	45.00	42.00	42.00	53.00	5.00	(48.00)	-960.00%
<b>Total</b>	<b>13,358.61</b>	<b>12,015.63</b>	<b>12,015.63</b>	<b>12,424.23</b>	<b>12,104.10</b>	<b>(320.13)</b>	<b>-2.64%</b>
<b>Part-Time Staff Employees</b>							
All Other	56.50	59.00	59.00	59.00	17.00	(42.00)	-71.19%
Part-Time	2.00	7.00	7.00	7.00	1,140.39	1,133.39	16191.29%
<b>Total</b>	<b>58.50</b>	<b>66.00</b>	<b>66.00</b>	<b>66.00</b>	<b>1,157.39</b>	<b>1,091.39</b>	<b>1653.62%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>13,417.11</b>	<b>12,081.63</b>	<b>12,081.63</b>	<b>12,490.23</b>	<b>13,261.49</b>	<b>771.26</b>	<b>6.17%</b>

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

The chart above reports the all funds budgeted staffing levels for Fiscal Years 2016 through 2020. 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.



For Fiscal Year 2019-20, the District budgeted for 13,261.49 positions, as noted in the graphic above. School staffing needs are determined by the use of a staffing formula, which bases these needs upon changes in enrollment/Average Daily Membership(ADM), the opening/closing of schools and other relevant factors.

Personnel costs account for 61% of the District’s expenditures for all funds and 70% of the District’s General Fund. The District has had a net increase of 771.25 positions in the Fiscal Year 2019-20 budget. This increase is attributed to an increase in grants and special programs, strategic investments and reorganization of operations within the District to gain efficiencies and improve academic effectiveness.



vii. Financial Overview

Shelby County Schools is the largest school district in the state of Tennessee. The \$1.44 billion budget across all funds reflects the academic support and operations needed to serve the 104,770 students (including charter schools) in school year 2019-20. 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 total expenditure budget across all funds is approximately \$1.44 billion in fiscal year 2019-20. The total budgeted expenditures for all funds reflects a \$5.5 million or a .39% increase from the prior year budget.

Below is the budgeted financial statement of activities for all funds.

FISCAL YEAR 2019-20 ALL FUNDS BUDGET

	2015-16	2016-17	2017-18	2018-19	2019-20	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Budget		
<b>Revenues</b>							
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ -	0.00%
Shelby County	470,850,728	476,996,207	514,397,827	532,810,025	577,972,164	45,162,139	8.48%
State of Tennessee	496,372,683	491,219,829	512,042,003	533,553,732	549,965,462	16,411,730	3.08%
Federal Government	217,473,988	255,259,197	251,084,297	256,368,683	258,524,088	2,155,405	0.84%
Other local sources	34,154,285	40,408,853	25,010,792	27,181,724	30,916,610	3,734,886	13.74%
<b>Total revenues</b>	<u>1,220,909,685</u>	<u>1,265,371,366</u>	<u>1,303,980,359</u>	<u>1,351,247,499</u>	<u>1,418,711,658</u>	<u>67,464,160</u>	<u>4.99%</u>
<b>Expenditures</b>							
Instruction	539,920,215	561,246,119	600,434,452	612,857,678	570,225,013	(42,632,665)	-6.96%
Instructional support	61,170,716	66,900,787	64,481,661	88,721,974	92,064,622	3,342,647	3.77%
Student support	64,907,724	65,690,777	67,557,473	82,800,284	79,519,349	(3,280,935)	-3.96%
Office of principal	59,930,962	58,249,962	62,720,477	64,370,506	64,756,683	386,177	0.60%
General administration	20,726,227	18,298,386	15,438,127	20,489,115	16,625,043	(3,864,072)	-18.86%
Education Technology	-	-	30,528,463	34,701,636	14,235,606	(20,466,030)	-58.98%
Fiscal services	6,057,483	5,928,603	7,156,332	9,377,835	9,731,249	353,413	3.77%
Other support services	39,241,912	52,002,074	7,146,668	8,123,479	13,133,476	5,009,997	61.67%
Student transportation	29,107,111	25,862,890	26,144,698	28,390,264	30,347,300	1,957,036	6.89%
Plant services	81,940,891	86,303,598	85,102,716	100,396,943	91,737,230	(8,659,713)	-8.63%
Community service	48,939,980	52,614,041	51,417,864	64,527,693	66,612,432	2,084,739	3.23%
Charter schools	94,408,523	111,283,036	128,231,865	138,451,190	161,170,764	22,719,574	16.41%
Retiree benefits	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	-	0.00%
Food service	79,210,360	86,092,200	72,114,567	88,322,763	96,090,640	7,767,878	8.79%
Debt Service:	550,011	72,614	-	-	-	-	0.00%
Capital Outlay	17,505,023	16,846,062	67,226,251	64,225,916	105,053,935	40,828,019	0.00%
<b>Total expenditures</b>	<u>1,178,317,980</u>	<u>1,241,986,823</u>	<u>1,314,532,018</u>	<u>1,438,646,367</u>	<u>1,444,192,434</u>	<u>5,546,065</u>	<u>0.39%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	42,591,705	23,384,543	(10,551,659)	(87,398,869)	(25,480,776)		
<b>Approved use of fund balance</b>	-	-	10,551,659	87,798,869	25,480,776		
<b>Net Change</b>	42,591,705	23,384,543	-	-	-		
<b>Beginning Fund Balance</b>	204,370,233	225,055,400	240,050,167	249,056,848	161,657,979		
Increase (decrease) in reserve for encumbrance	(20,136,709)	(6,545,773)	22,287,328	-	-		
Transfers To/(From )Other Funds	(2,932,345)	(3,026,550)	(3,075,661)	-	-		
Sale of capital assets	1,162,517	1,182,548	346,673	-	-		
<b>Ending Fund Balance</b>	<u>\$ 225,055,400</u>	<u>\$ 240,050,167</u>	<u>\$ 249,056,848</u>	<u>\$ 161,657,979</u>	<u>\$ 136,177,203</u>		
<b>Fund balance categories</b>							
Nonspendable	9,380,036	9,835,192	5,812,918	5,812,918	5,468,991		
Restricted	71,655,283	68,412,033	80,824,679	60,151,248	47,238,198		
Assigned	32,274,990	72,154,766	85,111,865	20,000,000	20,000,000		
Unassigned	111,745,093	89,648,177	77,307,386	75,693,814	63,470,013		
<b>Total ending fund balance</b>	<u>225,055,402</u>	<u>240,050,167</u>	<u>249,056,848</u>	<u>161,657,979</u>	<u>136,177,203</u>		

**Revenues**

Overall, the total combined funds revenues stand at \$1.42 billion in fiscal year 2019-20, which represents a \$67 million increase (or 4.99%) from the prior fiscal year budgeted revenues. There are a number of drivers behind the revenue increase. First, the General Fund revenues will increase \$23 million due to a combination of increases in BEP funds for growth, enrollment and teacher raises, a non-recurring grant, the continuation of the Safe Schools Non-Recurring grant with carryforward, and an increase in indirect costs revenues from Nutrition and Federal Programs. Capital Improvement Funds revenues will increase \$42.3 million due to a new Capital Improvement allocation offset by decreases in City of Memphis and unforeseen projects. Non-Federal revenues will increase \$5.7 million due to the addition of the Pre-K expansion grant, an increase in the After School Child Care grant, and offset by declines in several grant awards. The Nutrition Services fund revenues will decrease \$1.8 million due to lower overall participation in food services programs. Federal Programs revenues will decline \$1.4 million due to the expiration of several grants (Title I School Improvement Grant (SIG Cohort 4) and Project Prevent grants will expire on September 30, 2019, iZone Supplemental School Improvement Grant ended September 30, 2018, and the Pre-K Expansion (Preschool Development Grant) (PDG) expired June 30, 2019).



**Expenditures**

Total combined fund budgeted expenditures will increase by \$5.5 million (or .39%) in fiscal year 2019-20 compared to the budgeted expenditures in fiscal year 2018-19. There are several reasons for the increase in expenditures. First, the General Fund expenditures will decrease \$49 million (or -4.5%) due to the removal of prior year carryforward purchase orders, Fund Balance funded projects, and non-recurring investments. In addition, some departmental budgets were reduced due to process efficiencies and the elimination of ineffective programs or services and duplicated efforts. Second, the Capital Projects Fund increased \$40.8 million due to a new County allocation. The Non-Federal Fund increased \$10.8 million largely due to the addition of the Pre-K Expansion PDG grant and increases in the After-School Childcare (ELOP) programs. The Nutrition Services Fund increased \$4.6 million due to the restructure of full-time personnel and part-time and temporary positions along with the continued replacement of obsolete equipment. Federal Programs expenses decreased \$1.4 million due to the expiration of several grants (Title I School Improvement Grant (SIG Cohort 4) and Project Prevent grants will expire on September 30, 2019, iZone Supplemental School Improvement Grant ended September 30, 2018, and the Pre-K Expansion (Preschool Development Grant) (PDG) expired June 30, 2019).

FISCAL YEAR 2019-20 ALL FUNDS BUDGET BY SPENDING CATEGORY

	2016-17 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ -	0.00%
Shelby County	470,850,728	476,996,207	514,397,827	532,810,025	577,972,164	45,162,139	8.48%
State of Tennessee	496,372,683	491,219,829	512,042,003	533,553,732	549,965,462	16,411,730	3.08%
Federal Government	217,473,988	255,259,197	251,084,297	256,368,683	258,524,088	2,155,405	0.84%
Other local sources	34,154,285	40,408,853	25,010,792	27,181,724	30,916,610	3,734,886	13.74%
<b>Total revenues</b>	<u>1,220,909,685</u>	<u>1,265,371,366</u>	<u>1,303,980,360</u>	<u>1,351,247,499</u>	<u>1,418,711,658</u>	<u>67,464,160</u>	<u>4.99%</u>
<b>Expenditures</b>							
Salaries	611,697,851	606,500,034	631,988,686	644,518,699	675,158,012	30,639,312	4.75%
Benefits	183,403,175	190,703,976	185,300,657	215,463,868	204,687,671	(10,776,197)	-5.00%
Contracted services	109,984,258	125,803,226	128,670,516	164,869,810	137,874,057	(26,995,754)	-16.37%
Professional services	2,368,066	2,939,733	3,557,469	3,109,629	3,624,248	514,619	16.55%
Property maintenance services	13,955,510	19,720,031	11,004,061	19,520,364	13,541,175	(5,979,189)	-30.63%
Travel	1,572,387	1,840,304	2,338,809	2,529,462	3,820,001	1,290,539	51.02%
Supplies & materials	90,741,111	104,503,497	89,828,906	102,718,481	86,831,492	(15,886,989)	-15.47%
Furniture, equipment & building improvements	45,042,254	48,031,075	110,004,714	108,630,539	122,677,663	14,047,123	12.93%
Other objects	23,612,258	31,518,764	23,601,367	38,712,539	34,393,115	(4,319,424)	-11.16%
Debt Service	550,011	72,614	4,968	-	-	-	0.00%
Charter schools	95,391,098	110,353,568	128,231,865	138,572,975	161,585,000	23,012,025	16.61%
<b>Total expenditures</b>	<u>1,178,317,978</u>	<u>1,241,986,825</u>	<u>1,314,532,018</u>	<u>1,438,646,367</u>	<u>1,444,192,434</u>	<u>5,546,065</u>	<u>0.39%</u>
<b>Excess (deficiency) of revenues</b>							
Debt service	42,591,707	23,384,541	(10,551,659)	(87,398,869)	(25,480,776)		
Approved use of fund balance	-	-	10,551,659	87,798,869	25,480,776		
<b>Net Change</b>	<u>42,591,707</u>	<u>23,384,541</u>	<u>-</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>	204,370,233	225,055,402	240,050,167	249,056,848	161,657,979		
Increase (decrease) in reserve for encumbrance	(20,136,709)	(6,545,773)	22,287,328	-	-		
Transfers from Other Funds	(2,932,345)	(3,026,550)	(3,075,661)	-	-		
Sale of capital assets	1,162,517	1,182,548	346,673	-	-		
<b>Ending Fund Balance</b>	<u>\$ 225,055,402</u>	<u>\$ 240,050,167</u>	<u>\$ 249,056,848</u>	<u>\$ 161,657,979</u>	<u>\$ 136,177,203</u>		



**B. Fund Balance**

Shelby County Schools projects to start fiscal year 2019-20 with a fund balance for all funds of \$161,657,979 (unaudited), which is a \$87 million decline (or -35.1%) when compared with fiscal year 2018-19. Of this total, the General Fund makes up 72% or \$117,050,992. The District recognizes the importance of maintaining a healthy unassigned General Fund balance by refraining from using the unassigned balance for recurring expenditures. The remainder of the General Fund balance is non-spendable, restricted, committed, or assigned to indicate that it is (1) not in spendable form, (2) restricted for specific purposes, or (3) assigned for specific purposes. SCS will use \$10 million of unassigned General Fund balance during fiscal year 2019-2020 to support the top priorities of the District in improving classroom support; instructional support; social and emotional support; and academic intervention and transformation to support our children.

FISCAL YEAR 2018 and 2019 ESTIMATED FUND BALANCES

Fund Name	Actual Balance 6/30/2018	Projected Balance 6/30/2019	FY18-19 % Change
<b>General Fund</b>			
Nonspendable	\$ 5,812,919	\$ 5,812,919	0.00%
Restricted	31,697,246	31,600,000	-0.31%
Assigned	85,111,866	10,000,000	-88.25%
Unassigned	76,168,026	69,638,072	-8.57%
	198,790,058	117,050,992	-41.12%
<b>Capital Projects Fund</b>	1,665,284	227,509	-86.34%
<b>Special Revenue Funds</b>			
Categorically-Aided Non-Federal	10,266,411	9,451,302	-7.94%
Categorically-Aided Federal			0.00%
Food Service Fund	37,195,739	33,987,272	-8.63%
<b>Internal Service Funds</b>			
Printing Services	418,843	220,393	-47.38%
Supply Chain Management	481,995	481,995	0.00%
ASD	238,522	238,522	0.00%
<b>Total All Funds</b>	\$ 249,056,848	\$ 161,657,979	-35.09%

At the end of fiscal year 2018-2019, the total fund balance from all funds is forecasted to be \$161,657,979. The unassigned General Fund balance is projected to be \$69.6 million or 7% of General Fund budgeted expenditures. According to Standard & Poor's, a strong available fund balance is 8-15% of expenditures. Based on the anticipated actual use of fund balance in fiscal year 2018-19, the District anticipates returning a portion of the planned use back to the unassigned fund balance at year-end that will increase the unassigned balance to the 8% level.

	Available Fund Balance as % of Expenditures
1 (Very Strong)	>15%
2 (Strong)	8-15%
3 (Adequate)	4-8%
4 (Weak)	1-4%
5 (Very Weak)	<1%



**C. 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 SCS General Fund budget is approximately \$1.04 billion in fiscal year 2019-20, which makes up about 72% of the District’s total budget across all funds. The General Fund expenditures budget in fiscal year 2019-20 reflects a \$49.2 million or 4.5% decrease relative to the prior year’s budget.

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

FISCAL YEAR 2019-20 GENERAL FUND BUDGET

	2015-16	2016-17	2017-18	2018-19	2019-20		
Revenues	Actual	Actual	Actual	Amended Budget	Budget	Variance	% Change
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ -	0.00%
Shelby County	438,891,698	455,925,298	463,097,256	471,266,753	472,918,230	1,651,477	0.35%
State of Tennessee	482,879,311	482,368,670	502,017,410	519,219,634	535,809,901	16,590,267	3.20%
Federal Government	13,863,446	25,092,423	17,643,709	8,415,825	12,358,499	3,942,674	46.85%
Other local sources	7,423,537	8,193,125	6,722,553	7,820,780	8,152,614	331,834	4.24%
<b>Total revenues</b>	<b>945,115,991</b>	<b>973,066,798</b>	<b>990,926,369</b>	<b>1,008,056,326</b>	<b>1,030,572,577</b>	<b>22,516,252</b>	<b>2.23%</b>
<b>Expenditures</b>							
Instruction	475,260,726	483,654,252	519,126,710	537,057,780	496,451,449	(40,606,330)	-7.56%
Instructional support	30,743,892	34,577,837	30,078,025	39,329,873	39,817,169	487,296	1.24%
Student support	54,739,282	54,874,111	58,496,699	72,265,622	69,515,985	(2,749,637)	-3.80%
Office of principal	59,728,458	58,239,286	62,679,281	64,330,125	64,703,868	373,743	0.58%
General administration	12,164,911	12,459,734	15,241,121	20,488,767	16,624,695	(3,864,072)	-18.86%
Education Technology	-	-	30,528,463	34,701,636	14,235,606	(20,466,030)	-58.98%
Fiscal services	5,789,959	5,861,534	7,039,886	9,377,835	9,731,249	353,413	3.77%
Other support services	38,966,736	51,817,525	7,102,540	8,058,043	13,069,210	5,011,167	62.19%
Student transportation	28,160,489	22,254,234	22,763,879	25,172,231	26,000,663	828,432	3.29%
Plant services	79,089,586	83,069,712	82,175,066	97,176,656	87,632,142	(9,544,514)	-9.82%
Community service	1,539,519	1,840,198	4,949,101	10,496,543	8,730,686	(1,765,857)	-16.82%
Charter schools	95,391,098	110,353,568	128,231,865	138,451,190	161,170,764	22,719,574	16.41%
Retiree benefits	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	-	0.00%
Food service	-	-	-	-	-	-	0.00%
Debt Service:	550,011	72,614	-	-	-	-	0.00%
Principal	-	-	-	-	-	-	0.00%
Interest	-	-	-	-	-	-	0.00%
<b>Total expenditures</b>	<b>916,825,509</b>	<b>953,670,278</b>	<b>997,243,039</b>	<b>1,089,795,392</b>	<b>1,040,572,577</b>	<b>(49,222,815)</b>	<b>-4.52%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>(6,316,670)</b>	<b>(81,739,066)</b>	<b>(10,000,000)</b>		
<b>Approved use of fund balance</b>	<b>-</b>	<b>-</b>	<b>6,316,670</b>	<b>81,739,066</b>	<b>10,000,000</b>		
<b>Net Change</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>156,052,696</b>	<b>176,427,115</b>	<b>196,755,624</b>	<b>198,790,059</b>	<b>117,050,992</b>		
Increase (decrease) in reserve for encumbrance	(3,877,150)	3,784,602	11,295,622				
Transfers To/(From) Other Funds	(4,191,881)	(3,077,819)	(3,096,202)				
Sale of capital assets	152,967	225,205	151,684				
<b>Ending Fund Balance</b>	<b>\$ 176,427,115</b>	<b>\$ 196,755,624</b>	<b>\$ 198,790,059</b>	<b>\$ 117,050,992</b>	<b>\$ 107,050,992</b>		

**Revenues**

State and Shelby County revenues make up 98% (or \$1 billion) of General Fund budgeted revenues in fiscal year 2019-20. State Basic Education Program (BEP) 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 narratives below indicate the assumptions for the fiscal year 2019-20 General Fund revenue budget.

*Basic Education Program (BEP):* The BEP allocation for Shelby County Schools, including the Achievement School District (ASD) and the State Board of Education is projected to remain flat in fiscal year 2019-20 compared to fiscal year 2018-19 budgeted revenues. The BEP allocation for Shelby County Schools (shown below) includes funding for ASD, State Board of Education, charter schools, and the District’s schools. Tennessee Code Annotated (T.C.A.) § 49-1-614 (d) (1) states the ASD shall receive from the LEA, as appropriate, an amount equal to the per student state and local funds received by the LEA for the students enrolled in the ASD. Hence, the BEP allocation to Shelby County Schools is less than the estimated local and state funds for the ASD.



Below is the preliminary estimate of BEP Allocation for Shelby County, including ASD, State Board of Education, and charter schools based on State estimates as of April 2019.

**Shelby County**  
**Basic Education Program Allocation**  
**2019-2020**  
**April Estimate**

**Instructional Salaries Funding**

Total Full Funding - Instructional	\$404,438,183
Less: Required Local Matching Funds 26.17%	<u>101,287,995</u>
<b>State Share of Instructional Funding 73.83%</b>	<b>(1) \$303,150,188</b>

**Instructional Benefits Funding**

Total Full Funding - Instructional	\$128,744,000
Less: Required Local Matching Funds 26.17%	32,988,139
<b>State Share of Instructional Funding 73.83%</b>	<b>(2) \$95,755,861</b>

**Classroom Funding**

Total Full Funding - Classroom	\$148,827,000
Less: Required Local Matching Funds 20.70%	28,862,794
<b>State Share of Classroom Funding 79.30%</b>	<b>(3) \$119,964,206</b>

**Non-Classroom Funding**

Total Full Funding - Non-Classroom	\$233,832,000
Less: Required Local Matching Funds 47.37%	<u>109,824,772</u>
<b>State Share of Non-Classroom Funding 52.63%</b>	<b>(4) \$123,807,228</b>

**Total State BEP Funding Allocation** (1) + (2) + (3) + (4) **\$642,677,482**

Capital Outlay Reserved for Charter Schools	(\$6,774,000)
Funding Reserved for ASD and SBE	<u>(\$105,687,000)</u>
<b>Total BEP State Funding Less Charter and ASD Reserve</b>	<b>\$530,216,482</b>



The fiscal 2019-20 BEP estimate for ASD is forecasted at \$102.8 million based on FY 2019 estimated state revenues and local revenues.

ASD BEP FUNDING CALCULATION

BEP Allocation	\$642,677,482
Estimated Local Revenue	<u>\$470,718,229</u>
Total State and Local Revenue	\$1,113,395,711
FY total ADMs	<u>114,714</u>
State and Local Revenue per pupil	\$9,705.84
times Total ASD ADM	<u>10,590</u>
Shelby funding to ASD	<b>\$102,785,000</b>

The State authorized Green Dot charter school program is forecasted to at \$2.9 million BEP allocation. The funding calculation mirrors that of the ASD.

TN STATE BOARD OF EDUCATION AUTHORIZED CHARTER SCHOOL BEP FUNDING CALCULATION

BEP Allocation	\$642,677,482
Estimated Local Revenue	<u>\$470,718,229</u>
Total State and Local Revenue	\$1,113,395,711
FY total ADMs	<u>114,714</u>
State and Local Revenue per pupil	\$9,705.84
times Total ADM	<u>299</u>
Shelby funding to Green Dot	<b>\$2,902,000</b>

*County Property Tax:* 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 2019-20 General Fund budget assumes that Shelby County’s total education budget will be funded at the same fiscal year 2018-19 level of \$427.3 million.

*County Sales Tax:* Sales tax revenues for the District are budgeted to increase slightly in fiscal year 2019-20 based on historical trends of sales tax collections. Similar to the county property tax revenues, county sales tax revenues are distributed among the District and the six municipal schools based on current year WFTEADA.





FISCAL YEAR 2019-20  
GENERAL FUND BUDGET BY SPENDING CATEGORY

	2016-17 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ (1)	0.00%
Shelby County	438,891,698	455,925,298	463,097,256	471,266,753	472,918,230	1,651,477	0.35%
State of Tennessee	482,879,311	482,368,670	502,017,410	519,219,634	535,809,901	16,590,267	3.20%
Federal Government	13,863,446	25,092,423	17,643,709	8,415,825	12,358,499	3,942,674	46.85%
Other local sources	7,423,537	8,193,125	6,722,553	7,820,780	8,152,614	331,834	4.24%
<b>Total revenues</b>	<u>945,115,991</u>	<u>973,066,798</u>	<u>990,926,369</u>	<u>1,008,056,326</u>	<u>1,030,572,577</u>	<u>22,516,252</u>	<u>2.23%</u>
<b>Expenditures</b>							
Salaries	512,160,704	501,685,171	528,865,045	531,538,732	553,638,963	22,100,231	4.16%
Benefits	160,072,385	165,903,237	161,981,818	186,680,719	174,005,502	(12,675,218)	-6.79%
Contracted services	69,556,430	74,182,012	85,326,243	105,506,147	78,234,924	(27,271,223)	-25.85%
Professional services	1,933,505	2,197,743	2,613,474	2,594,193	3,124,305	530,112	20.43%
Property maintenance services	12,514,505	18,625,798	9,829,444	17,940,672	11,907,020	(6,033,653)	-33.63%
Travel	919,507	1,288,333	1,836,673	1,835,425	2,938,443	1,103,018	60.10%
Supplies & materials	38,027,744	50,859,493	43,906,671	49,904,536	34,461,669	(15,442,868)	-30.94%
Furniture, equipment & building improvements	11,853,704	15,218,999	20,106,710	36,107,777	6,025,900	(30,081,878)	-83.31%
Other objects	13,845,917	13,283,310	14,545,098	19,235,999	15,065,088	(4,170,911)	-21.68%
Debt Service	550,011	72,614	-	-	-	-	0.00%
Charter schools	95,391,098	110,353,568	128,231,865	138,451,190	161,170,764	22,719,574	16.41%
<b>Total expenditures</b>	<u>916,825,509</u>	<u>953,670,278</u>	<u>997,243,039</u>	<u>1,089,795,392</u>	<u>1,040,572,577</u>	<u>(49,222,815)</u>	<u>-4.52%</u>
<b>Excess (deficiency) of revenues</b>							
Debt service	28,290,482	19,396,520	(6,316,670)	(81,739,066)	(10,000,000)		
Approved use of fund balance	-	-	6,316,670	81,739,066	10,000,000		
<b>Net Change</b>	<u>28,290,482</u>	<u>19,396,520</u>	<u>-</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>	156,052,696	176,427,115	196,755,624	198,790,059	117,050,992		
Increase (decrease) in reserve for encumbrance	(3,877,150)	3,784,602	11,295,622	-	-		
Transfers from Other Funds	(4,191,881)	(3,077,819)	(3,096,202)	-	-		
Sale of capital assets	152,967	225,205	151,684	-	-		
<b>Ending Fund Balance</b>	<u>\$ 176,427,115</u>	<u>\$ 196,755,624</u>	<u>\$ 198,790,058</u>	<u>\$ 117,050,992</u>	<u>\$ 107,050,992</u>		

**Expenditures**

General Fund expenditures are expected to decline 4.52% or \$49.2 million relatively to the prior year. The decline is due to the removal of FY 2018-2019 carryforward encumbrances, the 2018-19 non-recurring County grant for science textbooks, the Fund Balance funded Enterprise Resource System (ERP) project, the non-recurring FY 2018-19 investments, strategic budget reductions based for process efficiencies and an offset with an increase in Charter Schools. In addition, the General Fund budget includes the \$17.1 million in new investments in support of student learning and academic achievement of which \$2.2 million is a non-recurring Shelby County grant. Some of them major investments are listed below:

- \$14.5 million for employee compensation raises and bonuses
- \$4.1 million for Response to Instruction and Intervention (RTI) Platforms & Formative Assessment tools
- \$4.0 million Alcy, Goodlett, & Hamilton K-8 school renovation support
- \$750,000 Project Stand & Continuous Improvement Zone
- \$1.1 million ACT Prep and Peer Power
- \$500,000 Aspiring Teacher Program



**D. Special Revenue Funds**

The District’s Special Revenue Fund expenditures are approximately \$294.6 million in fiscal year 2019-20. The Special Revenue Fund accounts for the proceeds of specific revenue sources legally restricted or committed to expenditures for specified purposes such as Federal Programs, Non-Federal Programs, and Nutrition Services. Below is the Special Revenue Fund’s budgeted financial statement of activities.

FISCAL YEAR 2019-20 SPECIAL REVENUE FUND

	2015-16	2016-17	2017-18	2018-19	2019-20		
<b>Revenues</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Amended Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>% Change</b>
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
State of Tennessee	13,493,372	8,851,159	10,024,593	14,334,098	14,155,561	(178,537)	-1.25%
Federal Government	203,610,541	230,166,774	233,440,588	247,952,858	246,165,589	(1,787,269)	-0.72%
Other local sources	22,480,292	27,695,390	14,677,284	14,316,076	18,771,019	4,454,943	31.12%
<b>Total revenues</b>	<b>239,584,206</b>	<b>266,713,322</b>	<b>258,142,467</b>	<b>276,603,032</b>	<b>279,092,169</b>	<b>2,489,137</b>	<b>0.90%</b>
<b>Expenditures</b>							
Instruction	63,106,564	76,814,691	80,594,030	74,788,449	73,057,299	(1,731,150)	-2.31%
Instructional support	29,419,038	33,094,534	34,401,167	49,385,030	52,238,860	2,853,830	5.78%
Student support	10,147,300	10,802,509	9,048,985	10,525,011	9,943,243	(581,768)	-5.53%
Office of principal	202,504	10,676	41,196	40,381	52,814	12,433	30.79%
General administration	8,561,316	5,838,652	197,007	348	348	-	0.00%
Education Technology	-	-	-	-	-	-	0.00%
Fiscal services	267,524	67,069	116,446	-	-	-	0.00%
Other support services	202,652	126,735	-	-	-	-	0.00%
Student transportation	540,676	3,127,085	3,030,288	2,886,153	3,957,000	1,070,847	37.10%
Plant services	631,077	501,708	703,857	647,325	1,350,995	703,670	108.70%
Community service	47,400,461	50,773,843	46,468,763	54,031,150	57,881,746	3,850,596	7.13%
Food Service	79,210,360	86,092,200	72,114,567	88,322,763	96,090,640	7,767,878	8.79%
<b>Total expenditures</b>	<b>239,689,471</b>	<b>267,249,701</b>	<b>246,716,305</b>	<b>280,626,610</b>	<b>294,572,946</b>	<b>13,946,336</b>	<b>4.97%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(105,265)</b>	<b>(536,379)</b>	<b>11,426,162</b>	<b>(4,023,578)</b>	<b>(15,480,777)</b>		
<b>Approved use of fund balance</b>	<b>105,265</b>	<b>536,379</b>	<b>-</b>	<b>4,023,578</b>	<b>15,480,777</b>		
<b>Net Change</b>	<b>-</b>	<b>-</b>	<b>11,426,162</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>34,238,948</b>	<b>39,095,555</b>	<b>35,886,340</b>	<b>47,462,151</b>	<b>43,438,574</b>		
Increase (decrease) in reserve for e	3,702,339	(2,818,923)	42,556	-	-		
Transfers To/(From) Other Funds	1,259,536	30,758	-	-	-		
Sale of capital assets	-	115,329	107,094	-	-		
<b>Ending Fund Balance</b>	<b>\$ 39,095,555</b>	<b>\$ 35,886,340</b>	<b>\$ 47,462,151</b>	<b>\$ 43,438,574</b>	<b>\$ 27,957,796</b>		



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. Memphis Education Fund, Project Graduation, Verizon Innovative Award, Tennessee SCORE and other grants/fees have been used to address student achievement by improving instructional support and development.

FISCAL YEAR 2019-20 SPECIAL REVENUE – NON FEDERAL FUND

	2015-16	2016-17	2017-18	2018-19	2019-20		
Revenues	Actual	Actual	Actual	Amended Budget	Budget	Variance	% Change
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-
State of Tennessee	12,901,028	8,197,462	9,393,566	13,654,098	13,525,561	(128,537)	-0.94%
Federal Government	-	-	-	-	-	-	0.00%
Other local sources	18,722,757	23,981,997	11,090,072	10,566,125	16,430,477	5,864,352	55.50%
<b>Total revenues</b>	<b>31,623,785</b>	<b>32,179,459</b>	<b>20,483,637</b>	<b>24,220,224</b>	<b>29,956,038</b>	<b>5,735,815</b>	<b>23.68%</b>
<b>Expenditures</b>							
Instruction	290,203	933,544	1,526,701	2,236,397	1,476,544	(759,854)	-33.98%
Instructional support	274,617	816,469	979,536	1,272,291	758,610	(513,680)	-40.37%
Student support	58,191	29,651	34,910	38,055	80,885	42,830	112.55%
Office of principal	202,504	10,676	41,196	40,381	52,814	12,433	30.79%
General administration	8,561,316	5,838,652	197,007	-	-	-	0.00%
Education Technology	-	-	-	-	-	-	0.00%
Fiscal services	267,524	67,069	116,446	-	-	-	0.00%
Other support services	129,966	126,735	-	-	-	-	0.00%
Student transportation	-	-	-	-	-	-	0.00%
Plant services	537,851	501,708	703,857	647,325	1,350,995	703,670	108.70%
Community service	19,255,715	20,019,564	16,861,565	20,800,884	32,103,834	11,302,950	54.34%
<b>Total expenditures</b>	<b>29,577,887</b>	<b>28,344,068</b>	<b>20,461,217</b>	<b>25,035,333</b>	<b>35,823,682</b>	<b>10,788,349</b>	<b>43.09%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>2,045,898</b>	<b>3,835,391</b>	<b>22,420</b>	<b>(815,110)</b>	<b>(5,867,644)</b>		
<b>Approved use of fund balance</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>815,110</b>	<b>5,867,644</b>		
<b>Net Change</b>	<b>2,045,898</b>	<b>3,835,391</b>	<b>22,420</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>3,770,962</b>	<b>6,578,574</b>	<b>9,863,161</b>	<b>10,266,411</b>	<b>9,451,302</b>		
Increase (decrease) in reserve for €	(497,820)	(581,562)	346,186	-	-		
Transfers To/(From )Other Funds	1,259,536	30,758	-	-	-		
Sale of capital assets	-	-	34,644	-	-		
<b>Ending Fund Balance</b>	<b>\$ 6,578,574</b>	<b>\$ 9,863,161</b>	<b>\$ 10,266,411</b>	<b>\$ 9,451,302</b>	<b>\$ 3,583,658</b>		

About \$30 million of Non-Federal Programs Fund revenues are budgeted in fiscal year 2019-20. In fiscal year 2019-20, the Non-Federal Programs Fund is budgeted at \$35.8 million in expenditures, which is \$10.8 million (or 43.1%) more than the prior year’s amended budget.

The Non-Federal Programs’ Fund expenditure budget will increase \$10.8 million largely due to the addition of the new Pre-K Expansion grant, an increase in the After-School Childcare (ELOP) programs and the use of fund balance for SCIAA Dues and Fines and the SPED Medicaid Reimbursement grants.



Special Revenue Funds: Federal Programs

The Federal Programs Fund budget includes several major federal grants such as Title I, IDEA Part B, 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 \$162.7 million for fiscal year 2019-20, which represents a \$1.4 million budget decrease compared to the prior fiscal year’s budget. The primary factors that resulted in the decrease are the expiration of several grants:

- A. Title I School Improvement Grant (SIG Cohort 4) grant will expire on September 30, 2019
- B. iZone Supplemental School Improvement Grant ended September 30, 2018
- C. Pre-K Expansion (PDG) grant expired June 30, 2019
- D. Project Prevent will expire on September 30, 2019

Below is the Federal Programs Fund’s budget for fiscal year 2019-20.

FISCAL YEAR 2019-20 SPECIAL REVENUE – FEDERAL PROGRAMS FUND

	2015-16	2016-17	2017-18	2018-19	2019-20		
Revenues	Actual	Actual	Actual	Amended Budget	Budget	Variance	% Change
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Federal Government	125,436,469	152,813,433	154,450,522	164,060,046	162,658,623	(1,401,423)	-0.85%
Other local sources	-	-	-	-	-	-	100.00%
<b>Total revenues</b>	<b>125,436,469</b>	<b>152,813,433</b>	<b>154,450,522</b>	<b>164,060,046</b>	<b>162,658,623</b>	<b>(1,401,423)</b>	<b>-0.85%</b>
<b>Expenditures</b>							
Salaries	61,230,292	65,239,468	65,245,969	71,406,733	70,020,179	(1,386,554)	-1.94%
Benefits	15,291,870	16,344,861	15,734,344	18,802,536	17,919,885	(882,651)	-4.69%
Contracted services	23,983,540	33,547,032	32,680,739	39,602,125	40,942,787	1,340,662	3.39%
Professional services	30,404	8,721	9,869	14,250	7,250	(7,000)	-49.12%
Property maintenance services	929,035	755,593	736,706	1,079,478	1,055,000	(24,478)	-2.27%
Travel	514,956	426,115	346,554	506,508	388,740	(117,768)	-23.25%
Supplies & materials	9,469,200	13,544,332	7,686,167	12,473,309	12,057,059	(416,251)	-3.34%
Furniture, equipment & building improvements	11,012,536	13,988,681	24,544,807	6,361,566	6,042,910	(318,656)	-5.01%
Other objects	2,974,635	8,958,629	7,150,399	13,691,755	13,810,576	118,821	0.87%
Debt Service	-	-	4,968	-	-	-	0.00%
Charter schools	-	-	-	121,785	414,236	292,451	0.00%
<b>Total expenditures</b>	<b>125,436,469</b>	<b>152,813,433</b>	<b>154,140,522</b>	<b>164,060,046</b>	<b>162,658,623</b>	<b>(1,401,424)</b>	<b>-0.85%</b>



Special Revenue Funds: Nutrition Services

The Nutrition Services Fund receives limited state or local governmental funding for nutrition services, except for USDA flow-through funds and payments for services rendered to private schools. The Nutrition Services Fund resembles an enterprise fund in which revenues are volume generated and expenses are optimized to maintain appropriate contingency funds and quality customer satisfaction. Revenues for Nutrition Services are budgeted to decrease by \$1.8 million (or 2%) to \$86.5 million in fiscal year 2019-20. The primary decrease in revenue is due to lower participation.

The below chart is the Nutrition Services Fund budget for fiscal year 2019-20 by object category.

FISCAL YEAR 2018-19 NUTRITION SERVICE FUND

	2015-16	2016-17	2017-18	2018-19	2019-20	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Budget		
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
State of Tennessee	592,345	653,697	631,027	680,000	630,000	(50,000)	-7.35%
Federal Government	78,174,072	77,384,100	79,334,712	83,892,812	83,506,966	(385,846)	-0.46%
Other local sources	3,757,535	3,682,633	3,552,568	3,749,951	2,340,542	(1,409,409)	-37.58%
<b>Total revenues</b>	<u>82,523,952</u>	<u>81,720,430</u>	<u>83,518,307</u>	<u>88,322,763</u>	<u>86,477,508</u>	<u>(1,845,255)</u>	<u>-2.09%</u>
<b>Expenditures</b>							
Food service	84,675,115	86,092,200	72,114,567	91,531,231	96,090,640	4,559,410	4.98%
<b>Total expenditures</b>	<u>84,675,115</u>	<u>86,092,200</u>	<u>72,114,566</u>	<u>91,531,231</u>	<u>96,090,640</u>	<u>4,559,410</u>	<u>4.98%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(2,151,164)	(4,371,770)	11,403,741	(3,208,468)	(9,613,132)		
<b>Approved use of fund balance</b>	<u>2,151,164</u>	<u>4,371,770</u>	<u>-</u>	<u>3,208,468</u>	<u>9,613,132</u>		
<b>Net Change</b>	<u>-</u>	<u>-</u>	<u>11,403,741</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>	30,467,986	32,516,981	26,023,179	37,195,740	33,987,272		
Increase (decrease) in reserve for encumbrance	4,200,159	(2,237,361)	(303,630)	-	-		
Transfers To/(From) Other Funds	-	-	-	-	-		
Sale of capital assets	-	115,329	72,450	-	-		
<b>Ending Fund Balance</b>	<u>\$ 32,516,981</u>	<u>\$ 26,023,179</u>	<u>\$ 37,195,740</u>	<u>\$ 33,987,272</u>	<u>\$ 24,374,140</u>		

The Nutrition Services Fund increased \$4.6 million due to the restructure of full-time personnel and part-time and temporary positions along with the continued replacement of obsolete equipment.



**E. 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 Board of Education and Shelby County Commission.

FISCAL YEAR 2019-20 CAPITAL PROJECTS FUND

	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>		
	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Amended Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>% Change</b>
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Shelby County	31,959,030	21,070,909	51,300,570	61,543,272	105,053,935	43,510,662	70.70%
Other local sources	428,164	244,852	335,704	1,244,868	-	(1,244,868)	0.00%
<b>Total revenues</b>	<b>32,387,194</b>	<b>21,315,761</b>	<b>51,636,274</b>	<b>62,788,140</b>	<b>105,053,935</b>	<b>42,265,794</b>	<b>67.31%</b>
<b>Expenditures</b>							
Plant services	17,505,023	16,846,062	67,226,251	64,225,916	105,053,935	40,828,019	63.57%
<b>Total expenditures</b>	<b>17,505,023</b>	<b>16,846,062</b>	<b>67,226,251</b>	<b>64,225,916</b>	<b>105,053,935</b>	<b>40,828,019</b>	<b>63.57%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	14,882,171	4,469,699	(15,589,977)	(1,437,776)	-		
<b>Approved use of fund balance</b>	-	-	15,589,977	1,437,776	-		
<b>Net Change</b>	14,882,171	4,469,699	-	-	-		
<b>Beginning Fund Balance</b>	12,488,134	8,417,957	6,218,216	1,665,284	227,509		
Increase (decrease) in reserve for encumbrance	(19,961,898)	(7,511,452)	10,949,150				
Transfers To/(From) Other Funds	-	-	-				
Sale of capital assets	1,009,550	842,012	87,895				
<b>Ending Fund Balance</b>	<b>\$ 8,417,957</b>	<b>\$ 6,218,216</b>	<b>\$ 1,665,284</b>	<b>\$ 227,509</b>	<b>\$ 227,509</b>		

In fiscal year 2019-20, the Capital Projects Budget totals approximately \$105 million, which is an increase of \$40.8 million over the prior year. The budget reflects the carryover of unfinished fiscal year 2018-19 projects, including costs for existing projects with pending contracts and a new \$40 million Shelby County allocation for completion of a new school, school deferred maintenance needs, including the replacement of fire alarm systems, HVAC updates, roof replacements and other renovation costs.



**F. Internal Service Funds**

The District’s Internal Service Funds are established to account for intragovernmental and intergovernmental services. The rates for Internal Funds are reviewed periodically throughout the year to ensure alignment with operating and designated reserves. 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 2019-20.

FISCAL YEAR 2019-20 INTERNAL SERVICE FUNDS

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Other local sources	3,822,294	4,275,485	3,275,251	3,800,000	3,992,977	192,977	100.00%
<b>Total revenues</b>	<u>3,822,294</u>	<u>4,275,485</u>	<u>3,275,251</u>	<u>3,800,000</u>	<u>3,992,977</u>	<u>192,977</u>	<u>5.08%</u>
<b>Expenditures</b>							
Instruction	1,552,925	928,132	713,712	1,011,450	716,265	(295,185)	-29.18%
Instructional support	25,211	6,930	2,469	7,071	8,592	1,521	21.51%
Student support	21,142	14,158	11,789	9,651	60,122	50,471	522.96%
Other support services	72,523	57,815	44,128	65,436	64,266	(1,170)	-1.79%
Student transportation	405,946	481,571	350,531	331,880	389,637	57,757	17.40%
Plant services	2,220,228	2,732,178	2,223,792	2,572,962	2,754,094	181,132	7.04%
<b>Total expenditures</b>	<u>4,297,976</u>	<u>4,220,781</u>	<u>3,346,422</u>	<u>3,998,450</u>	<u>3,992,977</u>	<u>(5,474)</u>	<u>-0.14%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(475,682)	54,704	(71,171)	(198,450)	0		
<b>Approved use of fund balance</b>	<u>475,682</u>	<u>-</u>	<u>71,171</u>	<u>198,450</u>	<u>-</u>		
<b>Net Change</b>	<u>-</u>	<u>54,704</u>	<u>-</u>	<u>-</u>	<u>0</u>		
<b>Beginning Fund Balance</b>	1,590,455	1,114,773	1,189,987	1,139,360	940,909		
Increase (decrease) in reserve for encumbrance	-	-	-	-	-		
Transfers To/(From )Other Funds	-	20,511	20,541	-	-		
Sale of capital assets	-	-	-	-	-		
<b>Ending Fund Balance</b>	<u>\$ 1,114,773</u>	<u>\$ 1,189,987</u>	<u>\$ 1,139,360</u>	<u>\$ 940,909</u>	<u>\$ 940,909</u>		

In fiscal year 2019-20, the combined Internal Service Fund budgeted revenues remain relatively flat at approximately \$4 million compared to the prior year budgeted revenues. The combined Internal Service Fund expenditure budget is also about \$4 million, which is \$5,474 less than the fiscal year 2018-19 budgeted expenditures. The primary reason for the decrease is a one-time investment in new warehouse equipment during fiscal year 2018-19.



**G. Tax Rates and Trends**

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

**viii. BUDGET FORECAST**

**General Fund 3-Year Projections:**

A critical component of The Shelby County Board of Education’s Fiscal Year 2019-20 District Budget is Destination 2025, which is the District’s 80/90/100% strategic plan; by 2025, 80 percent of our children will graduate from high school, college or be career ready. Our school district will have a 90 percent graduation rate, and 100 percent of our students who graduate will enroll in a post-secondary opportunity.

Financial forecasts assist the organization in progressing towards these goals with the strategically-planned management of resources. These forecasts must consider the increasing enrollment of charter and state-designated Achievement School District (ASD) schools as the District’s enrollment declines. Shelby County Schools is evolving from its recent merger and demerger of municipal districts within the past three years and can now strategically evaluate its operations to improve academic outcomes.

In the face of declining enrollment, the District General Fund revenues are projected to decline each year. The forecasts also assume some increases to teacher salaries due to salary harmonization studies as well as performance raises. Additionally, the long-range forecasts below assume the beginning of a District feasibility study, approved by the Shelby County Board of Commissioners in Fiscal Year 2014-15, to research and fund future capital expenditures. SCS has





experienced mounting financial pressures from the increase of charter schools, which is shown in the chart below. Charter school payments are projected to climb by \$22.7 million in fiscal year 2019-20.

The District projects that over the next three years, Charter School payments will increase 15 percent each year, starting with the 2018-19 amended budget as the base year. With charter school payments being the second largest expense behind instruction in fiscal year 2019-20, it is prudent to evaluate investments in SCS authorized charter schools.

The District is at a critical juncture in evaluating its structure, both financially and operationally, to address the shortfalls projected for the near future.

**Shelby County Schools  
General Fund  
3 Year Projections**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	ACTUAL	ACTUAL	ACTUAL	AMENDED BUDGET	BUDGET	FORECAST BUDGET	FORECAST BUDGET	FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
SHELBY COUNTY	438,891,698	455,925,298	463,097,256	471,266,753	472,918,230	470,553,638	468,436,147	466,234,497
STATE OF TENNESSEE	482,879,311	482,368,670	502,017,410	519,219,634	535,809,901	533,130,852	541,683,616	553,713,930
FEDERAL GOVERNMENT	13,863,446	25,092,423	17,643,709	8,415,825	12,358,499	12,296,707	12,238,912	12,181,389
OTHER LOCAL SOURCES	7,423,537	8,193,125	6,722,553	7,820,780	8,152,614	8,111,851	8,073,725	8,035,779
PLANNED USE OF FUND BALANCE	-	-	6,316,670	81,739,066	10,000,000	-	-	-
<b>TOTAL REVENUES</b>	<b>\$945,115,991</b>	<b>\$973,066,798</b>	<b>\$ 997,243,040</b>	<b>\$ 1,089,795,392</b>	<b>\$ 1,040,572,577</b>	<b>\$1,025,426,381</b>	<b>\$1,031,765,734</b>	<b>\$1,041,498,928</b>
<b>EXPENDITURES</b>								
INSTRUCTION	475,260,726	483,654,252	519,126,710	537,057,780	496,451,449	491,600,258	479,337,859	465,506,111
INSTRUCTIONAL SUPPORT	30,743,892	34,577,837	30,078,025	39,329,873	39,817,169	39,237,605	39,057,029	39,117,591
STUDENT SUPPORT	54,739,282	54,874,111	58,496,699	72,265,622	69,515,985	68,504,135	68,188,871	68,294,604
OFFICE OF THE PRINCIPAL	59,728,458	58,239,286	62,679,281	64,330,125	64,703,868	63,762,062	63,468,622	63,567,035
GENERAL ADMINISTRATION	12,164,911	12,459,734	15,241,121	20,488,767	16,624,695	16,382,712	16,307,317	16,332,603
EDUCATION TECHNOLOGY	-	-	30,528,463	34,701,636	14,235,606	14,028,398	13,963,837	13,985,489
FISCAL SERVICES	5,789,959	5,861,534	7,039,886	9,377,835	9,731,249	9,589,604	9,545,472	9,560,273
OTHER SUPPORT SERVICES	38,966,736	51,817,525	7,102,540	8,058,043	13,069,210	12,878,979	12,819,709	12,839,587
STUDENT TRANSPORTATION	28,160,489	22,254,234	22,763,879	25,172,231	26,000,663	25,622,207	25,504,290	25,543,837
PLANT SERVICES	79,089,586	83,069,712	82,175,066	97,176,656	87,632,142	86,356,600	85,959,177	86,092,464
COMMUNITY SERVICE	1,539,519	1,840,198	4,949,101	10,496,543	8,730,686	8,603,605	8,564,011	8,577,290
CHARTER SCHOOLS	95,391,098	110,353,568	128,231,865	138,451,190	161,170,764	156,449,845	176,788,325	199,770,807
RETIREE BENEFITS	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	32,410,370	32,261,214	32,311,238
FOOD SERVICE	-	-	-	-	-	-	-	-
DEBT SERVICE	550,011	72,614	-	-	-	-	-	-
PRINCIPAL	-	-	-	-	-	-	-	-
INTEREST	-	-	-	-	-	-	-	-
CAPITAL OUTLAY	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$916,825,510</b>	<b>\$953,670,278</b>	<b>\$997,243,040</b>	<b>1,089,795,392</b>	<b>1,040,572,577</b>	<b>1,025,426,381</b>	<b>\$1,031,765,734</b>	<b>\$1,041,498,928</b>



The Capital Fund is largely based on funding from Shelby County Government. Funding for the county’s portion of the CIP Budget is generally obtained through a short term borrowing program or the issuance of long term general obligation debt. Shelby County Government has developed a five-year Capital Improvement Plan (CIP) and allocates a portion for Shelby County Schools and the municipal districts. The three-year forecasts are based on the Proposed 2020 Shelby County Government Five-Year Capital Improvement Plan budget for all municipal districts multiplied by 77.09%, which is the SCS Weighted Full-Time Equivalent Average percentage.

As noted above, Capital funding is allocated based on the Weighted Full-Time Equivalent Average. Weighted full-time equivalency average daily attendance or “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. Other local sources include collection of rent and interest income. These amounts are projected at zero dollars at this time.

**Shelby County Schools  
Capital Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SHELBY COUNTY	31,959,030	21,070,908	51,300,570	61,543,272	105,053,935	25,169,885	20,037,618	25,117,464
OTHER LOCAL SOURCES	428,164	244,853	335,704	1,244,868	-	-	-	-
PLANNED USE OF FUND BALANCE	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$32,387,194</b>	<b>\$21,315,761</b>	<b>\$51,636,275</b>	<b>\$62,788,140</b>	<b>\$ 105,053,935</b>	<b>\$25,169,885</b>	<b>\$20,037,618</b>	<b>\$25,117,464</b>
<b>EXPENDITURES</b>								
PLANT SERVICES	17,505,023	16,846,062	76,562,497	18,123,881	105,053,935	25,169,885	20,037,618	25,117,464
<b>TOTAL EXPENDITURES</b>	<b>\$17,505,023</b>	<b>16,846,062</b>	<b>\$76,562,497</b>	<b>\$18,123,881</b>	<b>\$105,053,935</b>	<b>\$25,169,885</b>	<b>\$20,037,618</b>	<b>\$25,117,464</b>

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. The District projects a decrease based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Non-Federal Programs Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
STATE OF TENNESSEE	\$ 12,901,028	\$ 8,197,462	\$ 9,393,566	\$ 13,654,098	\$ 13,525,561	\$ 13,255,050	\$ 12,989,949	\$ 12,730,150
OTHER LOCAL SOURCES	18,722,757	23,981,997	11,090,072	10,566,125	16,430,477	16,101,867	15,779,830	15,464,234
PLANNED USE OF FUND BALANCE	-	-	-	815,110	5,867,644	-	-	-
<b>TOTAL REVENUES</b>	<b>\$31,623,785</b>	<b>\$32,179,459</b>	<b>\$20,483,638</b>	<b>\$25,035,333</b>	<b>\$ 35,823,682</b>	<b>\$29,356,917</b>	<b>\$28,769,779</b>	<b>\$28,194,383</b>
<b>EXPENDITURES</b>								
INSTRUCTION	\$ 290,203	\$ 933,544	\$ 1,526,701	\$ 2,236,397	\$ 1,476,544	\$ 1,210,003	\$ 1,185,803	\$ 1,162,087
INSTRUCTIONAL SUPPORT	274,617	816,469	979,536	1,272,291	758,610	621,668	609,235	597,050
STUDENT SUPPORT	58,191	29,651	34,910	38,055	80,885	66,284	64,958	63,659
OFFICE OF THE PRINCIPAL	202,504	10,676	41,196	40,381	52,814	43,280	42,415	41,566
GENERAL ADMINISTRATION	8,561,316	5,838,652	197,007	-	-	-	-	-
FISCAL SERVICES	267,524	67,069	116,446	-	-	-	-	-
OTHER SUPPORT SERVICES	129,966	126,735	-	-	-	-	-	-
PLANT SERVICES	537,851	501,708	703,857	647,325	1,350,995	1,107,118	1,084,976	1,063,276
COMMUNITY SERVICE	19,255,715	20,019,564	16,861,565	20,800,884	32,103,834	26,308,563	25,782,392	25,266,744
FOOD SERVICE	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$29,577,887</b>	<b>\$28,344,068</b>	<b>\$20,461,218</b>	<b>\$25,035,333</b>	<b>\$35,823,682</b>	<b>\$29,356,917</b>	<b>\$28,769,779</b>	<b>\$28,194,383</b>



SCS Nutrition Services operations provide approximately 56,000 free reimbursable breakfast meals and 80,198 free reimbursable lunches daily across the District. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The below chart highlights the trends of meals served to students over the past four years. The number of meals continues to decline with the enrollment loss due to less school-aged student population and growth of charter schools, ASD schools and municipal schools and is reflected in the forecast projections below. The District projects a decreased based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Nutrition Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS								
STATE OF TENNESSEE	\$ 592,345	\$ 653,697	\$ 631,027	\$ 680,000	\$ 630,000	\$ 617,400	\$ 605,052	\$ 592,951
FEDERAL GOVERNMENT	70,927,194	77,384,101	79,334,712	83,892,812	83,506,966	81,836,827	80,200,090	78,596,088
OTHER LOCAL SOURCES	11,004,413	3,682,632	3,552,568	3,749,951	2,340,542	2,293,731	2,247,857	2,202,899
PLANNED USE OF FUND BALANCE	2,151,163	4,371,770		3,208,468	9,613,132	-	-	-
<b>TOTAL REVENUES</b>	<b>\$84,675,115</b>	<b>\$86,092,200</b>	<b>\$83,518,307</b>	<b>\$91,531,231</b>	<b>\$ 96,090,640</b>	<b>\$84,747,958</b>	<b>\$83,052,999</b>	<b>\$81,391,939</b>
<b>EXPENDITURES</b>								
FOOD SERVICE	\$ 84,675,115	\$ 86,092,200	\$ 72,114,567	\$ 91,531,231	\$ 96,090,640	\$ 84,747,958	\$ 83,052,999	\$ 81,391,939
<b>TOTAL EXPENDITURES</b>	<b>\$84,675,115</b>	<b>\$86,092,200</b>	<b>\$72,114,567</b>	<b>\$91,531,231</b>	<b>96,090,640</b>	<b>\$84,747,958</b>	<b>\$83,052,999</b>	<b>\$81,391,939</b>

The Federal Programs Fund budget consists of several major federal grants such as Title I, IDEA Part B, 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. Several factors contribute to the decline in federal funds, the District has reduced its operations and reimbursements due to a lower projected number of students. The District projects a decrease based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Federal Fund  
3 Year Projections**

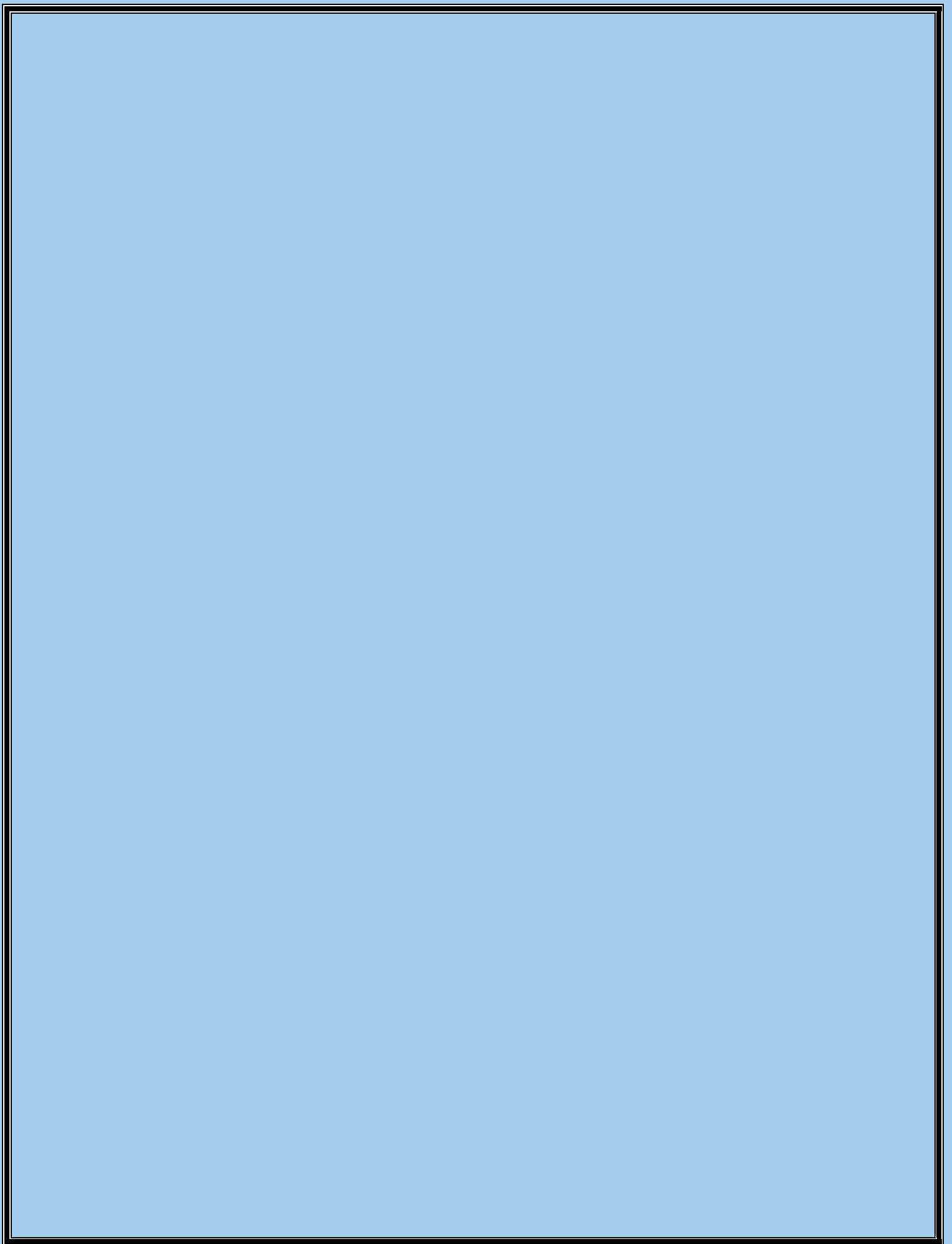
	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
FEDERAL GOVERNMENT	\$ 125,436,469	\$ 152,813,433	154,450,522	164,060,046	162,658,623	\$ 159,405,450	\$ 156,217,341	\$ 153,092,994
PLANNED USE OF FUND BALANCE	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$125,436,469</b>	<b>\$152,813,433</b>	<b>\$154,450,522</b>	<b>\$164,060,046</b>	<b>\$ 162,658,623</b>	<b>\$159,405,450</b>	<b>\$156,217,341</b>	<b>\$153,092,994</b>
<b>EXPENDITURES</b>								
INSTRUCTION	57,351,606	75,881,147	79,067,329	69,343,583	71,580,755	70,149,140	68,746,157	67,371,234
INSTRUCTIONAL SUPPORT	29,144,421	32,278,064	33,421,631	48,112,740	51,480,250	50,450,645	49,441,632	48,452,799
STUDENT SUPPORT	10,089,109	10,772,858	9,014,075	10,486,956	9,862,358	9,665,111	9,471,808	9,282,372
GENERAL ADMINISTRATION	-	-	-	348	348	341	334	328
OTHER SUPPORT SERVICES	72,686	-	-	-	-	-	-	-
STUDENT TRANSPORTATION	540,676	3,127,085	3,030,288	2,886,153	3,957,000	3,877,860	3,800,303	3,724,297
PLANT SERVICES	93,225	-	-	-	-	-	-	-
COMMUNITY SERVICE	28,144,746	30,754,279	29,607,198	33,230,266	25,777,912	25,262,354	24,757,107	24,261,965
<b>TOTAL EXPENDITURES</b>	<b>\$125,436,469</b>	<b>\$152,813,433</b>	<b>\$154,140,522</b>	<b>\$164,060,045</b>	<b>162,658,623</b>	<b>\$159,405,450</b>	<b>\$156,217,341</b>	<b>\$153,092,994</b>



**ix. Awards and Recognitions**

- Twenty-two (22) SCS schools recognized by TDOE as Reward Schools for top student performance in Tennessee
- Three SCS schools exited the State’s Priority list, lowering the total from 69 in 2012 to 14 in 2019
- Twenty-nine (29) SCS schools earned overall Level 5 TVAAS score for student growth
- Ten (10) SCS schools improved from a Level 1 TVAAS score to a Level 5
- Thirteen (13) Schools Graduate from iZone for Successful Turnaround Efforts
- Erica Stephens of J.P. Freeman Optional School won the \$25,000 Milken Educator of the Year award
- Elisa Bennett of Berclair ES was named West TN’s ESL Educator of the Year
- Barbara Harmon of Germantown HS was named a TN Principal of the Year Finalist
- SCS was one of only eight school districts in Tennessee to receive the “State of the Arts” music grant from the CMA Foundation
- SCS was one of only four districts in America to receive the \$1 Million Together for Schools Grant
- Six SCS high schools ranked among America’s best by U.S. News & World Report
- Over 2,800 ReadyGrad CTE students earned career certifications
- SCS led the state with twenty-one (21) AP Capstone Diploma recipients
- Ten (10) SCS students earned perfect ACT scores
- Whitehaven ES awarded \$5,000 STEM grant from the TVA to create a new lab for game-based learning
- Grahamwood ES teachers awarded \$10,000 from the College Football Playoff’s Extra Yard for Teachers Program
- Central HS Jazz Band won first prize at the Swing Central Jazz National High School Jazz Band Competition
- GHS-TV earned 8 national awards from the Alliance for Community Media
- The SCS ArtsMatter campaign received Golden Achievement Award from National School Public Relations Organization (NSPRA)
- The SCS School PRO (Public Relations Organizer) program received Golden Achievement Award from National School Public Relations Organization (NSPRA)
- School Board Member Michelle R. McKissack became the first SCS Board member named to the Council of Urban Boards of Education (CUBE) Steering Committee
- School Board Chair Shante K. Avant and Vice-Chair Stephanie Love received the President’s Award from the National Coalition of 100 Black Women Memphis Chapter (NCBW)

**ORGANIZATIONAL**





ORGANIZATIONAL SECTION

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. Education Ecosystem
  - vi. School Options
  - vii. Academic Innovations
  - viii. Fund Structure
  - ix. Classification of Revenues and Expenditures
  - x. Basis of Accounting and Budgeting
- II. Administrative Organizational Chart
- III. Schools Organizational Chart
- IV. Shelby County Schools 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
  - viii. Financial Reporting and Audit Requirements
- VII. Budget Strategy
- VIII. Budget Process and Calendar
- IX. Annual Operating Budget Policy
- X. Laws Affecting this Budget
  - i. Budget Approval
  - ii. Teacher Supply
  - iii. Charter Schools
  - iv. Education Savings Account
  - v. Annual Charter School Authorizer Fees
  - vi. Statewide Charter School Authorizer
  - vii. Every Student Succeed Act (ESSA) Financial Transparency
  - viii. School Safety
- XI. Key Factors Affecting the Budget
  - i. Equity
  - ii. Fiscal Sustainability



**I. FINANCIAL STRUCTURE AND ENVIRONMENT OF THE DISTRICT**

**i. Legal Status and Authority**

Shelby County Schools (SCS 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.

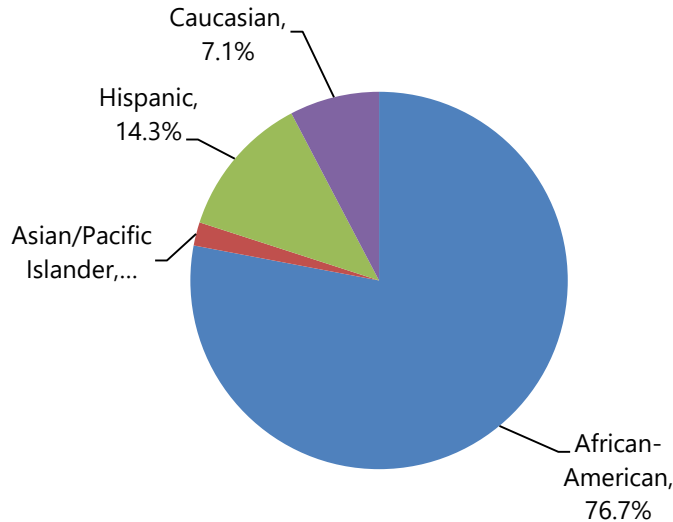
**ii. Description of Reporting Entity**

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 2019-20, the District budgeted for 104,770 students in grades kindergarten through grade 12.

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 2010 population was 927,644 with the 2018 population estimated at 935,764, 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 to the TN Department of Education, the student demographics during fiscal year 2017-18 was 76.7% African American, 7.1% Caucasian, 14.3% Hispanic and 1.9% Asian/Pacific Islander.

The chart below represents the District’s student demographics for Fiscal Year 2017-18, per the Tennessee Department of Education Report Card.



Source: Tennessee State Report Card data extracted December 4, 2018

The District encompasses 224 schools, including regular schools, charter schools, career and technology centers (CTC), special education centers (SPED) and alternative schools. Forty-eight 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 2018-19, SCS had 291 pre-kindergarten classrooms; 33 of which were within community partner locations.





The District has budgeted for over 6,000 teachers in Fiscal Year 2019-20, 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.

**iii. Geographical Area Served**

Effective July 15, 2014 the District moved to serving geographical areas by Instructional Leadership Director (ILD) zone.

**Zone 1**

- Levi Elementary
- Belle Forest Elementary
- Sea Isle Elementary
- Springdale Elementary
- Willow Oaks Elementary
- Winridge Elementary
- Richland Elementary
- Evans Elementary
- Oak Forest Elementary
- Fox Meadow Elementary
- Berclair Elementary
- Brownsville Road Elementary
- Balmoral-Ridgeway Elementary
- Double Tree Elementary

**Zone 4**

- Germantown Elementary
- Southwind Elementary
- Highland Oaks Elementary
- Hickory Ridge Elementary
- Ross Elementary
- Crump Elementary
- Cromwell Elementary
- Keystone Elementary
- Germanshire Elementary
- Shrine School
- Sea Isles Elementary

**Zone 7**

- Sheffield Elementary
- Magnolia Elementary
- A.B. Hill Elementary
- LaRose Elementary
- Dunbar Elementary
- Getwell Elementary
- Hawkins Mill Elementary
- Ford Road Elementary
- Winchester Elementary

**Zone 2**

- Parkway Village Elementary
- Delano Elementary
- Jackson Elementary
- Newberry Elementary
- Bethel Groove Elementary
- Charjean Elementary
- Dexter Elementary
- Chimney Rock Elementary
- Oakhaven Elementary
- Riverwood Elementary

**Zone 5**

- Barret's Chapel K-8
- Cummings K-8 (9.5)
- E. E. Jeter K-8
- Lowrance K-8
- Snowden K-8
- Sherwood Elementary
- Sharp Elementary
- Scenic Hill Elementary
- Hickory Ridge Middle
- Mt. Pisgah Middle

**Zone 8**

- Woodstock Middle
- Georgian Hills Middle
- Craigmont Middle
- American Way Middle
- Riverview K-8
- Grandview Heights Middle
- Raleigh Egypt Middle

**Zone 3**

- Grahamwood Elementary
- Kate Bond Elementary
- Kingsbury Elementary
- Macon Hall Elementary
- Shady Grove Elementary
- Gardenview Elementary (7.5)
- Shelby Oaks Elementary
- Wells Station Elementary
- Cordova Elementary
- South Park Elementary
- Rozelle Elementary
- Peabody Elementary
- Whitehaven Elementary

**Zone 6**

- Avon High
- Central High
- Cordova High
- White Station High
- Bolton High
- Germantown High
- Overton High
- Ridgeway High
- Southwind High
- Kingsbury High

**Zone 9**

- Wooddale High
- Sheffield High
- Oakhaven High
- Manassas High
- Trezevant High
- Hamilton High
- Westwood High
- Raleigh Egypt High
- B.T. Washington High



**Zone 10**

Raleigh Bartlett Elementary  
Bruce Elementary  
Lucy Elementary  
Brewster Elementary  
Northaven Elementary  
Downtown Elementary  
Idlewild Elementary  
Vollentine Elementary  
Westside Elementary  
White Station Elementary  
Alton Elementary  
Egypt Elementary

**Zone 11**

Colonial Middle  
Germantown Middle  
Highland Oaks Middle  
Oakhaven Elementary  
Dexter Middle  
Kate Bond Middle  
Bellevue Middle  
Ridgeway Middle  
Cordova Middle  
White Station Middle  
Kingsbury Middle

**Zone 12**

Hollis F. Price High  
Middle College High  
Kirby High  
Craigmont High  
Mitchell High Δ  
Douglass High Δ  
Melrose High Δ

**Zone 13 \***

Adolescent Parenting Program \*  
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 \*

**Zone 14 #**

A. Maceo Walker Middle #  
Geeter K-8 #  
Havenview Middle #  
Holmes Road Elementary #  
J.P. Freeman K-8 #  
Oakshire Elementary #  
Robert R. Church Elementary #  
Whitehaven High #

**Zone 15 ∞**

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

**Zone 16**

East High - STEM High  
Maxine Smith Middle  
East High  
Campus Middle  
Campus School

**Zone 17 Δ**

Cherokee Elementary Δ  
Treadwell Elementary Δ  
Lucie E. Campbell Δ  
Westhaven Elementary Δ  
Hamilton K-8 Δ  
Douglass K-8 Δ  
Chickasaw Middle Δ  
Treadwell Middle Δ  
Sherwood Middle Δ

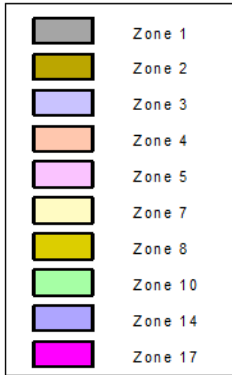
Note: \* Alternative

# E-Zone

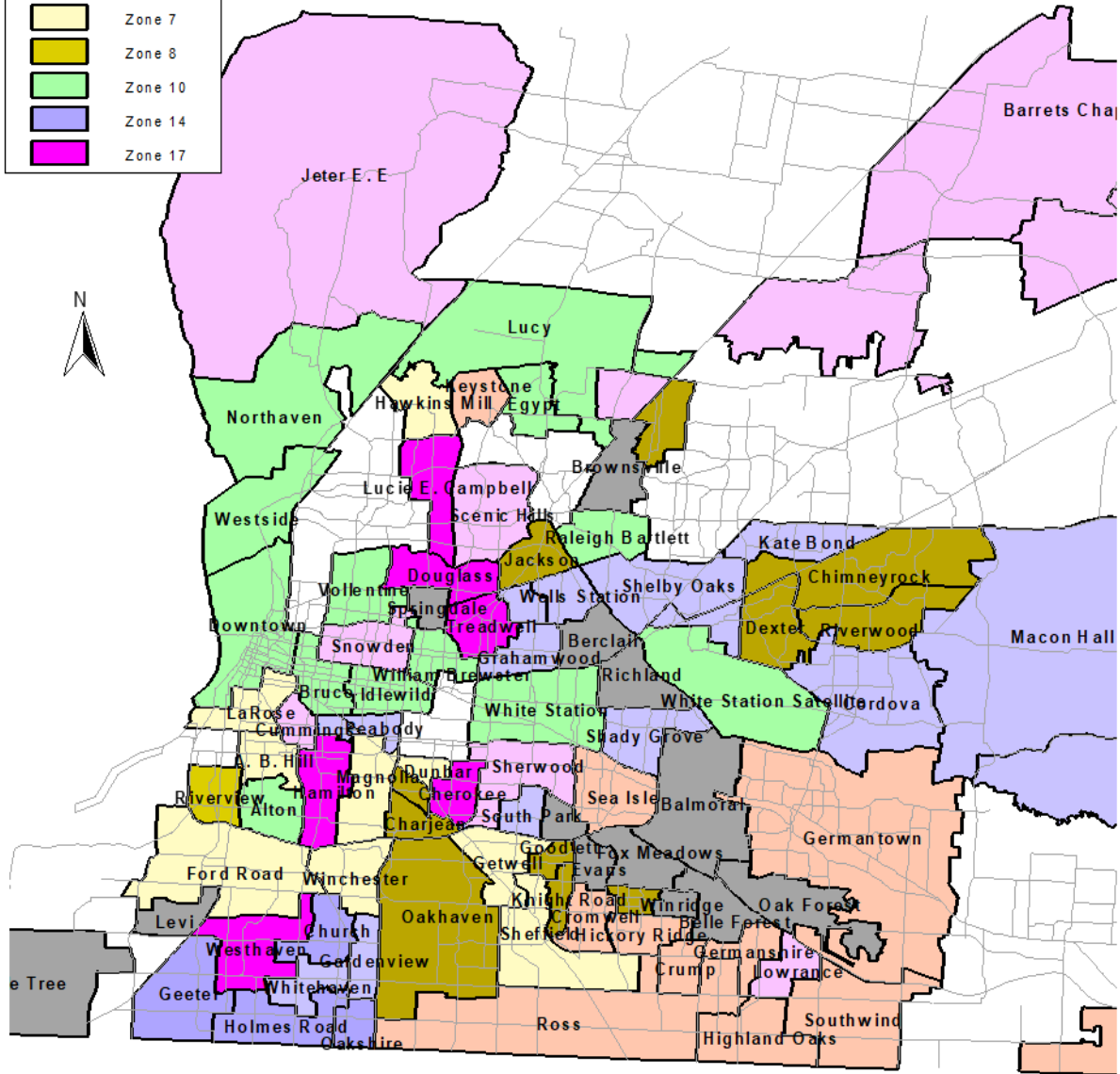
Δ Continuous Improvement

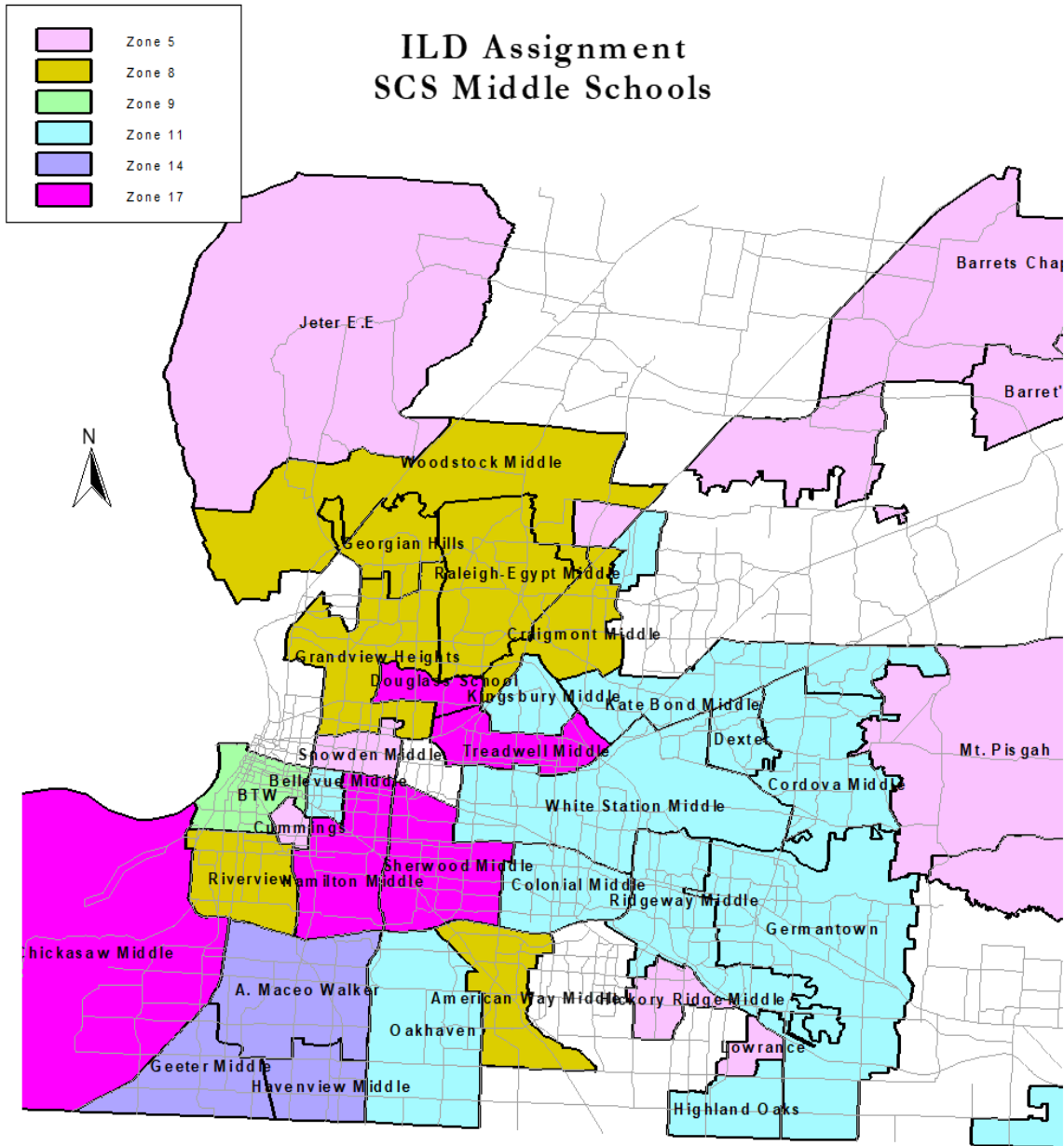
∞ CTE





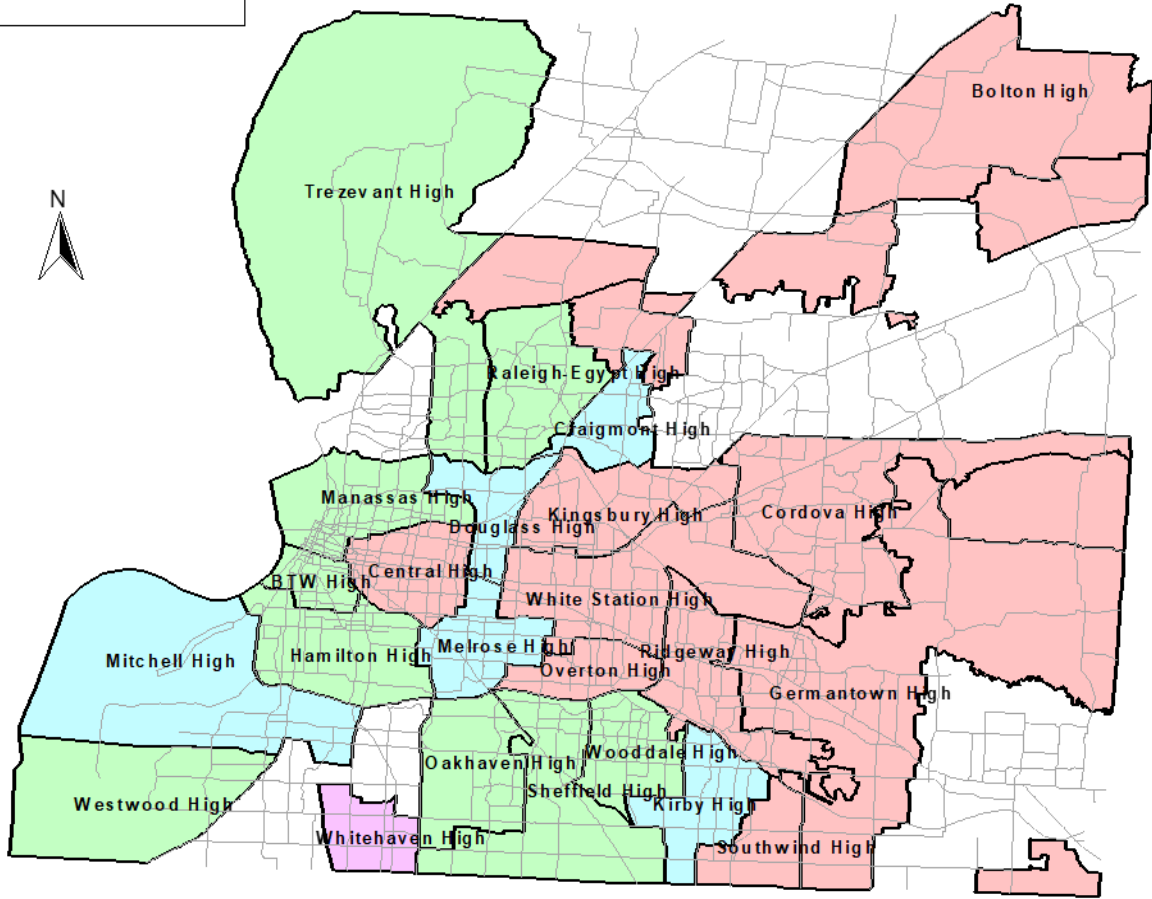
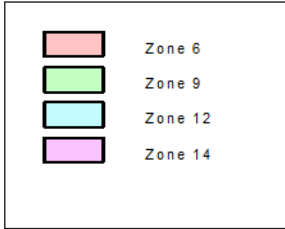
## ILD Assignment SCS Elementary Schools







### ILD Assignment SCS High Schools

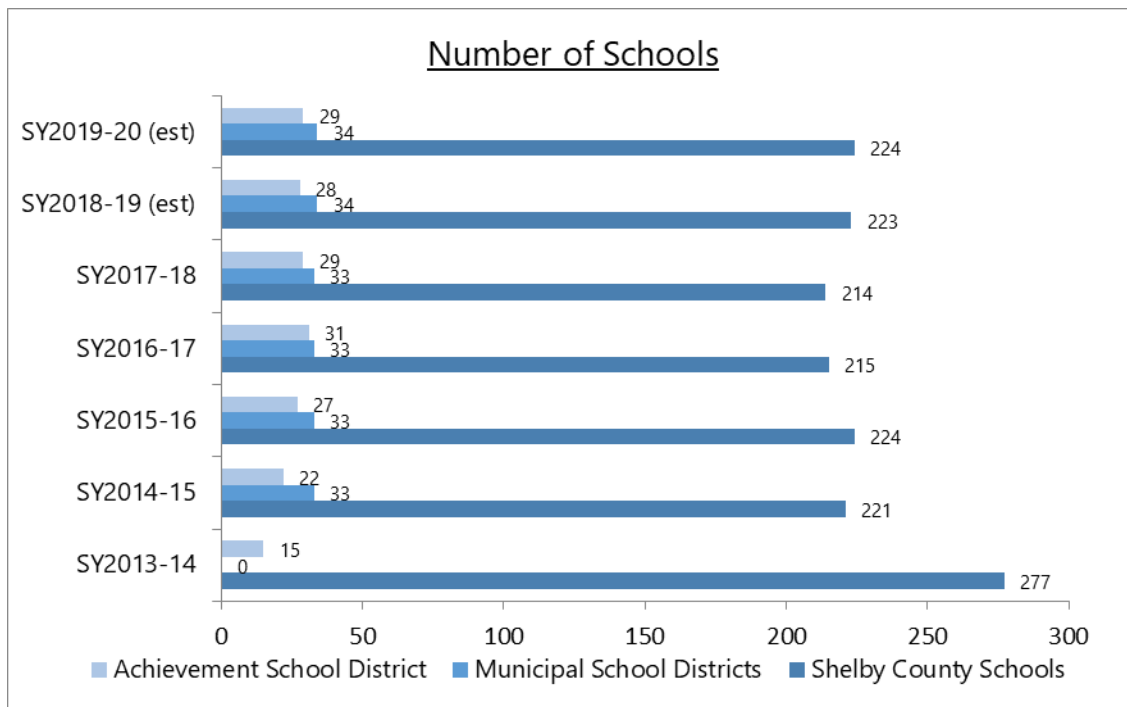




iv. Education Landscape of Shelby County

Shelby County Schools is part of a unique education landscape that includes eight local education agencies (LEAs) within Shelby County. The eight LEAs include: Shelby County Schools; six municipal school districts located in Arlington, Bartlett, Collierville, Germantown, Lakeland and Millington; and the Achievement School District (ASD).

Shelby County Schools has the largest educational footprint in Shelby County with 224 schools in school year 2019-20. Since school year 2013-14, the number of SCS schools has declined for three reasons. First, the creation of 6 municipal districts caused a loss of 33 schools. Secondly, the growth of ASD resulted in the takeover of 11 priority schools and the creation of 5 schools. Lastly, the District closed 19 schools to gain more efficient use of academic resources. There has been an uptick in the number of schools over the past couple of years due to the growth of Charter schools



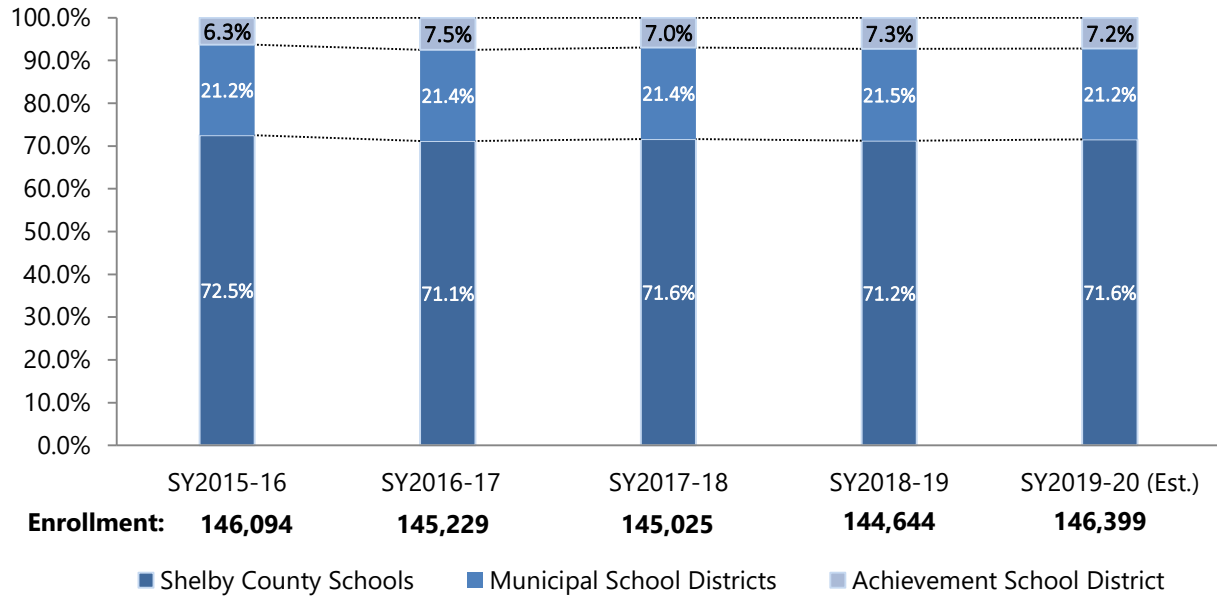
\*Data Source: TN Department of Education, State Report Card; SY 2013-2017; SY 2018 & 2019 Actual

In school year 2018-19, Shelby County Schools closed Carnes Elementary school. Those students were re-zoned to Bruce Elementary. The ASD held the District harmless and did not take over any schools in school year 2018-19, and are not scheduled to take over any in 2019-20.

With the competition of neighboring school districts and ASD school takeovers, Shelby County Schools has experienced significant student enrollment attrition over the last couple of years. SCS student enrollment stood at 103,015 in school year 2018-19. That number also includes Charter School enrollment.



### Student Enrollment



\*Data Source: 40<sup>th</sup> Day Enrollment; SY 2019 and 2020 Enrollment Projections.

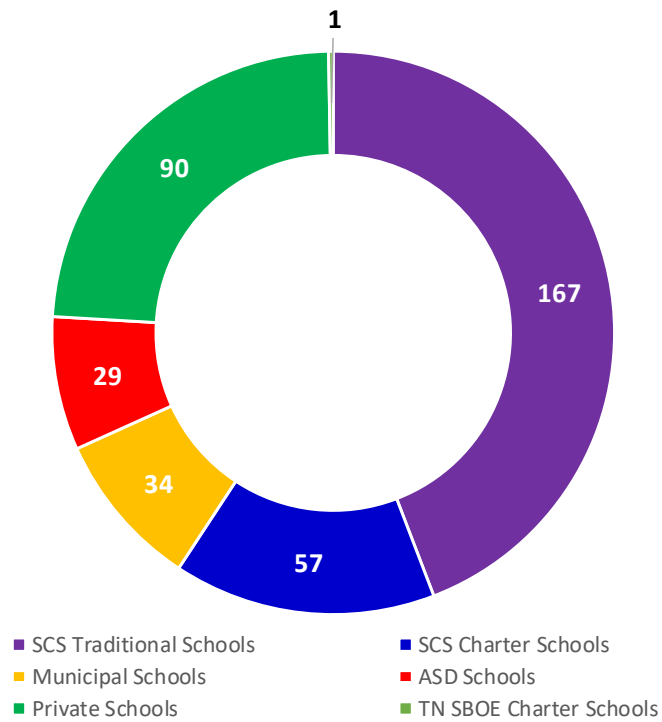


v. Education Ecosystem



The education ecosystem in Shelby County has changed significantly over the past five years. 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 Shelby County Schools. Within the education ecosystem in Shelby County, SCS traditional and charter schools, six municipal school districts, Achievement School District, private schools, and a TN State Board authorized charter school serve as options for students in Shelby County.

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







**Shelby County Schools:** Shelby County Schools is the largest school district in the State of Tennessee. The District has the largest educational footprint in Shelby County with 224 schools that offer academic options ranging from career and technology education to blended learning. Notably, charter schools, Innovation Zone (or iZone) schools and optional schools are targeted to provide quality learning to our students.



**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 (SBOE). The SCBOE ruling was overturned by TN SBOE but an agreement between Green Dot and SCS was not reached. Consequently, TN SBOE authorized Green Dot's Bluff City High School, which is projected to have 200 students in its second year. This is the first school the state board oversees in Memphis and one of three that TN State Board of Education has authorized.



**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 a number of private schools in Memphis. There are 90 private schools in Memphis, Tennessee that serve 22,463 students. At the end of the 2018-19 school year, the Memphis Jubilee Catholic Schools Network closed their entire network of schools.



**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 five 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, SCS enrollment has declined significantly. In school year 2012-13, the ASD had five schools. 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 29 in school year 2019-20. Its student enrollment has grown respectively to the increase in the number of schools. In school year 2013-14, the ASD had 3,748 students. By school year 2018-19, its enrollment had increased to 10,590.

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 following chart exhibits the ASD five cohorts of schools since school year 2012-13. The chart includes some schools which have since closed as of school year 2018-19.



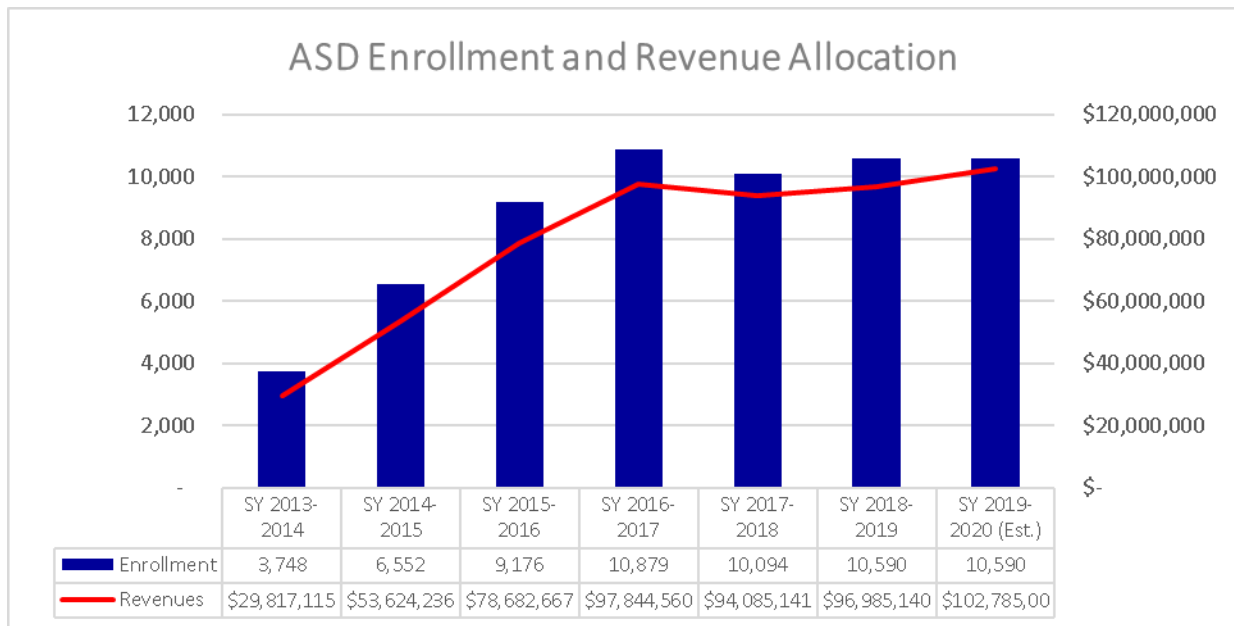
	ASD School	Former School	School Type	Operator	Opening Year	SY 2018-19 Enrollment
COHORT #1	Cornerstone Prep — Lester	Lester ES	ES	Capstone	2012	376
	Corning Achievement	Corning ES	ES	ASD Direct-Run	2012	128
	Frayser Achievement	Frayser ES	ES	ASD Direct-Run	2012	247
	Humes Prep Academy	Humes MS	MS	Gestalt	2012	241
	Westside Achievement	Westside MS	MS	ASD Direct-Run	2012	301
COHORT #2	Aspire Hanley #1	N/A	MS	Aspire	2013	241
	Aspire Hanley #2	Hanley ES	ES/MS	Aspire	2013	541
	Georgian Hills Achievement	Georgian Hills ES	ES	ASD Direct-Run	2013	274
	Grad Academy	South Side MS	High	New Tech Network	2013	Closed 2018
	KIPP: Memphis Academy Elementary	Shannon ES	ES	KIPP Memphis	2013	333
	KIPP: Memphis Prep Middle	Corry MS	MS	KIPP Memphis	2013	288
	Whitney Achievement	Whitney ES	ES	ASD Direct-Run	2013	267
COHORT #3	Aspire Coleman ES	Coleman ES	ES	Aspire	2014	620
	Fairley HS	Fairley High	High	Green Dot	2014	534
	Freedom Prep	Westwood	ES	Freedom Prep	2014	535
	Lester Prep	Lester MS	MS	Capstone	2014	251
	MLK College Prep HS	Frayser High	High	Frayser Community Schools	2014	516
	Pathways in Education — Frayser	N/A	MS/ High	Pathways in Education	2014	151
	Pathways in Education — Whitehaven	N/A	MS/ High	Pathways in Education	2014	178
	Promise Spring Hill	Spring Hill ES	ES	Promise Academy	2014	416



	ASD School	Former School	School Type	Operator	Opening Year	SY 2018-19 Enrollment
COHORT #4	Cornerstone Prep, Denver	Denver ES	ES	Capstone	2015	592
	KIPP: Memphis Prep Elementary	N/A	ES	KIPP Memphis	2015	401
	Libertas School	Brookmeade ES	ES	Libertas	2015	280
	Memphis Scholars	Florida-Kansas ES	ES	Scholar Academies	2015	241
	Wooddale MS	Wooddale MS	MS	Green Dot	2015	416
COHORT #5	Hillcrest HS	Hillcrest HS	High	Green Dot	2016	450
	Kirby MS	Kirby MS	MS	Green Dot	2016	388
	Memphis Scholars Caldwell Guthrie ES	Caldwell Guthrie ES	ES	Scholar Academies	2016	470
	Memphis Scholars Raleigh MS	Raleigh Egypt MS	MS	Scholar Academies	2016	107

\*Data Source: 20<sup>th</sup> Day Enrollment; SY 2019

The State of Tennessee provides a share of Shelby County Schools' local and state funds to ASD as a direct allocation from the Basic Education Program (BEP). State law requires that charter schools, including those authorized by ASD, receive state and local funding based on current year enrollment. In school year 2018-19, the ASD revenue allocation was projected to be \$96.9 million. For 2019-20, the ASD enrollment is projected to remain flat, however the per pupil projected expenditure is expected to increase to \$102.8 million.





vi. School Options

In Shelby County Schools, a number of high quality school choices exist for parents and students which include Charter Schools, Optional Schools, Career and Technical Education Programs, Schools for Exceptional Children, Specialty Schools that focus on obtaining college credits, and Alternative Schools. SCS has created a new transportation STEM (Science, Technology, Engineering and Math) High School.

**SCS Authorized Charter Schools**

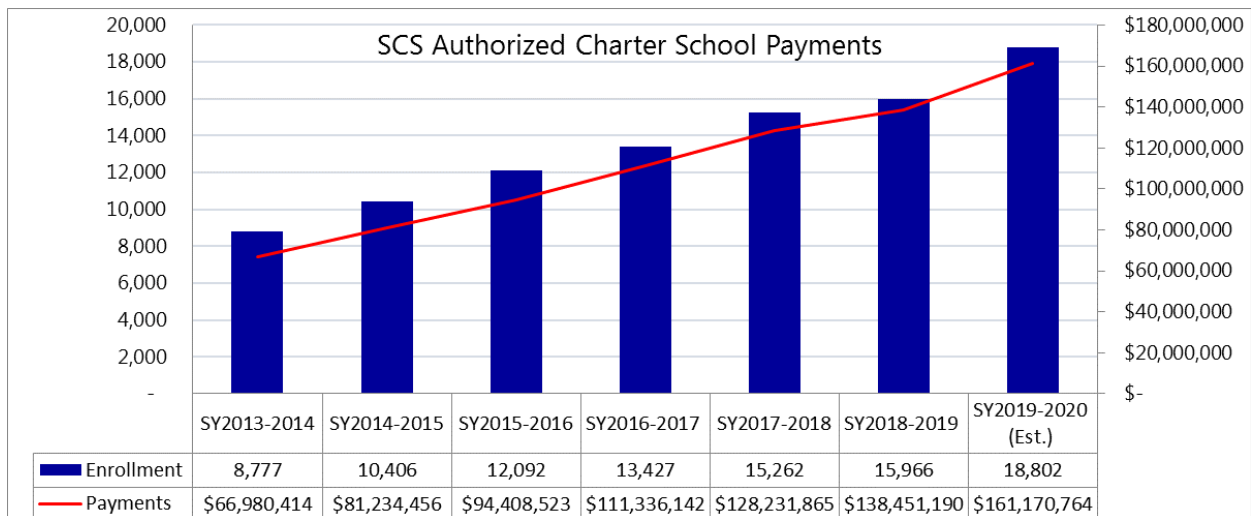
A charter school is a public school that is established and operates under the terms of a charter agreement and in accordance with the Tennessee Public Charter Schools Act of 2002 (T.C.A. § 49-13). Governed by independent operators, charters are publicly funded, and as such, subject to the same performance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

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. Shelby County Board of Education voted to close Omni Prep Lower, Omni Prep Middle, and Southern Avenue Middle for school year 2016-17. Shelby County Schools also revoked the New Consortium of Law and Business for school year 2016-17. House Bill 125 made the 2017 priority list the first list for which charter schools appearing on a priority list must close at the end of the school year.

State law requires that charter schools receive state and local funding based on current year enrollment. The number of SCS authorized charter schools will grow to 57 in school year 2019-20.



SCS has experienced mounting financial pressures from the increase of charter schools, which is shown in the chart above. With a 17.76% jump in annual charter school enrollment, the charter school payment increased by \$22.7 million in fiscal year 2019-20 based on six new charter schools opening, and the Compass students. With charter school payments being the second largest expense behind instruction in fiscal year 2019-2020, it is prudent to evaluate investments in SCS authorized charter schools.



The chart below lists the SCS authorized charter schools, including grades served in school year 2018-19, overall TVAAS, and projected enrollment and payments in school years 2018-19 and 2019-20. The chart below includes charter schools operating since school year 2013-14, including charter schools no longer operating in school year 2018-19 and projected not to operate in school year 2019-20.

Charter School	SY 2019-20 Projected Grades Served	2018 Overall TVAAS	SY 2018-19 Enrollment	FY 2018-19 Projected Payment	SY 2019-20 Projected Enrollment	FY 2019-20 Projected Payment
Arrow Academy	K-4	3	75	\$650,372	73	\$625,756
Aspire East Academy	K-4	N/A	294	\$2,549,458	375	\$3,214,500
Aster College Preparatory	5-8	N/A	N/A	\$0	120	\$1,028,640
Aurora Collegiate	K-5	1	335	\$2,904,995	343	\$2,940,196
Believe Memphis Academy	4-6	N/A	110	\$953,879	167	\$1,431,524
Circles of Success	K-5	5	238	\$2,063,847	246	\$2,108,712
City Boys Prep	6-8	2	88	\$763,103	66	\$565,752
City Girls Prep	6-8	4	100	\$867,163	110	\$942,920
City Univ. Independence	9	2	16	\$138,746	16	\$137,152
City University School of Liberal Arts	9-12	5	269	\$2,332,668	282	\$2,417,304
Compass Binghamton	K-8	N/A	N/A	\$0	180	\$1,542,960
Compass Berclair	7-12	N/A	N/A	\$0	180	\$1,542,960
Compass Frayser	K-8	N/A	N/A	\$0	180	\$1,542,960
Compass Hickory Hill	K-8	N/A	N/A	\$0	233	\$1,997,276
Compass Midtown	7-12	N/A	N/A	\$0	250	\$2,143,000
Compass Orange Mound	K-8	N/A	N/A	\$0	160	\$1,371,520
Crosstown High School	9-12	N/A	149	\$1,292,072	294	\$2,520,168
DuBois Elem Arts & Technology	K-5	3	206	\$1,786,355	195	\$1,671,540
DuBois Elem Entrepreneurship	K-5	3	237	\$2,055,175	233	\$1,997,276
DuBois High Arts & Technology	9-12	1	N/A	\$0	N/A	N/A
DuBois High Leadership & Public Policy	9-12	5	N/A	\$0	N/A	N/A
DuBois Middle Arts & Technology	6-8	4	128	\$1,109,968	135	\$1,157,220
DuBois Middle Leadership & Public Policy	6-8	3	127	\$1,101,297	132	\$1,131,504
Freedom Prep Elementary	K-5	5	353	\$3,061,084	394	\$3,377,368
Freedom Preparatory Academy	6-12	5	656	\$5,688,587	663	\$5,683,237
Freedom Prep Academy 4	6-8	N/A	171	\$1,482,848	206	\$1,765,832
Freedom Prep Academy Sherwood	K-8	N/A	N/A	\$0	288	\$2,468,736
Gateway University	9-11	1	158	\$1,370,117	229	\$1,962,988
Granville T. Woods Academy of Innovation	K-8	4	413	\$3,581,382	419	\$3,591,668
Kaleidoscope School	6-8	2	71	\$615,685	96	\$822,912
KIPP Memphis Academy Middle	5-8	5	340	\$2,948,353	329	\$2,820,188
KIPP Memphis Collegiate Elementary	K-4	3	431	\$3,737,471	435	\$3,728,820
KIPP Memphis Collegiate High	9-12	1	483	\$4,188,396	576	\$4,937,473
KIPP Memphis Collegiate Middle	5-8	5	324	\$2,809,607	342	\$2,931,624
Leadership Preparatory	K-4	2	265	\$2,297,981	254	\$2,177,288
Legacy Leadership	6-9	3	N/A	\$0	0	\$0
MAHS High	9-12	1	423	\$3,668,098	435	\$3,728,820
MAHS Middle	6-8	1	309	\$2,679,533	296	\$2,537,312
MASE	6-12	5	605	\$5,246,334	622	\$5,331,785
Memphis Business Academy Elementary	K-5	5	305	\$2,644,846	272	\$2,331,584
Memphis Business Academy High School	9-12	1	468	\$4,058,321	510	\$4,371,721
Memphis Business Academy Middle School	6-8	1	479	\$4,153,709	483	\$4,140,277
MBA Hickory Hill Elementary	K-3	N/A	70	\$607,014	88	\$754,336
MBA Hickory Hill Middle	6-7	N/A	26	\$225,462	54	\$462,888



Charter School	SY 2019-20 Projected Grades Served	2018 Overall TVAAS	SY 2018-19 Enrollment	FY 2018-19 Projected Payment	SY 2019-20 Projected Enrollment	FY 2019-20 Projected Payment
Memphis College Prep	K-5	5	253	\$2,193,922	245	\$2,100,140
Memphis Delta Prep	K-5	3	334	\$2,896,323	341	\$2,923,052
Memphis Grizzlies Preparatory	5-8	5	345	\$2,991,711	344	\$2,948,768
Memphis Merit Academy	K-8	N/A	N/A	\$0	120	\$1,028,640
Memphis Rise Academy	6-11	5	559	\$4,847,439	669	\$5,734,669
Memphis School of Excellence	6-12	3	522	\$4,526,589	563	\$4,826,037
Memphis School of Excellence Elementary	K-5	N/A	167	\$1,448,162	179	\$1,534,388
Memphis STEM Academy	K-4	N/A	185	\$1,604,251	231	\$1,980,132
Nexus STEM Academy Elementary	K-1	N/A	N/A	\$0	0	\$0
Nexus STEM Academy Middle	6-8	1	N/A	\$0	0	\$0
Perea Elementary	K-1	N/A	76	\$659,044	142	\$1,217,224
Power Center Academy Elementary School	K-5	1	638	\$5,532,498	758	\$6,497,577
Power Center Academy High School	9-12	1	581	\$5,038,215	620	\$5,314,641
Power Center Academy Middle School	6-8	5	431	\$3,737,471	444	\$3,805,968
Power Center Academy Elementary- Southeast	K-2	N/A	126	\$1,092,625	170	\$1,457,240
Power Center Academy Middle- Southeast	6-8	N/A	225	\$1,951,116	236	\$2,022,992
Promise Academy	K-5	1	366	\$3,173,815	372	\$3,188,784
Promise Academy 3	K-2	N/A	N/A	\$0	0	\$0
Soulsville	6-12	5	658	\$5,705,930	690	\$5,914,681
Southern Avenue	K-5	5	364	\$3,156,472	346	\$2,965,912
Southwest Early College High	9-12	5	179	\$1,552,221	273	\$2,340,156
STAR Academy	K-5	1	280	\$2,428,055	307	\$2,631,604
The Excel Center	9-12	1	450	\$3,902,232	244	\$2,091,568
Veritas	6-8	4	142	\$1,231,371	150	\$1,285,800
Vision Prep	K-5	1	363	\$3,147,800	397	\$3,403,084
<b>TOTAL</b>			<b>15,966</b>	<b>\$138,451,190</b>	<b>18,802</b>	<b>\$161,170,764</b>

**Optional Schools and Programs**

SCS Optional Schools serve our students’ unique interests and learning styles. Entrance requirements for optional schools vary by school and program and are generally based on report cards and standardized test scores.

Below are several achievements of our Optional schools and programs.

- 100% graduation rate for four-year Optional high school students
- 22 Optional high school students were 2017 National Merit Scholarship Semifinalists
- Optional schools in SCS offer West Tennessee’s only K-12 International Baccalaureate feeder pattern
- Optional schools in SCS offer the state’s only K-12 feeder pattern for Chinese, Japanese and Russian
- Thirty-two (32) of thirty-eight (38) available Advanced Placement courses offered in our Optional high schools
- The only high school Aviation program offering students a private pilot’s license
- The average pre-ACT score of tenth grade Optional students is 20.3, compared to 17.2 as the national average
- The average ACT composite score is 23.8 for Optional high school students
- Optional elementary and middle school students surpass the state average in every subject on the TCAP



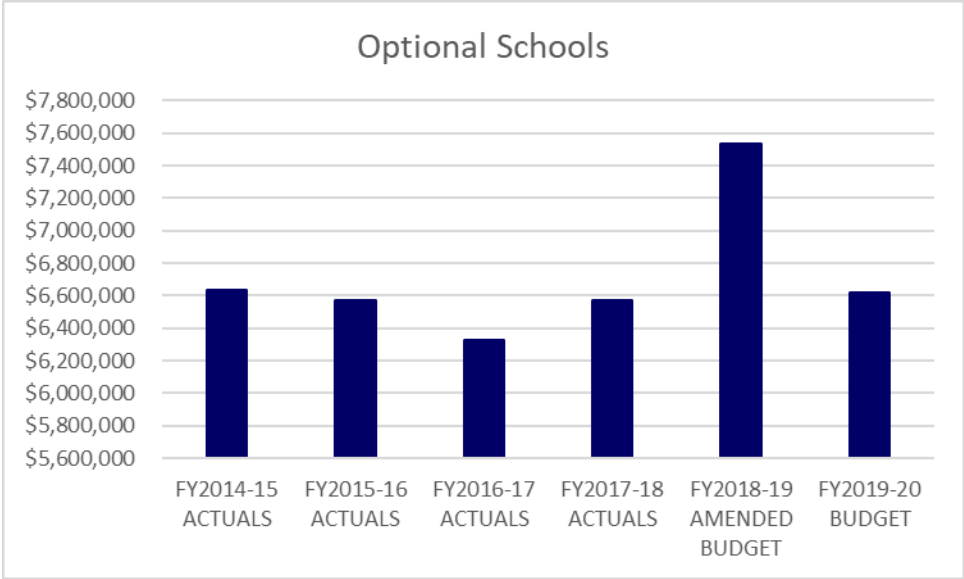
Below are 47 Optional schools and Optional programs in traditional schools in school year 2019-2020.

School	Programs
Balmoral Ridgeway Elementary	International Baccalaureate (IB) World School Primary Years Programme
Bellevue Middle	College Preparatory
Bolton High	International Baccalaureate Diploma Programme/Automotive Technology/Information Technology
Brownsville Road Elementary	Enriched Academics
Central High	College Preparatory
Colonial Middle	Arts and Academics
Cordova Elementary	Enriched Academics
Cordova Middle	Enriched Academics/College Preparatory
Craigmont High	College Preparatory/International Studies
Craigmont Middle	Enriched Academics/International Studies
Cummings School	Enriched Academics/Developing Masterful Mathematical Minds (DM3)
Delano Elementary	Computer Technology
Double Tree Elementary	Montessori/Technology
Douglass Elementary (K-5)	Chess and Public Service
Douglass High	Public Service and Communication Arts
Douglass School (6-8)	Chess and Public Service
Downtown Elementary	Enriched Academics
East High	College Preparatory for Health – T-STEM Sciences/Engineering
Germantown Elementary:	Enriched Academics/International Studies
Germantown High	International Baccalaureate Diploma Programme/Creative and Performing Arts
Germantown Middle	College Preparatory
Grahamwood Elementary	Enriched Academics
Havenview Middle and STEAM School	Science, Technology, Arts and Mathematics (S.T.E.A.M.)
Idlewild Elementary	Science/Technology
John P. Freeman	Enriched Academics/College Preparatory
Keystone Elementary:	Science, Engineering and Technology (SET)
Kingsbury High	Bioscience/ Technology/ Global Studies
Maxine Smith STEAM Academy	Science, Technology, Engineering, Arts, and Mathematics
Overton High	Creative and Performing Arts
Peabody Elementary	Enriched Academics
Ridgeway High	International Baccalaureate Diploma Programme
Ridgeway Middle	International Baccalaureate World School Middle Years Programme
Riverwood Elementary	Enriched Academics
Rozelle Elementary	Creative and Performing Arts
Sherwood Elementary	Enriched Academics
Snowden School	Enriched Academics
Snowden School	College Preparatory
Springdale-Memphis Magnet Elementary	Exploratory Learning
Treadwell Elementary	Enriched Academics
Vollentine Elementary	Science Exploration
White Station High	College Preparatory
White Station Middle	College Preparatory
Whitehaven Elementary	Enriched Academics
Whitehaven High	College Preparatory/Business and Finance
William H. Brewster Elementary	Enriched Academics
Willow Oaks Elementary	Enriched Academics
Wooddale High	Aviation/Travel& Tourism to Hospitality and Tourism





Of these 47 programs, approximately 35,000 students participated in either Optional Schools or Optional Programs in school year 2018-19. The fiscal year 2019-20 budget for Optional Schools is \$7.5 million. On average, Optional Schools receive 1.5 additional teachers compared to traditional schools.



**College Career & Technical Education**

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. 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.

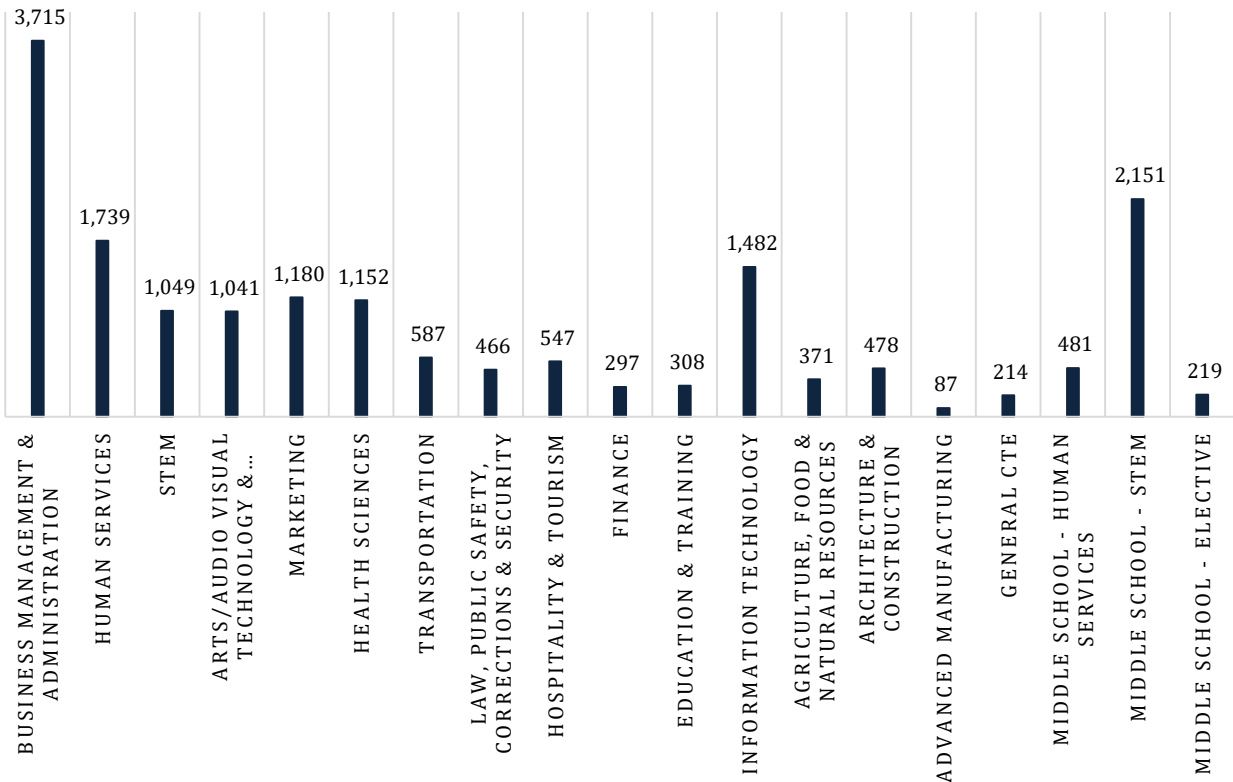
SCS currently offers Programs of Study aligned with all 19 Career Clusters listed below:

- Agriculture, Food Natural Resources
- Architecture & Construction
- Arts/Audio Visual Technology & Communications
- Business Management & Administration
- Education and Training
- Finance
- General CCTE
- Health Sciences
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Advanced Manufacturing
- Marketing



- Middle School – Human Services
- Middle School – STEM
- Middle School - Elective
- Science, Technology, Engineering, & Mathematics (STEM)
- Transportation

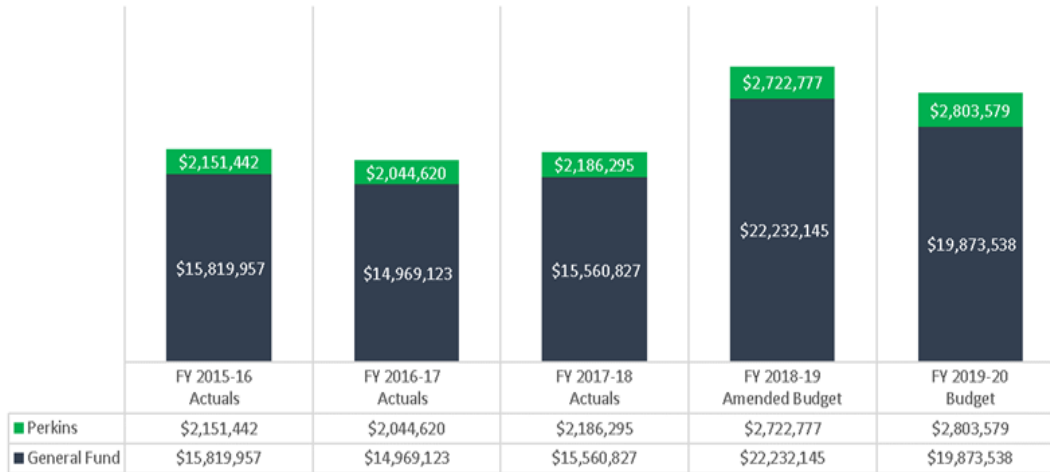
The below chart provides the enrollment for each of the 19 Career Clusters offered in school year 2018-19. Business Management, Middle School STEM and Human Services had the highest enrollment.



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. Approximately \$2.8 million is budgeted for the Carl Perkins Federal Grant in fiscal year 2019-20. The General Fund is the largest contributor to the CTE program with \$19.9 million budgeted in fiscal year 2019-20. There is a slight decrease in the General Fund 2019-20 budget. This is due to one-time investments received in 2018-19.



CCTE Programs



**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 that students with disabilities have the educational opportunities needed to develop the skills necessary for successful transition into post-graduation placements. Avon Lenox High School was recognized by U.S. News & World Report as one of America's best high schools for school years 2008-2009, 2009-2010, and 2010-2011. This school has experienced many years of accolades for services.

Staff assessments have shown that students have raised their TCAP-ALT scores, which has resulted in more students earning a classification in the advanced range. Students who take the Gateway exams have demonstrated a high level of performance in all areas. As a result, a number of students are currently working at various jobs in the community, living in independent housing, and participating in other social activities.

**Specialty Schools**

Middle College High School is an innovative and academic collaboration between 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 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 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 will enroll 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 will begin 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.

### Alternative Schools

Alternative Schools educate over 7,500 students annually in nine K-8, high, and specialty schools. Alternative schools accommodate the comprehensive needs of students that are not adequately or consistently addressed in the traditional school environment. 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. School re-entry support which includes academic and behavior monitoring services are also provided.

### vii. Academic Innovations

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 and Blended Learning 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)

SCS Innovation Zone (iZone) was created in 2012 to improve SCS priority schools ranked in the bottom five percent. Unlike traditional schools, iZone schools have complete autonomy in relation to the academic programs available for their school. iZone has been one of Shelby County Schools’ most successful initiatives since being established in 2012. In the last five years, 11 of the iZone schools have boasted double-digit test score gains, and seven have moved off state’s priority list.

In the iZone, the below five key strategies are implemented to improve student achievement.



*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.



*Empowered Principals:* Empowerment in human capital, time and resources gives school leaders the leverage to greatly impact achievement.



Central-Level Instructional Support Team: Teachers receive intensive one-on-one coaching and instructional support provided by a central-level instructional support team experienced in turning around student achievement.



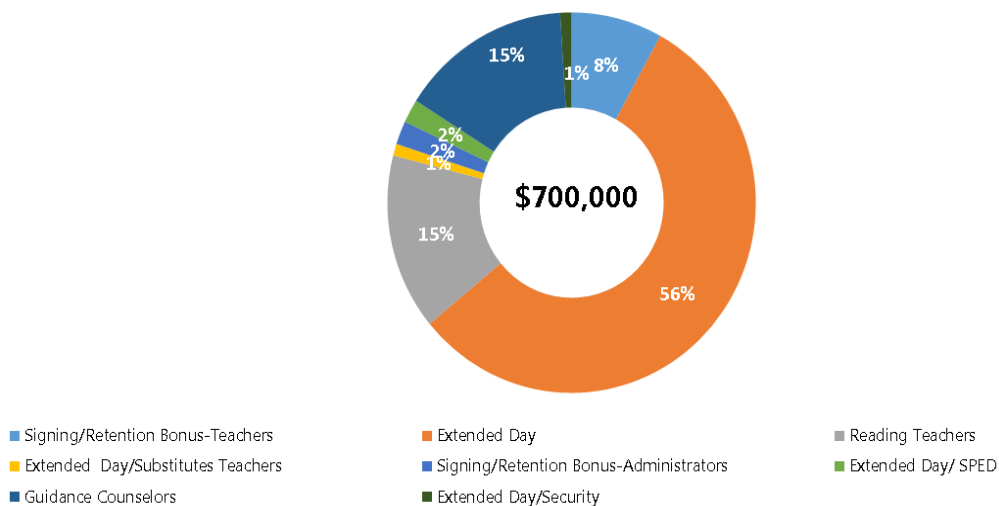
Extended Learning Day: Students are educated for one additional hour per day to provide more time for learning and enrichment.



Student Support: Resources and wraparound services are provided to support student learning and to ensure their specific and individual needs are met.

In school year 2019-20, 8,790 students are expected to be a part of the iZone. Larose ES, Dunbar ES, Getwell ES, Hawkins Mill ES, Craigmont MS, Georgian Hills MS, Woodstock MS, Manassas HS, Oakhaven HS, Sheffield HS, and Wooddale HS will be entering the iZone for the upcoming school year. Cherokee ES, Ford Road ES, Lucie Campbell ES, Treadwell ES, Westhaven ES, Chickasaw MS, Douglass K-8, Hamilton MS, Sherwood MS, Treadwell MS, Douglass HS, Melrose HS, and Mitchell HS will be leaving the iZone. These 13 schools however will still receive support from the newly created Continuous Improvement Department. This will ensure that even though they are leaving the iZone, they will still receive some additional support.

iZone Intervention Costs



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, which are highlighted in the above chart.

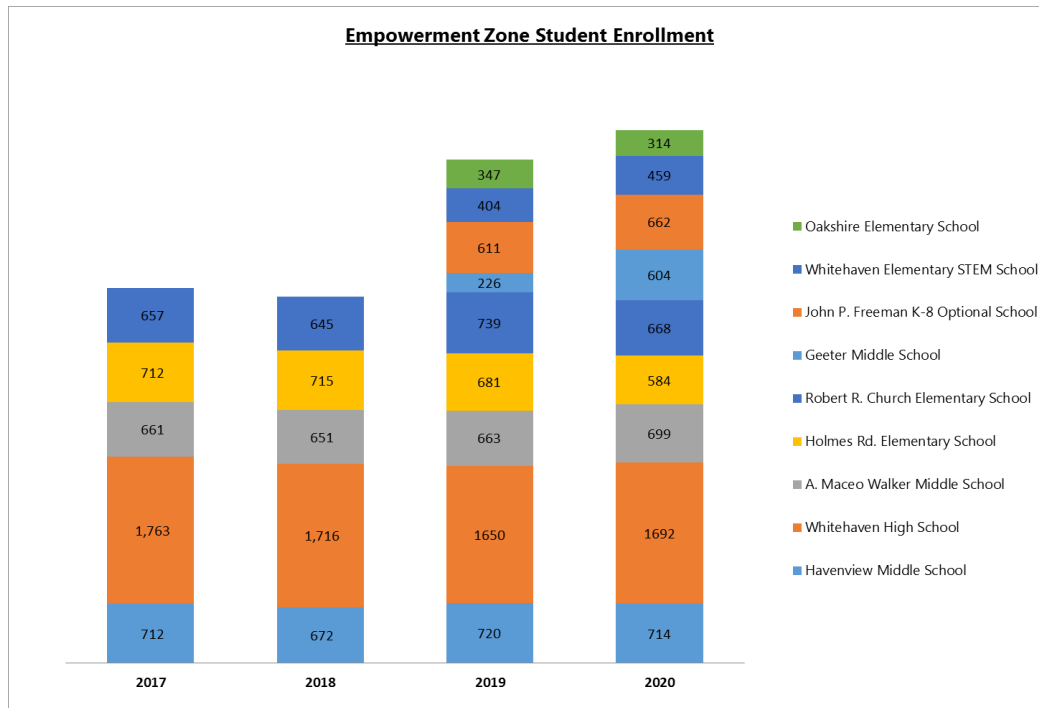


### Empowerment Zone

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. The majority 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.

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 and science, 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 as a whole. The proactive intervention strategy targets schools in the southwest area of the District, specifically the Whitehaven community. 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 2019-20.



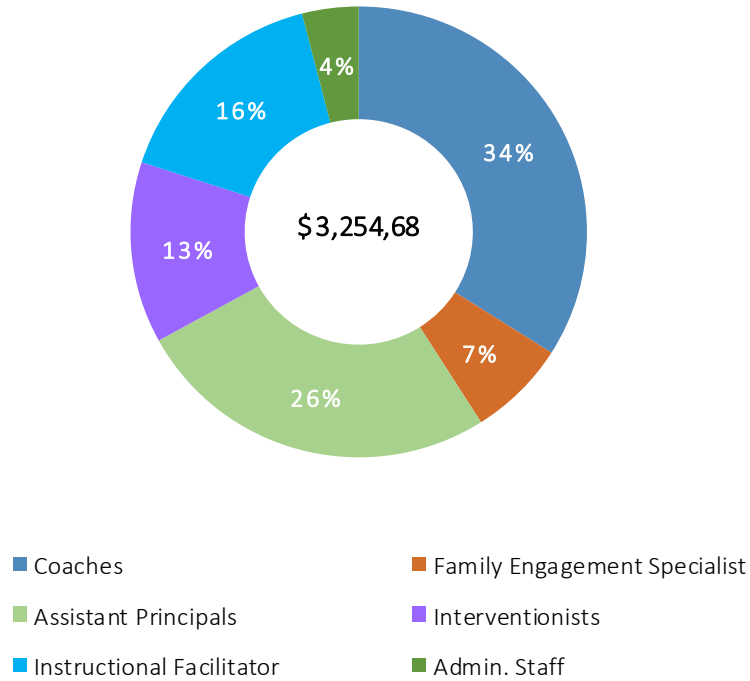
### Virtual & Blended Learning Schools

Shelby County Schools develop and deliver online Common Core aligned courses to allow 21<sup>st</sup> century learners the freedom to personalize their learning experience. Students are enrolled on a part-time or full-time basis and some schools opt to use the digital curriculum to teach courses using a blended learning approach. The Virtual Schools program also delivers a summer intervention program for students in grades 6 thru 12 who score between 50 and 69 in core courses. All students have 24-hour access to digital curriculum as well as access to an online teacher for



10 hours a week. Saturday tutorials are in place to support students who need face-to-face intervention. The below chart reflects the school year 2018-19 average individual school investments made in the Empowerment Zone. All schools do not receive the same level of resources. Some schools share resources such as Interventionists and Instructional Facilitators.

### Empowerment Zone Investments in 2019





**viii. Fund Structure**

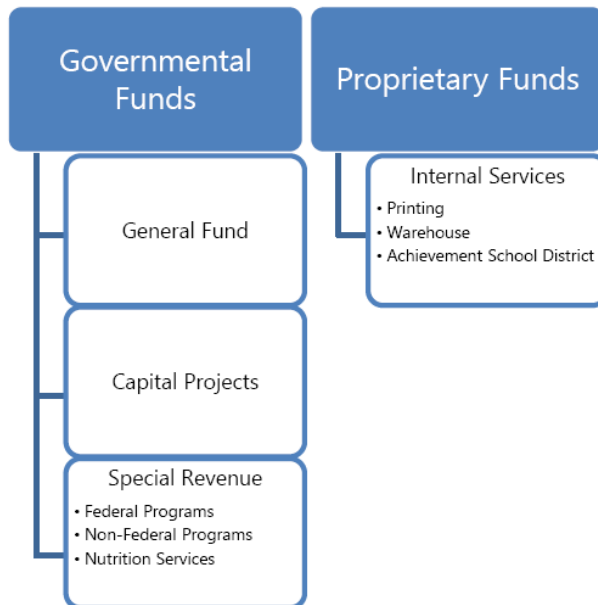
The District’s financial structure is established to reflect the use of funds for distinctive operations. The District’s accounts are maintained in accordance with the principles of fund accounting to ensure observance of limitations and restrictions on the resources available. The principles of fund 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. The District operates two major funds, two non-major funds, and one proprietary fund.

Major Funds	Non-Major Fund	Proprietary Funds
General Fund Special Revenue Fund	Capital Projects Fund Nutrition Services Fund	Internal Services Fund

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 SCS. It is used to account for all financial resources except those required to be accounted for in another fund.

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

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

- **Federal and Non-Federal Programs** represent funds that the Board receives from various agencies, which are to be spent for specified purposes based upon contractual agreements. The funds are restricted or committed for specific purposes. The Non-Federal Programs Fund is local or state funding and the Federal Programs Fund is federal government funding.
- **Nutrition Services** Fund accounts for the financial operations of preparing and serving regular and incidental meals, lunches and snacks in connection with school functions. Revenue is provided primarily from the U.S. Department of Agriculture, and is to be spent specifically for cafeterias. Thus, these funds are restricted, and the Nutrition Services Fund is used to ensure these funds are segregated from other funds.

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

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

**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
- Transfer in - uptown re-development
- Wheel tax

**State of Tennessee:**

- Basic education program
- 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
- Office of principal
- General administration
- Fiscal services
- Other support services
- Student transportation
- Plant services
- Community service
- Charter schools
- Retiree benefits
- Food service
- Debt service - principal and interest
- Capital outlay

**Object Codes**

- Salaries
- Employee benefits
- Contracted services
- Supplies & materials
- Other Charges
- Debt Service
- Capital Outlay



**x. Basis of Accounting and Budgeting**

The accrual basis of accounting is used in the 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 as long as 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.

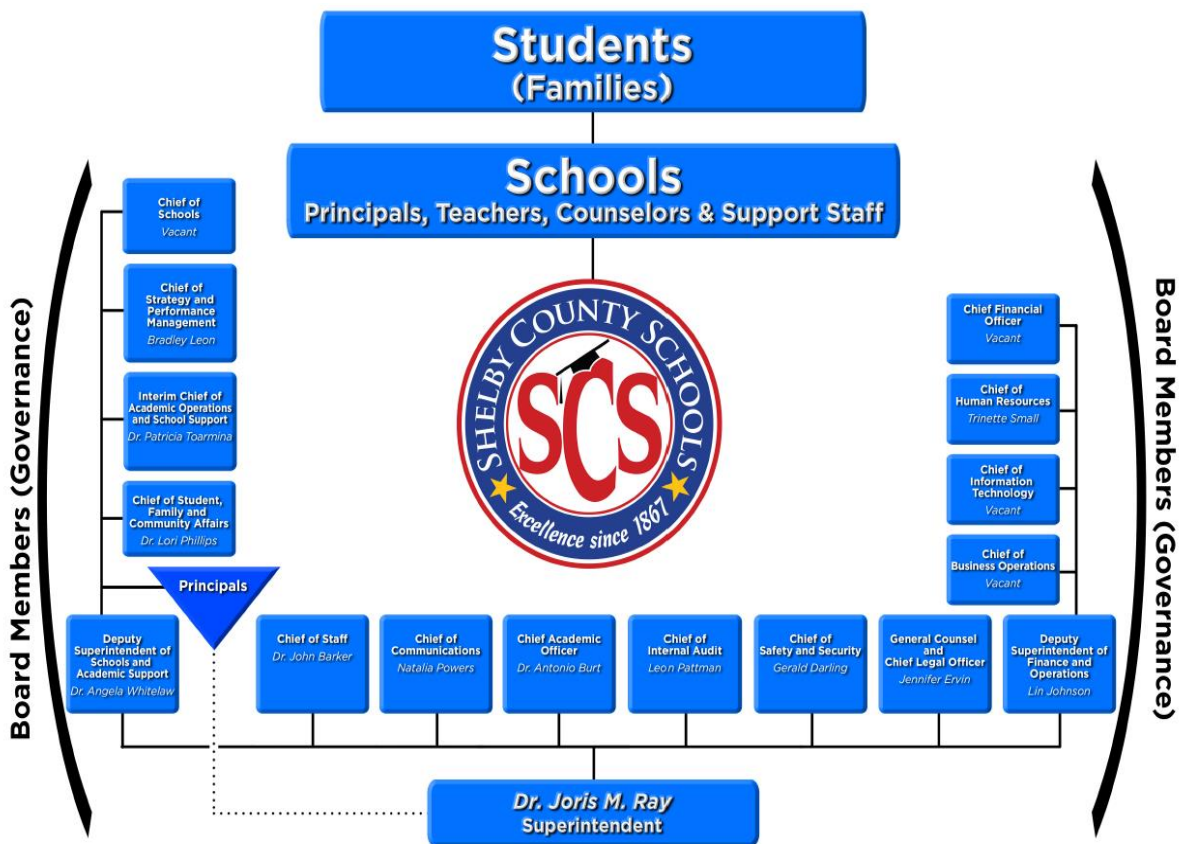
Unexpended funds in the General Fund and Internal Service Funds revert to the fund balance at the close of a fiscal year. Unexpended capital and special revenue categorical non-federal funds are carried forward from year to year until projects are completed.



II. ADMINISTRATIVE ORGANIZATIONAL CHART

Shelby County Schools prepares our students by providing resources and support to facilitate high quality learning. The District reduces administrative hurdles and inefficiencies from limiting our students' academic progress. Also, academic and school support tends to be centralized to reduce the burden on school leaders. Consequently, the 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 Shelby County Schools that help to drive progress toward the District's Destination 2025 goals.

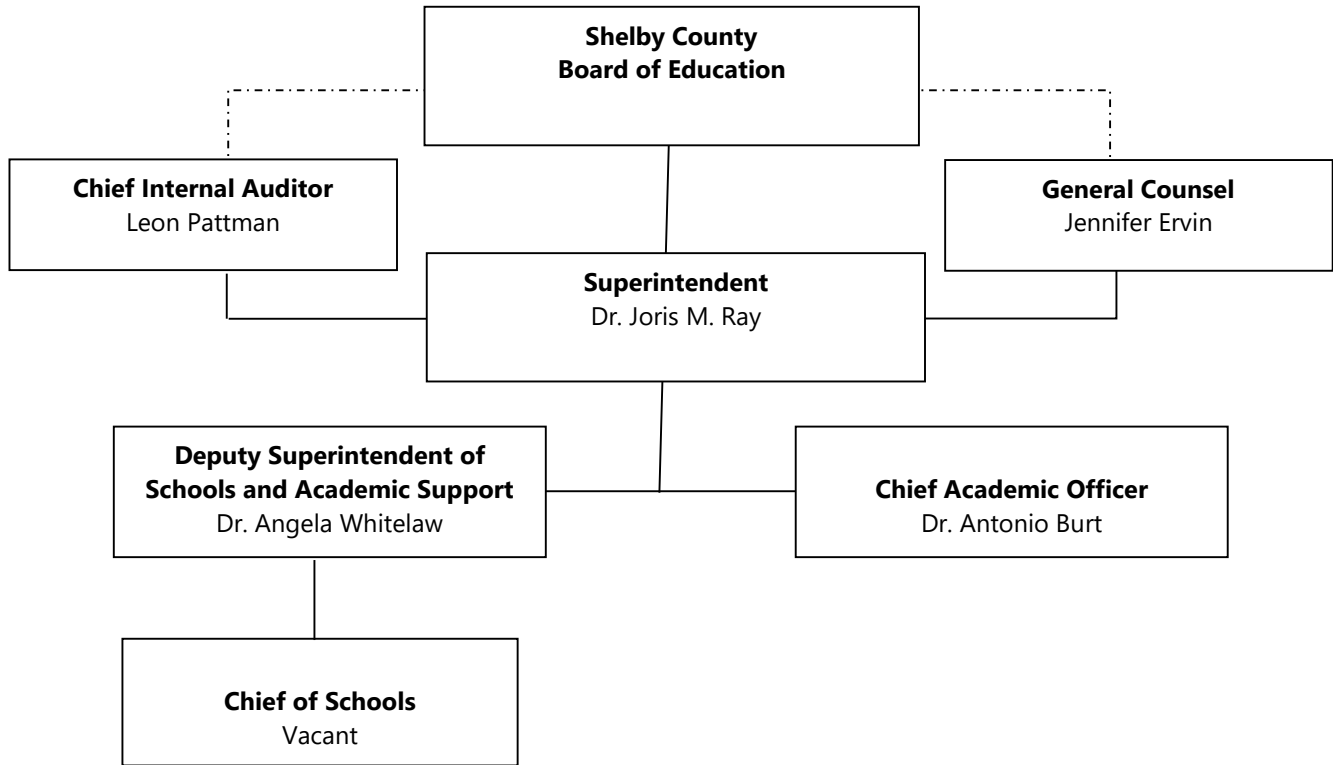




III. SCHOOLS ORGANIZATIONAL CHART

Under the Chief Academic Officer, schools are provided further operational, instructional, and school leadership support. The District has instructional leadership directors that ensure our principals can cultivate strong teachers.

**SHELBY COUNTY SCHOOLS  
ORGANIZATIONAL CHART**



**SCS Board Members:**

- |                            |                                   |                                 |
|----------------------------|-----------------------------------|---------------------------------|
| Ms. Shante K. Avant, Chair | Ms. Stephanie P. Love, Vice-Chair | Ms. Michelle Robinson McKissack |
| Ms. Althea Greene          | Mr. Kevin D. Woods                | Mr. Scott McCormick             |
| Ms. Miska Clay Bibbs       | Mr. William "Billy" Orgel         | Ms. Joyce Dorse Coleman         |

The Shelby County Board of Education (SCBE) governs the business operations of Shelby County Schools (SCS 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



**IV. SHELBY COUNTY SCHOOLS GOALS AND PRIORITIES**

**Priority 1: Strengthen Early Literacy**

Priority 1 Goal: 90% of third graders are reading on grade level by 2025

Priority 1: Proposed Strategies

- Increase access to high-quality Pre-K classrooms and monitor quality
- Attract and retain strong teachers in early grades
- Execute a comprehensive District-wide literacy plan
- Leverage family and community partners to increase early literacy efforts

**Priority 2: Improve Post-Secondary Readiness**

Priority 2 Goals: 90% of high school students graduate on time and 100% of graduates who are college or career-ready enroll in a post-secondary opportunity

Priority 2: Proposed Strategies

- Improve student engagement through access to rigorous prep courses and personalized learning opportunities

**Priority 3: Develop Teachers, Leaders and Central Office to Drive Student Success**

Priority 3 Goal: 80% of seniors graduate college or career-ready

Priority 3: Proposed Strategies

- Develop leadership pathways for teachers, coaches and school administrators
- Create competitive compensation systems to attract and retain classroom and school leaders
- Ensure high-quality feedback and evaluation of all staff connected to career development opportunities
- Use data deep dives in schools and District offices to drive continuous improvement

**Priority 4: Expand High-Quality School Options**

Priority 4 Goal: Student market share in SCS will increase 5% by 2025

Priority 4: Proposed Strategies

- Implement a common School Performance Framework to communicate school quality
- Transition to a student-based funding model
- Establish new school models that focus on different career training and specialized learning
- Commit to a compact with our charter schools

**Priority 5: Mobilize Family and Community Partners**

Priority 5 Goal: By 2025, we will increase community confidence in the District to 90%

Priority 5: Proposed Strategies

- Improve how we deliver information to parents through multiple communication avenues
- Provide ongoing diversity and customer service training to all staff and hold them accountable for service quality
- Establish a volunteer hub to connect partners to the District's student mission

**80/90/100% College and Career Readiness Goal**

By the year 2025, SCS is committed to ensuring 80 percent of seniors will graduate college or career-ready; 90 percent of students will graduate on time; and 100 percent of graduates who are college or career-ready will enroll in a post-secondary opportunity. To do this, our mission over the next 10 years will be centered on a specific set of [high-leverage priorities](#). If all resources and efforts within and beyond the District are directly aligned to these five areas, we will improve college and career-readiness for our students over time.



## 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; and
- 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 of 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.

### 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

SCS 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 SCS 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**

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 in a given 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**

Shelby County Schools' sound financial management principles require that sufficient funds be retained by the District to provide a stable financial base at all times. 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.

In order to maintain and protect the long term financial capacity of 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 period without severe hardship to the District, the Board will establish a different time period. The Chief Financial Officer is responsible for monitoring the General Fund Balance in accordance with this policy.

**vii. Investments**

The Board supports and authorizes a safe and sound investment program, critical for securing a maximum yield to supplement other District revenues for the support of educational programs. Investments must comply with the policy and be in 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 on a monthly basis to ensure the monitoring of controls and financial status.

The Superintendent will also require revenue and expenditure budget projections for the General Fund on a monthly basis. 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.

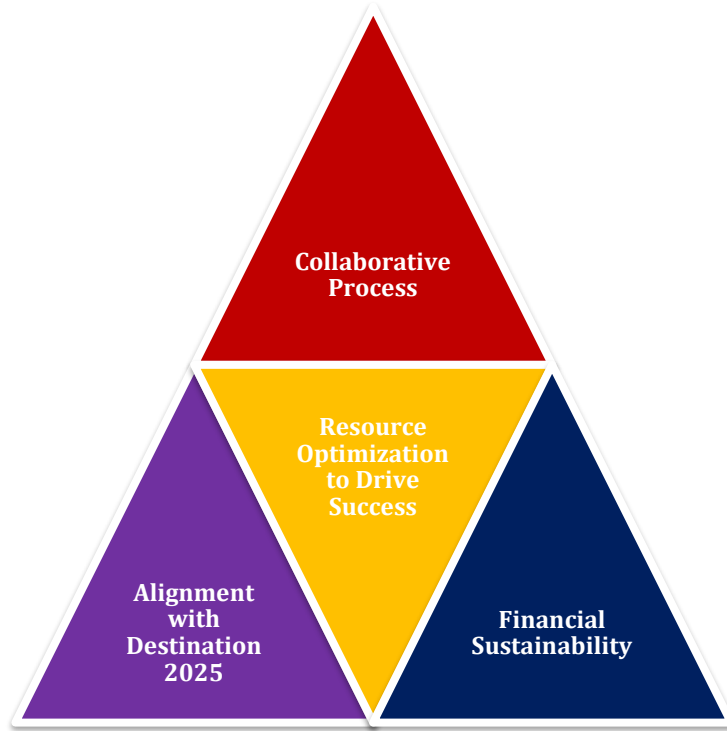
An independent audit of all fiscal accounts, including accounts and records of each school's student activity funds, shall be made by a certified public accountant selected by the Board following the end of each fiscal year. The results of this audit, including a management letter, will be made available 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 STRATEGY



The annual budget is a roadmap for how the District allocates resources to support its strategic priorities. The following four key guiding principles were established to guide the annual budget development process:

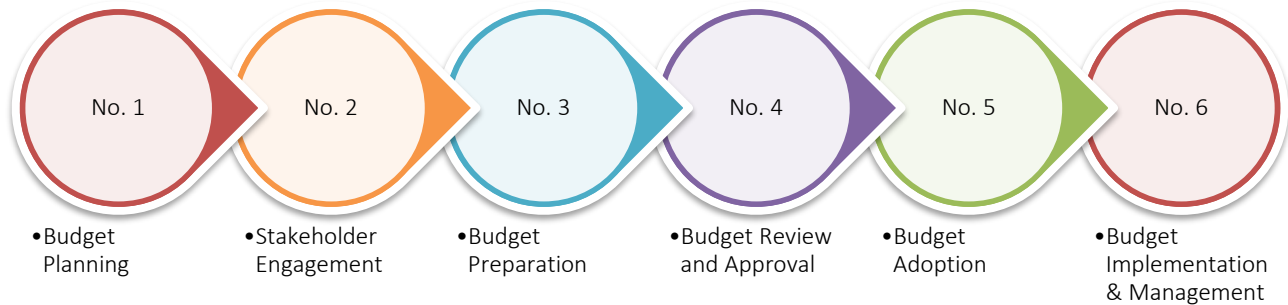
1. **Alignment with Destination 2025**  
Construct a balanced budget that aligns resources with the strategic goals of Destination 2025.
2. **Resource Optimization to Drive Student Success**  
Optimize the use of resources to drive higher student achievement and success.
3. **Financial Sustainability**  
Sustain the District’s fiscal health by operating more efficiently and effectively.
4. **Collaboration with Key Stakeholders**  
Implement a budget process that incorporates the voices of school leaders, teachers, parents, and community and activates them as agents of change.



VIII. BUDGET PROCESS AND CALENDAR

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

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



No. 1: Budget Planning

The budget planning phase has two key components. First, a refinement of financial projections for the upcoming fiscal year is conducted and used as a public call for action. The preliminary budget projections including assumptions are presented to the Board at a Board Work Session. 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.



The fiscal year 2018-19 budget calendar is presented below.

Calendar for FY2019-20 Budget Development

Thursday, November 8, 2018	Present Budget Calendar to the Board
Friday, November 16, 2018	Present General, Federal, CIP, and Special Revenue Funds information packets, guidelines and enrollment projections to Chiefs, including staff training for budget module & data entry
Monday, November 26, 2018	Begin school planning and budget development with collaborations from Central Office support teams
November/December 2018	Conduct Board Planning Session: Resource Need Assessment & Annual Strategic Priority Setting
December 2018	Set SCS Departmental Annual Goals aligned with Destination 2025 goals and strategic priorities; Establish SMART performance goals
October 2018/January 2019	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
Tuesday, January 15, 2019	Deliver initial budget to Shelby County Board of Education
<b>Thursday, March 21, 2019</b>	<b>Joint meeting with SCS Board and Shelby County Commission*</b>
Monday, May 6, 2019 – Wednesday, May 8, 2019	Conduct Public Budget Feedback Sessions in Board Zones
Monday, May 20, 2019	Deliver proposed budget to Shelby County Board of Education
<b>Tuesday, May 21, 2019</b>	<b>Present proposed budget to Shelby County Board of Education for approval*</b>
Wednesday, May 22, 2019	Deliver proposed budget to Shelby County Board of Commissioners
<b>Wednesday, May 29, 2019</b>	<b>Present Shelby County Board of Education’s FY2019-20 proposed budget for approval before Shelby County Board of Commissioners*</b>
<b>Tuesday, June 4, 2019</b>	<b>Present final budget to Shelby County Board of Education for approval as adopted budget *</b>
Tuesday, June 11, 2019	Present final budget to Shelby County Board of Commissioners for approval as adopted budget
Thursday, August 01, 2019	Submit budget to State of Tennessee

*\*Bold dates are Board of Education meeting or discussion/action dates.*



No. 2: Stakeholder Engagement

After completing the budget planning phase, the engagement of school leaders, teachers, parents, community leaders, and department leaders serves as a critical step in ensuring multiple views and needs are reflected in the budget process. Approximately, 1,100 stakeholders participated in sixteen (16) focus group sessions completed during a two-month period (December 2018-February 2019).

STAKEHOLDER FEEDBACK	
<b>Student Congress</b>	<b>Total Participants: 20</b>
<b>Curriculum &amp; Instruction</b>	Internal Stakeholders: Principals, Teachers <b>Total Participants: 60</b>
<b>Innovation/Advanced Academics/Optional/CLUE</b>	Internal Stakeholders: Principals, Teachers External Stakeholders: Families, Community Based Organizations <b>Total Participants: 170</b>
<b>Multi-Tiered System of Support/Social and Emotional Learning</b>	Internal Stakeholders: Principals, Teachers, Mental Health Professionals External Stakeholders: Families, Community Based Organizations <b>Total Participants: 150</b>
<b>Alternative Programs and Services</b>	Internal Stakeholders: Principals, Teachers, Administrative Professionals External Stakeholders: Families, Community Based Organizations <b>Total Participation: 150</b>
<b>SPED</b>	Internal Stakeholders: Principals, SPED Teachers, Mental Health Professionals External Stakeholders: SPED Parent Advisory Council <b>Total Participants: 140</b>
<b>ESL</b>	Internal Stakeholders: Principals, ESL Teachers, Bilingual Mentors External Stakeholders: Families, Community Based Organizations <b>Total Participants: 200</b>
<b>Career and Technology Education</b>	Internal Stakeholders: Principals, CTE Teachers, Professional School Counselors External Stakeholders: Families, Community Based Organizations, Shelby County Government <b>Total Participants: 85</b>
<b>Human Resources and Professional Development</b>	Internal Stakeholders: Principals, Teachers External Stakeholders: Shelby County Education Association <b>Total Participants: 100</b>
<b>Facilities</b>	Internal Stakeholders: Principals, Teachers, Athletic Department Administrators, Athletic Coaches External Stakeholders: Shelby County Government <b>Total Participants: 50</b>



### 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 2019-20 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 particular school needs.

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

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

#### *B. Revenues*

The estimation of revenues begins in October and is based upon enrollment projections which are developed by school and grade level. The enrollment projections take into account 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, Basic Education Program (BEP) 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 Basic Education Program (BEP) formula. BEP revenues are a funding plan and not a spending plan. However, certain requirements must be met when using the funds. BEP estimates are not finalized until the State of Tennessee calculates Average Daily Membership (ADM) and finalize 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. 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.

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 SCS 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. SCS 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 of the amounts appropriated 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 his 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 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 adopted 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 actually available. Savings realized through vacancies cannot be used to fund salary increase requests.

#### **IX. 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 of 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.

Specifically, 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 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. The [Annual Operating Budget Policy](#) provides details about the operating budget and the requirement for a “balanced” budget.

## X. LAWS AFFECTING THIS BUDGET

### i. *Budget Approval*

SCS 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 that 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.

### ii. *Teacher Supply*

According to TCA §49-3-359, there is included in the Tennessee Basic Education Program (BEP), 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. *Education Savings Account-ESA (HB0939/SB0795)*

HB0939/SB0795 are administration bills that have recently been passed to create a program – Education Savings Account (ESA) - that will allow parents to take tax-payer dollars to pay for private school education and other educational services (e.g., transportation, computer hardware, and post-secondary education). ESA funds will be available to eligible students who are members of a household with an annual income for the previous year that does not exceed twice the federal income eligibility guidelines for free lunch, for example \$66,950 for a family of 4.

The program will start in the fall of 2021 with up to 5,000 students in the first year, 7,500 in the second year, and a maximum of 15,000 students in the year three. Districts in Memphis (Shelby County Schools), Nashville (Metropolitan Nashville Public Schools), and the Achievement School Districts will specifically be affected.





v. *Annual Charter School Authorizer Fees*

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

vi. *Statewide Charter School Authorizer*

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

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

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

viii. *School Safety*

Former Governor Bill Haslam devoted \$10 million annually towards the school safety grant fund. Governor Bill Lee is asking for another \$30 million investment - \$10 million of which would be recurring, in addition to a one-time \$20 million deposit – to bring the funding to \$40 million in the fiscal year 2019-20 Governor's budget.

**XI. KEY FACTORS AFFECTING THE BUDGET**

**i. Equity**

**Introduction**

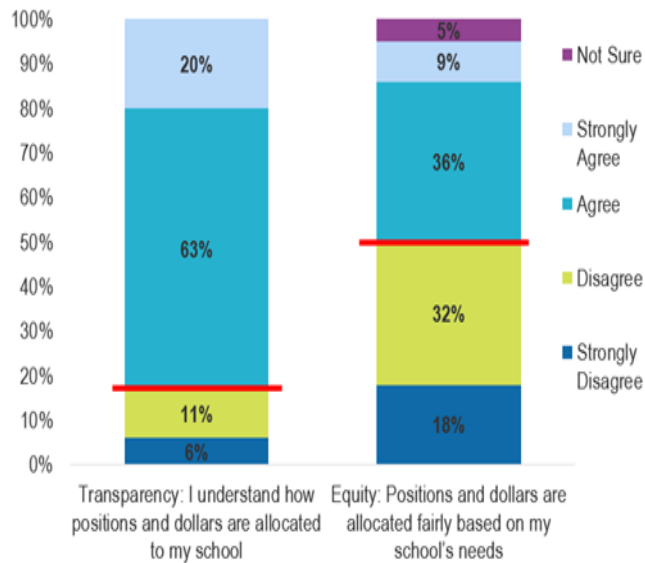
Shelby County Schools is committed to ensuring all students have an equal opportunity for achievement with a clear goal of preparing all students fully for success in college and careers. Providing all students with appropriate resources and access to opportunities to meet their unique needs is a cornerstone of our mission. Shelby County Schools has begun the journey of exploring whether potential inequities exist and the best ways to address them if they do. As the District evaluates potential inequities, the scope is broader than the amount of financial resources in a particular school, but it explores access to quality talent, learning environment, and rigorous courses. Specifically, this section will attempt to examine the following questions.

- Are adequate resources provided to aid students with greatest needs?
- Are the most experienced and high quality teachers where they are needed most?
- Do all students have access to a quality learning environment?
- Do all students have access to rigorous course offerings?

Every Student Succeeds Act (ESSA) mandates that state and school districts report per-pupil spending levels at both the district and individual school levels, disaggregating federal, state, and local funds, as well as personnel and non-personnel expenditures. The purpose of this requirement is to uncover the inequities across and within local districts and inform resource allocation decisions to ensure quality education for all children.

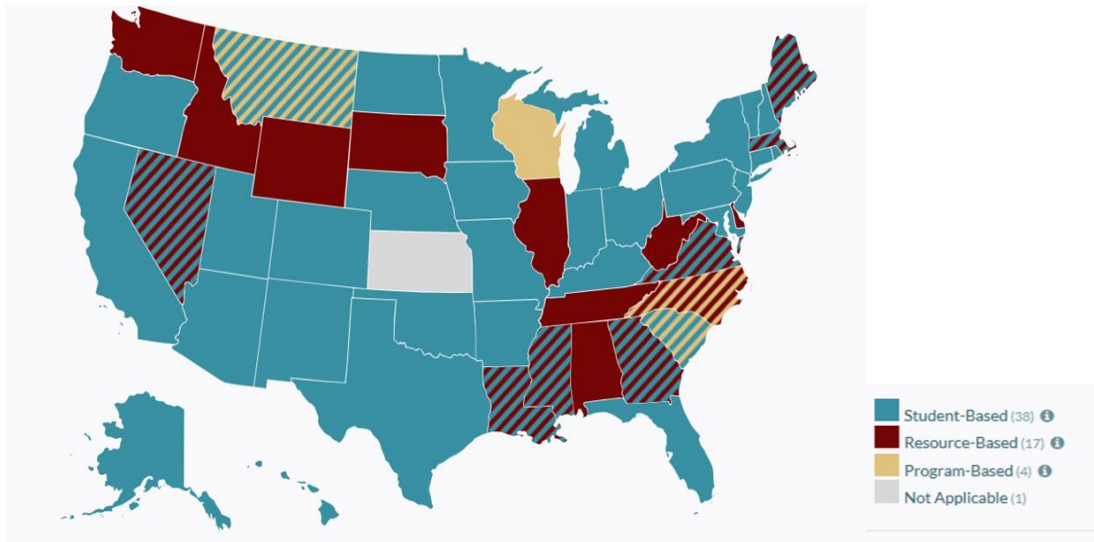


Prior to the ESSA financial transparency requirement, the District had taken numerous and major steps toward equitable resource allocation and financial transparency. In fiscal year 2017-18 budget, the District provided more in-depth school level resource information, including teacher quality data, staffing allocations across all funds, school level financial resources across funds, and student achievement and demographic data. This approach not only digs deeper into how resources are allocated to our schools, but also links those resources to student outcomes. SCS has continued this practice of financial transparency.



SCS also transitioned to a student-based budgeting system to increase transparency, equity, and flexibility of resource allocation. On March 21, 2017, Shelby County Board of Education approved a resolution for the District’s transition to a Student-based budgeting (SBB) system. Student-based budgeting is a strategy that strives to ensure resources follow students based on needs. SBB works when it is a part of the district’s overall strategy to help school leaders more strategically organize school-level resources in support of high-quality instruction and ultimately, higher levels of student achievement. The launch of SBB is a three-year engagement. The overall SBB effort is an on-going process that may require model adjustments, timeline changes, and additional support based on continuous feedback.

Our goal is to ensure that resources are allocated and used to address specific student needs. Equity does not mean that every child in a district receive equal resources. Instead, equity refers to students with similar characteristics receiving equal resources, while those students with dissimilar characteristics receive appropriately dissimilar resources. SCS is not alone in the transition to SBB. Below is a map with 38 states that have transitioned fully or partially to SBB.



Source: <http://funded.edbuild.org/national#formula-type>

### Equity in Action

Shelby County Schools believes equity should be addressed through practices, procedures, and opportunities to discuss race and color-blind practices that deter equity. Shelby County Schools will ensure all students experience equity by enacting the following principles:

- Principle 1: Clarity in language, goals, and measures are vital to effective equitable practices. We will not hide behind language filled with political and social meaning.
- Principle 2: “Equity-mindedness” shall be the guiding standard for language and action.
- Principle 3: Equitable practices and policies shall be designed to accommodate differences in the contexts of students’ learning-not to treat all students the same.
- Principle 4: Enacting equity requires a continual process of learning, disaggregating data, and questioning assumptions about relevance and effectiveness.
- Principle 5: Equity shall be enacted as a system-wide principle and treated as the core of the institutional work.

### Equitable Resource Allocation

It is critical to examine whether resources are addressing the unique needs of our students. These are our initial attempts to analyze possible inequities in our resource allocation, but there will be more in-depth analyses conducted through the Student-Based Budgeting efforts. Broadly, we are examining three categories of student needs – Economically Disadvantaged, Special Education and English Language Learners (ELL).

### Economically Disadvantaged

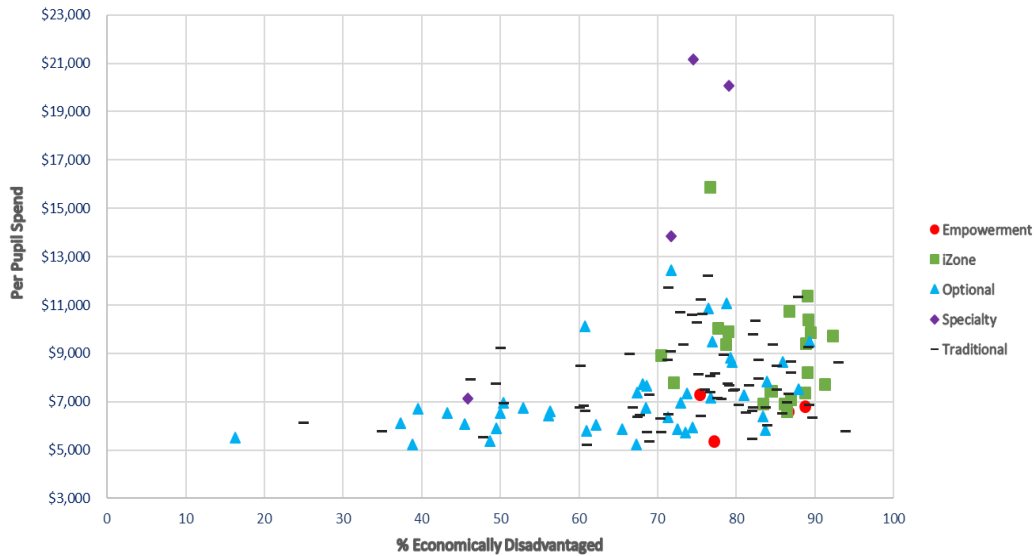
Students who are economically disadvantaged have additional barriers before them that can impede learning and academic progress. In school year 2018-19, the District had approximately 67,261 economically disadvantaged students. Moreover, Shelby County Schools has the highest population of economically disadvantaged students among the urban school districts across the state.

Note that the state's definition of "economically disadvantaged" counted all students receiving free or reduced-priced lunches, which included children with family incomes up to 185 percent of the poverty level. Now, economically disadvantaged students are considered students who are directly certified to receive free lunches, receive certain government assistance, and are migrant, homeless, runaway or foster children.



The below chart highlights additional investments provided to schools with economically disadvantaged students with the goal of achieving academic success and narrowing the achievement gap. There is a positive association between the percentage of economically disadvantaged students and per pupil funding amounts.

Per Pupil Spend to Economically Disadvantaged Students



### Student Based (SBB) Changes

In school year 2018-19, SCS implemented two initiatives – Strategic School Design and Student Based Budgeting (SBB). Both initiatives 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.

In school year 2019-20, SCS introduced a “Poverty weight”. The Poverty weight is tied to the Direct Certified percentage at each school. In order to provide more equity throughout the District, we also made an adjustment to the maximum gain and loss from year to year. A maximum gain of 6% was increased to 9% for the 2019-20 school year, and the maximum loss was increased from 2.5% to 3%.

### Special Education Needs

The District enhances educational opportunities through comprehensive services that address academic, social, health, emotional, psychological, and behavioral needs of our students. Schools are required to provide special education in the least restrictive environment, which means schools must teach students with disabilities in general education classroom whenever possible.

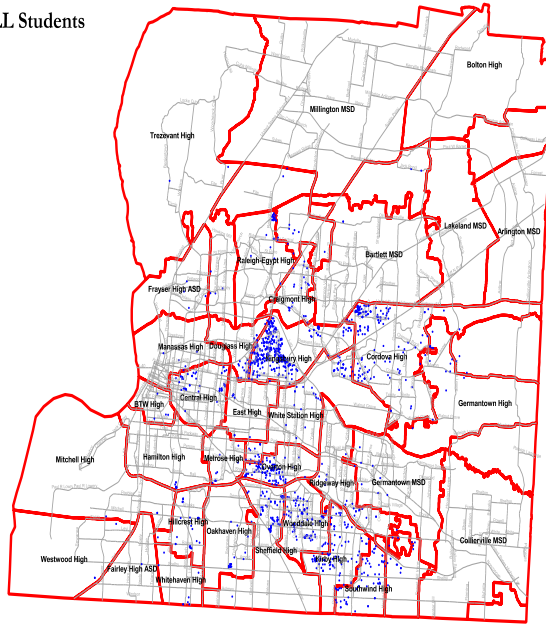
General fund and IDEA, Part B are the two major sources of funding for our students with special education needs. Maintenance of Effort (MOE) requirements are established to ensure that local or general fund spending on special education is lowered by the local school district, which is a grant condition of IDEA, Part B.



We acknowledge that not all special education needs are the same, some may be less or more severe. Note that there are two schools with high special-education need students (Avon-Lenox and Shrine). Both schools have budgeted per pupil amounts that exceed \$20,000.

**English Language Learners**

ELL Students



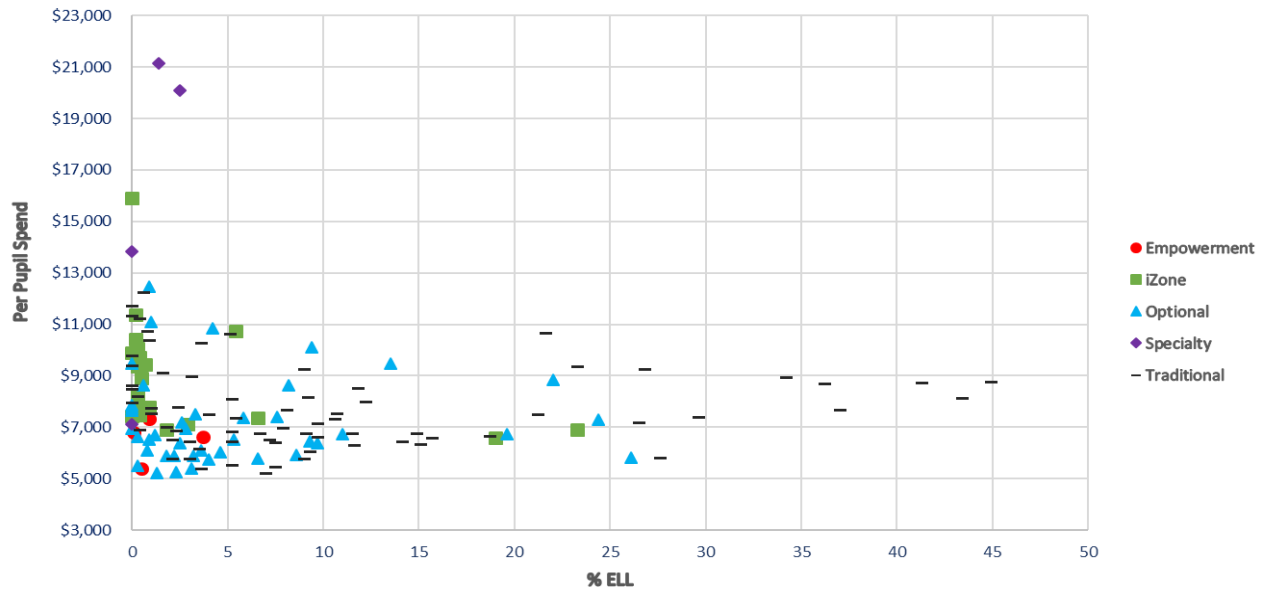
Bolton High	1		
Central High	60		
Cordova High	158		
Craigmont High	21	Overton High	96
Douglass High	16	Raleigh-Egypt High	14
East High	15	Ridgeway High	16
Germantown High	45	Sheffield High	140
Hamilton High	2	Southwind High	54
Kingsbury High	339	Trezevant High	1
Kirby High	60	Westwood High	1
Melrose High	3	White Station High	67
Mitchell High	2	Whitehaven High	8
Oakhaven High	7	Wooddale High	58

The above map of SCS High School ELL students provides an overall distribution and concentration in various communities. There was a total of 8,199 English Language Learners students enrolled in the District during the 2017-18 school year. ELL students are high mobile and new migrants, which places some at academic risk to graduate timely. Schools often require additional support to meet ELL students' socio-emotional, language development, and academic needs.



The chart below indicates that the per pupil amount for schools with a high percentage of ELL students is relatively similar to those schools with a low percentage of ELL students.

Per Pupil Spend to English Language Learners (ELL)



Consequently, the District developed the Newcomer Program to offer orientation, support and targeted instruction for new immigrant students. The Newcomer program supports up to 100 students with interrupted formal education to transition them into a full ESL program and on a path to graduation.

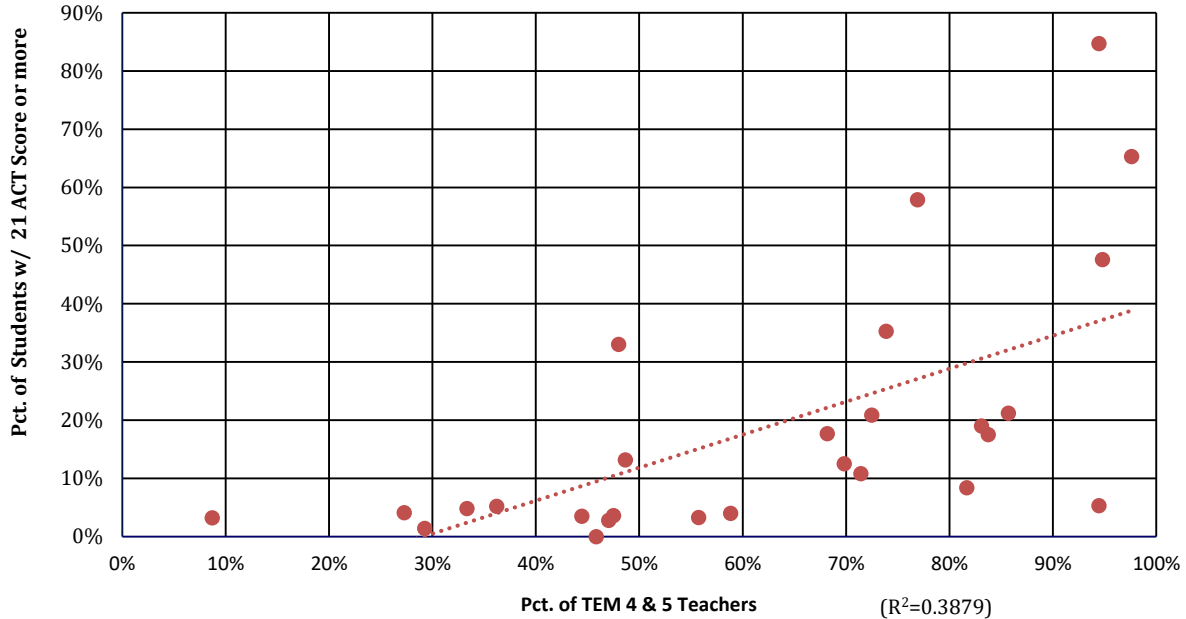
### Access to Quality Talent

To reach Destination 2025 goals, it is critical that each student has access to quality instruction and teaching in his or her classroom each day. If we believe that quality teaching is important, what is the distribution of quality teachers across the District? Also, are high quality teachers in schools where students have the greatest academic needs?

Historically, SCS has used a staff-based budgeting model to allocate school level positions to each school. The staff-based budgeting model is a simple, consistent way to provide an equal number of positions to schools. Conversely, the staff-based budgeting model assumes that the needs of the students in every schools are the same. SCS's shifts to Student Based Budgeting during the 2018-19 school year, gave principals more autonomy to design their school and address specific priorities tied to their individual school.



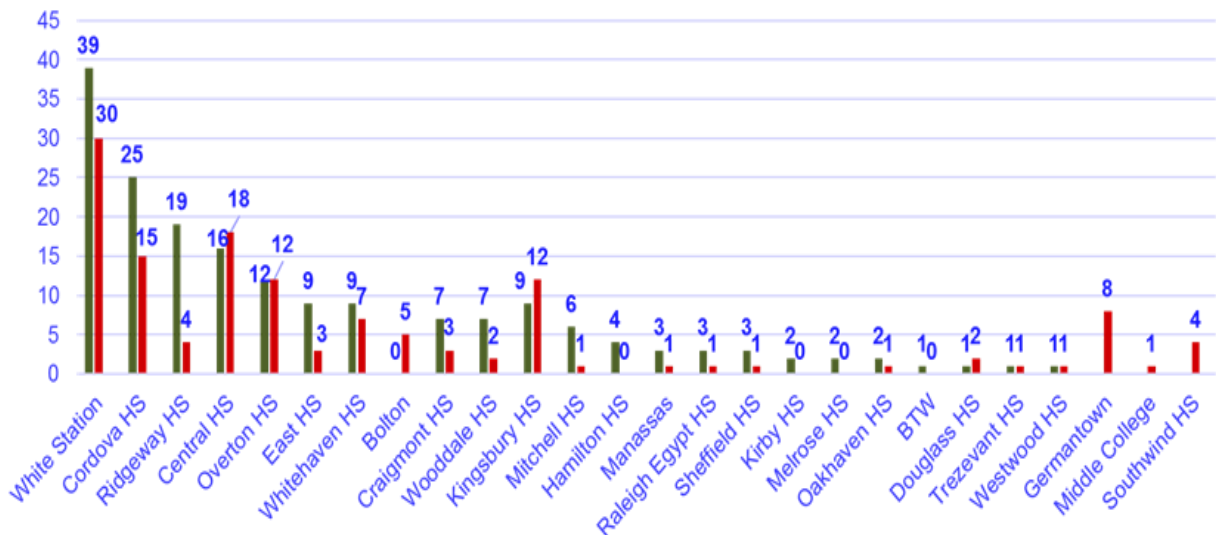
The below chart illustrates the importance of high quality teachers and college readiness. On average, schools with high percentages of TEM 4 and 5 teachers have higher percentages of students with 21 ACT scores or higher. Ensuring access to high quality teachers is paramount to guarantee academic achievement for all students.



**Advanced Placement Participation by Subgroup**

One method of enhancing college-readiness is through rigorous college-preparatory coursework, such as Advanced Placement (AP). Students can begin taking AP courses as early as ninth grade, but the bulk of AP courses are taken in the 11th and 12th grade. Increasing AP participation among disadvantaged groups can help close achievement gaps, as well as gaps in different groups' college-readiness, college enrollment, and college success.

**Current AP Status  
2008 vs. 2018**

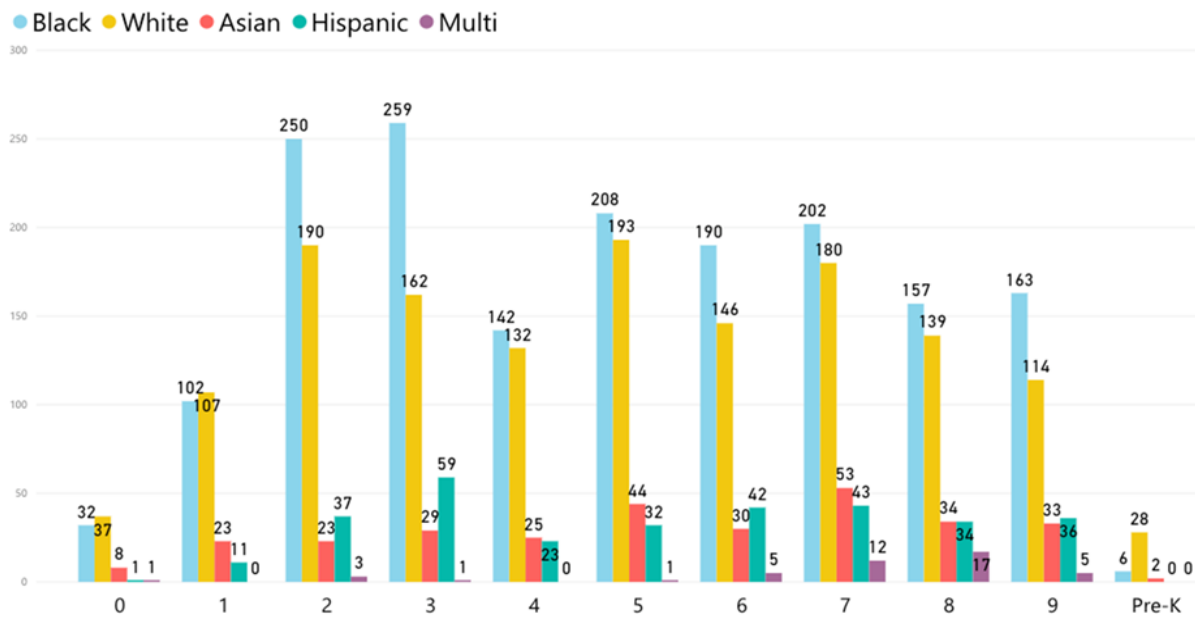




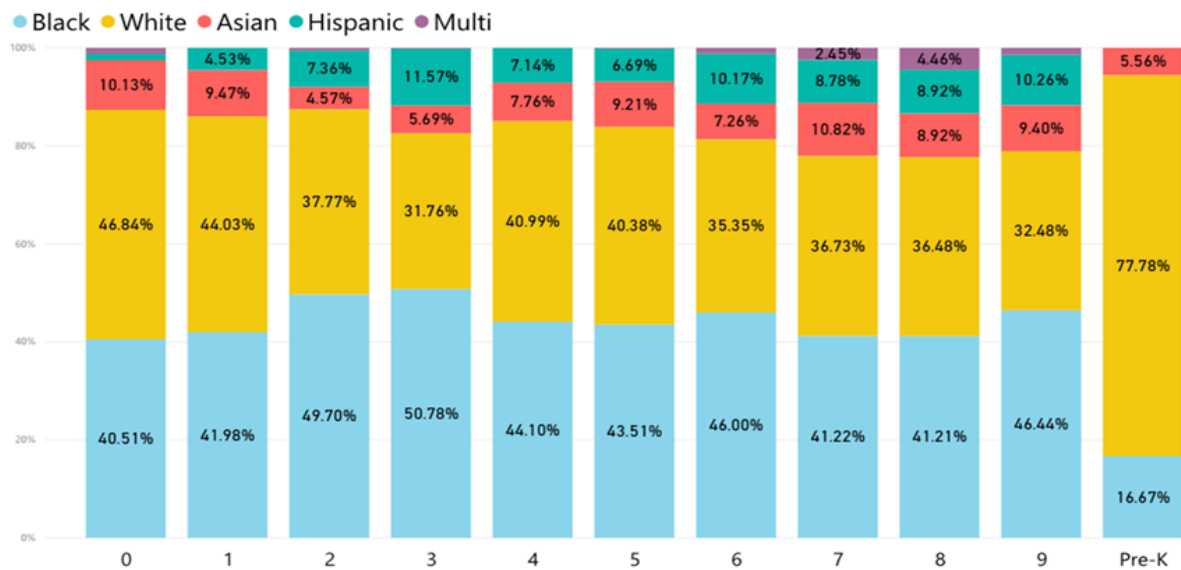
CLUE (Creative Learning in a Unique Environment) is an education program designed to meet the needs of academically talented and gifted students in the Shelby County Schools. The curriculum incorporates both group and individual strategies focusing on creative thinking, critical thinking, communication, leadership, group dynamics, and problem solving. CLUE currently serves preschool, primary, intermediate, middle, and high school students. Placement is based on individual assessment. Questions regarding CLUE services may be addressed to the local school's CLUE teacher or guidance counselor, or to the Department of Exceptional Children.

The charts below show the CLUE Demographic counts and percentages by grade.

### CLUE Demographic Count by Grade



### CLUE Demographic Percentages by Grade





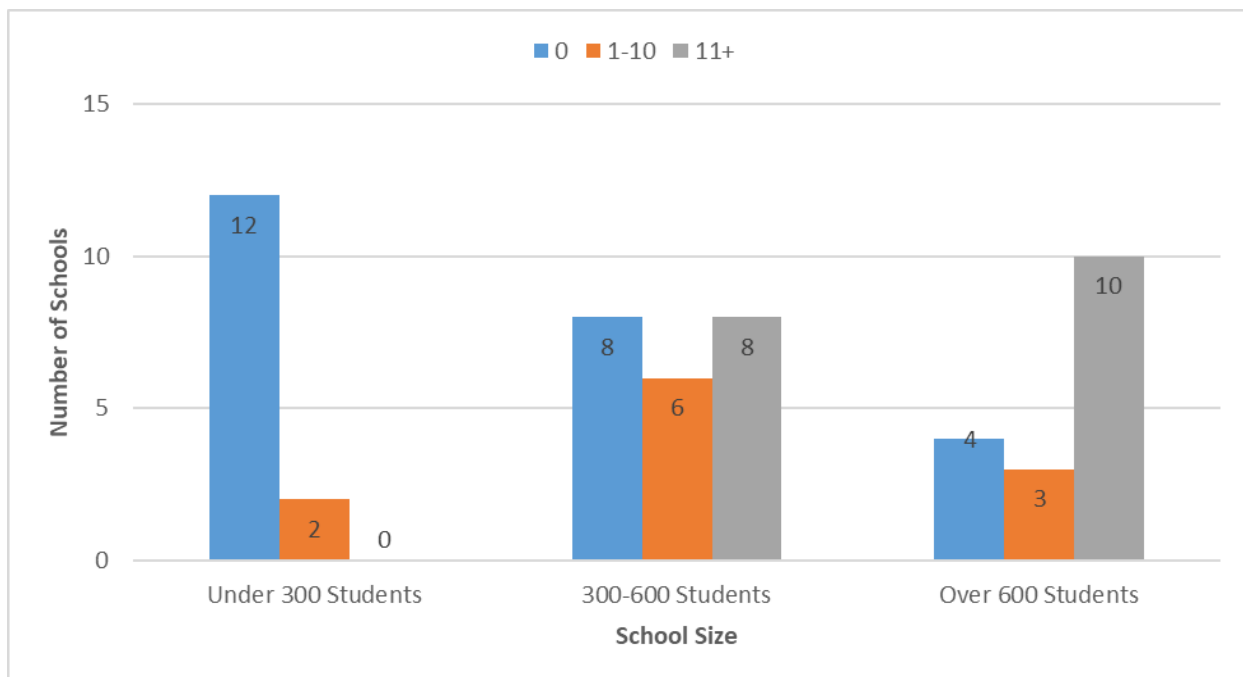


In addition to dual enrollment, SCS offers other types of advanced courses, including honors, Advanced Placement (AP), and International Baccalaureate (IB)<sup>1</sup>. In the middle grades, honors classes are the only available option, whereas all four advanced options (honors, DE, AP, and IB) are available at the high-school level.

Several factors affect a schools’ ability to offer advanced courses. Having students interested in and capable of the increased rigor of advanced coursework is one ingredient, and having teachers with the required subject-area knowledge and teaching skills is another. School size is also a major determinant, with smaller schools often being unable to offer multiple sections of many courses (a regular section and an advanced section), because there are not enough students or teachers. However, some small schools manage to offer more advanced courses than some large schools. Figures 2 and 3 on the following page show the number of advanced course offerings by school size for middle and high schools, respectively. The strong relationship between school size and advanced course offerings is clearly visible.

Note that in the remaining figures and tables, the number of courses offered refers to the number of unique advanced subjects that are available at a given school, not the number of times/sections the same course is offered for different groups of students. This analysis is meant to convey how many different types of courses an individual student could access at each school. For example, a high school may offer Algebra I Honors five times a day to different sections of students, but that course would be counted as one course offering that a student would consider taking.

### Honors Courses Offered in Middle Schools 2018–19

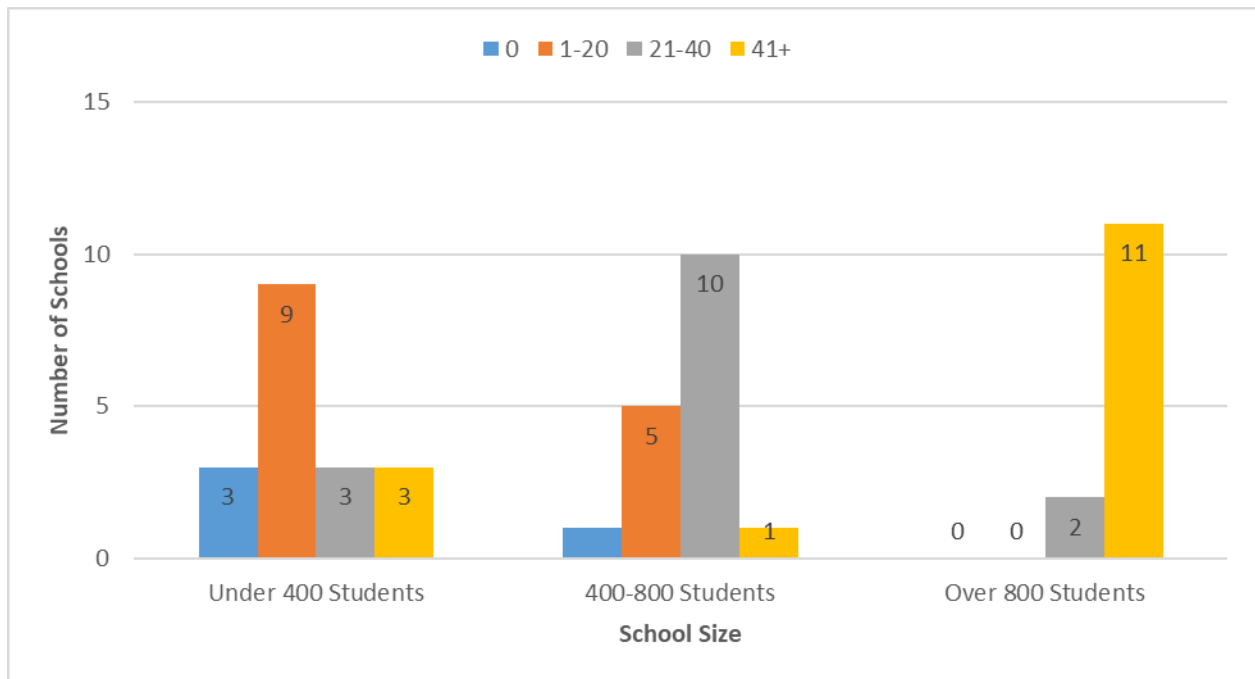


Of the District’s middle schools, 38% (19) do not offer any honors courses. Three of these are alternative schools, nine are charters, and seven are traditional schools. However, it is important to note that some charter schools use their own student schedule platforms and may offer honors courses that are not reported centrally to the District. Forty percent (20) of middle schools offer 1–10 honors courses, and 22% (11) offer 11 or more. The highest number of honors courses offered by a middle school is 34.

SCS also offers CLUE and APEX courses, designed for students identified as intellectually gifted, but these programs are not included here.



### Number of Advanced\* Courses Offered in High Schools 2018–19



\* Dual Enrollment, Advanced Placement, International Baccalaureate, and Honors

Of the District’s high schools, 13% (6) do not offer any advanced courses. Three of these are alternative schools and three are charter schools. Note again that some charter schools use their own student schedule platforms and thus may offer advanced courses that are not reported centrally to the District. Thirty-six percent (16) offer 1–20 advanced courses, 29% (13) offer 21–40, and 22% (10) offer 41 or more. The highest number of advanced courses offered by a high school is 145.

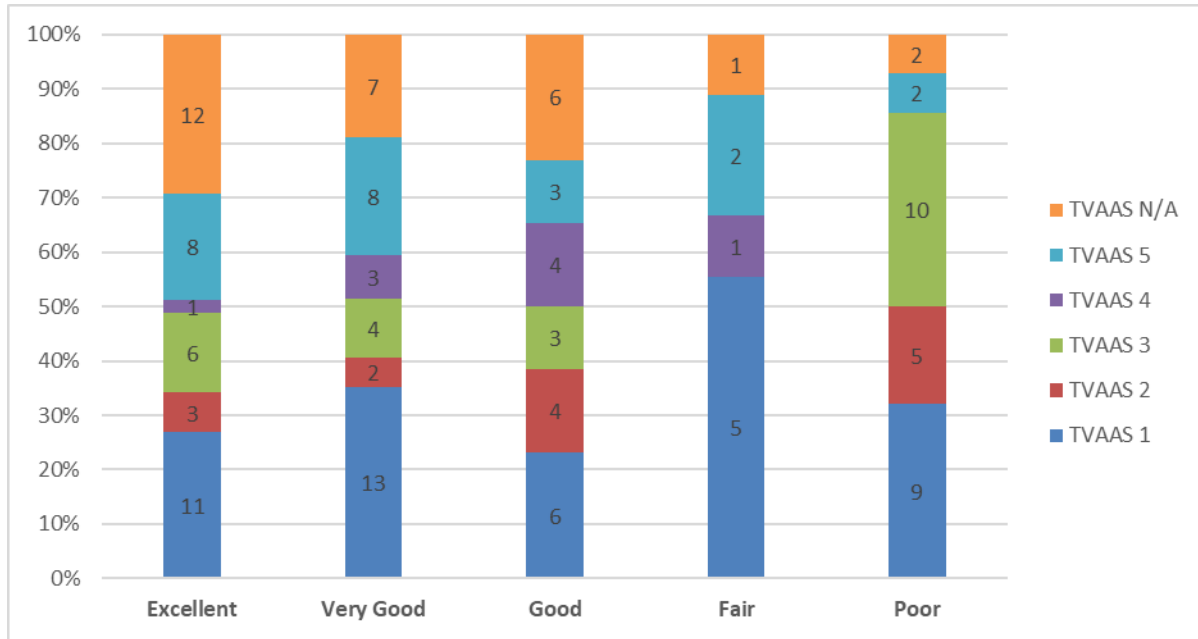
A quality learning environment is vital to students’ health, behavior, learning, and academic growth. When facility conditions are poor, it can become a distraction from quality instruction, limit course options, and possess potential health and safety risks. Hence, the question arises, do schools with poor facility conditions have lower academic proficiency rates as a marker for academic performance?

In school year 2015-16, Fleming-Marshall Architects JV and Self-Tucker Architects conducted a facility audit of our school buildings and provided a measure of the building condition. A higher index indicates worsening conditions of a building. A zero to 5% FCI demonstrates 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 over 20% indicates a building that is in poor condition.



The next chart indicates that some of our schools with poor facility conditions have less student academic growth measured by TVAAS. Conversely, there are schools with very good and excellent facility condition and TVAAS 1. This may reflect a new school facility, a school with high academic proficiency but low student growth or a school that had recent capital improvements. Overall, there are substantiated needs to improve facility conditions across the District.

2018 Overall TVAAS to FCI



**Every Student Succeeds Act (ESSA) Requirements**

Every Student Succeeds Act (ESSA) reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

ESSA includes the following provisions that will help to ensure success for students and schools:

- Advances equity by upholding critical protections for America’s disadvantaged and high-need students.
- Requires, for the first time, that all students in America be taught at high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students’ progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators—consistent with our Investing in Innovation and Promise Neighborhoods.
- Sustains and expands historic investments by increasing access to high-quality pre-schools.
- Maintains an expectation that there will be accountability and action to affect positive change in our lowest-performing schools, identifies where groups of students are not making progress, and targets where graduation rates are lower over extended periods of time.

A key component of the Every Student Succeeds Act (ESSA) focuses on fiscal transparency and school-level financial reporting. 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 give the feds, states, districts, educators, advocates and education reporters a much clearer picture of how different populations of kids are doing and what their levels of access to resources, including money, happen to be.



ii. Fiscal Sustainability

Strategic Priorities

A long-term fiscal sustainability plan is critical to achieve Destination 2025 goals and strategic priorities. The plan provides 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 guided by our Destination 2025 goals. Specifically, by 2025, 80 percent of seniors will be on track to learn in a post-secondary classroom or enter the workforce straight out of high school; 90 percent of students will earn their high school diploma on time; and every student will enroll in a post-secondary opportunity college or be career-ready. The following five strategic priorities support the Destination 2025 goals:

<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>	<b>Priority 5</b>
				
Strengthen Early Literacy	Improve Post-Secondary Readiness	Develop Teachers, Leaders & Central Office	Expand High Quality School Options	Mobilize Family & Community Partners

Long Term Financial Drivers

SCS revenues are closely linked to enrollment. Past enrollment declines has adversely affect District revenues. Since the merger, SCS average enrollment has declined by 4.7% annually. 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 separation of the municipal school districts.

Below are the major financial drivers that could adversely affect the District’s financial outlook in the future.

Revenue Drivers	Charter School Competition
	ASD Takeovers
	School Vouchers
	School Aged Population
	Loss of Grant Funds
Expense Pressures	Health Benefit Growth
	OPEB Liability
	Cost Inelasticity of Enrollment Decline
	Transportation Cost



While considering the major financial drivers that affect the District, it is important to note how the Superintendent’s next 7 steps align with these drivers – particularly Steps 5, 6 and 7. During school year 2018-19, Superintendent Dr. Joris M. Ray presented his seven (7) next steps toward Destination 2025, which include:

**Academic Equity and Action Plan**

Implementing the Academic Equity and Action Plan that will offer academic opportunities such as AP courses, enrichment classes and ACT prep to more students and at schools that historically lacked these offerings.

**Social Emotional Learning**

Developing a trauma-informed district from board members to educators who can effectively support a variety of student needs, including responding to Adverse Childhood Experiences or ACEs.

**Culture Building**

Establishing a more respectful and positive culture centered on teaching and learning that more intentionally includes the voices of students and teachers.

**Create Servant Leadership**

Refocusing the way we look at our roles, beginning with the Central Office, to develop a district community of servant leaders who provide service to our ultimate customers, parents and students.

**Alignment of Resources**

Passing a financially sound budget that focuses and aligns organizational efforts and resources to help close achievement gaps and provide greater equity for students.

**Footprint Proposal**

Engaging the community around the current footprint proposal and considering the academic plans for each possible school transition before making final recommendations to the board.

**District-office Transition**

Creating a high-level draft of the district’s transition plans for the Bayer Building which will ultimately become a more welcoming hub for district-staff, as well as students, parents and community members.

**Fiscal Sustainability Initiatives**

Shelby County Schools has been able to navigate through 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 District formed a task force to implement student recruitment and retention strategies.

*Academics Transformation and Interventions*

In 2012, SCS created the Innovation Zone (iZone) to improve schools ranked in the bottom five percent. The iZone has been one of SCS most successful initiatives since being established in 2012 under a state law allowing more flexibility and the use of federal money by traditional public school districts to improve chronically underperforming schools. As we move towards the 2019-20 school year the number of “priority” schools have decreased, and the number of “reward” schools has increased.

SCS 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 District has also created a Continuous Improvement Zone. This zone will support schools that are transitioning out of the iZone. We want to still provide some additional support to these schools as they continuously improve.

*Staffing Flexibility*

SCS led an annual strategic budgeting session with school leaders this year in January. The District provided school staffing position allocations with increased flexibility to meet unique school needs. For example, a school leader could exchange their third Librarian position for a Literacy Interventionist position. The District also hosted individual strategic budgeting sessions with school leaders in early February, more than a month earlier than in the past. These efforts were made to help school leaders retain and recruit quality talent earlier. Overall, the feedback from school leaders was positive for the increased flexibility in their school staffing.

*Benefits and Compensation*

SCS worked diligently to reduce growing healthcare cost. Recently, the District avoided a \$6 million increase in retiree life insurance and reduced our OPEB liability by having retirees to contribute 25%. Also, SCS has made changes to disability insurance, vision insurance, and medical insurance, which have resulted in significant cost avoidance.

Over the last several years, SCS has made aggressive OPEB plan changes that have contributed to a steady reduction in the OPEB liability. As SCS continues to address its unfunded OPEB debt, the following strategies are being pursued with the goal of no or minimal impact to our current employees and retirees:

- Student Loan Assistance as a new employee benefit
- All retirees and current employees will be grandfathered in our OPEB program
- Cost sharing of OPEB Pay-As-You-Go Payment

*Reimagining 901*

In school year 2016-2017, the District closed a number of low-performing traditional and charter schools. Instead of taking a broad approach to school closures, the District developed an assessment rubric that includes student enrollment, utilization, academic performance and facility condition criteria. For the 2019-20 school year, the District approved the closure of Hamilton Elementary, and the adjacent middle school will now become Hamilton K-8. Raleigh Egypt 6-12 will be broken up into two separate schools, Raleigh Egypt Middle (6-8) & Raleigh Egypt High (9-12).

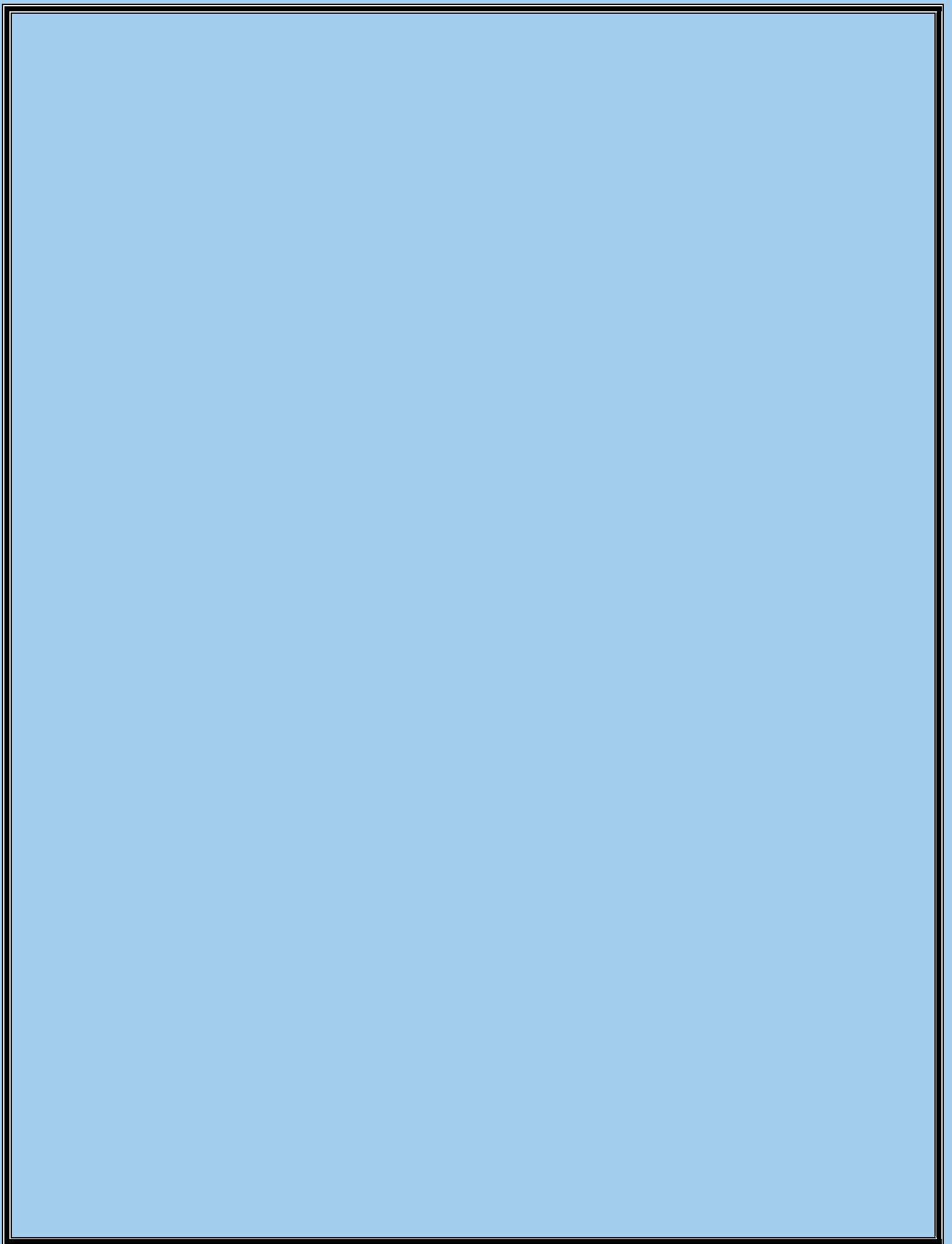
*Transportation*

With the assistance of an external expert, the District was able to achieve approximately \$7.5 million in transportation cost savings. The District has experienced a consistent level of quality services through more efficient routes.

*School Flexibility*

In December 2016 (school year 2016-17), the District began the initial phase of student-based budgeting designed to enable greater transparency, equity, and flexibility around how resources are allocated to meet students' needs. In 2017, the District Administration recommended a Board resolution to support the transition to student-based budgeting. The Chief of Schools team were actively involved in the process. The launch of SBB is a three-year engagement, commencing with the 2016-2017 school year. The District has secured philanthropic support for the implementation of this model.

**FINANCIAL**







FINANCIAL SECTION

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

VI. GOVERNMENTAL FUNDS

- i. All Governmental Fund Types
- ii. General Fund
  - A. Departmental Detail
- iii. Capital Projects Fund
- iv. Special Revenue Funds

VII. PROPRIETARY FUNDS

- i. Internal Service Funds



## I. MAJOR REVENUE SOURCES AND TRENDS

SCS 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 SCS 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 Basic Education Program (BEP) formula. The BEP 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.

The Basic Education Program allocation has three components: 1) instructional funding, 2) classroom funding and 3) non-classroom funding. Each component has a different State share and required local matching percentage. Funding is based on average daily membership weighted on the 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, and 7<sup>th</sup> twentieth day counts. Formulas used to determine funding are total weighted student count multiplied by the per pupil allocation, per teacher allocation, staffing formulas and salary allocations, maintenance and operations square footage calculations, plus transportation allowances. Whenever a component in the funding formula changes which would cause a district to lose funds, a district may be "held harmless" until that funding level is reached by the district. If a school district's enrollment drops, it may fall into a "stability" classification; whereby, the district's allocation is maintained for one year at the previous year's funding level.

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.

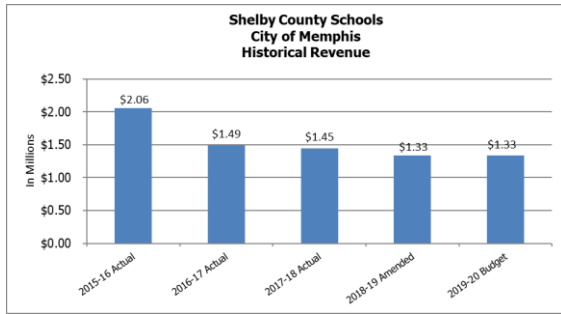


Revenues of the District are classified by fund and source. Sources of revenues are described on the following pages.

**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 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.



**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.

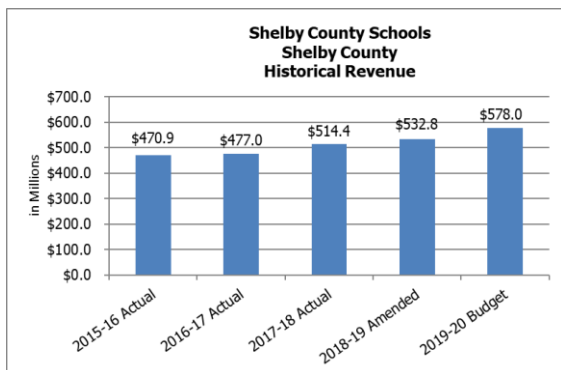
**Other:** These revenues are received from time-to-time from various sources other than taxes.

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

**TPSC (Pickup) Taxes (Current and Prior):** These taxes were created by TCA §67-5-501, which classifies certain property associated with utilities and railroads as real property for purposes of property taxation. The taxes are “picked up” if they are not on the tax roll. In previous years, these taxes were reported as current and delinquent property taxes.

**Transfer In - Uptown Re-development:** These taxes are assessed on land purchased from the County that falls within the redevelopment zone. In FY 2011, it was determined that ordinance 4869 had been misinterpreted by the Trustee Office since 2002. The tax should be based on the current year tax rate instead of the project’s base year tax rate.

**Wheel Tax:** 100% of the County’s Wheel Tax has been designated for school operating costs for FY18. Prior to FY 17, up to 50% was designated for operations with the remainder used for repayment of school debt.



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). While there has been and continues to be declining enrollment at Shelby County Schools, revenues from Shelby County Government have been trending upward due to additional allocations requested from the School Board via the County’s Wheel Tax collections. Revenue from Shelby County represents 40.7% of total funding and is considered a major revenue source in the Governmental Funds.



iii. Local Sales Tax

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

iv. State of Tennessee

**Basic Education Program (BEP)** - The State provides BEP funding to Local Education Agencies. BEP is a funding formula that determines the funding level required for each school system to provide a common, basic level of service for all students in the State of Tennessee. BEP was adopted by the state legislature in 1992 as part of the Education Improvement Act (EIA). The BEP formula contains 45 components that the legislature has deemed necessary for schools to succeed. The formula determines the actual state share of education funding by each county’s relative ability to pay or its “fiscal capacity”. School boards have broad flexibility in determining how to allocate state funds. The BEP component costs are recalculated and updated for inflation each year. Additional information about BEP can be found at the following link: <http://www.tn.gov/sbe/topic/bep>.

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

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

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

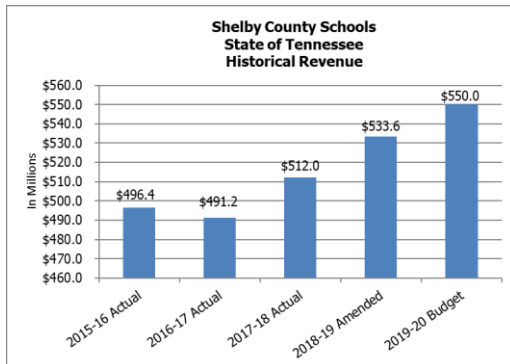
**Extended Contract (Career Ladder)** – This funding is restricted as a flow-through for Extended Contract expenditures that support Elementary Summer School and various other district programs.

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

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

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

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



Total Revenues received from the **State of Tennessee** are illustrated in the chart to the left. The District estimates that it will receive \$550.0 million in fiscal year 2019-20. The largest source of revenue from the State is BEP, which is based upon average daily membership. 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 38.8% of total funding and is considered a major revenue source in the Governmental Funds.



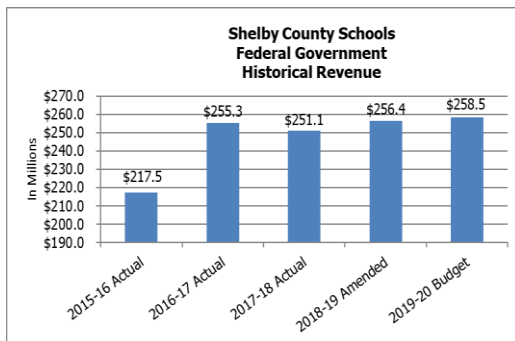
v. Federal Government Funds

**Adult Basic Education:** Financial assistance is provided to school systems offering basic education courses to adults in the community.

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



The chart to the left illustrates the total Revenues received from the **Federal Government**. The District estimates that it will receive \$258.5 million in fiscal year 2019-20. Revenue from the Federal Government represents almost 18.2% of total funding and 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.

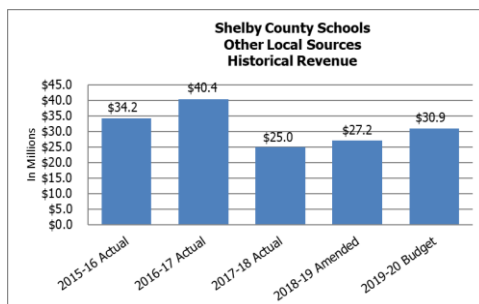
**Judgment Recovery:** This revenue represents legal settlement proceeds that are infrequent in nature.

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

**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 Shelby County Schools' stadiums.

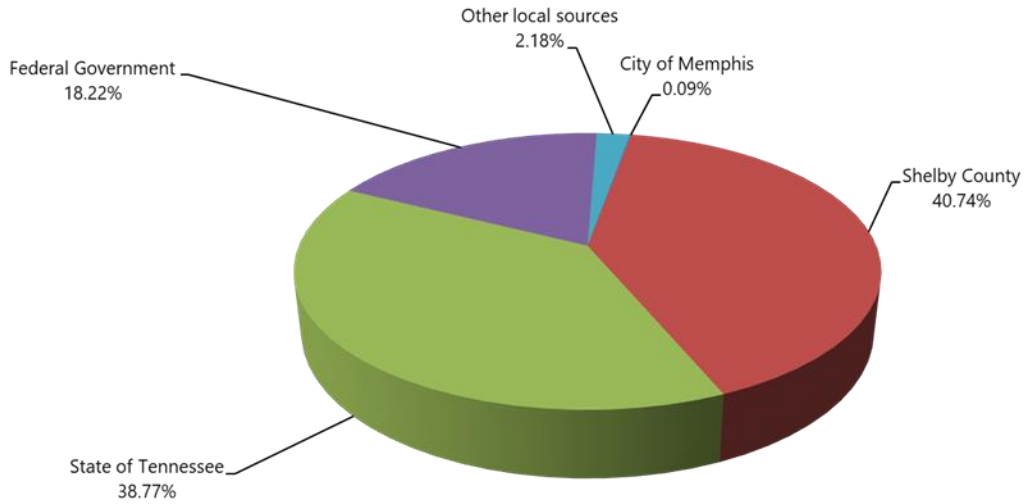


**Tuition:** This revenue is generated from tuition fees for students to attend various educational programs.



Shelby County Schools  
 Highlights of the 2019-20 Budget Revenues  
 All Funds

	2015-16 Actuals	2016-17 Actuals	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Percentage of 2019-20 Budget	Percentage Increase (Decrease)
City of Memphis	2,057,999	1,487,282	1,445,441	1,333,334	1,333,333	0.09%	0.00%
Shelby County	470,850,728	476,996,206	514,397,827	532,810,025	577,972,164	40.74%	8.48%
State of Tennessee	496,372,683	496,575,673	512,042,003	533,553,732	549,965,462	38.77%	3.08%
Federal Government	210,227,109	255,289,957	251,084,297	256,368,683	258,524,088	18.22%	0.84%
Other local sources	41,401,165	35,022,248	25,010,792	27,181,724	30,916,610	2.18%	13.74%
<b>Totals</b>	<b>\$ 1,220,909,684</b>	<b>\$ 1,265,371,366</b>	<b>\$ 1,303,980,359</b>	<b>\$ 1,351,247,499</b>	<b>\$ 1,418,711,658</b>	<b>100.00%</b>	<b>4.99%</b>





## II. EXPENDITURE CATEGORIES

Expenditures are classified by fund, function and object. Reporting and categorizing by functions is a SDE 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.

**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.

**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.

**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.

**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.





The charts on the next several pages depict the expenditure (1) *Relationship between State Functions and Financial Structure* and the (2) *Relationship between SCS Departmental Units and Funding Sources*.

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
71110-Regular Instruction -Other						
71150-Alternative Instruction Program	X					X
71200-Special Education Program	X		X		X	X
71300-Vocational Education Program	X		X		X	
71600-Adult Programs						
71900 Other	X					
72110-Attendance	X		X			
72120-Health Services	X		X		X	X
72130-Other Student Support	X		X		X	X
72210-Regular Instruction Program Support	X		X		X	
72215-Alternative Instruction Program Support	X				X	
72220-Special Education Program Support	X		X		X	X
72230-Vocational Education Program Support	X				X	
72250 - Education Technology	X					
72260-Adult Programs Support	X		X		X	
72310-Board of Education	X				X	
72320-Director of Schools	X					
72410-Office of the Principal	X		X			
72510-Fiscal Services	X					
72520-Human Services/Personnel	X					
72610-Operation of Plant	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	
73401-Childhood Education Admin	X		X		X	
73402-Childhood Education - Education	X		X		X	
73403-Childhood Education - Health					X	
76100 Regular Capital Outlay						
81300-Education Debt Service						
82130-Education Debt Service						
82230 Other Debt Service						
91300-Education Capital Projects						
91300-Education Capital Projects		X				
99000-Other Uses	X					
99100-Transfers Out	X		X		X	X
99900 Expense Closing Account						



Relationship Between SCS 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	
100100 Department of Academics	X					
100200 Department of Schools and Leadership	X				X	
100210 Instructional Leadership Directors	X					
100220 Teacher and Leader Effectiveness and Evaluations	X					
100230 Leadership Development and Capacity Building	X					
100300 Department of Academic Operations and School Support	X				X	
100400 School Culture and Climate	X				X	
102000-Curriculum	X		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					
102012 English Second Language Middle	X					
102013 English Second Language K8	X					
102014 English Second Language High	X					
102020-STEM	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					
102083- Head Start In-Kind Match			X			
102084- Head Start In-kind Match	X		X			
102085-HEAD START-PROGRAM DESIGN & MANAGEMENT					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 & TECHNICAL ASSISTANCE					X	
102090-Early Childhood Programs (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 - K-8	X					
102504-Librarians - High	X				X	
102600-Educational Support	X				X	
102700 District Initiatives						
103000-Career and Technical Education	X		X		X	
103010-Adult Education	X		X		X	
104000-Exceptional Children	X		X		X	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	X



Relationship Between SCS 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
105000-Federal Programs			X		X	
106020-Northeast Region					X	
106061-School Leadership - Elementary	X		X			
106062-School Leadership - Middle	X					
106063-School Leadership - K-8	X					
106064-School Leadership - High	X					
107000-Optional Schools	X		X		X	
108000-Alternative Schools	X		X		X	X
108010-Adolescent Parenting	X					
108020-SCS Prep Northwest	X					
108030-SCS Prep Northeast	X					
108040-SCS Prep Southwest	X					
108060-Ida B Wells Academy	X					
190000-Schools	X				X	
190001-General Education - Elementary	X		X		X	X
190002-General Education - Middle	X		X		X	
190003-General Education - K-8	X		X		X	
190004-General Education - High	X		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	
202000-Safety & Security	X		X		X	
202100-Safe Schools	X					
202200-SAFE SCHOOLS NON-RECURRING	X					
203000-Student Support	X		X		X	
203001 Student Support-Elementary	X					
203010-Athletics	X		X			
203011-STUDENT SUPPORT SBB	X		X			
203020-ROTC	X					
203040-Guidance Counseling	X		X			
203041-Guidance Counseling - Elementary	X					
203042-Guidance Counseling - Middle	X					
203043-Guidance Counseling - K-8	X					
203044-Guidance Counseling - High	X					
203100-Money Due Board (School Reimbursement)	X					
204000-Health Services	X					X
204100-Family Resource Center Health	X					
204200-BEHAVIOR & MENTAL HEALTH SERVICES	X				X	
210000-Innovation Office	X		X		X	
211000-Charter Schools	X				X	
211100-CHARTER SCHOOL ADMIN	X					
212010-Virtual School	X					
215000-IZONE	X				X	
215500-CHIEF OF SCHOOLS	X					
220000-Planning and Accountability	X					
221000-Student Info Management	X					
222000-Assessment and Accountability	X					
223000-Research Planning and Improvement	X		X		X	
301000-Communications	X		X			
301010-Instructional Television	X					
302000-Community Outreach and Parental Engagement	X				X	
302100-FAMILY AND COMMUNITY ENGAGEMENT	X		X		X	
303000 - Voices of SCS	X		X			
311000-Performance Management	X					
312000-Professional Development	X				X	
313000-Recruitment and Staffing	X				X	
314000-Employee Services	X					
315000-Human Resources	X					



Relationship Between SCS 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
320000-Finance	X					
321000-Accounting	X		X			
322000-Budget and Fiscal Planning	X					
323000-Payroll	X					
324010-Accounts Payable	X					
325010-Benefits - Retirees	X					
330000-Operations Administration	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-Facility Support - Mailroom	X		X			X
334100-Custodial and Grounds	X					
334200-Utilities	X		X			X
334300-General Services	X					
334600-Zone 1 Maintenance	X					
334700-Zone 3 Maintenance	X					
335000-Facilities Planning and Property	X					
336000-Nutrition Services				X		
336110-School Operations Central				X		
336130-Menu Planning				X		
336140-Equipment Operations				X		
336210-Distribution				X		
336220-Supply Chain Management				X		
336230-Logistics				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					
346000-ENTERPRISE RESOURCE PLANNING	X					
600000-Regular Capital Outlay		X				
0016-Consolidated Administration					X	
1005-Title I Part A Improving Academic Achievement					X	
1006-Title 1 A Neglected					X	
1306-Title I School Improvement Grant Cohort IV					X	
1505-Title I Part D Subpart 2					X	
2005-Title II Part A Training & Recruiting					X	
3005-Title III Language Instruction for English Learner					X	
3006-Title III Immigrant Grant					X	
4337-Title IV Part B Trauma Informed Schools					X	
5008-Principal Pipeline Grant					X	
5010-IDEA Discretionary Supplemental Grant					X	
5011-Title IV Part A-Student Support & Academic Enrich					X	
5012-21st Century Community Learning Centers					X	
5013-21st Century Community Learning GrantFY19					X	
5022-21st CCLC MASE Charter Schools					X	
5515-STEM in the Library					X	
7006-Title IX Homeless					X	
8005-Carl Perkins					X	
8108-CTE Perkins Reserve FY19					X	
8305-Workforce Investment Network Out of School					X	
8709-STOP Sch Violence Threat Assess					X	
8710-STOP Sch Violence Prev and Mental Health Training					X	
8803-Read to be Ready Coaching Network					X	
8806-Read to Be Ready Summer Literacy 2019					X	
8810-WIN IN SCHOOL GRANT					X	
9005-IDEA Part B					X	
9017-Substance Abuse Prevention & Treatment					X	



Relationship Between SCS 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
9028-Transition School to Work (FY19)					X	
9105-IDEA Preschool					X	
9108-IDEA Preschool Discretionary FY19					X	
9118-Priority School Improvement Grant-Regular					X	
9215-Memphis Virtual STEM Academy - East High					X	
9409-Head Start 2019					X	
9706-CDCP HIV/STD PREVENTION (FY 2019)					X	
9806-Project Prevent					X	
9907-Project Stand					X	
9917-Comprehensive School Safety Initiative					X	
9920-SCS SEED Grant					X	
D396-Gear Up at the River					X	
D398-Gear Up 3.0					X	
D399-Gear Up 3.0 2019					X	
6901-Unforeseen Emergencies		X				
C734-New Construction Alcy ES		X				
C735-New Construction Goodlett ES		X				
C810-Bellevue MS Mechanical		X				
C823-Bayer Building/Associated Capital Expenses		X				
C901-Alton ES Roofing		X				
C902-B. T. Washington HS HVAC		X				
C903-Barret's Chapel K-8 HVAC		X				
C904-Barret's Chapel K-8 Roofing		X				
C905-Chickasaw MS Roofing		X				
C906-Dexter ES HVAC		X				
C907-Douglass K-8 Roofing		X				
C908-E. E. Jeter K-8 HVAC		X				
C909-Germantown ES HVAC		X				
C910-Grahamwood ES HVAC		X				
C911-Hickory Ridge ES Fire Alarm Sys		X				
C912-Hickory Ridge ES HVAC		X				
C913-Highland Oaks ES HVAC		X				
C914-Holmes Rd ES HVAC		X				
C915-Jackson ES Elevator		X				
C916-Jackson ES Roofing		X				
C917-Lowrance K-8 HVAC		X				
C918-Lowrance K-8 Roofing		X				
C919-Macon Hall ES Construction		X				
C920-Maxine Smith Academy HVAC		X				
C921-Oakhaven ES HVAC		X				
C922-Oakhaven ES Roofing		X				
C924-Raleigh-Bartlett Meadows ES HVAC		X				
C925-Robert R. Church ES HVAC		X				
C926-Shelby Oaks ES Windows		X				
C927-Shrine/Sheffield ES HVAC		X				
C928-Snowden K-8 Windows		X				
C929-White Station ES Roofing		X				
C930-White Station HS Roofing		X				
C931-White Station MS Fire Alarm Sys		X				
C932-Whitehaven HS Fire Alarm Sys		X				
C933-Whitehaven HS HVAC		X				
C934-Whitehaven HS Windows		X				
C935-Whitney ES Roofing (ASD)		X				
C936-Cummings Construction		X				
C937-Douglas K-8 Construction		X				
C938-Germantown ES Construction		X				
C939-Jackson ES Construction		X				
C940-Kingsbury ES Construction		X				
C941-Macon Hall ES Construction		X				
C942-Newberry ES Construction		X				
C950-Richland ES Richland ES Gymnasium		X				
C951-Grahamwood ES Gynasium		X				
C952-Delano ES Gynasium		X				



### III. BUDGET ASSUMPTIONS AND PROJECTIONS

#### BUDGET ASSUMPTIONS

##### GENERAL:

1. Enrollment projections were developed by school site assuming a continual decline in base enrollment.
2. For Fiscal Year 2019-20, the number of authorized charters will grow from 56 to 57. The expectation is a similar growth pattern for fiscal year 2020-21.
3. The District continues to recruit, train and retaining highly effective teachers to accelerate student achievement, which will require the redeployment of resources and adjustments to various practices and procedures within SCS.
4. The Achievement School District (ASD) is expected to have 29 schools in school year 2019-20. In the same school year, the ASD revenue allocation to the ASD is expected to be \$102.8 million.

##### REVENUES:

1. The Basic Education Program (BEP) allocation for Shelby County Schools, including the Achievement School District (ASD) and the State Board of Education is projected to remain flat in fiscal year 2019-20 compared to fiscal year 2018-19 budgeted revenues. The BEP allocation for Shelby County Schools (shown below) includes funding for ASD, State Board of Education, charter schools, and the District's schools. Tennessee Code Annotated (T.C.A.) § 49-1-614 (d) (1) states the ASD shall receive from the LEA, as appropriate, an amount equal to the per student state and local funds received by the LEA for the students enrolled in the ASD. Hence, the BEP allocation to Shelby County Schools is less than the estimated local and state funds for the ASD. In addition, the ASD receives funding based on the enrollment for ASD and the District. The FY 2020 BEP estimate includes the ASD estimate of \$102.8 million based on FY 2019 state revenues, local revenues, and the FY 2020 enrollment estimate of 104,770 (includes ASD and Charters). In FY 2019-20, the State charter operated by Green Dot is expected to add one additional school with enrollment of approximately 200 students. We anticipate the funding calculation will mirror that of the ASD resulting in an estimated allocation of \$2.9 million.
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 2019-20 General Fund budget assumes that Shelby County's total education budget will be funded at the same fiscal year 2018-19 level of \$427.3 million.
3. The County Sales Tax revenues for the District are budgeted to increase slightly in fiscal year 2019-20 based on historical trends of sales tax collections. In a similar fashion to the Similar 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 2019-2020 is 12.13% for non-restricted programs (Nutrition) and 3.58% for restricted programs (Federal Grants).
5. The budget was balanced by enacting expenditure controls for efficient, economical, and effective use of resources.

**EXPENDITURES:**

1. Budget development was focused on the District's strategic plan, academic goals and improvements as identified by the Superintendent, Shelby County Board of Education and stakeholders.
2. Emphasis was placed on identification of efficiencies, re-engineering of operations, identification of revenue generators, and prudent review of alternative funding sources to maximize resources. Efficiencies and investments will be identified and tracked separately.
3. The budget reflects appropriate rates for items such as: non-controllable items (contracts that cross fiscal years, mileage currently projected at \$0.54 per business mile, gasoline currently projected to be \$2.50 per gallon of unleaded, postage currently projected at \$.465 for first class postage, and utilities remaining flat based on Fiscal Year 2018-19 actual utility costs); functional assignments as realigned; or necessary investments to support the strategic plan of the District.
4. The budget was built to fund: mandated costs, grant matching requirements and substantiated cost 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.
5. SCS continues to provide health care through a Medicare Supplement to Medicare eligible retirees. The medical retiree board contribution will be based on the retiree cost share of 50% for Pre-65 and Post-65 Medicare Surround and 70% Medicare Advantage. The budget does not include a contribution towards the Other Post-Employment Benefits (OPEB) unfunded liability. As of June 30, 2017, the District's unfunded OPEB liability was \$991,397,000.
6. Retirement benefit costs are adjusted by the State Department of Treasury on an annual basis. The District plans to use the current TCRS retirement rates for Fiscal Year 2019-20 budgeting (9.04% for certificated and 9.27% for classified employees) until information is available.
7. Budget development for staffing did not result in revised teacher and support staff formulas for Fiscal Year 2019-20. The formulas used comply with State requirements.



**GENERAL FUND 3-YEAR PROJECTIONS:**

A critical component of The Shelby County Board of Education’s Fiscal Year 2019-20 District Budget is Destination 2025, which is the District’s 80/90/100% strategic plan; by 2025, 80 percent of our children will graduate from high school, college or be career ready. Our school district will have a 90 percent graduation rate, and 100 percent of our students who graduate will enroll in a post-secondary opportunity.

Financial forecasts assist the organization in progressing towards these goals with the strategically-planned management of resources. These forecasts must consider the increasing enrollment of charter and state-designated Achievement School District (ASD) schools as the District’s enrollment declines. Shelby County Schools is evolving from its recent merger and demerger of municipal districts within the past three years and can now strategically evaluate its operations to improve academic outcomes.

In the face of declining enrollment, the District General Fund revenues are projected to decline each year. The forecasts also assume some increases to teacher salaries due to salary harmonization studies as well as performance raises. Additionally, the long-range forecasts below assume the beginning of a District feasibility study, approved by the Shelby County Board of Commissioners in Fiscal Year 2014-15, to research and fund future capital expenditures. SCS has experienced mounting financial pressures from the increase of charter schools, which is shown in the chart below. Charter school payments are projected to climb by \$22.7 million in fiscal year 2019-20.

The District projects that over the next three years, Charter School payments will increase 15 percent each year, starting with the 2018-19 amended budget as the base year. With charter school payments being the second largest expense behind instruction in fiscal year 2019-20, it is prudent to evaluate investments in SCS authorized charter schools.

The District is at a critical juncture in evaluating its structure, both financially and operationally, to address the shortfalls projected for the near future.

**Shelby County Schools  
General Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
SHELBY COUNTY	438,891,698	455,925,298	463,097,256	471,266,753	472,918,230	470,553,638	468,436,147	466,234,497
STATE OF TENNESSEE	482,879,311	482,368,670	502,017,410	519,219,634	535,809,901	533,130,852	541,683,616	553,713,930
FEDERAL GOVERNMENT	13,863,446	25,092,423	17,643,709	8,415,825	12,358,499	12,296,707	12,238,912	12,181,389
OTHER LOCAL SOURCES	7,423,537	8,193,125	6,722,553	7,820,780	8,152,614	8,111,851	8,073,725	8,035,779
PLANNED USE OF FUND BALANCE			6,316,670	81,739,066	10,000,000	-	-	-
<b>TOTAL REVENUES</b>	<b>\$945,115,991</b>	<b>\$973,066,798</b>	<b>\$ 997,243,040</b>	<b>\$ 1,089,795,392</b>	<b>\$ 1,040,572,577</b>	<b>\$1,025,426,381</b>	<b>\$1,031,765,734</b>	<b>\$1,041,498,928</b>
<b>EXPENDITURES</b>								
INSTRUCTION	475,260,726	483,654,252	519,126,710	537,057,780	496,451,449	491,600,258	479,337,859	465,506,111
INSTRUCTIONAL SUPPORT	30,743,892	34,577,837	30,078,025	39,329,873	39,817,169	39,237,605	39,057,029	39,117,591
STUDENT SUPPORT	54,739,282	54,874,111	58,496,699	72,265,622	69,515,985	68,504,135	68,188,871	68,294,604
OFFICE OF THE PRINCIPAL	59,728,458	58,239,286	62,679,281	64,330,125	64,703,868	63,762,062	63,468,622	63,567,035
GENERAL ADMINISTRATION	12,164,911	12,459,734	15,241,121	20,488,767	16,624,695	16,382,712	16,307,317	16,332,603
EDUCATION TECHNOLOGY	-	-	30,528,463	34,701,636	14,235,606	14,028,398	13,963,837	13,985,489
FISCAL SERVICES	5,789,959	5,861,534	7,039,886	9,377,835	9,731,249	9,589,604	9,545,472	9,560,273
OTHER SUPPORT SERVICES	38,966,736	51,817,525	7,102,540	8,058,043	13,069,210	12,878,979	12,819,709	12,839,587
STUDENT TRANSPORTATION	28,160,489	22,254,234	22,763,879	25,172,231	26,000,663	25,622,207	25,504,290	25,543,837
PLANT SERVICES	79,089,586	83,069,712	82,175,066	97,176,656	87,632,142	86,356,600	85,959,177	86,092,464
COMMUNITY SERVICE	1,539,519	1,840,198	4,949,101	10,496,543	8,730,686	8,603,605	8,564,011	8,577,290
CHARTER SCHOOLS	95,391,098	110,353,568	128,231,865	138,451,190	161,170,764	156,449,845	176,788,325	199,770,807
RETIREE BENEFITS	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	32,410,370	32,261,214	32,311,238
FOOD SERVICE	-	-	-	-	-	-	-	-
DEBT SERVICE	550,011	72,614	-	-	-	-	-	-
PRINCIPAL	-	-	-	-	-	-	-	-
INTEREST	-	-	-	-	-	-	-	-
CAPITAL OUTLAY	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$916,825,510</b>	<b>\$953,670,278</b>	<b>\$997,243,040</b>	<b>1,089,795,392</b>	<b>1,040,572,577</b>	<b>1,025,426,381</b>	<b>\$1,031,765,734</b>	<b>\$1,041,498,928</b>





The Capital Fund is largely based on funding from Shelby County Government. Funding for the county’s portion of the CIP Budget is generally obtained through a short term borrowing program or the issuance of long term general obligation debt. Shelby County Government has developed a five-year Capital Improvement Plan (CIP) and allocates a portion for Shelby County Schools and the municipal districts. The three-year forecasts are based on the Proposed 2020 Shelby County Government Five-Year Capital Improvement Plan budget for all municipal districts multiplied by 77.09%, which is the SCS Weighted Full-Time Equivalent Average percentage.

As noted above, Capital funding is allocated based on the Weighted Full-Time Equivalent Average. Weighted full-time equivalency average daily attendance or “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. Other local sources include collection of rent and interest income. These amounts are projected at zero dollars at this time.

**Shelby County Schools  
Capital Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SHELBY COUNTY	31,959,030	21,070,908	51,300,570	61,543,272	105,053,935	25,169,885	20,037,618	25,117,464
OTHER LOCAL SOURCES	428,164	244,853	335,704	1,244,868	-	-	-	-
PLANNED USE OF FUND BALANCE	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$32,387,194</b>	<b>\$21,315,761</b>	<b>\$51,636,275</b>	<b>\$62,788,140</b>	<b>\$ 105,053,935</b>	<b>\$25,169,885</b>	<b>\$20,037,618</b>	<b>\$25,117,464</b>
<b>EXPENDITURES</b>								
PLANT SERVICES	17,505,023	16,846,062	76,562,497	18,123,881	105,053,935	25,169,885	20,037,618	25,117,464
<b>TOTAL EXPENDITURES</b>	<b>\$17,505,023</b>	<b>16,846,062</b>	<b>\$76,562,497</b>	<b>\$18,123,881</b>	<b>\$105,053,935</b>	<b>\$25,169,885</b>	<b>\$20,037,618</b>	<b>\$25,117,464</b>

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. The District projects a decrease based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Non-Federal Programs Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
STATE OF TENNESSEE	\$ 12,901,028	\$ 8,197,462	\$ 9,393,566	\$ 13,654,098	\$ 13,525,561	\$ 13,255,050	\$ 12,989,949	\$ 12,730,150
OTHER LOCAL SOURCES	18,722,757	23,981,997	11,090,072	10,566,125	16,430,477	16,101,867	15,779,830	15,464,234
PLANNED USE OF FUND BALANCE	-	-	-	815,110	5,867,644	-	-	-
<b>TOTAL REVENUES</b>	<b>\$31,623,785</b>	<b>\$32,179,459</b>	<b>\$20,483,638</b>	<b>\$25,035,333</b>	<b>\$ 35,823,682</b>	<b>\$29,356,917</b>	<b>\$28,769,779</b>	<b>\$28,194,383</b>
<b>EXPENDITURES</b>								
INSTRUCTION	\$ 290,203	\$ 933,544	\$ 1,526,701	\$ 2,236,397	\$ 1,476,544	\$ 1,210,003	\$ 1,185,803	\$ 1,162,087
INSTRUCTIONAL SUPPORT	274,617	816,469	979,536	1,272,291	758,610	621,668	609,235	597,050
STUDENT SUPPORT	58,191	29,651	34,910	38,055	80,885	66,284	64,958	63,659
OFFICE OF THE PRINCIPAL	202,504	10,676	41,196	40,381	52,814	43,280	42,415	41,566
GENERAL ADMINISTRATION	8,561,316	5,838,652	197,007	-	-	-	-	-
FISCAL SERVICES	267,524	67,069	116,446	-	-	-	-	-
OTHER SUPPORT SERVICES	129,966	126,735	-	-	-	-	-	-
PLANT SERVICES	537,851	501,708	703,857	647,325	1,350,995	1,107,118	1,084,976	1,063,276
COMMUNITY SERVICE	19,255,715	20,019,564	16,861,565	20,800,884	32,103,834	26,308,563	25,782,392	25,266,744
FOOD SERVICE	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$29,577,887</b>	<b>\$28,344,068</b>	<b>\$20,461,218</b>	<b>\$25,035,333</b>	<b>\$35,823,682</b>	<b>\$29,356,917</b>	<b>\$28,769,779</b>	<b>\$28,194,383</b>



SCS Nutrition Services operations provide approximately 56,000 free reimbursable breakfast meals and 80,198 free reimbursable lunches daily across the District. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The below chart highlights the trends of meals served to students over the past four years. The number of meals continues to decline with the enrollment loss due to less school-aged student population and growth of charter schools, ASD schools and municipal schools and is reflected in the forecast projections below. The District projects a decreased based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Nutrition Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS								
STATE OF TENNESSEE	\$ 592,345	\$ 653,697	\$ 631,027	\$ 680,000	\$ 630,000	\$ 617,400	\$ 605,052	\$ 592,951
FEDERAL GOVERNMENT	70,927,194	77,384,101	79,334,712	83,892,812	83,506,966	81,836,827	80,200,090	78,596,088
OTHER LOCAL SOURCES	11,004,413	3,682,632	3,552,568	3,749,951	2,340,542	2,293,731	2,247,857	2,202,899
PLANNED USE OF FUND BALANCE	2,151,163	4,371,770		3,208,468	9,613,132	-	-	-
<b>TOTAL REVENUES</b>	<b>\$84,675,115</b>	<b>\$86,092,200</b>	<b>\$83,518,307</b>	<b>\$91,531,231</b>	<b>\$ 96,090,640</b>	<b>\$84,747,958</b>	<b>\$83,052,999</b>	<b>\$81,391,939</b>
<b>EXPENDITURES</b>								
FOOD SERVICE	\$ 84,675,115	\$ 86,092,200	\$ 72,114,567	\$ 91,531,231	\$ 96,090,640	\$ 84,747,958	\$ 83,052,999	\$ 81,391,939
<b>TOTAL EXPENDITURES</b>	<b>\$84,675,115</b>	<b>\$86,092,200</b>	<b>\$72,114,567</b>	<b>\$91,531,231</b>	<b>\$6,090,640</b>	<b>\$84,747,958</b>	<b>\$83,052,999</b>	<b>\$81,391,939</b>

The Federal Programs Fund budget consists of several major federal grants such as Title I, IDEA Part B, 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. Several factors contribute to the decline in federal funds, the District has reduced its operations and reimbursements due to a lower projected number of students. The District projects a decrease based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Federal Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
FEDERAL GOVERNMENT	\$ 125,436,469	\$ 152,813,433	154,450,522	164,060,046	162,658,623	\$ 159,405,450	\$ 156,217,341	\$ 153,092,994
PLANNED USE OF FUND BALANCE	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$125,436,469</b>	<b>\$152,813,433</b>	<b>\$154,450,522</b>	<b>\$164,060,046</b>	<b>\$ 162,658,623</b>	<b>\$159,405,450</b>	<b>\$156,217,341</b>	<b>\$153,092,994</b>
<b>EXPENDITURES</b>								
INSTRUCTION	57,351,606	75,881,147	79,067,329	69,343,583	71,580,755	70,149,140	68,746,157	67,371,234
INSTRUCTIONAL SUPPORT	29,144,421	32,278,064	33,421,631	48,112,740	51,480,250	50,450,645	49,441,632	48,452,799
STUDENT SUPPORT	10,089,109	10,772,858	9,014,075	10,486,956	9,862,358	9,665,111	9,471,808	9,282,372
GENERAL ADMINISTRATION	-	-	-	348	348	341	334	328
OTHER SUPPORT SERVICES	72,686	-	-	-	-	-	-	-
STUDENT TRANSPORTATION	540,676	3,127,085	3,030,288	2,886,153	3,957,000	3,877,860	3,800,303	3,724,297
PLANT SERVICES	93,225	-	-	-	-	-	-	-
COMMUNITY SERVICE	28,144,746	30,754,279	29,607,198	33,230,266	25,777,912	25,262,354	24,757,107	24,261,965
<b>TOTAL EXPENDITURES</b>	<b>\$125,436,469</b>	<b>\$152,813,433</b>	<b>\$154,140,522</b>	<b>\$164,060,045</b>	<b>162,658,623</b>	<b>\$159,405,450</b>	<b>\$156,217,341</b>	<b>\$153,092,994</b>



IV. ALL FUND TYPES

SUMMARY OF BUDGETS – ALL FUNDS BY FUNCTION  
FISCAL YEAR 2019-20 BUDGET

With Comparative Information for Fiscal Years 2015-16 through 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Budget		
<b>Revenues</b>							
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ -	0.00%
Shelby County	470,850,728	476,996,207	514,397,827	532,810,025	577,972,164	45,162,139	8.48%
State of Tennessee	496,372,683	491,219,829	512,042,003	533,553,732	549,965,462	16,411,730	3.08%
Federal Government	217,473,988	255,259,197	251,084,297	256,368,683	258,524,088	2,155,405	0.84%
Other local sources	34,154,285	40,408,853	25,010,792	27,181,724	30,916,610	3,734,886	13.74%
<b>Total revenues</b>	<u>1,220,909,685</u>	<u>1,265,371,366</u>	<u>1,303,980,359</u>	<u>1,351,247,499</u>	<u>1,418,711,658</u>	<u>67,464,160</u>	<u>4.99%</u>
<b>Expenditures</b>							
Instruction	539,920,215	561,246,119	600,434,452	612,857,678	570,225,013	(42,632,665)	-6.96%
Instructional support	61,170,716	66,900,787	64,481,661	88,721,974	92,064,622	3,342,647	3.77%
Student support	64,907,724	65,690,777	67,557,473	82,800,284	79,519,349	(3,280,935)	-3.96%
Office of principal	59,930,962	58,249,962	62,720,477	64,370,506	64,756,683	386,177	0.60%
General administration	20,726,227	18,298,386	15,438,127	20,489,115	16,625,043	(3,864,072)	-18.86%
Education Technology	-	-	30,528,463	34,701,636	14,235,606	(20,466,030)	-58.98%
Fiscal services	6,057,483	5,928,603	7,156,332	9,377,835	9,731,249	353,413	3.77%
Other support services	39,241,912	52,002,074	7,146,668	8,123,479	13,133,476	5,009,997	61.67%
Student transportation	29,107,111	25,862,890	26,144,698	28,390,264	30,347,300	1,957,036	6.89%
Plant services	81,940,891	86,303,598	85,102,716	100,396,943	91,737,230	(8,659,713)	-8.63%
Community service	48,939,980	52,614,041	51,417,864	64,527,693	66,612,432	2,084,739	3.23%
Charter schools	94,408,523	111,283,036	128,231,865	138,451,190	161,170,764	22,719,574	16.41%
Retiree benefits	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	-	0.00%
Food service	79,210,360	86,092,200	72,114,567	88,322,763	96,090,640	7,767,878	8.79%
Debt Service:	550,011	72,614	-	-	-	-	0.00%
Capital Outlay	17,505,023	16,846,062	67,226,251	64,225,916	105,053,935	40,828,019	0.00%
<b>Total expenditures</b>	<u>1,178,317,980</u>	<u>1,241,986,823</u>	<u>1,314,532,018</u>	<u>1,438,646,367</u>	<u>1,444,192,434</u>	<u>5,546,065</u>	<u>0.39%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	42,591,705	23,384,543	(10,551,659)	(87,398,869)	(25,480,776)		
<b>Approved use of fund balance</b>	-	-	10,551,659	87,798,869	25,480,776		
<b>Net Change</b>	42,591,705	23,384,543	-	-	-		
<b>Beginning Fund Balance</b>	204,370,233	225,055,400	240,050,167	249,056,848	161,657,979		
Increase (decrease) in reserve for encumbrance	(20,136,709)	(6,545,773)	22,287,328	-	-		
Transfers To/(From) Other Funds	(2,932,345)	(3,026,550)	(3,075,661)	-	-		
Sale of capital assets	1,162,517	1,182,548	346,673	-	-		
<b>Ending Fund Balance</b>	<u>\$ 225,055,400</u>	<u>\$ 240,050,167</u>	<u>\$ 249,056,848</u>	<u>\$ 161,657,979</u>	<u>\$ 136,177,203</u>		
<b>Fund balance categories</b>							
Nonspendable	9,380,036	9,835,192	5,812,918	5,812,918	5,468,991		
Restricted	71,655,283	68,412,033	80,824,679	60,151,248	47,238,198		
Assigned	32,274,990	72,154,766	85,111,865	20,000,000	20,000,000		
Unassigned	111,745,093	89,648,177	77,307,386	75,693,814	63,470,013		
<b>Total ending fund balance</b>	<u>225,055,402</u>	<u>240,050,167</u>	<u>249,056,848</u>	<u>161,657,979</u>	<u>136,177,203</u>		



**SUMMARY OF BUDGETS – ALL FUNDS BY OBJECT**  
**FISCAL YEAR 2019-20 BUDGET**  
 With Comparative Information for Fiscal Years 2015-16 through 2019-20

	2016-17 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ -	0.00%
Shelby County	470,850,728	476,996,207	514,397,827	532,810,025	577,972,164	45,162,139	8.48%
State of Tennessee	496,372,683	491,219,829	512,042,003	533,553,732	549,965,462	16,411,730	3.08%
Federal Government	217,473,988	255,259,197	251,084,297	256,368,683	258,524,088	2,155,405	0.84%
Other local sources	34,154,285	40,408,853	25,010,792	27,181,724	30,916,610	3,734,886	13.74%
<b>Total revenues</b>	<u>1,220,909,685</u>	<u>1,265,371,366</u>	<u>1,303,980,360</u>	<u>1,351,247,499</u>	<u>1,418,711,658</u>	<u>67,464,160</u>	<u>4.99%</u>
<b>Expenditures</b>							
Salaries	611,697,851	606,500,034	631,988,686	644,518,699	675,158,012	30,639,312	4.75%
Benefits	183,403,175	190,703,976	185,300,657	215,463,868	204,687,671	(10,776,197)	-5.00%
Contracted services	109,984,258	125,803,226	128,670,516	164,869,810	137,874,057	(26,995,754)	-16.37%
Professional services	2,368,066	2,939,733	3,557,469	3,109,629	3,624,248	514,619	16.55%
Property maintenance services	13,955,510	19,720,031	11,004,061	19,520,364	13,541,175	(5,979,189)	-30.63%
Travel	1,572,387	1,840,304	2,338,809	2,529,462	3,820,001	1,290,539	51.02%
Supplies & materials	90,741,111	104,503,497	89,828,906	102,718,481	86,831,492	(15,886,989)	-15.47%
Furniture, equipment & building improvements	45,042,254	48,031,075	110,004,714	108,630,539	122,677,663	14,047,123	12.93%
Other objects	23,612,258	31,518,764	23,601,367	38,712,539	34,393,115	(4,319,424)	-11.16%
Debt Service	550,011	72,614	4,968	-	-	-	0.00%
Charter schools	95,391,098	110,353,568	128,231,865	138,572,975	161,585,000	23,012,025	16.61%
<b>Total expenditures</b>	<u>1,178,317,978</u>	<u>1,241,986,825</u>	<u>1,314,532,018</u>	<u>1,438,646,367</u>	<u>1,444,192,434</u>	<u>5,546,065</u>	<u>0.39%</u>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	42,591,707	23,384,541	(10,551,659)	(87,398,869)	(25,480,776)		
<b>Approved use of fund balance</b>	-	-	10,551,659	87,798,869	25,480,776		
<b>Net Change</b>	<u>42,591,707</u>	<u>23,384,541</u>	<u>-</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>	204,370,233	225,055,402	240,050,167	249,056,848	161,657,979		
Increase (decrease) in reserve for encumbrance	(20,136,709)	(6,545,773)	22,287,328	-	-		
Transfers from Other Funds	(2,932,345)	(3,026,550)	(3,075,661)	-	-		
Sale of capital assets	1,162,517	1,182,548	346,673	-	-		
<b>Ending Fund Balance</b>	<u>\$ 225,055,402</u>	<u>\$ 240,050,167</u>	<u>\$ 249,056,848</u>	<u>\$ 161,657,979</u>	<u>\$ 136,177,203</u>		

**V. ALL FUNDS****i. All Fund Types**

Shelby County Schools projects to start fiscal year 2019-20 with a fund balance for all funds of \$161,657,979 (unaudited), which is a \$87 million decline (or -35.1%) when compared with fiscal year 2018-19. Of this total, the General Fund makes up 72% or \$117,050,992.

The District recognizes the importance of maintaining a healthy unassigned General Fund balance by refraining from using the unassigned balance for recurring expenditures. The remainder of the General Fund balance is non-spendable, restricted, committed, or assigned to indicate that it is (1) not in spendable form, (2) restricted for specific purposes, or (3) assigned for specific purposes. SCS will use \$10 million of unassigned General Fund balance during fiscal year 2019-2020 to support the top priorities of the District in improving classroom support; instructional support; social and emotional support; and academic intervention and transformation to support our children.

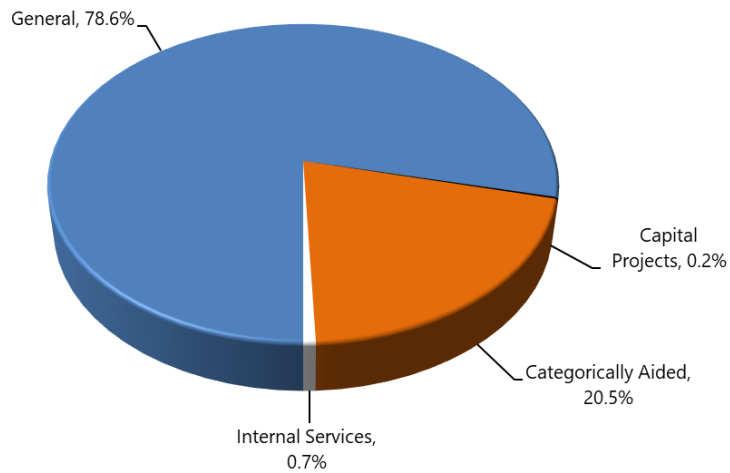
At the end of fiscal year 2018-2019, the total fund balance from all funds is forecasted to be \$161,657,979. The unassigned General Fund balance is projected to be \$50 million or 75 of General Fund budgeted expenditures. According to Standard & Poor's, an adequate fund balance is 4-8% of expenditures. Based on the anticipated actual use of fund balance in fiscal year 2019-20, the District anticipates returning a portion of the planned use back to the unassigned fund balance at year-end that will increase the unassigned balance to the 8% level.



Shelby County Schools  
Highlights of the 2019-20 Budget  
Fund Balance (All Funds)

Funds	Projected Fund Balances July 1, 2019	Revenues	Expenses or Expenditures	Projected Fund Balances June 30, 2020
General	\$ 117,050,992	\$ 1,030,572,577	\$ 1,040,572,577	107,050,992
Capital Projects	227,509	105,053,935	105,053,935	227,509
Categorically Aided	43,438,574	279,092,169	294,572,946	27,957,796
Internal Services	940,909	3,992,977	3,992,976	940,909
<b>Total</b>	<b>\$ 161,657,979</b>	<b>\$ 1,418,711,658</b>	<b>\$ 1,444,192,434</b>	<b>\$ 136,177,208</b>

2019-20  
Projected Ending All Fund Balances





## VI. GOVERNMENTAL FUNDS

### i. All Governmental Fund Types

The Governmental Funds are comprised of the General Fund, the Capital Projects Fund and the Special Revenue Funds. The District projects to start fiscal year 2019-20 with a fund balance for governmental funds of \$160,717,070 (unaudited), which is a \$20.4 million decrease when compared with 2018-19. Of this total, the General Fund makes up 79.2% or \$107,050,992.

The District recognizes the importance of maintaining a healthy unassigned general fund balance by refraining from using the unassigned balance for recurring expenditures. The remainder of the general fund balance is non-spendable, restricted, committed, or assigned to indicate that it is (1) not in spendable form, (2) restricted for specific purposes, or (3) assigned for specific purposes.

The District plans to use \$10 million of unassigned fund balance during fiscal year 2019-20 to support the unprecedented investments to improve classroom support; instructional support; social and emotional support; and academic intervention and transformation to support our children.

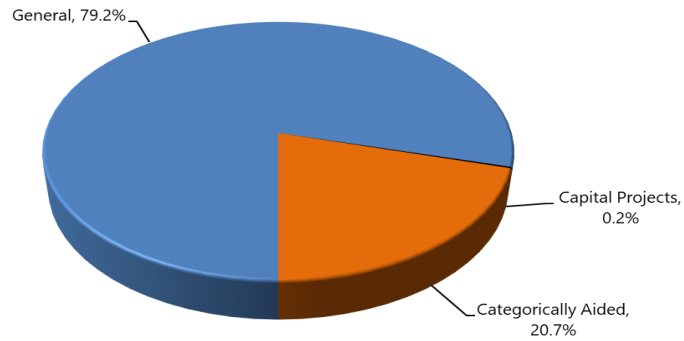
At the end of fiscal year 2019-20, the total fund balance for governmental funds is \$135,236,300. The unassigned General fund balance is expected to be \$50 million (or 5% of General Fund budgeted expenditures). According to Standard & Poor's, an available fund balance is considered adequate if the amount is 4-8% of expenditures.



Shelby County Schools  
 Highlights of the 2019 -20 Budget  
 Fund Balances (All Governmental Funds)

<b>Funds</b>	<b>Projected Fund Balances July 1, 2019</b>	<b>Revenues</b>	<b>Expenses or Expenditures</b>	<b>Projected Fund Balances June 30, 2020</b>
General	\$ 117,050,992	\$ 1,030,572,577	\$ 1,040,572,577	107,050,992
Capital Projects	227,509	105,053,935	105,053,935	227,509
Categorically Aided	43,438,574	279,092,169	294,572,946	27,957,796
<b>Total</b>	<b>\$ 160,717,070</b>	<b>\$ 1,414,718,681</b>	<b>\$ 1,440,199,457</b>	<b>\$ 135,236,300</b>

**2019-20  
 Projected Ending Fund Balances**



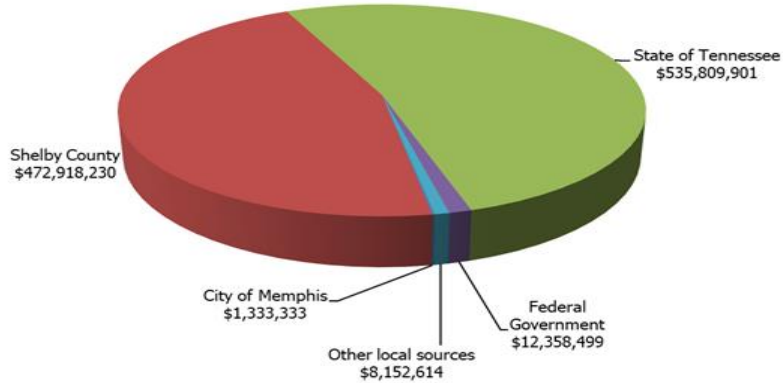




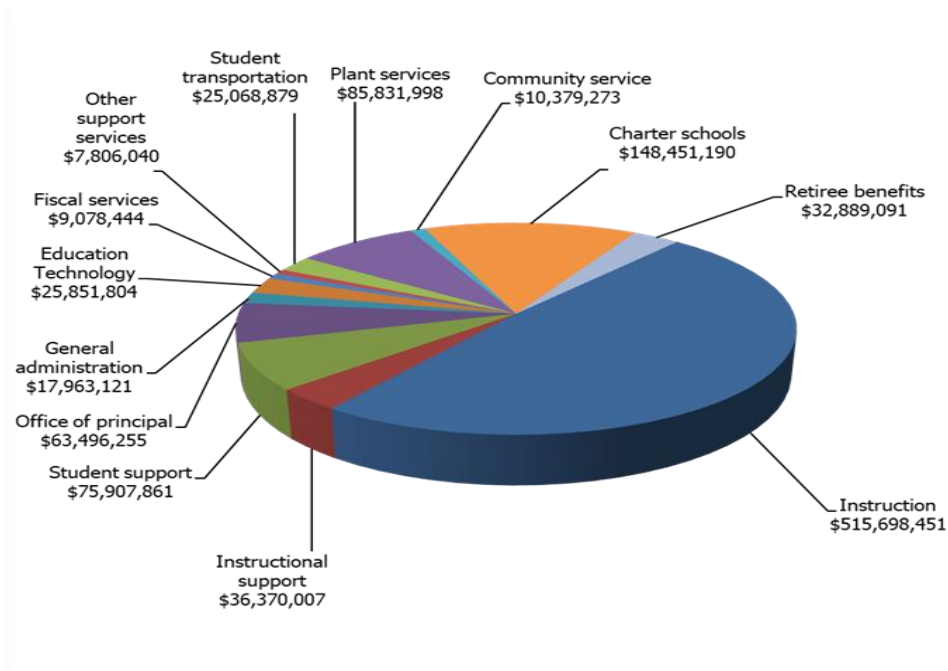
ii. General Fund

2019-20 GENERAL FUND SOURCE OF FUNDS AND EXPENDITURES

Source of Funds



Expenditures





**GENERAL FUND BY FUNCTION**  
**FISCAL YEAR 2019-20 BUDGET**  
 With Comparative Information for Fiscal Years 2015-16 through 2019-20

	2015-16	2016-17	2017-18	2018-19	2019-20	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Budget		
<b>Revenues</b>							
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ -	0.00%
Shelby County	438,891,698	455,925,298	463,097,256	471,266,753	472,918,230	1,651,477	0.35%
State of Tennessee	482,879,311	482,368,670	502,017,410	519,219,634	535,809,901	16,590,267	3.20%
Federal Government	13,863,446	25,092,423	17,643,709	8,415,825	12,358,499	3,942,674	46.85%
Other local sources	7,423,537	8,193,125	6,722,553	7,820,780	8,152,614	331,834	4.24%
<b>Total revenues</b>	<b>945,115,991</b>	<b>973,066,798</b>	<b>990,926,369</b>	<b>1,008,056,326</b>	<b>1,030,572,577</b>	<b>22,516,252</b>	<b>2.23%</b>
<b>Expenditures</b>							
Instruction	475,260,726	483,654,252	519,126,710	537,057,780	496,451,449	(40,606,330)	-7.56%
Instructional support	30,743,892	34,577,837	30,078,025	39,329,873	39,817,169	487,296	1.24%
Student support	54,739,282	54,874,111	58,496,699	72,265,622	69,515,985	(2,749,637)	-3.80%
Office of principal	59,728,458	58,239,286	62,679,281	64,330,125	64,703,868	373,743	0.58%
General administration	12,164,911	12,459,734	15,241,121	20,488,767	16,624,695	(3,864,072)	-18.86%
Education Technology	-	-	30,528,463	34,701,636	14,235,606	(20,466,030)	-58.98%
Fiscal services	5,789,959	5,861,534	7,039,886	9,377,835	9,731,249	353,413	3.77%
Other support services	38,966,736	51,817,525	7,102,540	8,058,043	13,069,210	5,011,167	62.19%
Student transportation	28,160,489	22,254,234	22,763,879	25,172,231	26,000,663	828,432	3.29%
Plant services	79,089,586	83,069,712	82,175,066	97,176,656	87,632,142	(9,544,514)	-9.82%
Community service	1,539,519	1,840,198	4,949,101	10,496,543	8,730,686	(1,765,857)	-16.82%
Charter schools	95,391,098	110,353,568	128,231,865	138,451,190	161,170,764	22,719,574	16.41%
Retiree benefits	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	-	0.00%
Food service	-	-	-	-	-	-	0.00%
Debt Service:	550,011	72,614	-	-	-	-	0.00%
Principal	-	-	-	-	-	-	0.00%
Interest	-	-	-	-	-	-	0.00%
<b>Total expenditures</b>	<b>916,825,509</b>	<b>953,670,278</b>	<b>997,243,039</b>	<b>1,089,795,392</b>	<b>1,040,572,577</b>	<b>(49,222,815)</b>	<b>-4.52%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>(6,316,670)</b>	<b>(81,739,066)</b>	<b>(10,000,000)</b>		
<b>Approved use of fund balance</b>	<b>-</b>	<b>-</b>	<b>6,316,670</b>	<b>81,739,066</b>	<b>10,000,000</b>		
<b>Net Change</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>156,052,696</b>	<b>176,427,115</b>	<b>196,755,624</b>	<b>198,790,059</b>	<b>117,050,992</b>		
Increase (decrease) in reserve for encumbrance	(3,877,150)	3,784,602	11,295,622				
Transfers To/(From) Other Funds	(4,191,881)	(3,077,819)	(3,096,202)				
Sale of capital assets	152,967	225,205	151,684				
<b>Ending Fund Balance</b>	<b>\$ 176,427,115</b>	<b>\$ 196,755,624</b>	<b>\$ 198,790,059</b>	<b>\$ 117,050,992</b>	<b>\$ 107,050,992</b>		
<b>Fund balance categories</b>							
Nonspendable	5,804,694	6,781,775	5,812,919	5,812,919	5,468,991		
Restricted	29,360,894	29,360,894	31,697,246	31,600,000	31,400,000		
Assigned	30,631,209	72,154,766	85,111,866	10,000,000	20,000,000		
Unassigned	110,630,319	88,458,188	76,168,026	69,638,072	50,182,000		
<b>Total ending fund balance</b>	<b>176,427,115</b>	<b>196,755,624</b>	<b>198,790,058</b>	<b>117,050,992</b>	<b>107,050,992</b>		



**GENERAL FUND BY OBJECT**  
**FISCAL YEAR 2019-20 BUDGET**  
 With Comparative Information for Fiscal Years 2015-16 through 2019-20

	<b>2016-17</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>Variance</b>	<b>% Change</b>
<b>Revenues</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Amended Budget</b>	<b>Budget</b>		
City of Memphis	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ (1)	0.00%
Shelby County	438,891,698	455,925,298	463,097,256	471,266,753	472,918,230	1,651,477	0.35%
State of Tennessee	482,879,311	482,368,670	502,017,410	519,219,634	535,809,901	16,590,267	3.20%
Federal Government	13,863,446	25,092,423	17,643,709	8,415,825	12,358,499	3,942,674	46.85%
Other local sources	7,423,537	8,193,125	6,722,553	7,820,780	8,152,614	331,834	4.24%
<b>Total revenues</b>	<b>945,115,991</b>	<b>973,066,798</b>	<b>990,926,369</b>	<b>1,008,056,326</b>	<b>1,030,572,577</b>	<b>22,516,252</b>	<b>2.23%</b>
<b>Expenditures</b>							
Salaries	512,160,704	501,685,171	528,865,045	531,538,732	553,638,963	22,100,231	4.16%
Benefits	160,072,385	165,903,237	161,981,818	186,680,719	174,005,502	(12,675,218)	-6.79%
Contracted services	69,556,430	74,182,012	85,326,243	105,506,147	78,234,924	(27,271,223)	-25.85%
Professional services	1,933,505	2,197,743	2,613,474	2,594,193	3,124,305	530,112	20.43%
Property maintenance services	12,514,505	18,625,798	9,829,444	17,940,672	11,907,020	(6,033,653)	-33.63%
Travel	919,507	1,288,333	1,836,673	1,835,425	2,938,443	1,103,018	60.10%
Supplies & materials	38,027,744	50,859,493	43,906,671	49,904,536	34,461,669	(15,442,868)	-30.94%
Furniture, equipment & building improvements	11,853,704	15,218,999	20,106,710	36,107,777	6,025,900	(30,081,878)	-83.31%
Other objects	13,845,917	13,283,310	14,545,098	19,235,999	15,065,088	(4,170,911)	-21.68%
Debt Service	550,011	72,614	-	-	-	-	0.00%
Charter schools	95,391,098	110,353,568	128,231,865	138,451,190	161,170,764	22,719,574	16.41%
<b>Total expenditures</b>	<b>916,825,509</b>	<b>953,670,278</b>	<b>997,243,039</b>	<b>1,089,795,392</b>	<b>1,040,572,577</b>	<b>(49,222,815)</b>	<b>-4.52%</b>
<b>Excess (deficiency) of revenues</b>							
Debt service	28,290,482	19,396,520	(6,316,670)	(81,739,066)	(10,000,000)		
Approved use of fund balance	-	-	6,316,670	81,739,066	10,000,000		
<b>Net Change</b>	<b>28,290,482</b>	<b>19,396,520</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>156,052,696</b>	<b>176,427,115</b>	<b>196,755,624</b>	<b>198,790,059</b>	<b>117,050,992</b>		
Increase (decrease) in reserve for encumbrance	(3,877,150)	3,784,602	11,295,622	-	-		
Transfers from Other Funds	(4,191,881)	(3,077,819)	(3,096,202)	-	-		
Sale of capital assets	152,967	225,205	151,684	-	-		
<b>Ending Fund Balance</b>	<b>\$ 176,427,115</b>	<b>\$ 196,755,624</b>	<b>\$ 198,790,058</b>	<b>\$ 117,050,992</b>	<b>\$ 107,050,992</b>		



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

	2015-16 Actuals	2015-16 Positions	2016-17 Actuals	2016-17 Positions	2017-18 Actuals	2017-18 Positions
<b>Board of Education</b>						
010000 Board of Education	\$ 526,619	13	\$ 573,854	12	\$ 1,190,501	12
<b>Total Board of Education</b>	<b>\$ 526,619</b>	<b>13</b>	<b>\$ 573,854</b>	<b>12</b>	<b>\$ 1,190,501</b>	<b>12</b>
<b>Superintendent</b>						
020000 Superintendent	\$ 532,883	3	\$ 513,392	3	\$ 567,499	3
<b>Total Superintendent</b>	<b>\$ 532,883</b>	<b>3</b>	<b>\$ 513,392</b>	<b>3</b>	<b>\$ 567,499</b>	<b>3</b>
<b>Chief of Staff</b>						
020100 Chief of Staff	\$ 280,103	2	\$ 550,996	2	\$ 722,033	5
<b>Total Chief of Staff</b>	<b>\$ 280,103</b>	<b>2</b>	<b>\$ 550,996</b>	<b>2</b>	<b>\$ 722,033</b>	<b>5</b>
<b>General Counsel</b>						
030000 General Counsel	\$ 3,484,486	10	\$ 3,208,700	11	\$ 3,712,838	10
030200 Policy	414,958	4	406,871	4	263,227	4
330000 Risk Management	1,835,791	5	1,644,100	-	1,853,310	4
<b>Total General Counsel</b>	<b>\$ 5,735,235</b>	<b>19</b>	<b>\$ 5,259,671</b>	<b>15</b>	<b>\$ 5,829,376</b>	<b>18</b>
<b>Academic Admin Office</b>						
100000 Academic Office	\$ 652,574	8	\$ 673,050	8	\$ 999,075	26
100100 Assistant Superintendent	200,767	3	336,930	3	356,651	3
102000 Curriculum	2,730,790	13	1,759,412	13	17,198,018	16
102002 Response to Intervention						
102020 STEM	272,029	3	231,996	3	252,273	2
102030 Literacy	1,759,277	-	1,484,829	-	254,620	-
102040 Mathematics	932,291	1	906,086	1	165,410	1
102050 Science	252,744	1	251,804	1	186,749	1
102060 Social Studies	275,339	-	234,537	-	230,708	-
102084 Head Start In-Kind Match			31,469		362,480	-
102088 Head Start-Other Facilities			278			
102090 Pre-K	561,086	7	1,021,043	6	3,013,157	39
102100 Textbooks	2,060,196	1	2,103,370	1	3,040,250	1
102200 World Languages	1,837,085	28	1,305,526	20	1,320,156	20
102300 Band and Strings	1,866,890	17	1,774,271	17	1,907,391	18
102500-Library Services	549,365	2	392,165	2	401,317	2
102600 Educational Support	429,430	5	453,715	5	335,706	5
103000 Career and Technical Education	15,819,957	234	14,969,123	211	15,560,827	202
104003 Exceptional Children K8	-	-	-	-	-	-
106020 Northeast Region	(1,676)	-	208	-	-	-
106030 Southwest Region	1,053		1,545			
106050 Shelby Region	3,649		1,100			
215000 iZone	85		1,630,661.00	-	3,228,141	33
312000 Professional Development	1,581,252	16	1,818,781	15	2,871,869	18
<b>Total Academic Admin</b>	<b>\$ 31,784,184</b>	<b>339</b>	<b>\$ 31,381,900</b>	<b>306</b>	<b>\$ 51,684,796</b>	<b>387</b>



2019 – 2019 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

2018-19 Amended Budget	2018-19 Amended Positions	2019-20 Budget	2019-20 Positions	2020 vs 2019 Budget Variance	2020 vs 2019 Positions Variance	
<b>Board of Education</b>						
\$ 3,730,749	12	\$ 2,926,513	14	\$ (804,236)		2 010000 Board of Education
<b>\$ 3,730,749</b>	<b>12</b>	<b>\$ 2,926,513</b>	<b>14</b>	<b>\$ (804,236)</b>		<b>2</b> <b>Total Board of Education</b>
<b>Superintendent</b>						
\$ 508,019	3	\$ 633,391	4	\$ 125,372		1 020000 Superintendent
<b>\$ 508,019</b>	<b>3</b>	<b>\$ 633,391</b>	<b>4</b>	<b>\$ 125,372</b>		<b>1</b> <b>Total Superintendent</b>
<b>Chief of Staff</b>						
\$ 867,646	4	\$ 770,228	3	\$ (97,418)		(1) 020100 Chief of Staff
<b>\$ 867,646</b>	<b>4</b>	<b>\$ 770,228</b>	<b>3</b>	<b>\$ (97,418)</b>		<b>(1)</b> <b>Total Chief of Staff</b>
<b>General Counsel</b>						
\$ 6,182,046	12	\$ 4,331,201	18	\$ (1,850,846)		6 030000 General Counsel
267,227	3	269,513	3	2,286		- 030200 Policy
2,239,630	4	2,141,569	4	(98,062)		- 330000 Risk Management
<b>\$ 8,688,904</b>	<b>19</b>	<b>\$ 6,742,282</b>	<b>25</b>	<b>\$ (1,946,622)</b>		<b>6</b> <b>Total General Counsel</b>
<b>Academic Admin Office</b>						
\$ 1,967,862	20	\$ 2,211,922	19	\$ 244,060		(1) 100000 Academic Office
480,033	4	277,101	3	(202,932)		(1) 100100 Assistant Superintendent
9,516,392	18	8,037,662	16	(1,478,730)		(2) 102000 Curriculum
822,320	9	847,354	9	25,033		- 102002 Response to Intervention
259,289	3	240,971	3	(18,319)		- 102020 STEM
231,613	1	232,248	1	635		- 102030 Literacy
162,305	1	162,310	1	5		- 102040 Mathematics
180,508	1	170,542	1	(9,965)		- 102050 Science
243,757		206,758		(36,999)		- 102060 Social Studies
32,507		40,985	0	8,478		0 102084 Head Start In-Kind Match
				-		- 102088 Head Start-Other Facilities
5,773,111	69	4,240,509	72	(1,532,602)		3 102090 Pre-K
9,696,584	2	944,005	2	(8,752,579)		- 102100 Textbooks
1,417,149	20	1,386,900	20	(30,249)		- 102200 World Languages
2,878,912	21	2,793,589	21	(85,323)		(1) 102300 Band and Strings
455,595	2	422,220	2	(33,375)		- 102500-Library Services
323,779	4	306,350	4	(17,429)		- 102600 Educational Support
22,232,145	269	19,873,103	233	(2,359,043)		(36) 103000 Career and Technical Education
				-		- 104003 Exceptional Children K8
				-		- 106020 Northeast Region
				-		- 106030 Southwest Region
				-		- 106050 Shelby Region
5,690,273	29	4,784,701	30	(905,572)		1 215000 iZone
4,073,087	24	2,975,028	24	(1,098,059)		- 312000 Professional Development
<b>\$ 66,437,224</b>	<b>498</b>	<b>\$ 50,154,257</b>	<b>460</b>	<b>\$ (16,282,967)</b>		<b>(38)</b> <b>Total Academic Admin</b>



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

	2015-16 Actuals	2015-16 Positions	2016-17 Actuals	2016-17 Positions	2017-18 Actuals	2017-18 Positions
<b>Academic Operations and Student Support</b>						
100300 Assistant Superintendent of Operations	\$ 1,052,446	18	\$ 1,457,198	21	\$ 7,873,210	24
102010 English As a Second Language	1,943,417	62	1,564,420	9	1,300,931	6
102011 English As a Second Language Elementary	11,721,369	184	12,179,997	185	12,544,443	184
102012 English As a Second Language Middle	2,020,151	37	2,235,588	37	2,309,269	37
102013 English As a Second Language K8	434,232	9	370,386	9	486,633	8
102014 English As a Second Language High	1,753,280	29	1,758,600	28	2,074,194	27
102001 New Comers Program			-	-	767,898.90	11
102081 Summer School	1,777,008	-	2,015,410	-	2,579,538	-
103010 Project Graduation	1,987,498	7	711,949	-	473,916	32
100400 School Culture and Climate	1,593,454	8	665,709	7	620,182	7
107000 Optional Schools	6,574,349	79	6,322,802	74	6,569,043	74
108000 Alternative Schools	5,510,974	77	5,125,440	66	5,904,191	77
108010 Adolescent Parenting	1,274,127	21	1,273,482	21	1,298,634	21
108020 Prep Northwest	2,073,406	26	2,117,268	26	2,252,379	26
108030 Prep Northeast	1,756,010	27	1,827,300	25	1,725,504	25
108040 Carver High School	1,834,204	25	1,522,432	25	1,587,710	25
108050 Prep Southeast	-	-	-	-	-	-
108060 Ida B Wells Academy	1,567,039	22	1,584,388	22	1,579,796	23
190500 Student Residential Mental Health	203,379	-	188,996	-	271,692	-
200100 School and Student Support	222,732		-	-	-	-
201000 Attendance & Discipline	3,810,429	52	3,597,104	46	4,331,537	52
203000 Student Support	3,253,255	105	3,993,334	95	5,032,404	97
203010 Athletics	3,612,218	4	3,054,601	4	3,174,257	5
203020 JROTC	3,362,382	57	2,927,812	48	3,064,196	47
203040 Guidance Counseling	744,901	10	533,219	10	333,748	3
204000 Coordinated School Health	11,803,007	171	10,752,291	144	4,627,674	45
204100 Family Resource Health	148,684	2	146,740	2	147,123	2
204200 Behavior and Mental Health Services	-	-	-	-	6,721,319.93	92
212010 Virtual School	5,233,635	8	5,920,428	10	2,369,704	13
<b>Total Academic Operations and Student Support</b>	<b>\$ 77,267,586</b>	<b>1,040</b>	<b>\$ 73,846,894</b>	<b>914</b>	<b>\$ 82,021,127</b>	<b>963</b>
<b>Chief of Schools</b>						
100200 Department of Schools and Leadership	\$ 277,046	3	\$ 242,551	2	\$ 1,695,084	9
100210 Instructional Leadership Directors	1,637,532	12	1,630,417	11	2,460,694	18
100230 Leadership Development and Capacity Building	969,069	6	1,572,058	6	1,473,893	5
104000 Exceptional Children	74,634,487	1,236	74,778,993	1,188	73,494,591	1,077
104040 Exceptional Children Administration	7,095,846	85	7,265,283	80	7,329,177	76
104030 Exceptional Children Schools Admin	493,016	6	499,239	6	597,825	6
104020 Exceptional Children-Gifted	8,486,139	116	8,704,781	116	8,730,633	115
104010 Exceptional Children-Homebound & Hospital	1,347,342	18	1,375,724	18	1,319,765	17
106010 Instructional & Directors	2,997	-	3,269	-	-	-
215500 Chief of Schools			4,864.00	-	7,060,685.73	139
215501 School Improvement & Accountability						
<b>Total Chief of Schools</b>	<b>\$ 94,943,473</b>	<b>1,482</b>	<b>\$ 96,077,179</b>	<b>1,427</b>	<b>\$104,162,347</b>	<b>1,462</b>



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

2018-19 Amended Budget	2018-19 Amended Positions	2019-20 Budget	2019-20 Positions	2020 vs 2019 Budget Variance	2020 vs 2019 Positions Variance
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						Academic Operations and Student Support
\$ 12,682,095	30	\$ 7,501,340	24	\$ (5,180,755)	(6)	100300 Assistant Superintendent of Operations
1,866,815	47	1,642,701	28	(224,114)	(19)	102010 English As a Second Language
13,635,308	197	13,064,162	189	(571,146)	(8)	102011 English As a Second Language Elementary
2,519,066	38	2,537,952	40	18,886	2	102012 English As a Second Language Middle
579,183	8	403,029	5	(176,154)	(3)	102013 English As a Second Language K8
2,240,792	34	2,554,260	39	313,468	5	102014 English As a Second Language High
930,456	14	940,969	15	10,514	1	102001 New Comers Program
1,510,667		1,327,130		(183,537)	-	102081 Summer School
1,276,450	32	1,072,720	4	(203,730)	(28)	103010 Project Graduation
217,040	2	482,755	5	265,715	3	100400 School Culture and Climate
7,533,947	73	6,660,697	71	(873,250)	(2)	107000 Optional Schools
5,892,082	67	6,527,144	83	635,062	16	108000 Alternative Schools
1,322,448	21	1,299,605	21	(22,843)	-	108010 Adolescent Parenting
1,961,435	34	2,049,446	27	88,011	(7)	108020 Prep Northwest
1,773,272	24	1,846,458	24	73,187	-	108030 Prep Northeast
1,693,105	24	2,146,026	24	452,921	-	108040 Carver High School
-	-	-	-	-	-	108050 Prep Southeast
1,558,806	21	1,580,346	21	21,540	-	108060 Ida B Wells Academy
386,000		500,000		114,000	-	190500 Student Residential Mental Health
				-	-	200100 School and Student Support
5,634,716	67	5,131,420	64	(503,295)	(3)	201000 Attendance & Discipline
4,267,022	77	3,817,736	86	(449,286)	9	203000 Student Support
3,280,717	4	3,079,245	4	(201,472)	-	203010 Athletics
3,125,872	46	3,153,053	46	27,181	-	203020 JROTC
366,633	3	333,625	3	(33,008)	-	203040 Guidance Counseling
4,407,454	42	4,379,145	24	(28,309)	(18)	204000 Coordinated School Health
150,000	3	144,016	2	(5,983)	(1)	204100 Family Resource Health
9,162,772	100	8,745,804	112	(416,968)	12	204200 Behavior and Mental Health Services
2,352,475	20	2,068,162	14	(284,313)	(6)	212010 Virtual School
<b>\$ 92,326,625</b>	<b>1,025</b>	<b>\$ 84,988,947</b>	<b>975</b>	<b>\$ (7,337,678)</b>	<b>(50)</b>	<b>Total Academic Operations and Student Support</b>

						Chief of Schools
\$ 3,217,140	6	\$ 1,236,394	7	\$ (1,980,746)	1	100200 Department of Schools and Leadership
2,217,899	14	2,049,192	13	(168,707)	(1)	100210 Instructional Leadership Directors
1,546,431	5	1,319,105	7	(227,326)	2	100230 Leadership Development and Capacity Building
71,338,808	1,136	69,378,468	1,122	(1,960,341)	(14)	104000 Exceptional Children
7,366,967	78	7,971,438	85	604,470	7	104040 Exceptional Children Administration
694,873	6	698,183	6	3,310	-	104030 Exceptional Children Schools Admin
8,808,971	115	8,917,858	115	108,888	-	104020 Exceptional Children-Gifted
1,340,177	17	1,398,816	17	58,639	-	104010 Exceptional Children-Homebound & Hospital
				-	-	106010 Instructional & Directors
4,868,038	20	1,031,553	9	(3,836,485)	(11)	215500 Chief of Schools
	-			-	-	215501 School Improvement & Accountability
<b>\$ 101,399,305</b>	<b>1,396</b>	<b>\$ 94,001,007</b>	<b>1,381</b>	<b>\$ (7,398,298)</b>	<b>(15)</b>	<b>Total Chief of Schools</b>



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

	2015-16 Actuals	2015-16 Positions	2016-17 Actuals	2016-17 Positions	2017-18 Actuals	2017-18 Positions
<b>Academics School Based</b>						
101100 East High School Redesign	\$ -		\$ -		\$ 301	
102071 Elementary School Music and Art	14,636,565	225	14,997,910	222	15,498,789	215
102091 Elementary School Physical Education	9,198,003	140	9,389,424	134	9,572,103	131
102501 Librarians-Elementary	6,803,238	87	6,642,694	84	6,525,801	83
102502 Librarians-Middle	2,787,974	35	2,672,130	33	2,541,560	32
102503 Librarians K8	2,781,343	36	2,347,889	31	2,298,398	28
102504 Librarians-High	924,911	11	1,002,586	12	1,069,570	11
106060 School Leadership					269	
106061 School Leadership-Elementary	24,191,356	322	23,326,817	307	24,075,511	313
106062 School Leadership-Middle	12,246,886	160	11,040,262	145	11,219,653	147
106063- School Leadership-K8	15,457,783	199	14,268,854	33	14,365,818	187
106064 School Leadership-High	3,018,433	48	2,988,158	196	3,784,538	47
190000 Schools / Fee Waiver	219,356	-	377,545	-	422,106	
190001 General Education - Elementary	151,256,560	2,360	151,379,437	2,276	151,158,977	2,275
190002 General Education - Middle	49,760,038	752	47,023,876	685	47,382,622	668
190003 General Education K8	13,113,641	187	13,040,517	184	14,428,569	189
190004 General Education - High	67,593,198	1,019	66,830,988	982	67,989,249	994
190100 Hollis F Price	1,500,816	18	1,553,636	18	1,533,053	18
190200 Middle College	1,682,757	22	1,719,322	22	1,783,481	22
203001 Student Support						
203011 Student Support SBB						
203041 Guidance Counseling-Elementary	6,991,796	92	6,741,485	89	6,613,146	86
203044 Guidance Counseling-High	1,132,428	32	1,585,689	89	2,486,072	29
203043 Guidance Counseling-K8	6,565,933	80	6,369,695	20	5,918,680	75
203042 Guidance Counseling-Middle	3,015,010	39	3,201,580	39	3,132,624	39
<b>Total Academic School Based</b>	<b>\$394,878,025</b>	<b>5,864</b>	<b>\$388,500,494</b>	<b>5,600</b>	<b>\$393,800,890</b>	<b>5,589</b>
<b>Communications</b>						
301000 Communications	\$ 1,897,450	20	\$ 1,848,455	20	\$ 2,863,179	22
301010 Instructional Television (GHS TV)	430,357	7	459,610	7	488,020	7
303000 Voice of SCS					895	
<b>Total Communications</b>	<b>\$ 2,327,807</b>	<b>27</b>	<b>\$ 2,308,065</b>	<b>27</b>	<b>\$ 3,352,094</b>	<b>29</b>
<b>Business Operations</b>						
331000 Business Operations Admin	\$ 445,698	3	\$ 411,077	2	\$ 1,040,005	2
332000 Transportation	14,764,839	14	12,035,069	11	12,740,853	10
332010 Special Education Transportation	13,395,651	-	8,460,523	-	9,516,865	-
333000 Procurement	1,043,789	12	706,854	13	910,020	11
333100 Asset Management			138,942.00	-	316,809.32	4
334000 Facilities	24,632,533	393	26,250,916	367	23,927,361	359
334100 Custodial and Grounds	19,176,307	-	20,109,087	-	19,297,472	-
334200 Utilities	23,597,462	-	24,240,707	-	25,117,882	-
334300 General Services	2,367,419	-	2,236,581	-	3,877,089	-
334400 Zone 4 Maintenance	-	-	154	-	1,197	-
334500 Zone 2 Maintenance	1,053,385	-	1,388,222	-	55,099	-
334600 Zone 1 Maintenance	938,827	-	1,175,169	-	1,072,293	-
334700 Zone 3 Maintenance	1,200,117	-	1,455,079	-	2,443,923	-
335000 Facilities Planning and Property	422,419	4	380,802	3	361,881	3
337000 Warehousing	208,488		83,364	-	3,658	-
<b>Total Business Operations</b>	<b>\$103,246,934</b>	<b>426</b>	<b>\$ 99,072,546</b>	<b>396</b>	<b>\$100,682,408</b>	<b>389</b>





2019-2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

2018-19 Amended Budget	2018-19 Amended Positions	2019-20 Budget	2019-20 Positions	2020 vs 2019 Budget Variance	2020 vs 2019 Positions Variance
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						Academics School Based
\$ -	-	\$ -	-	\$ -	-	101100 East High School Redesign
16,504,658	205	15,840,956	199	(663,702)	(6)	102071 Elementary School Music and Art
9,775,097	130	9,648,303	128	(126,795)	(2)	102091 Elementary School Physical Education
6,637,264	81	6,298,037	77	(339,227)	(4)	102501 Librarians-Elementary
2,267,957	27	2,180,205	26	(87,752)	(1)	102502 Librarians-Middle
2,403,769	28	2,165,345	25	(238,424)	(3)	102503 Librarians K8
1,078,556	11	1,072,726	11	(5,829)	-	102504 Librarians-High
						106060 School Leadership
26,000,855	332	26,445,333	327	444,478	(6)	106061 School Leadership-Elementary
11,238,104	142	12,271,681	154	1,033,577	12	106062 School Leadership-Middle
15,626,265	197	13,955,038	173	(1,671,227)	(24)	106063- School Leadership-K8
4,007,640	57	5,746,712	79	1,739,071	22	106064 School Leadership-High
1,384,181	-	365,000		(1,019,181)	-	190000 Schools / Fee Waiver
166,225,543	2,370	150,822,434	2,334	(15,403,109)	(36)	190001 General Education - Elementary
53,269,852	732	55,039,014	793	1,769,162	61	190002 General Education - Middle
15,067,289	195	14,087,853	195	(979,436)	-	190003 General Education K8
76,839,661	1,048	75,462,297	1,040	(1,377,364)	(9)	190004 General Education - High
1,556,878	17	1,603,128	17	46,251	(1)	190100 Hollis F Price
1,781,709	22	1,688,961	22	(92,748)	(1)	190200 Middle College
						203001 Student Support
2,748,561	94	991,612	32	(1,756,949)	(62)	203011 Student Support SBB
9,515,841	121	8,824,479	117	(691,361)	(4)	203041 Guidance Counseling-Elementary
2,130,197	28	3,471,823	40	1,341,627	12	203044 Guidance Counseling-High
6,119,406	72	4,633,441	54	(1,485,964)	(18)	203043 Guidance Counseling-K8
4,620,262	57	4,344,173	55	(276,089)	(2)	203042 Guidance Counseling-Middle
<b>\$ 436,799,551</b>	<b>5,964</b>	<b>\$ 418,833,637</b>	<b>5,959</b>	<b>\$ (17,965,914)</b>	<b>(5)</b>	<b>Total Academic School Based</b>

						Communications
\$ 2,212,387	17	\$ 1,957,673	17	\$ (254,714)	-	301000 Communications
506,777	7	529,313	6	22,536	(1)	301010 Instructional Television (GHS TV)
989,442	10	883,020	10	(106,422)	-	303000 Voice of SCS
<b>\$ 3,708,605</b>	<b>34</b>	<b>\$ 3,370,005</b>	<b>33</b>	<b>\$ (338,600)</b>	<b>(1)</b>	<b>Total Communications</b>

						331000 Business Operations Admin
\$ 10,505,780	12	\$ 4,492,288	5	\$ (6,013,492)	(7)	331000 Business Operations Admin
13,908,385	9	15,233,716	9	1,325,330	-	332000 Transportation
10,230,403	1	10,365,672	-	135,269	(1)	332010 Special Education Transportation
1,656,226	15	1,352,160	15	(304,067)	-	333000 Procurement
406,166	4	424,077	4	17,911	-	333100 Asset Management
15,625,243	169	15,330,342	178	(294,902)	9	334000 Facilities
33,157,484	190	35,420,412	199	2,262,928	9	334100 Custodial and Grounds
21,295,418		19,691,861		(1,603,557)	-	334200 Utilities
4,235,774		2,260,091		(1,975,683)	-	334300 General Services
-				-	-	334400 Zone 4 Maintenance
-				-	-	334500 Zone 2 Maintenance
883,833		1,408,935		525,102	-	334600 Zone 1 Maintenance
1,808,848		3,005,693		1,196,845	-	334700 Zone 3 Maintenance
752,641	6	686,902	6	(65,738)	-	335000 Facilities Planning and Property
-				-	-	337000 Warehousing
<b>\$ 114,466,201</b>	<b>406</b>	<b>\$ 109,672,149</b>	<b>416</b>	<b>\$ (4,794,052)</b>	<b>10</b>	<b>Total Business Operations</b>



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

	2015-16 Actuals	2015-16 Positions	2016-17 Actuals	2016-17 Positions	2017-18 Actuals	2017-18 Positions
<b>Finance Office</b>						
320000 Finance	\$ 231,369	1	\$ 429,102	3	\$ 859,563	3
321000 Accounting and Reporting	979,796	11	896,362	9	713,165	9
322000 Budget and Fiscal Planning	499,410	6	525,762	5	773,653	6
323000 Payroll	707,383	9	872,458	9	866,871	10
324010 Accounts Payable	567,724	8	518,780	7	530,065	7
<b>Total Finance Office</b>	<b>\$ 2,985,682</b>	<b>35</b>	<b>\$ 3,242,464</b>	<b>33</b>	<b>\$ 3,743,318</b>	<b>35</b>
<b>Human Capital and Talent Management</b>						
030100 Labor Relations	\$ 195,211	2	\$ 425,248	4	\$ 447,121	4
100220 Teacher and Leader Effectiveness and Evaluation	297,083	4	264,187	2	1,031,751	15
102400 Substitutes	10,181,129	7	8,142,626	-	6,995,254	-
190300 Career Ladder	1,827,241	-	1,569,934	-	1,299,401	-
313000 Recruitment and Staffing	2,134,246	42	2,214,527	31	2,623,571	28
314000 Employee Services	1,095,473	16	1,159,599	14	1,251,408	19
315000 Human Resources	301,504	-	173,086	1	1,254,795	-
<b>Total Human Capital and Talent Management</b>	<b>\$ 16,031,887</b>	<b>71</b>	<b>\$ 13,949,207</b>	<b>52</b>	<b>\$ 14,903,301</b>	<b>66</b>
<b>Information Technology</b>						
340000 Information Technology	\$ 5,181,634	3	\$ 13,770,575	3	\$ 3,273,583	3
340100 PARCC	4,675,921	-	340,454	-	-	-
341000 User Support Services	4,006,104	74	4,331,070	74	4,900,002	76
342000 Business Application Services	65,526	-	11,315	-	-	-
343000 Infrastructure and Systems support Services	9,321,586	35	9,272,770	35	8,696,247	35
344000 Project Management Office	432,213	10	361,617	8	453,667	6
345000 ERP					12,061,837	
346000 Enterprise Resource Planning						
<b>Total Information Technology</b>	<b>\$ 23,682,984</b>	<b>122</b>	<b>\$ 28,087,801</b>	<b>120</b>	<b>\$ 29,385,335</b>	<b>120</b>
<b>Strategy and Performance Management</b>						
210000 Strategy	\$ 3,230,474	43	\$ 2,859,349	41	\$ 423,451	3
211100 Charter Schools Administration			218,074.00	-	466,023.89	6
220000 Planning and Accountability	178,735	2	170,725	2	206,678	2
221000 Student Info Management	2,149,584	17	1,298,419	17	1,337,422	17
222000 Assessment and Accountability	2,232,865	7	1,962,560	7	1,922,184	8
223000 Research Planning and Improvement	128,277	1	112,088	1	123,161	1
311000 Performance Management	473,733	6	590,247	6	647,945	6
<b>Total Strategy and Performance Management</b>	<b>\$ 8,393,668</b>	<b>76</b>	<b>\$ 7,211,462</b>	<b>74</b>	<b>\$ 5,126,864</b>	<b>43</b>
<b>Internal Audit</b>						
040000 Internal Audit	\$ 988,942	9	\$ 1,207,410	13	\$ 1,067,079	13
020200 MWBE Department						
<b>Total Internal Audit</b>	<b>\$ 988,942</b>	<b>9</b>	<b>\$ 1,207,410</b>	<b>13</b>	<b>\$ 1,067,079</b>	<b>13</b>
<b>Student Family and Community Affairs</b>						
302000 Community Outreach	\$ 829,748	7	\$ 785,588	7	\$ 498,723	3
302100 Parent Engagement					649,540	34
<b>Total Student Family and Community Affairs</b>	<b>\$ 829,748</b>	<b>7</b>	<b>\$ 785,588</b>	<b>7</b>	<b>\$ 1,148,263</b>	<b>37</b>



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

2018-19 Amended Budget	2018-19 Amended Positions	2019-20 Budget	2019-20 Positions	2020 vs 2019 Budget Variance	2020 vs 2019 Positions Variance	
						<b>Finance Office</b>
\$ 1,160,933	7	\$ 1,256,231	8	\$ 95,298	1	320000 Finance
933,630	9	1,111,777	10	178,147	1	321000 Accounting and Reporting
1,251,167	11	1,186,659	10	(64,507)	(1)	322000 Budget and Fiscal Planning
1,186,394	13	976,658	13	(209,736)	-	323000 Payroll
529,718	7	671,714	8	141,996	1	324010 Accounts Payable
<b>\$ 5,061,843</b>	<b>47</b>	<b>\$ 5,203,039</b>	<b>49</b>	<b>\$ 141,196</b>	<b>2</b>	<b>Total Finance Office</b>
						<b>Human Capital and Talent Management</b>
\$ 680,105	6	\$ 862,644	7	\$ 182,539	1	030100 Labor Relations
1,914,802	9	1,835,358	9	(79,444)	-	100220 Teacher and Leader Effectiveness and Evaluation
6,088,501	2	5,894,894	3	(193,607)	1	102400 Substitutes
1,696,565		1,664,053		(32,512)	-	190300 Career Ladder
2,582,029	26	2,508,515	27	(73,514)	1	313000 Recruitment and Staffing
1,269,107	17	1,119,777	15	(149,330)	(2)	314000 Employee Services
817,341	4	1,313,011	7	495,671	3	315000 Human Resources
<b>\$ 15,048,450</b>	<b>64</b>	<b>\$ 15,198,253</b>	<b>68</b>	<b>\$ 149,803</b>	<b>4</b>	<b>Total Human Capital and Talent Management</b>
						<b>Information Technology</b>
\$ 8,383,629	3	\$ 5,850,521	3	\$ (2,533,108)	-	340000 Information Technology
-	-			-	-	340100 PARCC
5,223,904	70	5,154,078	70	(69,827)	-	341000 User Support Services
-	-			-	-	342000 Business Application Services
12,389,426	37	8,820,979	34	(3,568,447)	(3)	343000 Infrastructure and Systems support Services
263,418	3	601,856	7	338,439	4	344000 Project Management Office
12,704,869		-		(12,704,869)	-	345000 ERP
237,896		808,173	9	570,277	9	346000 Enterprise Resource Planning
<b>\$ 39,203,143</b>	<b>113</b>	<b>\$ 21,235,606</b>	<b>123</b>	<b>\$ (17,967,537)</b>	<b>10</b>	<b>Total Information Technology</b>
						<b>Strategy and Performance Management</b>
\$ 381,583	3	\$ 351,240	3	\$ (30,342)	-	210000 Strategy
1,873,655	10	2,105,635	17	231,981	7	211100 Charter Schools Administration
173,166	1	172,496	1	(669)	-	220000 Planning and Accountability
1,686,438	17	1,585,947	22	(100,492)	5	221000 Student Info Management
2,337,425	8	2,145,918	8	(191,508)	-	222000 Assessment and Accountability
124,235	1	124,065	1	(170)	-	223000 Research Planning and Improvement
2,046,464	6	1,830,118	13	(216,346)	7	311000 Performance Management
<b>\$ 8,622,966</b>	<b>46</b>	<b>\$ 8,315,419</b>	<b>65</b>	<b>\$ (307,547)</b>	<b>19</b>	<b>Total Strategy and Performance Management</b>
						<b>Internal Audit</b>
\$ 1,343,592	14	\$ 1,271,970	14	\$ (71,622)	-	040000 Internal Audit
\$ 438,994		428,593	4	(10,401)	4	020200 MWBE Department
<b>\$ 1,782,586</b>	<b>14</b>	<b>\$ 1,700,563</b>	<b>18</b>	<b>\$ (82,023)</b>	<b>4</b>	<b>Total Internal Audit</b>
						<b>Student Family and Community Affairs</b>
\$ 256,062	1	\$ 513,687	6	\$ 257,626	5	302000 Community Outreach
3,111,630	35	3,955,093	46	843,463	11	302100 Parent Engagement
<b>\$ 3,367,691</b>	<b>36</b>	<b>\$ 4,468,780</b>	<b>52</b>	<b>\$ 1,101,089</b>	<b>16</b>	<b>Total Student Family and Community Affairs</b>



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

	2015-16 Actuals	2015-16 Positions	2016-17 Actuals	2016-17 Positions	2017-18 Actuals	2017-18 Positions
<b>Student Services</b>						
190400 Extended Contract	\$ 60,357	-	\$ -	-	\$ -	-
200000 Student Services Administration	262,053	2	276,196	2	275,322	2
202000 Safety & Security	11,190,903	144	12,014,135	144	13,555,474	146
202100 Safe Schools	554,710	2	606,486	3	449,380	1
202200 Safe Schools: Non-Recurring						
203030 Student Services	120					
<b>Total Student Services</b>	<b>\$ 12,068,143</b>	<b>148</b>	<b>\$ 12,896,817</b>	<b>149</b>	<b>\$ 14,280,177</b>	<b>149</b>
<b>Other</b>						
010000 Trustee Commission	\$ 7,277,681	13	\$ 7,257,290	-	\$ 7,452,688	
203100 Money Due Board (School Reimbursement)	1,451,316	-	1,400,667	-	1,206,515	-
211000 Charter Schools	94,408,523	-	111,283,036	-	128,231,865	-
325010 Benefits - Retirees	34,700,842	-	34,595,674	-	28,830,403	-
400000 Debt Service	550,011	-	72,614	-		-
560000 Other Potential Uses	1,933,178	-	6,465,718	-	17,934,609	1
560001 Academics Reallocation Plan	-	-	16,026,219	-	(113,211)	
560002 Communications Reallocation Plan	-	-	336,989	-	(1,535)	
560003 Chief of Schools Reallocation Plan	-	-	2,560,434	-	(29,767)	
560004 Chief of Staff Reallocation Plan	-	-	1,450,498	-	15,425	
560005 Finance Reallocation Plan	-	-	99,000	-	-	
560006 HR Reallocation Plan	-	-	1,081,826	-	48,294	
560007 IT Reallocation Plan	-	-	2,998,026	-	-	
560008 Innovation Reallocation Plan	-	-	6,042	-	-	
560009 Operations Reallocation Plan	-	-	1,490,238	-	99	
560010 Student Services Reallocation Plan	-	-	1,080,267	-	247	
<b>Total Other</b>	<b>\$140,321,552</b>	<b>13</b>	<b>\$188,204,538</b>	<b>-</b>	<b>\$183,575,631</b>	<b>1</b>
<b>Total Expenditures</b>	<b>\$916,825,454</b>	<b>9,695</b>	<b>\$953,670,279</b>	<b>9,149</b>	<b>\$997,243,038</b>	<b>9,321</b>



2019 – 2020 GENERAL FUND BUDGET  
EXPENDITURE SUMMARY BY CABINET & DEPARTMENT

2018-19 Amended Budget	2018-19 Amended Positions	2019-20 Budget	2019-20 Positions	2020 vs 2019 Budget Variance	2020 vs 2019 Positions Variance
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						<b>Student Services</b>
\$ -		\$ -		\$ -	-	190400 Extended Contract
300,080	2	270,065	2	(30,016)	-	200000 Student Services Administration
18,762,063	186	14,124,753	179	(4,637,310)	(7)	202000 Safety & Security
1,400,996	1	1,849,485	2	448,488	1	202100 Safe Schools
2,808,244		2,808,244	29	-	29	202200 Safe Schools: Non-Recurring
						203030 Student Services
<b>\$ 23,271,383</b>	<b>189</b>	<b>\$ 19,052,546</b>	<b>212</b>	<b>\$ (4,218,837)</b>	<b>23</b>	<b>Total Student Services</b>

						<b>Other</b>
\$ 7,231,570		\$ 7,231,570		\$ -	-	010000 Trustee Commission
1,553,948		1,545,615	6	(8,333)	6	203100 Money Due Board (School Reimbursement)
138,512,087		161,170,764		22,658,677	-	211000 Charter Schools
32,889,091		32,889,091		-	-	325010 Benefits - Retirees
-				-	-	400000 Debt Service
(15,682,197)	16	(9,531,085)		6,151,111	(16)	560000 Other Potential Uses
-				-	-	560001 Academics Reallocation Plan
-				-	-	560002 Communications Reallocation Plan
-				-	-	560003 Chief of Schools Reallocation Plan
-				-	-	560004 Chief of Staff Reallocation Plan
-				-	-	560005 Finance Reallocation Plan
-				-	-	560006 HR Reallocation Plan
-				-	-	560007 IT Reallocation Plan
-				-	-	560008 Innovation Reallocation Plan
-				-	-	560009 Operations Reallocation Plan
-				-	-	560010 Student Services Reallocation Plan
<b>\$ 164,504,499</b>	<b>16</b>	<b>\$ 193,305,955</b>	<b>6</b>	<b>\$ 28,801,457</b>	<b>(10)</b>	<b>Total Other</b>

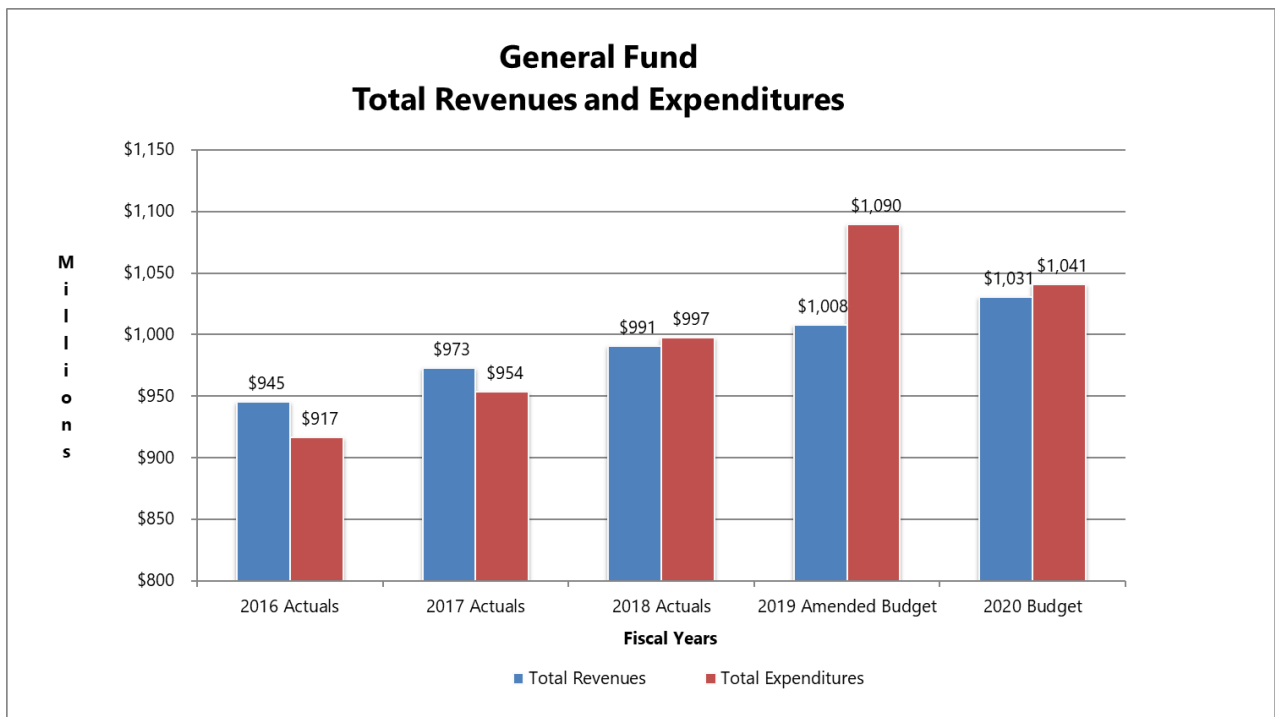
<b>\$1,089,795,393</b>	<b>9,886</b>	<b>\$ 1,040,572,578</b>	<b>9,863</b>	<b>\$ (43,549,755)</b>	<b>(23)</b>	<b>Total Expenditures</b>
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### REVENUE AND EXPENDITURE TRENDS

The fiscal year 2019-20 General Fund revenue budget totals \$1,030,572,577 representing a 2% increase from the fiscal year 2018-19 amended budget of \$1,008,056,326. State and Shelby County revenues make up 97.9% (or \$1,008.7 million) of General Fund budgeted revenues in fiscal year 2019-20. State Basic Education Program (BEP) 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 2019-20 General Fund expenditure budget totals \$1,040,572,577, representing a 4.52% decrease from the fiscal year 2018-19 amended appropriation of \$1,089,795,392. The decrease is primarily related to a decrease of \$40.6 million in Instruction and a \$20.5 million reduction in Education Technology. Additionally, Charter School payments increased \$22.7 million due to projected enrollment growth in existing charters.



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

This section includes the following information:

Introduction  
Departmental Financial Summary  
Departmental Budget Narratives

**INTRODUCTION**

Shelby County Schools strives to improve its operations, reduce administrative costs, and secure more resources for classrooms and schools. The fiscal year 2019-20 General Fund budget stands at \$1.04 billion, and includes almost \$15 million of high impact investments. SCS is recommending the use of \$10 million of Fund balance.

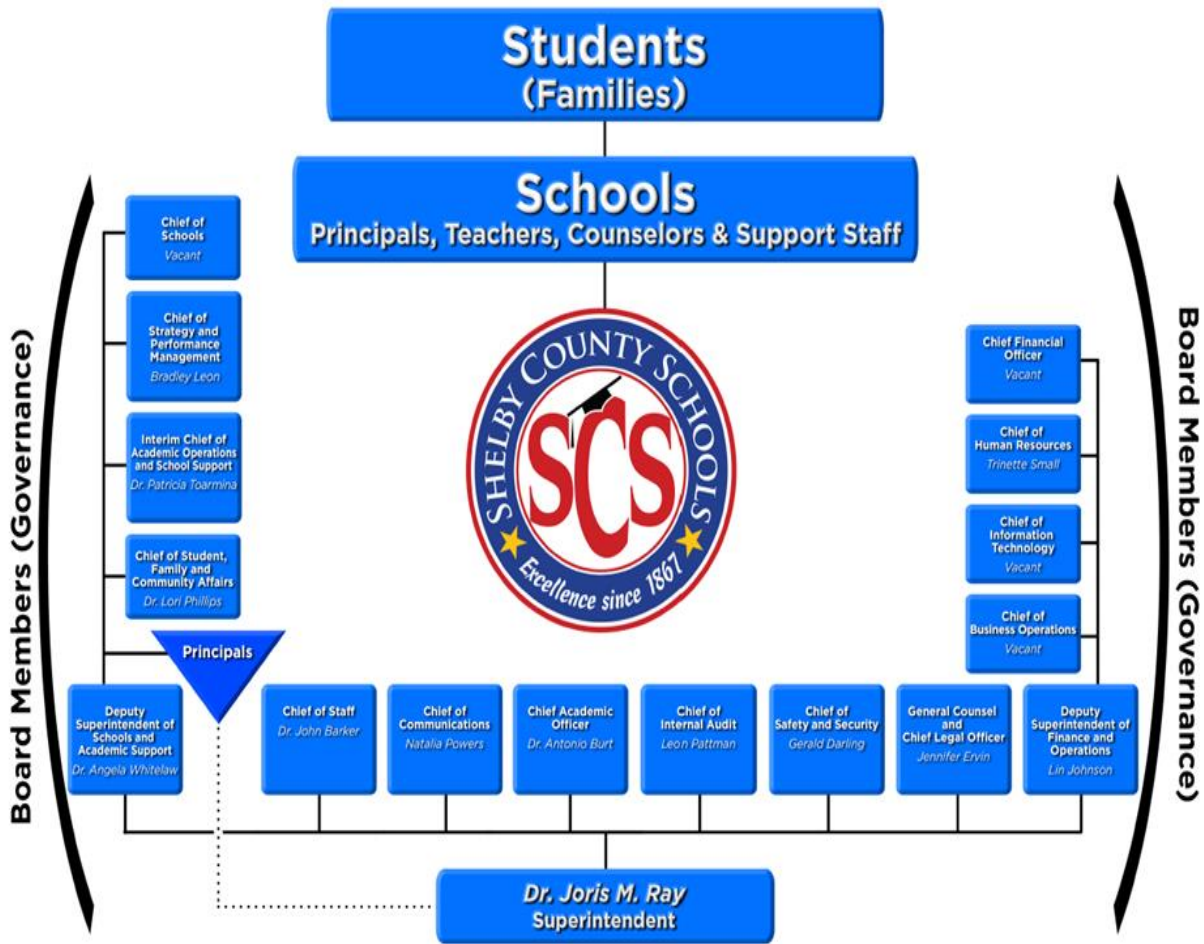
Despite our budget size, the needs of our students and schools demand even more investments. The General Fund budget for fiscal year 2019-20 includes the following investment ask in support of student learning and academic achievement:

- \$2.5 million – Additional Pre-K seats
- \$2 million – Universal Phonics program for grades K-2
- \$2 million – Academic Intercessions
- \$1 million – Project-based Learning focused on Coding and Computer Science
- \$900,000 – Targeted Instruction for English Language Learners (ELL)
- \$600,000 – Freshman Success Academy
- \$750,000 – Middle School Enrichment Program for ELA & Math
- \$300,000 – Peer-to-Peer ACT preparation

In general, central office serves as a 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 2019-20, SCS 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. SCS' 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.



Below is the central office organizational chart that provides support to our schools.



SCHOOL SUPPORT PROVIDED BY DEPARTMENT

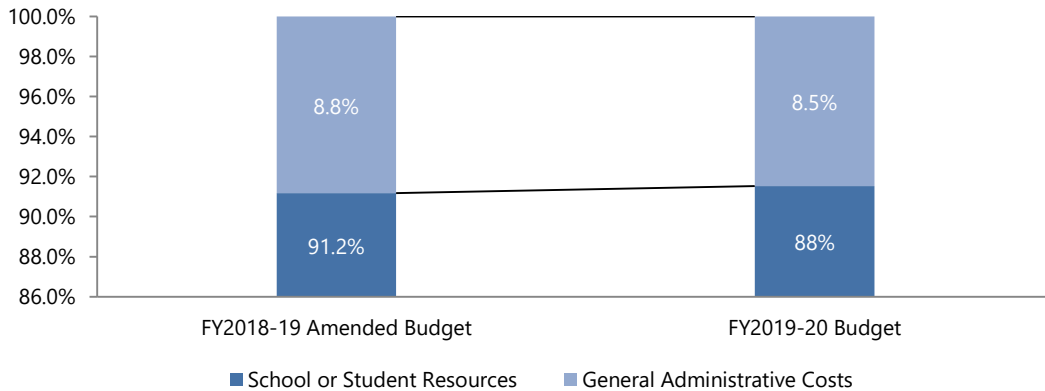
Over the past several years, Shelby County Schools continues to improve its operational efficiencies and reduce administrative costs, which pushes more funding into our classrooms and schools. In general, the District provides central office support and guidance to schools around operational and academic 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.





In fiscal year 2019-20, the All Funds general administrative costs – general administration, fiscal services, retiree benefits and capital outlay will make up approximately 8.5% of the District’s total budget. The vast majority of the District’s budget is directed to the education of our students, which includes services such as school leadership, instruction, food services, transportation, academic enrichment, and school safety. On the next page is a chart showing the percentage of general administrative costs across all funds.

### Percentage of General Administrative Costs



The District has made significant inroads in cutting layers of bureaucracy and establishing best practices to ensure that funds are spent appropriately. Since the merger, Shelby County Schools has made the improvements listed below as stewards of public funds.

- Post requests for quotes (RFQs) on the District’s website to increase public transparency.
- Developed a new inventory management process to ensure better control over assets.
- Established a new annual operating budgeting policy that aligns with best practices and standards.

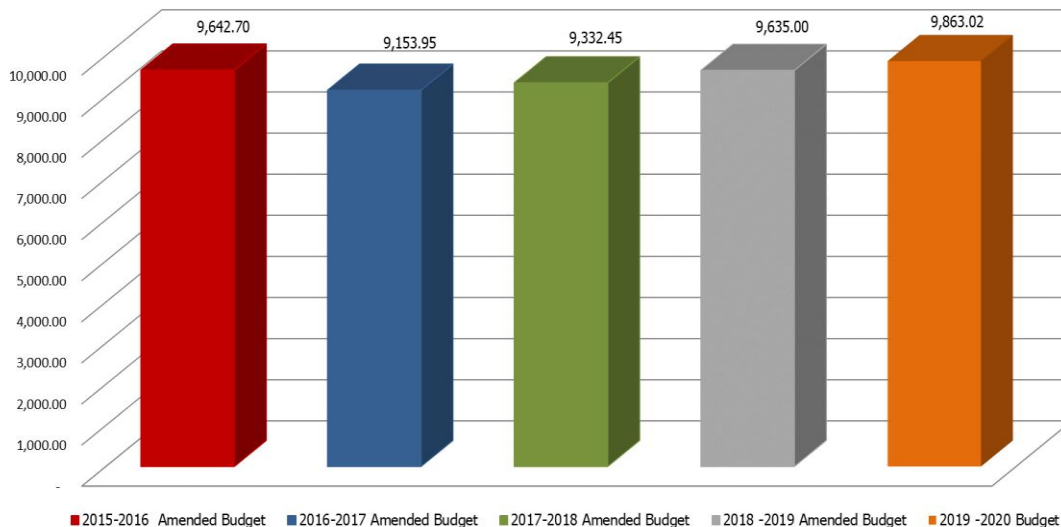
#### STAFFING LEVELS

The District’s Fiscal Year 2019-20 budget for General Fund includes 9,717.8 full time positions, and 145.2 part-time positions. Staffing requirements for schools are determined by the use of a staffing model based on projected enrollment, the opening/closing of schools and other relevant factors. The chart on the next page represents budgeted positions by staffing level, actuals for three years, the 2018-19 amended budget and the 2019-20 adopted budget. The District does not budget 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.



	2015-2016 Amended Budget	2016-2017 Amended Budget	2017-2018 Amended Budget	2018 -2019 Amended Budget	2019 -2020 Budget	Change from 2020 Budget to 2019 Amended Budget	Percentage Change from 2020 Budget to 2019 Amended Budget
<b>Full-Time Staff</b>							
Officials/Administration/Management	156.00	161.00	161.29	167.00	202.05	35.05	17.35%
Principals	168.00	159.00	154.41	157.00	157.00	-	0.00%
Assistant Principals, Non-Teachers	183.00	160.00	170.15	194.00	202.00	8.00	3.96%
Elementary Classroom Teachers	2,380.25	2,294.50	2,315.15	2,310.16	2,220.00	(90.16)	-4.06%
Secondary Classroom Teachers	1,912.00	1,782.00	1,844.06	1,823.95	1,879.85	55.90	2.97%
Other Classroom Teachers	2,087.45	1,965.45	1,986.67	1,960.50	1,969.81	9.31	0.47%
Guidance	263.00	261.00	239.97	308.00	278.00	(30.00)	-10.79%
Psychological	47.00	46.00	43.27	46.00	48.00	2.00	4.17%
Librarian/Audio/Visual	174.00	165.00	156.38	166.00	144.00	(22.00)	-15.28%
Consultants/Supervisors	70.00	64.00	77.70	83.00	89.00	6.00	6.74%
Other Professional	343.00	379.00	350.12	429.64	523.44	93.80	17.92%
Teachers' Aides	626.00	608.00	684.51	759.75	812.00	52.25	6.43%
Technicians	118.00	91.00	109.17	101.00	127.00	26.00	20.47%
Clerical/Secretarial	689.00	585.00	638.29	646.00	632.64	(13.36)	-2.11%
Service Workers	99.00	99.00	98.35	129.00	145.00	16.00	11.03%
Skilled Crafts	130.00	118.00	116.05	118.00	110.00	(8.00)	-7.27%
Laborers Unskilled	184.00	171.00	169.16	178.00	178.00	-	0.00%
Professional Instructional				11.00	-	(11.00)	0.00%
<b>Totals</b>	<b>9,629.70</b>	<b>9,108.95</b>	<b>9,314.70</b>	<b>9,588.00</b>	<b>9,717.79</b>	<b>129.79</b>	<b>1.34%</b>
<b>Part-Time Staff</b>							
All Others	12.00	38.00	14.75	44.00	16.00	(28.00)	-175.00%
Part-time	1.00	7.00	3.00	3.00	129.23	126.23	97.68%
<b>Totals</b>	<b>13.00</b>	<b>45.00</b>	<b>17.75</b>	<b>47.00</b>	<b>145.23</b>	<b>98.23</b>	<b>67.64%</b>
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>9,642.70</b>	<b>9,153.95</b>	<b>9,332.45</b>	<b>9,635.00</b>	<b>9,863.02</b>	<b>228.02</b>	<b>2.44%</b>

Personnel costs account for 60.92% of the District’s expenditures for All Funds and 69.93% of the District’s General Fund expenditures. The District has a net increase of 228.02 positions in the General Fund, which is the result of an increase in overall enrollment and an unparalleled reorganization of operations within the District to gain efficiencies and improve academic effectiveness. In addition, more resources were poured into our schools, educators, students, and communities.





**DEPARTMENTAL FINANCIAL SUMMARY**

In fiscal year 2019-20, Shelby County Schools adopted a General Fund budget of \$1.04 billion which includes high impact investments. Below are the individual departmental budgets for fiscal year 2019-20.

Department	FY 2018-19 Amended Budget	FY 2019-20 Budget	Variance	Percent Change
Academic Office	66,437,224	50,154,257	(16,282,967)	-25%
Academic Operations and School Support	92,326,625	84,988,947	(7,337,678)	-8%
Board of Education	3,730,749	2,926,513	(804,236)	-22%
Communications	3,708,605	3,370,005	(338,600)	-9%
Schools	101,399,305	94,001,007	(7,398,298)	-7%
Chief of Staff	867,646	770,228	(97,418)	-11%
Finance	5,061,843	5,203,039	141,196	3%
General Counsel	8,688,904	6,742,282	(1,946,622)	-22%
Human Capital and Talent Management	15,048,450	15,198,253	149,803	1%
Information Technology	39,203,143	21,235,606	(17,967,537)	-46%
Internal Audit	1,782,586	1,700,563	(82,023)	-5%
Operations	114,466,201	109,672,149	(4,794,052)	-4%
Strategy & Performance Management	8,622,966	8,315,419	(307,547)	-4%
Family and Community Engagement	3,367,691	4,468,780	1,101,089	33%
Safety and Security	23,271,385	19,052,546	(4,218,839)	-18%
Superintendent	508,019	633,391	125,372	25%
	\$ 488,491,342	\$ 428,432,985	\$ (60,058,357)	-12%

The total school level allocation budget stands at \$418.8 million in fiscal year 2019-20. The school level allocation budget is almost \$18 million less than the prior year’s budget with a projected enrollment decline and the central pooling of school staff raises.

Department	FY 2018-19 Amended Budget	FY 2019-20 Budget	Variance	Percent Change
Academic Office-School Based Formula	\$ 436,799,551	\$ 418,833,637	\$ (17,965,914)	-4%

Below are the individual components of the Other Uses budget in fiscal year 2019-20. The total budget for Other Uses is \$193.3 million, which is an increase of \$28.8 million when compared to the prior year amount. Charter school payments have increased by \$22.7 million due to enrollment growth and the addition of new charters. The \$6.2 million increase in Other Uses is due to the pooling of all employee raises and high impact investments.

Department	FY 2018-19 Amended Budget	FY 2019-20 Budget	Variance	Percent Change
Charter Schools	138,512,087	161,170,764	22,658,677	16%
Money Due Board	1,553,948	1,545,615	(8,333)	-1%
Other Uses	(15,682,197)	(9,531,085)	6,151,112	-39%
Retirees	32,889,091	32,889,091	-	0%
Trustee Commissions	7,231,570	7,231,570	-	0%
	\$ 164,504,499	\$ 193,305,955	\$ 28,801,456	18%



In fiscal year 2019-20, 9,863 FTE positions are included in the General Fund budget. The chart below represents budgeted positions by department. Each department is responsible for staying within its allocated part-time staffing budget.

Department	FY2018-19			FY2019-20			2019 vs 2020 Variance	
	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
Superintendent	3	-	3	4	-	4	1	33%
Board of Education	12	-	12	14	-	14	2	17%
Chief of Staff	3	1	4	3	-	3	(1)	-25%
General Counsel	15	4	19	15	10	25	6	32%
Schools	1,316	88	1,396	1,287	94	1,381	(15)	-1%
Academic Office	368	122	498	405	55	460	(38)	-8%
Academic Operations and School Support	877	148	1,025	905	70	975	(50)	-5%
Operations	349	57	406	374	42	416	10	2%
Information Technology	101	12	113	108	15	123	10	9%
Internal Audit	10	4	14	15	3	18	4	29%
Communications	23	11	34	30	3	33	(1)	-3%
Finance	36	11	47	36	13	49	2	4%
Human Capital and Talent Management	44	20	64	51	17	68	4	6%
Strategy & Performance Management	37	9	46	59	6	65	19	41%
Family and Community Engagement	12	24	36	33	19	52	16	44%
Safety and Security	134	55	189	176	36	212	23	12%
Academic Office-School Based Formula	5,412	552	5,964	5,512	447	5,959	(5)	0%
Other Uses	11	5	16	6	-	6	(10)	-63%
<b>Total</b>	<b>8,763</b>	<b>1,123</b>	<b>9,886</b>	<b>9,033</b>	<b>830</b>	<b>9,863</b>	<b>(23)</b>	<b>0%</b>



## 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. A position summary is also provided to show the total positions by fiscal year.

### BOARD OF EDUCATION

The Shelby County Board of Education (SCBE) governs the business operations of Shelby County Schools (SCS). SCBE is comprised of nine (9) elected Board members representing Shelby County, excluding municipalities that have created their own school districts.

#### Mission

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 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; participating in 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 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 regarding teacher tenure process and student appeal hearings.

##### *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.

##### *Intergovernmental Affairs*

- Coordinate, research and draft legislative agenda supporting and aligned with the District's vision and goals.
- Monitor, evaluate, and report pending legislation affecting K-12 education – state and federal.
- Coordinate and support Board and Administration's legislative efforts – local, state and national.
- Serve as the communication link between the Board and Administration with lobbyists, local, state, and federal officials.
- Support state and federal lobbyist/lobbying efforts.



**Fiscal Year 2019-20 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; participating in 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.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	332,797	352,741	444,915	430,849	484,020	53,171	12%
20000 Employee Benefits	63,733	73,355	67,266	84,650	101,644	16,993	20%
30000 Contracted Services	75,805	95,230	264,050	478,752	340,816	(137,936)	(29%)
40000 Supplies and Materials	3,061	4,274	67,390	1,865,672	1,925,033	59,361	3%
50000 Other Charges	48,484	43,942	179,929	222,596	75,000	(147,596)	(66%)
70000 Capital Outlay	2,739	4,312	166,951	648,230	-	(648,230)	(100%)
<b>Grand Total:</b>	<b>\$ 526,619</b>	<b>\$ 573,854</b>	<b>\$ 1,190,501</b>	<b>\$ 3,730,749</b>	<b>\$ 2,926,513</b>	<b>\$ (804,236)</b>	<b>(22%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
BOARD OF EDUCATION	526,619	573,854	1,190,501	3,730,749	2,926,513	(804,236)	(22%)
<b>Grand Total:</b>	<b>\$ 526,619</b>	<b>\$ 573,854</b>	<b>\$ 1,190,501</b>	<b>\$ 3,730,749</b>	<b>\$ 2,926,513</b>	<b>\$ (804,236)</b>	<b>(22%)</b>

In fiscal year 2019-20, the budget for the Board Office totals \$2.9 million which is \$804,236 less than the prior year budget. The primary reason for the budget decline is the removal of fiscal year 2017-18 carry-forward service funds for Board strategic allocations, other charges, and capital outlay (furniture and equipment).

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
BOARD OF EDUCATION	13	12	12	12	-	12	14	-	14	2	17%
<b>Position Summary Total</b>	<b>13</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>-</b>	<b>12</b>	<b>14</b>	<b>-</b>	<b>14</b>	<b>2</b>	<b>17%</b>

The Board of Education is comprised of nine elected Board members with five support staff members.



## SUPERINTENDENT

The Superintendent ensures that Shelby County Schools' mission of preparing all students for success in learning, leadership, and life is met. The Superintendent is the Chief Architect of Destination 2025. Destination 2025 is a 10-year strategic plan that is designed not only to improve the quality of public education, but to also create a more knowledgeable and productive workforce, ultimately benefiting our entire community. Specifically, by 2025, 80 percent of seniors will be on track to learn in a postsecondary classroom or enter the workforce straight out of high school, 90 percent of students will earn their high school diploma on time, and 100 percent of students will enroll in a postsecondary opportunity college or be career-ready.

### Major Services Provided

The Superintendent is responsible for the strategic direction of Shelby County Schools as the Chief Executive Officer and the Secretary of the 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 2018-19 Accomplishments

Key accomplishments for the District for the school year under the Superintendent's leadership included:

- Expanding the capacity to serve up to 10,000 students in the Superintendent's Summer Learning Academy to curtail summer learning loss and provide academic enrichment opportunities for students in all grades.
- Increasing the percentage of high schools offering honors, Advanced Placement (AP), International Baccalaureate (IB) or dual enrollment (DE) courses to 84 percent.
- Reducing the number of teacher vacancies on the first day of school from 176 in 2017 to 65 in 2018 due to more competitive early hiring practices.
- Increasing the number of Rewards schools in the top quartile for student growth and/or achievement across Tennessee from nine schools in 2017 to 37 in 2018 while reducing the number of District-managed Priority schools in the bottom five percent for achievement.
- Winning the Association of School Business Officials International (ASBOI) Meritorious Budget Award for FY 2018-19 budget.

### Fiscal Year 2019-20 Priorities

Under the leadership of the Superintendent, immediate goals are to create new learning opportunities and environments for all students. In conjunction with the five strategic priorities already established to reach the 80/90/100 goals by the year 2025, the Superintendent has introduced his initiative - *Seven Next Steps Toward Destination 2025* which is designed to help improve inequities and increase learning. The *Seven Next Steps Toward Destination 2025* are:

1. *Academic Equity and Action Plan* – Implementing the Academic Equity and Action Plan that will offer academic opportunities such as AP courses, enrichment classes and ACT prep to more students and at schools that historically lacked these offerings.
2. *Social Emotional Learning* – Developing a trauma-informed district from board members to educators who can effectively support a variety of student needs, including responding to Adverse Childhood Experiences or ACEs.
3. *Culture Building* – Establishing a more respectful and positive culture centered on teaching and learning that more intentionally includes the voices of students and teachers.



4. *Create Servant Leadership* – Refocusing the way we look at our roles, beginning with the Central Office, to develop a district community of servant leaders who provide services to our ultimate customers, parents and students.
5. *Alignment of Resources* – Passing a financially sound budget that focuses and aligns organizational efforts and resources to help close achievement gaps and provide greater equity for students.
6. *Footprint Proposal* – Engaging the community around the current footprint proposal and considering the academic plans for each possible school transition before making final recommendations to the board.
7. *District-office Transition* – Creating a high-level draft of the district’s transition plans for the Bayer Building, which will ultimately become a more welcoming hub for district-staff, as well as students, parents and community members.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	386,569	385,302	424,808	386,205	483,782	97,577	25%
20000 Employee Benefits	71,178	71,927	88,338	59,314	87,109	27,795	47%
30000 Contracted Services	59,854	42,352	43,608	40,640	58,290	17,650	43%
40000 Supplies and Materials	2,664	2,153	2,430	735	735	-	-
50000 Other Charges	6,402	11,487	8,315	21,125	3,475	(17,650)	(84%)
70000 Capital Outlay	6,216	171	-	-	-	-	-
<b>Grand Total:</b>	<b>\$ 532,883</b>	<b>\$ 513,392</b>	<b>\$ 567,499</b>	<b>\$ 508,019</b>	<b>\$ 633,391</b>	<b>\$ 125,372</b>	<b>25%</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
SUPERINTENDENT	532,883	513,392	567,499	508,019	633,391	125,372	25%
<b>Grand Total:</b>	<b>\$ 532,883</b>	<b>\$ 513,392</b>	<b>\$ 567,499</b>	<b>\$ 508,019</b>	<b>\$ 633,391</b>	<b>\$ 125,372</b>	<b>25%</b>

In fiscal year 2019-20, the Office of the Superintendent’s budget is \$633,391 which is \$125,372 greater than its prior year budget due to the addition of an executive assistant position.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
SUPERINTENDENT	3	3	3	3	-	3	4	-	4	1	33%
<b>Position Summary Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>4</b>	<b>-</b>	<b>4</b>	<b>1</b>	<b>33%</b>

All four (4) positions in the Superintendent’s office are filled.





**CHIEF OF STAFF**

The Office of the Chief of Staff provides assistance and guidance to the employees, parents, and constituents of Shelby County Schools. This office serves as the headquarters for solving problems and handling crisis in an efficient manner. The Office of the Chief of Staff ensures all directives of the Superintendent are accomplished. In pursuit of this goal, the Chief of Staff serves as chair of the Superintendent’s senior leadership team and liaison to the Shelby County Board of Education.

**Major Services Provided**

The Chief of Staff delegates many duties to staff members with direction and advice with ultimate responsibility for results. Furthermore, the Chief of Staff assumes administrative duties, is held accountable for the smooth operation of the Superintendent and the Board office.

**Fiscal Year 2018-19 Performance Highlights**

- Provided support for two Superintendents through the transition in administration.
- Performed a seamless handoff of organizational operations from prior chief.
- Established twice-weekly communication effort to Board, Cabinet, and managers.
- Coordinated the performance indicators for the Superintendent’s 90-day plan.

**Fiscal Year 2019-20 Priorities**

- Exquisite execution on the Superintendent’s Seven Next Steps toward Destination 2025.
- Improved efficiency and effectiveness across the entire organization.
- Support for all Cabinet members and their departments; seamless operations for all Board meetings.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	232,832	384,561	409,321	402,774	332,196	(70,578)	(18%)
20000 Employee Benefits	46,773	95,779	87,665	91,418	70,357	(21,061)	(23%)
30000 Contracted Services	0	618	152,645	242,550	242,550	-	-
40000 Supplies and Materials	2,478	40,435	28,801	45,300	45,300	-	-
50000 Other Charges	-1,519	28,996	42,560	83,479	77,700	(5,779)	(7%)
70000 Capital Outlay	-461	607	1,041	2,125	2,125	-	-
<b>Grand Total:</b>	<b>\$ 280,103</b>	<b>\$ 550,996</b>	<b>\$ 722,033</b>	<b>\$ 867,646</b>	<b>\$ 770,228</b>	<b>\$ (97,418)</b>	<b>(11%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
CHIEF OF STAFF	280,103	550,996	722,033	867,646	770,228	(97,418)	(11%)
<b>Grand Total:</b>	<b>\$ 280,103</b>	<b>\$ 550,996</b>	<b>\$ 722,033</b>	<b>\$ 867,646</b>	<b>\$ 770,228</b>	<b>\$ (97,418)</b>	<b>(11%)</b>

In fiscal year 2019-20, the Chief of Staff’s budget is \$770,228, which is \$97,418 less than the prior year budget. The budget decline was primarily due to the elimination of one position in the Chief of Staff office.

**Position Summary**

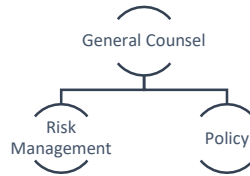
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
CHIEF OF STAFF	2	2	5	3	1	4	3	-	3	(1)	(25%)
<b>Position Summary Total</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>-</b>	<b>3</b>	<b>(1)</b>	<b>(25%)</b>

In fiscal year 2019-20, the Chief of Staff Office has a total of 3 budgeted positions.



### GENERAL COUNSEL

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



### Major Services Provided

The Office of the General Counsel provides a variety of legal services to the administration and staff of 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

### Issues & Trends

- School State Funding Litigation.
- Continued Student Personal Information Dispute with the TNDOE.
- Investigations into Grading Improprieties and Employee Maltreatment.

### Fiscal Year 2018-19 Performance Highlights

- Open Records Request Submission improvements.
- Creation of contract templates.
- Successful oversight of the completion of investigation in grading improprieties and other allegations of misconduct.
- Development of a more synergistic relationship with other departments.
- Successful handling of more cases in-house.



**Fiscal Year 2019-20 Priorities**

- Possible job reclassification in the Policy Department.
- Anticipated increased legal spend due to increased activity in state funding litigation and additional investigations into grading improprieties of other SCS schools.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	1,877,770	1,696,868	1,511,929	1,657,311	1,615,115	(42,196)	(3%)
20000 Employee Benefits	345,209	351,195	310,059	390,227	391,728	1,501	-
30000 Contracted Services	1,883,455	1,887,641	2,348,811	2,250,250	2,880,985	630,735	28%
40000 Supplies and Materials	22,072	9,888	13,044	33,362	39,000	5,638	17%
50000 Other Charges	1,453,731	1,158,242	1,371,181	4,051,004	1,502,954	(2,548,050)	(63%)
70000 Capital Outlay	152,998	155,837	274,353	306,750	312,500	5,750	2%
<b>Grand Total:</b>	<b>\$ 5,735,235</b>	<b>\$ 5,259,671</b>	<b>\$ 5,829,377</b>	<b>\$ 8,688,904</b>	<b>\$ 6,742,282</b>	<b>\$ (1,946,622)</b>	<b>(22%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
GENERAL COUNSEL	3,484,486	3,208,700	3,712,838	6,182,045	4,331,201	(1,850,844)	(30%)
POLICY	414,958	406,871	263,227	267,228	269,513	2,285	1%
RISK MANAGEMENT	1,835,791	1,644,100	1,853,312	2,239,631	2,141,568	(98,063)	(4%)
<b>Grand Total:</b>	<b>\$ 5,735,235</b>	<b>\$ 5,259,671</b>	<b>\$ 5,829,377</b>	<b>\$ 8,688,904</b>	<b>\$ 6,742,282</b>	<b>\$ (1,946,622)</b>	<b>(22%)</b>

In fiscal year 2019-20, the Office of General Counsel’s budget is \$6.7 million, which is \$1.9 million less than the prior year budget. This resulted from a reduction of funds set aside for the settlement of legal claims, judgement payments and less reliance on outside legal services.

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
GENERAL COUNSEL	10	11	10	8	4	12	9	9	18	6	50%
POLICY	4	4	4	3	-	3	2	1	3	-	-
RISK MANAGEMENT	5	0	4	4	-	4	4	-	4	-	-
<b>Position Summary Total</b>	<b>19</b>	<b>15</b>	<b>18</b>	<b>15</b>	<b>4</b>	<b>19</b>	<b>15</b>	<b>10</b>	<b>25</b>	<b>6</b>	<b>32%</b>

In fiscal year 2019-20, the Office of the General Counsel has a total of 25 budgeted positions, which are six more than in fiscal year 2018-19. The additional 6 positions are legal interns hired as a part of the retooling of the internal legal team as resources are shifted from outside legal assistance to the hiring of SCS permanent and temporary legal staff.



ACADEMICS

Our Mission

The Office of Academics will ensure that every day, Shelby County Schools students experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year.



Departmental Goals

- Priority 1: Strengthen Early Literacy:  
By 2025, 90 percent of SCS third graders are proficient in English and Language Arts. **Current state: 27%**
- Priority 2: Improve Post-Secondary Readiness:  
By 2025, 90 percent of SCS students graduate on time. **Current state: 79.1%**
- Priority 3: Develop Teachers, Leaders, and Central Office to Drive Student Success:  
By 2025, 60 percent of students are proficient on TN Ready assessments. **Current state: 26.8% (grades 3-8); 15.9% (grades 9-12)**
- Priority 4: Expand High Quality School Options:  
By 2025, SCS student market share increases by 5 percent. **Current state: 63.1%**
- Priority 5: Mobilize Family and Community Partners:  
By 2025, community confidence in SCS increases to 90 percent. **Current state: 80%**

Major Services Provided

- Professional Development and Support: Ensures all teachers and leaders have differentiated professional development and support needed to effectively enact adopted curricula.
- Curriculum and Instruction: Research and adopt standards-aligned curriculum and provide support to teachers and leaders to provide instruction that results in increased student achievement.
- Early Childhood: Ensures Pre-K programs are aligned to federal compliance standards and all centers are run efficiently and effectively, resulting in Pre-K students meeting or exceeding Kindergarten Readiness benchmarks.
- Early Literacy: Ensures all elementary schools and a sub-set of middle and high schools are provided extra foundational literacy support, resulting in increased literacy proficiency.
- I-Zone and Priority Schools: Ensures all schools within I-Zone and Priority school status receive leadership and support to accelerate student achieving for our most fragile populations.

Issues & Trends

Equity:

- SCS has a low amount of student diversity in CLUE (gifted program).
- SCS has limited diversity in teacher workforce (teachers do not represent student population).
- SCS has a significant number of buildings with low enrollment and that require extensive maintenance and upgrades.
- SCS needs greater enrichment opportunities for students who are excelling in coursework.
- SCS educators and staff need deeper understanding of standards-based instruction and the tools required for success.
- SCS educators and staff lack exposure to rigorous coursework (Pre-Advanced Placement, Honors, and Advanced Placement).



#### *Early Literacy*

- SCS has only a three-member Early Learning task force team attempting to support the entire District.
- Senior Reading Advisors in middle school and high school need intensive support.
- SCS has a high mobility rate and a disproportionate promotion rate of students not reading on grade-level.
- SCS has a low number of students reading on grade-level in 3<sup>rd</sup> grade.

#### *High School*

- SCS has a TVAAS composite of Level 1 in all End-of-Course (EOC) test areas and subgroups.
- Only 23% of SCS seniors earn a 21 or higher on the ACT.
- SCS lacks a comprehensive curriculum in Algebra II and Geometry.
- SCS lacks content expertise in End-of-Course (EOC) test subjects.

#### *Core Instruction*

- SCS lacks a formative assessment tool focused on measuring core instruction based on Depth of Knowledge and time of the academic year.
- Too few teachers and leaders in SCS understand, plan, and execute the curriculum on a consistent basis.
- In SCS, members of Instructional Leadership Teams (ILTs) do not fully support teachers around content knowledge and content delivery.
- SCS lacks consistent implementation of the RTI<sup>2</sup> framework to address deficit areas.

#### **Fiscal Year 2018-19 Performance Highlights**

- Positions were rerouted from School Improvement and Accountability to the Response to Intervention (RTI<sup>2</sup>) team. This shift in staff occurred as a result of needing to bolster RTI<sup>2</sup> efforts.
- With the hiring of the Chief Academic Officer in this fiscal year, the following departments are within the purview of the Office of Academics: Professional Development and Support, Curriculum and Instruction, Early Childhood, and I-Zone and Priority Schools.
- The Office of Academics adopted a functional organizational structure with a chain of command. Different functions go into separate departments that report to department directors, who report to the Chief Academic Officer. This structure provides clear lines of authority, with key decision-makers in each department who establish objectives, goals, and tasks. The Chief Academic Officer ensures that departments meet, discuss, and plan cross-functionally. Each department oversees the department budget with the Chief Academic Officer providing oversight and feedback.
- Built Early Learning task force team providing professional development to Foundational Literacy Laureates and K-2 teachers.
- Developed Foundational Literacy Quality Reviews (FLQR) to observe implementation of foundational skills across K-2 classrooms.
- Established a Foundational Skills block framework outlining teacher actions for a 60- & 90-minute block.
- Created and promoted Foundational Skills videos of teachers excelling across the district published in multiple outlets (for example, C19TV, Teacher Weekly, etc.).
- Published weekly Foundational Skills newsletter outlining strategies, support, success stories, and next steps.
- Redesigned College Career & Technical Education (CCTE) department with streamlined pathways.
- Provided science textbooks to all schools.
- Strengthened District policy around grading and grade changes.
- Purchased and implemented Eureka Math and Expeditionary Learning.
- Expanded professional development on Eureka Math and Expeditionary Learning for teachers.
- Enhanced Central Office staff and school leaders' knowledge of the Instructional Practice Guides (IPGs).

#### **Fiscal Year 2019-20 Priorities**

- Identify and support the training of potential Pre-AP, Honors, and AP teachers for each high school.
- Provide universal screening for all 1<sup>st</sup> grade students during the 2019-20 school year.
- Provide curriculum and training on integrating the Arts in all Priority schools.
- Provide one-to-one devices to students at 9 high schools.
- Identify and select a universal phonics program for students in K-2<sup>nd</sup> grade.
- Identify and select three additional Early Learning task force members to support the foundational skills initiative.



- Develop a District policy focusing on promotion and retention of 2<sup>nd</sup> grade students to improve literacy.
- Identify and select a paraprofessional for 2<sup>nd</sup> grade teachers in schools with less than 25% On-Track/Mastery (56/91).
- Research, plan, and introduce a PSAT/ACT predictor exam for the 2019-20 school year.
- Conduct one quarterly ACT workshop for all freshmen and sophomores.
- Staff an English Language Arts (ELA) and Math coach at each high school to provide individualized coaching support.
- Identify, select, and train teachers to become Pre-AP/Honors teachers.
- Develop a partnership with local universities to provide adjunct professors with an opportunity to teach End-of-Course (EOC) subjects within our high schools.
- Identify, select, and purchase a formative assessment tool.

**Financial Summary**

CATEGORY	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20	2019 vs 2020	
	ACTUALS	ACTUALS	ACTUALS	AMENDED	BUDGET	VARIANCE	% CHANGE
10000 Salaries	19,337,322	19,575,560	23,394,096	27,461,300	27,573,046	111,746	-
20000 Employee Benefits	4,663,959	4,936,319	5,601,922	7,852,208	7,017,686	(834,522)	(11%)
30000 Contracted Services	3,857,301	3,228,400	17,786,337	14,537,408	10,585,232	(3,952,176)	(27%)
40000 Supplies and Materials	3,577,710	3,187,738	4,319,711	12,135,236	3,106,057	(9,029,179)	(74%)
50000 Other Charges	217,096	240,499	432,605	1,088,867	665,485	(423,382)	(39%)
70000 Capital Outlay	127,771	210,527	150,126	3,362,205	1,206,751	(2,155,454)	(64%)
<b>Grand Total:</b>	<b>\$31,781,159</b>	<b>\$ 31,379,043</b>	<b>\$ 51,684,797</b>	<b>\$ 66,437,224</b>	<b>\$ 50,154,257</b>	<b>\$(16,282,967)</b>	<b>(25%)</b>

**Divisional Budgets**

DIVISION	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20	2019 vs 2020	
	ACTUALS	ACTUALS	ACTUALS	AMENDED	BUDGET	VARIANCE	% CHANGE
ACADEMIC OFFICE	652,575	673,050	999,075	1,967,862	2,211,922	244,060	12%
ASSISTANT SUPERINTENDENT OF ACADEMICS	200,767	336,930	356,652	480,033	277,101	(202,932)	(42%)
CURRICULUM	2,730,790	1,759,412	17,198,018	9,516,393	8,037,662	(1,478,731)	(16%)
RESPONSE TO INTERVENTION (RTI)	0	-	-	822,320	847,354	25,034	3%
STEM	272,029	231,996	252,273	259,289	240,971	(18,318)	(7%)
LITERACY	1,759,277	1,484,829	254,619	231,614	232,247	633	-
MATHEMATICS	932,291	906,086	165,410	162,305	162,310	5	-
SCIENCE	252,745	251,804	186,749	180,508	170,542	(9,966)	(6%)
SOCIAL STUDIES	275,339	234,537	230,709	243,757	206,758	(36,999)	(15%)
HEAD START- IN-KIND/MATCH DISTRICT	0	31,469	362,480	32,507	40,985	8,478	26%
HEAD START-OTHER/FACILITIES	0	278	-	-	-	-	-
PRE-K	561,086	1,021,042	3,013,156	5,773,111	4,240,509	(1,532,602)	(27%)
TEXTBOOKS	2,060,196	2,103,370	3,040,250	9,696,584	944,005	(8,752,579)	(90%)
WORLD LANGUAGES	1,837,085	1,305,526	1,320,155	1,417,148	1,386,900	(30,248)	(2%)
BAND AND STRINGS	1,866,890	1,774,270	1,907,391	2,878,913	2,793,589	(85,324)	(3%)
LIBRARIANS	549,365	392,165	401,318	455,595	422,220	(33,375)	(7%)
EDUCATIONAL SUPPORT	429,430	453,715	335,705	323,779	306,350	(17,429)	(5%)
CAREER AND TECHNICAL EDUCATION	15,819,957	14,969,123	15,560,826	22,232,145	19,873,103	(2,359,042)	(11%)
ZONE	85	1,630,661	3,228,142	5,690,273	4,784,701	(905,572)	(16%)
PROFESSIONAL DEVELOPMENT	1,581,252	1,818,780	2,871,869	4,073,088	2,975,028	(1,098,060)	(27%)
<b>Grand Total:</b>	<b>\$31,781,159</b>	<b>\$ 31,379,043</b>	<b>\$ 51,684,797</b>	<b>\$ 66,437,224</b>	<b>\$ 50,154,257</b>	<b>\$(16,282,967)</b>	<b>(25%)</b>

The Office of Academics’ budget is \$50.2 million in fiscal year 2019-20, which is a decrease of \$16.3 million from the previous fiscal year’s budget. High dollar items included in the fiscal year 2019 budget, but not included in the fiscal year 2020 adopted budget include: the purchase of textbooks and associated professional development, a reduction in the high impact investment for College Career and Technical Education (CCTE), expanded Pre-kindergarten (Pre-k) seats and the move to provide professional development through the use of Early Learning task force teams, totaling over \$14 million.



Position Summary

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ACADEMIC OFFICE	8	8	26	18	2	20	7	12	19	(1)	(5%)
ASSISTANT SUPERINTENDENT OF ACADEMICS	3	3	3	3	1	4	1	2	3	(1)	(25%)
BAND AND STRINGS	17	17	18	21	-	21	19	1	20	(1)	(5%)
CAREER AND TECHNICAL EDUCATION	234	211	202	198	70	268	211	22	233	(35)	(13%)
CURRICULUM	13	13	16	18	8	26	16	-	16	(10)	(38%)
EDUCATIONAL SUPPORT	5	5	5	4	-	4	4	-	4	-	-
HEAD START- IN-KIND/MATCH DISTRICT	0	0	0	6	(6)	-	-	-	-	-	-
IZONE	0	0	33	22	7	29	25	5	30	1	3%
LIBRARIANS	2	2	2	1	1	2	2	-	2	-	-
LITERACY	0	0	0	-	1	1	-	1	1	-	-
MATHEMATICS	1	1	1	1	-	1	1	-	1	-	-
PRE-K	7	6	39	38	31	69	63	9	72	3	4%
PROFESSIONAL DEVELOPMENT	16	15	18	16	8	24	22	2	24	-	-
RESPONSE TO INTERVENTION (RTI)	0	0	0	-	3	3	9	-	9	6	200%
SCIENCE	1	1	1	1	-	1	1	-	1	-	-
STEM	3	3	2	3	-	3	3	-	3	-	-
TEXTBOOKS	1	1	1	-	2	2	2	-	2	-	-
WORLD LANGUAGES	28	20	20	19	1	20	19	1	20	-	-
<b>Position Summary Total</b>	<b>339</b>	<b>306</b>	<b>387</b>	<b>369</b>	<b>129</b>	<b>498</b>	<b>405</b>	<b>55</b>	<b>460</b>	<b>(38)</b>	<b>(8%)</b>

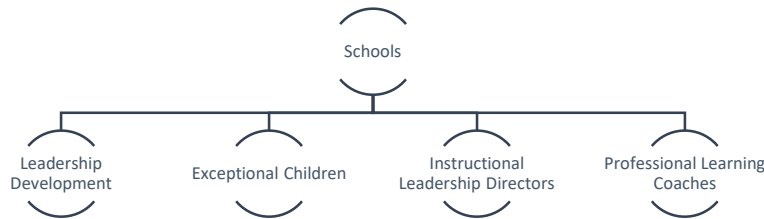
In fiscal year 2019-20, the number of positions in the Office of Academics decreased by 38. This is mostly due to the redesign of the CTE department which streamlined pathways. Pathways are a CTE school curriculum with a narrowed set of knowledge and skills shared by multiple occupations within a career cluster which prepares students to pursue a variety of occupations.



SCHOOLS

*Our Vision*

The Office of Schools is committed to preparing well-rounded graduates who compete globally, because they persevere through challenges, think critically, advocate for and drive their own learning experiences, and collaborate effectively with diverse peers.



*Our Mission*

Every day, Shelby County School students experience high levels of success with challenging content in our classrooms and show consistent academic growth and achievement each year.

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 Destination 2025 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.

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

- Instructional Leadership Directors
- The Office of Leadership Development
- The Department of Exceptional Children
- Professional Learning Coaches

**Departmental Goals**

- Ensure at least 75% of teachers will effectively implement high quality instruction every day.
- Utilize the Cornerstones of High Quality Instruction to keep the Instructional Core at the forefront of student learning.
- Equip leaders by providing continuous impactful coaching and development that creates diverse, transformational and turn-around school leadership.
- Provide leadership to schools in preparing and implementing programs and services to ensure Destination 2025 goals are met.

**Major Services Provided**

*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.

*Department of Schools and Leadership*

- Executes principal support and supervision staffed by a team of Instructional Leadership Directors that serve over 156 schools. The Leadership Development division strengthens leadership capacity, enacts a pipeline to the principal seat, differentiates supports for schools, builds the capacity of Instructional Leadership Teams, and leads the coordination of supports to meet the needs of the schools.





#### *The Division of Exceptional Children and Health Services*

- Provides vision, leadership, and expertise to schools and central office staff regarding the implementation of the Individuals with Disabilities Act requirements (IDEA) and health initiatives. Fosters instructional initiatives that support the achievement of students with Individual Education Programs (IEPs)—both students with disabilities and those identified as intellectually gifted—in compliance with state and Federal mandates. Ensures that students with IEPs have access to a full continuum of services while being educated with nondisabled peers to the maximum extent possible.

#### **Issues & Trends**

- A protocol for Interim Principal selection should be established.
- An accurate list of capable, qualified, and shrewd comprehensive list of Retired Principals to act as substitutes.
- A protocol for principals on extended leave.
- An effective communication plan for all initiatives, programs, and departmental changes.
- CCEIS: New Federal and state accountability measures will impact funding for the Division of Exceptional Children (DEC) for the 2019-20 school year due to SCS being identified as disproportionate and discrepant in exclusionary disciplinary practices for Students with Disabilities (SWD) African-American and Multi-Racial students. State will require \$3.8 million in IDEA funds to be reallocated to District funds for Comprehensive Coordinating Early Intervening Services (CCEIS) to address and reduce the disproportionate and discrepant disciplinary practices impacting both general and special education students with a specific focus on Students with Disabilities (SWD) African-American and Multi-Racial subgroups. This state corrective action will affect maintenance of effort (MOE) for the 2019-20 school-year.
- ESSA accountability standards require that districts submit the methodology used to ensure that Title I-A are supplemental. The methodology should describe how the distribution of state and local funds to each school are neutrally determined. If it is found that the methodology is not followed, the TN Department of Education will work with the district to resolve all issues within 90 days of the review. Should issues not be resolved within this time period, it can result in:
  - District accruing additional points on risk assessment that determines on-site monitoring.
  - Conditions placed on Title I award.
  - Suspend payments until resolved.
  - Withhold Title I allocation until resolved.
  - If supplanting is found, Title I allocation can be questioned and part or all may need to be repaid.
- Instruction must be aligned to both standards-based grade level instruction and skill-based IEP goals to increase growth and proficiency.
- RTI<sup>2</sup>: State eligibility requirements for students with specific learning disabilities have impacted the number of identified students. This has implications for the overall Special Education (SPED) population, staffing and funding.

#### **Fiscal Year 2018-19 Performance Highlights**

- Significantly increased the designation of Reward Schools to 34 (18%).
- Increased participation in and quality of Pre-K programming and Early Childhood.
- Improved implementation of the instructional core with the District's focus on Instructional Leadership Teams:
  - Increased alignment of a variety of professional development and instructional resources to the TN instructional standards, Cornerstones of High Quality Instruction.
  - Increased time dedicated to literacy instruction, instructional time spent on developing literacy foundations, and use of complex texts between spring and fall 2015, as measured by independent observations of a sample of SCS classrooms.
- Secured Tennessee Academy for School Leaders (TASL) credits for all leader's professional development.
- Received a \$100,000 Grant Addendum.

#### **Fiscal Year 2019-20 Priorities**

- Continue to improve the climate for learning and conditions for success across all district schools.
- Turn around all schools by supporting schools in their implementation of improvement strategies



- Develop educators by providing quality professional development on the Cornerstones of High Quality Instruction for all leaders (ILDs, ILTs, Leadership Development Week, principals, assistant principals, and PLC Coaches).
- Build capacity by supporting the effectiveness of Instructional Leadership Teams in all schools.
- Use Micro-Credentials for development and leader selection.
- Establish a PLC Coach and Assistant Principal reservoir.
- Address the State's corrective action for CCEIS from IDEA, the District will implement a Social and Emotional Behavior program targeting both students with disabilities and general education students in specific middle and high schools. The program will require the repurposing of existing positions and changes in support roles of District Behavior and Mental Health Services staff to better assist schools in addressing the core emotional and behavior issues of students.

### Exceptional Children and Health Services

The purpose of Exceptional Children and Health Services is to provide enhanced educational opportunities through comprehensive services to students with disabilities, as well as Health Services to all students in the District so they can achieve Destination 2025 goals.

### Departmental Goals

#### Academics

- On the 2019 TNReady 3rd through 8th grade assessments, Students with Disabilities (SWD) will increase the percentage scoring On Track or Mastered in:
  - ELA from 15.4% to 20.4%
  - Math from 16.5% to 21.5%
  - Science from 14.4% to 19.4%
  - Social Studies from 9% to 14%
- On the 2019 TNReady End-of-Course Tests (EOC), Students with Disabilities (SWD) will increase the percentage scoring On Track or Mastered in:
  - Algebra I from 0.3% to 5.3%
  - Algebra II from 2.6% to 7.6%
  - Biology I from 7.4% to 12.4%
  - Chemistry from 4.4% to 9.4%
  - English I from 1% to 6%
  - English II from 2.1% to 7.1%
  - English III from 2.5% to 7.5%
  - U S History from 2.7% to 7.7%
- On the 2019 Multi-State Alternate Assessment (MSAA) and TCAP Alternate (ALT), Students with Disabilities (SWD) will increase the percentage scoring On Track or Mastered in:
  - 3rd through 5th from 64.4% to 69.4%
  - 6th through 8th from 58.6% to 63.6%
  - 9th through 12th from 58.3% to 63.6%

#### Compliance: IDEA- Discipline

- Less than 2.0% of students with disabilities will receive exclusionary disciplinary practices resulting in in-school suspension, out-of-school suspension, remanded to alternative school, or expelled by May 2020. Baseline is 4.4% total SWD, 2.51% Multi-racial SWD, and 5.49% African-American SWD.  
Key Lever 1, 3

#### Identification: Reevaluation

- 95% or greater of students with disabilities in need of reevaluation for the 2019-20 school year are reevaluated by the IEP reevaluation date by May 2020.  
Key Lever 1

*Services to students: IEP*

- 73.5% (state target) of students with disabilities receive services 80% or more of the day in the general education setting by May 2020. Baseline is 62.32%.  
Key Lever 3

*Services to students: ECO*

- Students in Sped Preschool will have ECO data of 90.27% (state target) in the area of acquisition and use of knowledge and skills (early language communication and early literacy) by May 2020. Baseline is 78.02%.  
Key Lever 2

*Services to Students: Transition and Post-Secondary Outcomes*

- Increase enrollment of students with IEPs in higher education, or other post-secondary training or competitively employed or in some other employment to 60.50% (state target) by May 2020. Baseline is 57.61%.  
Key Lever 1

*Support to Schools: IDEA Compliance*

- Advisors will support teachers by conducting IEP reviews for quality and rigor of a minimum of 8 IEPs per month per advisor for identified schools based on compliance data by May 2020.  
Key Lever 1

*Support to Schools: Professional Development*

- The Division of Exceptional Children (DEC) will provide monthly and quarterly training to resource/inclusion teachers on IAIEP, Transition, RTI, Inclusion/Co-teaching, Behavioral Strategies, SPED Expeditionary Learning and Eureka Math Best Practices by May 2020. Self-Contained teachers will receive training in IAIEP, data collection and assessments.  
Key Lever 1, 2, 3, 4, 5

*Compliance: IDEA- Parental Involvement*

- Increase the percent of parents of Students with Disabilities (SWD) who report that schools facilitated parent involvement as a means to improve services and results for SWDs to 93.25% by May 2020. Baseline is 91%.  
Key Lever 3

**Major Services Provided**

The Division of Exceptional Children and Health Services (DECHS) provides:

- Vision, leadership, and expertise to schools and central office staff regarding the implementation of IDEA and health initiatives.
- Instructional initiatives that support the achievement of students with Individual Education Programs (IEPs)—both students with disabilities and those identified as intellectually gifted—in compliance with state and Federal mandates.
- Ensures that students with IEPs have access to a full continuum of services while being educated with nondisabled peers to the maximum extent possible.
- CPR/First Aid/AED: Training is provided monthly to full time employees. Three additional CPR/First Aid/AED instructors have been added to the District.
- DEC School Psychologists provide comprehensive evaluations for 13 categories of educational disabilities, including Gifted and are members of the School Support Team.
- DEC Social Workers provides socio-emotional and behavioral supports for students assigned to Day Treatment placements.
- Nursing Services: The School Nurse Program provides student-centered quality health services to all students to identify and address acute and chronic health issues in a seamless systemic manner supporting advancement in education and academics.
- Colonial Hearing, Speech, and Vision Center serves as the base location for many of the low incidence special education services offered by the District. This Center offers the following services to students enrolled in District schools:
  - Speech Language Therapy
  - Audiology Therapy



- Occupational Therapy/Physical Therapy
- Vision
- Hearing Impaired
- Interpreting for Deaf Students

**Issues & Trends**

- *Academics:* Students with Disabilities (SWD) subgroup percentages on state assessments increased from the previous year scoring On Track or Mastered in: elementary for ELA by +7.7, Math +5.3, and Science +3.2; middle for ELA by +3.7, Math +3.8, and Science +0.5; and high school for math by 2.1%. SWD who take the alternate assessment demonstrated significant gains scoring On Track or Mastered from the 2017 to 2018 school year for grades 3-5 showing a 21% increase, grades 6-8 a 16.7% increase, and grades 9-12 a 29% increase.
- *CCEIS:* New Federal and state accountability measures will impact DEC funding for the 2019-20 school year due to SCS being identified as disproportionate and discrepant in exclusionary disciplinary practices for SWD African-American and Multi-Racial students. State will require \$3.8 million in IDEA funds to be reallocated to District funds for Comprehensive Coordinating Early Intervening Services (CCEIS) to address and reduce the disproportionate and discrepant disciplinary practices impacting both general and special education students with a specific focus on SWD African-American and Multi-Racial subgroups.
- *ESSA:* ESSA accountability standards will impact schools and the District for students with disabilities. Instruction must be aligned to both standards-based grade level instruction and skill-based IEP goals to increase growth and proficiency.
- *RTP:* 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.
- *Functionally Delayed:* Functionally Delayed is not a federally recognized disability, but does have a federal definition included in the Individuals with Disabilities Education Act (IDEA). While supplemental funding is not received, the Department of Exceptional Children is still required by TDOE to provide services to those students. At this time, the District has approximately 257 students which fit the criterion of Functionally Delayed.
- *Transition Programs:* Students ages 18-22 with mild to moderate intellectual disabilities who have graduated from SCS with a special education diploma can become involved in post-secondary training programs at Avon Lennox School, the College Campus Training Program at the University of Memphis, and Project SEARCH programs at Le Bonheur Children’s Hospital, Methodist North, and Sheraton Hotel Downtown. These programs provide on the job training, employment opportunities, and job placement.
- *CareDox and Immunizations:* CareDox was implemented to monitor and assess student immunization compliance and health services information. The goal of this program is to allow easy access for parents and staff while increasing communication of health procedures and processes.
- *Nurse Staffing:* 10 LPNs and a 3 RNs were hired for the 2018-19 school year to further decrease the dependence on agencies contracted nursing services.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	68,162,245	67,934,849	73,525,624	73,380,939	71,392,536	(1,988,403)	(3%)
20000 Employee Benefits	17,106,396	17,832,206	18,604,933	20,018,513	18,922,039	(1,096,474)	(6%)
30000 Contracted Services	8,604,484	9,300,113	8,014,176	6,291,275	2,184,651	(4,106,624)	(65%)
40000 Supplies and Materials	741,746	705,668	1,560,299	1,065,704	1,052,546	(13,158)	(1%)
50000 Other Charges	98,780	93,923	79,867	418,754	225,115	(193,639)	(46%)
70000 Capital Outlay	229,822	210,420	2,377,452	224,120	224,120	-	-
<b>Grand Total:</b>	<b>\$94,943,473</b>	<b>\$ 96,077,179</b>	<b>\$ 104,162,351</b>	<b>\$ 101,399,305</b>	<b>\$ 94,001,007</b>	<b>\$ (7,398,298)</b>	<b>(7%)</b>



**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
DEPARTMENT OF SCHOOLS & LEADERSHIP	277,046	242,551	1,695,084	3,217,140	1,236,394	(1,980,746)	(62%)
INSTRUCTIONAL LEADERSHIP DIRECTORS	1,637,532	1,630,417	2,460,695	2,217,899	2,049,192	(168,707)	(8%)
LEADERSHIP DEVELOPMENT & CAPACITY BUILDING	969,069	1,572,058	1,473,893	1,546,431	1,319,105	(227,326)	(15%)
EXCEPTIONAL CHILDREN	74,634,487	74,778,993	73,494,590	71,338,809	69,378,468	(1,960,341)	(3%)
EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL	1,347,342	1,375,724	1,319,766	1,340,177	1,398,816	58,639	4%
EXCEPTIONAL CHILDREN-GIFTED	8,486,139	8,704,781	8,730,634	8,808,971	8,917,858	108,887	1%
EXCEPTIONAL CHILDREN SCHOOLS ADMIN	493,016	499,239	597,826	694,873	698,183	3,310	(0%)
EXCEPTIONAL CHILDREN ADMINISTRATION	7,095,846	7,265,283	7,329,177	7,366,967	7,971,438	604,471	8%
INSTRUCTIONAL & DIRECTORS	2,996	3,269	-	-	-	-	-
CHIEF OF SCHOOLS	-	4,864	7,060,686	4,868,038	1,031,553	(3,836,485)	(79%)
<b>Grand Total: \$</b>	<b>94,943,473</b>	<b>\$ 96,077,179</b>	<b>\$ 104,162,351</b>	<b>\$ 101,399,305</b>	<b>\$ 94,001,007</b>	<b>\$ (7,398,298)</b>	<b>(7%)</b>

The Office of Schools budget decreased by \$7.4 million. This decline is a combination of several factors. First, as a result of the reorganization of the District leadership to support the “Seven Next Steps” strategic plan, several departments and personnel shifted from Schools to the Student, Family and Community Engagement area. Secondly, contracted services under the Curriculum department were reduced as a part of the District’s efforts to remove inefficiencies and realign funds based on needs. Finally, Exceptional Children also decreased due to the removal of prior year encumbrances and a reduction in funding to adjust to the appropriate MOE (maintenance of effort) level.

**Position Summary**

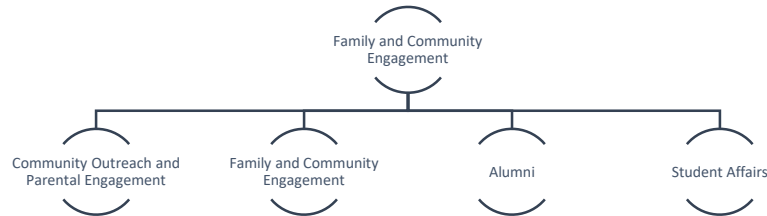
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
CHIEF OF SCHOOLS	0	0	139	15	5	20	4	6	10	(10)	(64%)
DEPARTMENT OF SCHOOLS & LEADERSHIP	3	2	9	3	3	6	3	2	5	(1)	(17%)
EXCEPTIONAL CHILDREN	1,236	1,188	1,077	1,072	63	1,135	1,052	72	1,124	(11)	(1%)
EXCEPTIONAL CHILDREN ADMINISTRATION	85	80	76	74	4	78	78	6	84	6	(8%)
EXCEPTIONAL CHILDREN SCHOOLS ADMIN	6	6	6	5	1	6	6	-	6	-	-
EXCEPTIONAL CHILDREN-GIFTED	116	116	115	112	3	115	111	4	115	-	-
EXCEPTIONAL CHILDREN-HOMEBOUND & HOSPITAL	18	18	17	17	-	17	17	-	17	-	-
INSTRUCTIONAL LEADERSHIP DIRECTORS	12	11	18	14	-	14	11	2	13	(1)	(7%)
LEADERSHIP DEVELOPMENT & CAPACITY BUILDING	6	6	5	3	2	5	5	2	7	2	40%
SCHOOL ACCOUNTABILITY & IMPROVEMENT	0	0	0	-	-	-	-	-	-	-	-
<b>Position Summary Total</b>	<b>1,482</b>	<b>1,427</b>	<b>1,462</b>	<b>1,315</b>	<b>81</b>	<b>1,396</b>	<b>1,287</b>	<b>94</b>	<b>1,381</b>	<b>(15)</b>	<b>(1%)</b>

The Office of Schools has 1,381 positions budgeted in fiscal year 2019-20, which is 15 positions fewer than the prior fiscal year. The decline in budgeted positions is a result of shifting school-based positions into federal funded programs.



## FAMILY AND COMMUNITY ENGAGEMENT

The purpose of the Family and Community Engagement 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!



### Departmental Goals

- Build the capacity of schools to authentically engage families and community partners in ways that build trust and positively impact student learning by implementing district level school support programs and initiatives for the 2019-20 SY.
- Provide families with avenues for valued input that influences their children success by implementing SCS Parent Ambassador program with representation of all 100% of District area schools for 2019-20 SY.
- Create a system that coordinates internal district efforts around family and community engagement where 100% of district departments that are required to provide direct services to families will coordinate efforts throughout the 2019-20 SY.
- Build the capacity of staff to effectively engage and support family and community engagement initiatives at the school and district level through ongoing research-based professional development for the 2019-20 SY.
- Support school teams, families, and community partners in engagement through the Division's Family Engagement Pillars, which are: Discipline & Student Safety, Community Outreach, Academics & Attendance, Equity, and Strengthening Families.
- To strengthen the relationships of adopters and increase the numbers of adopters by 25% from 2018-2019.
- To establish a universal safety volunteer sign-in system and protocol in 100% of schools in SCS.
- Increase readiness opportunities for parents around testing and new grade entry to increase literacy numeracy rates across the district with an emphasis on third grade guarantee by 5%.
- To create a stronger cohort of parents and advocates for our families, communities, and schools with a strong cohort of 150 Active Ambassadors.
- To implement three community schools as a prototype for the district to help decrease non-school factors that impact academic and social performance by 3%.

### Major Services Provided

- SCS Parent Ambassadors: Parent council that provides families and avenue for valued input that influences their children success.
- SCS Parent Institutes: Family learning workshops designed to educate, empower, and building capacity of families through a structure and defined learning process that serves as a conduit for increase parental involvement and student achievement.
- SCS Family Collaborative Support Team: Interdepartmental coalition that creates an opportunity for collaboration that includes a vision of inclusion, equity, and accessibility of information to support academic achievement of our students by involving, equipping, and empowering our families.
- Team Read: Tutoring program to focus on strengthening early literacy by matching early grade students at specific schools with one-on-one volunteer tutors.
- Adopt-A-School Partnerships: A program that provides for corporate and community organizations a structured pathway for partnership with our schools.
- Volunteers: Coordinate Volunteer Services which allow parents and community partners to share their time and talents with our students and schools.
- Community Partnerships: Collaborate with organizations that offer services or resources to enrich opportunities for students, families, and schools.



- Multicultural Outreach: Create cultural awareness and collaboration with governmental entities, councils, and/or partners to support our diverse student population.
- Families Connect: Parent engagement program consisting of training modules designed to build parent capacity of families to support student learning at home.
- Professional Development: Training opportunities for school leaders and staff to effectively engage families and community stakeholders.
- School Support Organizations: Serves as a support to form strong parent organizations such as PTA, PTO, PIE, etc. through meaningful home-school connections.
- F.A.S.T.: Family Academic School Team data meetings focusing on supporting families to support their children at home through literacy, analyzing school data, and setting academic goals.
- Community Outreach: Coordinate an array of community engagement initiatives and campaigns including, but not limited to student voter registration, school attendance zoning and educational policy.

#### Issues & Trends

- Continuous efforts to infuse family engagement into the school culture by impacting educational access to students, offering comprehensive educational services, and employing two-generation strategies through partnerships.
- Coordination of interdepartmental collaboration to support family and community engagement at the district levels. Collaborative efforts include, but are not limited to: curricular support for families, college and career related partnerships, and school and district budgeting awareness campaigns or trainings for all families in our district.
- Need to create various family outreach strategies to serve diverse array of families (e.g., Hispanic, Arabic) ranging from recently arrived, refugee, and immigrant families district-wide.

#### Fiscal Year 2018-19 Performance Highlights

- Developed a web-based volunteer management system for data collection and management to streamline the volunteer process.
- Coordinated the 901 School Showcase featuring all District schools and providing the community an opportunity to learn about the District's vast array of school choices.
- Implemented the District-developed Family Academic School Team (F.A.S.T) program in 17 elementary schools.
- Partnered with businesses and organizations such as International Paper, Bank of America, MLGW, and University of Memphis to support ongoing school support campaigns (e.g., Adopt-a School Partnerships, Team Read, Necessity Drive).
- Created a multi-tiered approach to support schools in higher need by piloting the placement of 18 School Family Based Specialist to serve high-needs schools.
- Expanded the Families Connect/Familias Conectando Program to include six elementary schools to help parents engage effectively with their assigned schools.

#### Fiscal Year 2019-20 Priorities

- Expand family and community engagement opportunities programmatically to meet the goals of Destination 2025 and ESSA by 5 % from 2018-2019.
- 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.
- Merge Team Read and Arise to Read with an authentic non-educator approach around kindergarten and first grade literacy that provides a lift and enables tutors to give positive impact towards the third grade guarantee.
- Enhance district-embedded collaborator roles that provide stakeholders with opportunities to be a part of the strategy design and planning process.



**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	472,107	538,015	724,658	2,063,704	2,946,252	882,548	43%
20000 Employee Benefits	110,934	135,215	152,629	579,112	778,316	199,204	34%
30000 Contracted Services	175,956	78,394	188,236	609,320	647,212	37,892	(6%)
40000 Supplies and Materials	33,368	13,665	25,068	27,500	27,000	(500)	(2%)
50000 Other Charges	11,714	13,945	25,177	57,055	42,000	(15,055)	(26%)
70000 Capital Outlay	25,668	6,355	32,494	31,000	28,000	(3,000)	(10%)
<b>Grand Total: \$</b>	<b>829,747</b>	<b>\$ 785,589</b>	<b>\$ 1,148,262</b>	<b>\$ 3,367,691</b>	<b>\$ 4,468,780</b>	<b>\$ 1,101,089</b>	<b>33%</b>

The Office of Family and Community Engagement’s budget for FY 2019-20 is \$4.5 million, an increase of \$1 million. This increase is primarily the result of the reorganization of District leadership to support the “Seven Next Steps” strategic plan. The Community Outreach and the Family & Community Engagement departments were moved from the Schools Department to this unit.

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
COMMUNITY OUTREACH AND PARENTAL ENGAGEMENT	829,747	785,589	498,723	256,062	513,687	257,625	101%
FAMILY AND COMMUNITY ENGAGEMENT	-	-	649,539	3,111,629	3,955,093	843,464	27%
<b>Grand Total: \$</b>	<b>829,747</b>	<b>\$ 785,589</b>	<b>\$ 1,148,262</b>	<b>\$ 3,367,691</b>	<b>\$ 4,468,780</b>	<b>\$ 1,101,089</b>	<b>33%</b>

**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	Change
COMMUNITY OUTREACH AND PARENTAL ENGAGEMENT	7	7	3	-	1	1	5	1	6	5	500%
FAMILY AND COMMUNITY ENGAGEMENT	0	0	34	12	23	35	28	18	46	11	31%
<b>Position Summary Total</b>	<b>7</b>	<b>7</b>	<b>37</b>	<b>12</b>	<b>24</b>	<b>36</b>	<b>33</b>	<b>19</b>	<b>52</b>	<b>16</b>	<b>44%</b>

The Office of Family and Community Engagement has 52 positions budgeted in fiscal year 2019-20, 16 positions greater than the prior fiscal year. The additional staffing will support the division’s efforts to expand family and community engagement opportunities to meet the goals of Destination 2025 and the Every Student Succeeds Act (ESSA) for FY 2019-20.





**BUSINESS OPERATIONS**

The Office of Business Operation’s mission is to support the District’s mission, strategies and objectives by migrating to the most effective Business Operations operating model, enabling more focus on the core competency of providing the best education and environment possible for students.



**Major Services Provided**

*Facilities Planning and Property Management*

- The purpose of this department is to conduct multiple geographic, enrollment and capacity analyses while monitoring regional development to ensure our students have adequate accommodations to facilitate learning.
- Accountable for management of real estate, leasing and mapping services for the district.
- Facilities and Maintenance Services.
- The purpose of this department is to provide the best possible building and environmental conditions to support the education of students.
- Services include new construction, additions, remodels, deferred maintenance and repairs of all District buildings.

*Custodial and Grounds Services*

- Custodial Services provides vendor management of custodial service providers to ensure buildings are cleaned to a high quality and environmentally safe procedures are used.
- The Grounds Services team provides in-house services including outdoor grounds maintenance, grass cutting and pest control efforts for all District properties.

*Nutrition Services*

- Nutrition Services oversees the creation and service of nutritious meals to all students. Core programs include traditional breakfast and lunch, breakfast in classrooms, grab n’ go lunch and supper.
- Other vital services include menu-planning, acquisition of food, supplies, and equipment.

*Transportation Services*

- The Department of Transportation provides all eligible students safe, efficient and dependable transportation services to and from school supporting a positive learning experience.
- Responsible for bus routing logistics and vendor management of the transportation services provider.

*Procurement Services*

- The Procurement Services team is responsible for purchasing all goods and services for schools, offices, teachers, and staff for the best value.
- This department is also responsible for the preparation and completion of all District contracts in accordance with the Board policy.
- The District is committed to bid practices that offer all vendors open and fair competition that comply with Board policies and all regulations.
- The asset management function which manages District assets is also part of this department.

**Fiscal Year 2018-19 Accomplishments**

- Successful acquisition of the future location of the District Headquarters. This program offers the potential to eventually consolidate 11 administrative buildings saving \$5,000,000 in annual operating costs and over \$40,000,000 in deferred maintenance.
- The District has been awarded record levels of capital for the past two years. The Facilities team has also worked hard to clean up and spend prior year appropriations:
  - Expensed 84% of the \$98,633,153.12 appropriated between FY16-18
  - Completed 54 of the 71 projects approved by the County Commission for the period.
    - 16 Roofing Projects
    - 36 HVAC Projects
    - 1 ADA Upgrade
    - 1 Renovation
    - 1 Wall Replacement
  - Eleven (11) additional projects are scheduled for completion by June 30, 2018.
  - One (1) new elementary school under construction
- The Facility Planning department completed phase one of a long term footprint optimization and capital investment plan. This was a significant amount of work that provides the basis for the eventual District 10-year capital plan.
- In an effort to improve service to schools an investment was made to hire additional plant managers specifically to support facility needs in schools, drastically reducing school service issues.
- By incorporating better usage of existing technology and an infusion of contracted services funds aged work orders were reduced by 80%.
- Transportation Services implemented a safety training series for drivers and bus monitors resulting in a 14% reduction in accidents over prior year.
- Transportation and School Operations continue to collaborate to reduce the number of bus incidence resulting in a 21% reduction in bus fights over prior year.
- Improved menu offering and food presentation enabled Nutrition Services to achieve 62% high school lunch participation surpassing a 59% target.
- Efforts to upgrade cafeteria and serving areas in schools continues; all schools received new menu boards, 3 high school cafeterias were refreshed, 15 schools received new paint in cafeteria and servicing areas and 11 schools received new serving live equipment.
- Completed a physical asset inventory across the District.

**Fiscal Year 2019-20 Priorities**

- The consolidation of the Nutrition Services organization, warehousing and food preparation in to the District properties on Jackson Avenue is the top priority for Business Operations.
- As the next phase of the consolidation, the planning and eventual move from the remaining District administrative buildings to the new District Headquarters has been identified by the Superintendent as one of the seven Next Steps to Destination 2025.
- The Business Operations team will continue to partner with the Academics team to move this Footprint plan forward resulting in a 7-10-year Capital Plan.
- The completion of targeted FY2019 capital projects and gaining approval for FY2020 capital funding to address critical deferred maintenance, overcrowding and other needs.
- Completion of procurement process improvement activities to provide better visibility to procurement and contracts work, reduce turnaround time and also ensure that all parties understand their roles and accountabilities in the process.



**Key Performance Indicators**

There are several key performance indicators (KPIs) to evaluate Business Operations. For Nutrition Services, the Nutrition Service fund balance is more than the peer range. USDA allows the Nutrition Service program to retain three months of operating expense in its fund balance. Lunch and breakfast participation rates have remained steady indicating that the District continued to serve a large number of students and maintain a high level of customer satisfaction. For Facility Maintenance, the custodial work cost per square foot declined in 2017 as a result of custodial costs being semi-fixed costs in conjunction with other reductions. This KPI references activity for fiscal years 2014 thru 2017 since KPI data for fiscal year 2018 was not available at the time this book was printed.

Key Performance Indicator	Description	2014	2015	2016	2017	Variance	Peer Range
Nutrition Fund Balance Per Revenue	Fund Balance Divided by Total Revenue	29.9%	39.4%	35.9%	39.7%	3.8%	16.1% to 17%
Breakfast Participation Rate (Districtwide)	Total breakfast meals served divided by total district student enrollment times the number of school days in the year.	41.1%	49.5%	50.6%	50.1%	-0.5%	27.3% to 39.7%
Lunch Participation Rate (Districtwide)	Total lunch meals served, divided by total district student enrollment times the number of school days in the year.	54.1%	70.5%	71.5%	71.4%	-0.1%	58.7% to 61.9%
Custodial Work-Cost Per Square Foot	Total cost of district-operated custodial work plus total cost of contract-operated custodial work divided by total square footage of all non-vacant buildings.	\$1.08	\$1.58	\$1.47	\$1.00	-\$0.47	\$0.53 to \$5.30

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	20,625,213	20,012,266	20,448,253	21,781,271	21,712,103	(69,168)	-
20000 Employee Benefits	5,410,905	5,518,459	5,023,701	5,367,506	5,695,894	328,388	6%
30000 Contracted Services	47,428,239	41,134,873	42,305,865	53,583,063	57,267,823	3,684,760	7%
40000 Supplies and Materials	29,641,297	31,057,100	31,451,933	25,929,768	24,168,797	(1,760,971)	(7%)
50000 Other Charges	112,505	166,041	181,297	419,507	230,349	(189,158)	(45%)
70000 Capital Outlay	28,774	1,183,808	1,271,357	7,385,086	597,183	(6,787,903)	(92%)
<b>Grand Total:</b>	<b>\$103,246,933</b>	<b>\$ 99,072,547</b>	<b>\$ 100,682,406</b>	<b>\$ 114,466,201</b>	<b>\$109,672,149</b>	<b>\$ (4,794,052)</b>	<b>(4%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
BUSINESS OPERATIONS ADMIN	445,698	411,077	1,040,004	10,505,780	4,492,288	(6,013,492)	(57%)
TRANSPORTATION	14,764,839	12,035,069	12,740,854	13,908,386	15,233,716	1,325,330	(10%)
SPECIAL EDUCATION TRANSPORTATION	13,395,651	8,460,523	9,516,865	10,230,403	10,365,672	135,269	1%
PROCUREMENT	1,043,789	706,854	910,020	1,656,225	1,352,160	(304,065)	(18%)
ASSET MANAGEMENT	0	138,943	316,809	406,166	424,077	17,911	4%
FACILITIES	24,632,532	26,250,916	23,927,361	15,625,243	15,330,342	(294,901)	(2%)
CUSTODIAL AND GROUNDS	19,176,307	20,109,087	19,297,471	33,157,485	35,420,412	2,262,927	7%
UTILITIES	23,597,462	24,240,707	25,117,882	21,295,418	19,691,861	(1,603,557)	(8%)
GENERAL SERVICES	2,367,419	2,236,581	3,877,089	4,235,774	2,260,091	(1,975,683)	(47%)
ZONE 4 MAINTENANCE	0	154	1,197	-	-	-	-
ZONE 2 MAINTENANCE	1,053,385	1,388,222	55,099	-	-	-	-
ZONE 1 MAINTENANCE	938,827	1,175,169	1,072,293	883,832	1,408,935	525,103	59%
ZONE 3 MAINTENANCE	1,200,117	1,455,079	2,443,923	1,808,849	3,005,693	1,196,844	66%
FACILITIES PLANNING AND PROPERTY	422,419	380,802	361,881	752,640	686,902	(65,738)	(9%)
WAREHOUSING	208,488	83,364	3,658	-	-	-	-
<b>Grand Total:</b>	<b>\$ 103,246,933</b>	<b>\$ 99,072,547</b>	<b>\$ 100,682,406</b>	<b>\$ 114,466,201</b>	<b>\$ 109,672,149</b>	<b>\$ (4,794,052)</b>	<b>(4%)</b>

In fiscal year 2019-20, the Office of Business Operations has a budget of 109.7 million, which is \$4.8 million less than the prior year budget. The main reason for the budget decrease between fiscal year 2018-19 and fiscal year 2019-20 is the removal of non-recurring expenses for capital outlay for consultants and geologists associated with the redesign of the Bayer building, the removal of carryforward purchase orders and a general budget reduction.



Position Summary

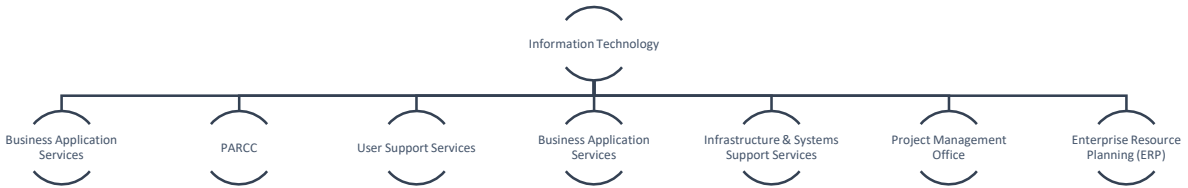
STAFFING	FY2015-16	FY2016-17	FY2017-18	FY2018-19			FY2019-20			2019 vs 2020	
	ACTUALS	ACTUALS	ACTUALS	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ASSET MANAGEMENT	0	0	4	3	1	4	4	-	4	-	-
BUSINESS OPERATIONS ADMIN	3	2	2	3	9	12	5	1	6	(6)	(50%)
CUSTODIAL AND GROUNDS	0	0	0	175	15	190	194	5	199	9	5%
FACILITIES	393	367	359	154	15	169	148	29	177	8	5%
FACILITIES PLANNING AND PROPERTY	4	3	3	3	3	6	4	2	6	-	-
PROCUREMENT	12	13	11	2	13	15	10	5	15	-	-
SPECIAL EDUCATION TRANSPORTATION	0	0	0	1	-	1	-	-	-	(1)	(100%)
TRANSPORTATION	14	11	10	8	1	9	9	-	9	-	-
<b>Position Summary Total</b>	<b>426</b>	<b>396</b>	<b>389</b>	<b>349</b>	<b>57</b>	<b>406</b>	<b>374</b>	<b>42</b>	<b>416</b>	<b>10</b>	<b>2%</b>

The Office of Business Operations has 416 positions in the fiscal year 2019-20 budget, which is 10 positions more than those in fiscal year 2018-19. A reduction of six positions in Business Operations Administration while adding nine positions in Custodial and Grounds and eight positions in Facilities will result in greater efficiencies in the division. The positions added included plant managers.



**INFORMATION TECHNOLOGY**

The mission of the Information Technology Department is to provide high quality technology-based services, in the most cost-effective manner, to facilitate teaching, learning, student achievement, and operational excellence in alignment with Shelby County School’s mission and goals.



**Departmental Goals**

- Evaluate, plan & optimize all wired network infrastructure as required by USAC (E-rate).
- Network Availability (as measured by industry standards) will be at 99.99%.
- All enterprise applications will have a minimum availability of 95%.
- 95% of all student computers will meet state standard for TN Ready Testing.
- Lead the development and adoption of classroom technology solutions.
- Deployment of virtual desktop environment.
- 96% of FTE will be filled.

**Major Services Provided**

- Wide-area networking (WAN) services.
- Telephone Services (including cellphones, wireless networking).
- Project management
- Technology Support on devices and systems (hardware, software, etc.)
- Enterprise Application Support (ERP, Student Information System, etc.)
- Cybersecurity

**Issues & Trends**

- Implement cybersecurity awareness and training for employees and students.
- Single sign-on solution for students and teachers.
- Development of technology plan in alignment with Equity in Action strategy.
- Support of Equity in Action Strategy.

**Fiscal Year 2018-19 Performance Highlights**

- Launch of Enterprise Resource Planning (ERP) system to replace APECS.
- Deployment of over 3,000 computers for teachers and students.
- Network services (wide area network and telephones) availability 99.99%.

**Fiscal Year 2019-20 Priorities**

- No significant changes to personnel or budget requirements from previous year.
- Equity in Action Strategy Support (including 21<sup>st</sup> century classroom delivery).
- Data Center readiness at new SCS Central Office.
- Continue implementation plan of Oracle Fusion ERP.



**Key Performance Indicators**

*IT Spending Per Student* and *Devices per Student* are two KPIs for Technology. Both indicators highlighted increased spending on technology across the District, particularly in preparation for online test assessment and meeting our goals of having one device for each student. The District surpassed that goal in fiscal year 2017. This KPI pertains to activity for fiscal years 2015 thru 2017 since KPI data for fiscal year 2018 was not available at the time this book was printed.

Key Performance Indicator	Description	2014	2015	2016	2017	Variance	Peer Range
IT Spending Per Student	Total IT Staff Costs plus total IT hardware and services costs, divided by total student enrollment.	-	\$177	\$244	\$219	-\$25	\$181 to \$250
Devices per Student	Total number of desktops, laptops and tablets that are for student-only use or mixed-use divided by total student enrollment	-	0.51	0.75	1.05	0.30	0.17 to 1.14

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	5,732,111	6,002,427	6,732,803	7,454,933	7,943,381	488,448	7%
20000 Employee Benefits	1,376,603	1,526,012	1,539,014	1,765,635	1,935,357	169,722	10%
30000 Contracted Services	11,828,695	16,395,677	10,159,839	18,824,486	11,165,368	(7,659,118)	(41%)
40000 Supplies and Materials	74,720	42,500	23,594	38,000	29,500	(8,500)	(22%)
50000 Other Charges	-235,416	35,863	82,171	75,056	57,000	(18,056)	(24%)
70000 Capital Outlay	230,348	3,744,865	10,847,914	11,045,033	105,000	(10,940,033)	(99%)
<b>Grand Total: \$</b>	<b>19,007,061</b>	<b>\$ 27,747,344</b>	<b>\$ 29,385,335</b>	<b>\$ 39,203,143</b>	<b>\$21,235,606</b>	<b>\$(17,967,537)</b>	<b>(46%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
INFORMATION TECHNOLOGY	5,181,634	13,770,574	3,273,584	8,383,629	5,850,520	(2,533,109)	(30%)
USER SUPPORT SERVICES	4,006,104	4,331,069	4,900,002	5,223,904	5,154,078	(69,826)	(1%)
BUSINESS APPLICATION SERVICES	65,525	11,315	-	-	-	-	1%
INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES	9,321,586	9,272,769	8,696,246	12,389,426	8,820,979	(3,568,447)	(29%)
PROJECT MANAGEMENT OFFICE	432,212	361,617	453,666	263,418	601,856	338,438	128%
ERP	-	-	12,061,837	12,704,870	-	(12,704,870)	(100%)
ENTERPRISE RESOURCE PLANNING	-	-	-	237,896	808,173	570,277	240%
<b>Grand Total: \$</b>	<b>19,007,061</b>	<b>\$ 27,747,344</b>	<b>\$ 29,385,335</b>	<b>\$ 39,203,143</b>	<b>\$ 21,235,606</b>	<b>\$(17,967,537)</b>	<b>(46%)</b>

In fiscal year 2019-20, the IT Department’s budget is \$21.2 million, which is nearly \$18 million less than the prior year’s budget. The budget decline is driven by a \$12.7 difference in the Enterprise Resource Planning implementation costs and the removal of carryforward purchase orders and a general budget reduction.

**Position Summary**

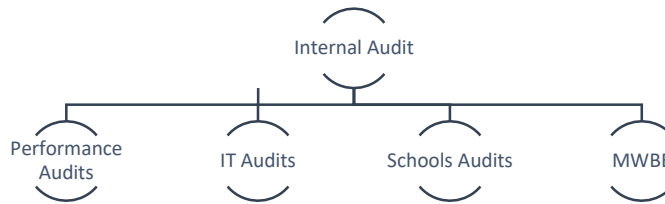
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ENTERPRISE RESOURCE PLANNING	-	-	-	-	-	-	7	2	9	9	-
INFORMATION TECHNOLOGY	3	3	3	2	1	3	3	-	3	-	-
INFRASTRUCTURE AND SYSTEMS SUPPORT SERVICES	35	35	35	33	4	37	27	7	34	(3)	(8%)
PROJECT MANAGEMENT OFFICE	10	8	6	-	3	3	5	2	7	4	133%
USER SUPPORT SERVICES	74	74	76	66	4	70	66	4	70	-	-
<b>Position Summary Total</b>	<b>122</b>	<b>120</b>	<b>120</b>	<b>101</b>	<b>12</b>	<b>113</b>	<b>108</b>	<b>15</b>	<b>123</b>	<b>10</b>	<b>9%</b>

In fiscal year 2019-20, the IT Department has budgeted 123 positions, which is 10 more than the prior fiscal year. Of the 123 budgeted positions, 15 are unfilled. The Enterprise Resource Planning department added nine positions to help implement and manage the new ERP system.



### INTERNAL AUDIT

The Office of Internal Audit’s mission is to assist 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.



#### Division Goals

- Conduct annual District-wide risk assessment.
- Complete state-mandated school audits and risk-based audits within established timeline projected in the audit plan.
- Develop a report of internal auditing activities and present to Superintendent, BOE Audit Committee Chairperson and Cabinet on a quarterly basis.
- Develop an infrastructure for conflict of interest training and obtaining annual disclosures.

#### Major Services Provided

- Management consulting activity related to risk management, business process improvement, and governance.
- School internal accounting manual compliance audits for approximately 150 schools.
- Performance audits of district and school operations.
- Equipment accountability reviews.
- Fraud deterrence program and investigations.
- Grant compliance audits.
- Information technology audits.
- Support and facilitation for Internal School Activity Fund independent annual audit.

#### Issues & Trends

- High employee turnover in prior FY impacts training needs and performance in current FY.

#### Fiscal Year 2018-19 Accomplishments

- Completed 152 school audits to meet external audit deadline.
- Achieved a composite 1.5 rating (based on a scale of 1-5 with 1 being highest rating) on audit feedback surveys for 90 percent of all audit project surveys received.
- Conducted Information Technology controls audit project.
- Provided CPE training to auditors.
- Coordinated parking for Liberty Bowl football games generating approximately \$13,000 in revenue which benefit District schools.
- Participated in YMCA corporate games which builds teamwork and support YMCA community programs.
- Participated in the District summer internship program providing wholesome exposure to the internal audit profession.

#### Fiscal Year 2019-20 Priorities

- Conduct training with District staff to discuss the COSO internal control framework.
- Improve audit efficiency and effectiveness.
- Develop staff competency to fully implement compliance with government auditing standards.
- Develop staff competency to conduct performance audits for central office functions.
- Continue to develop information technology audit capabilities.
- Enhance fraud, waste, and abuse awareness throughout the District.



### Minority Women Business Enterprises (MWBE)

The MWBE Office was adopted from SCBE Policy 2010 as an office to provide Minority, Woman-owned, and Small businesses (MWBE) with equal opportunity for participating in construction, contracting, procurement of all goods and services for the District. The office is currently comprised of four employees who are tasked to carry-out the following main objectives: outreach, training, capacity growth, sub-contractor good faith efforts, compliance, certification verification, goal setting and reporting for MWBEs.

#### Major Services Provided

The MWBE Office promotes full and equal access to contracts, business opportunities with Shelby County Schools for Minority, Women and Small Businesses. Services provided include setting aspirational goals for MWBE utilization in particular areas of procurement. The office attends and implements outreach events throughout the Memphis and Shelby County community to increase the number of certified MWBE vendors for utilization for all district requestors who purchase on behalf of the District. The office is also tasked with monitoring and reporting their participation and compliance with MWBE goals and utilization. The office provides oversight and collaborates with staff for program and process improvements in opportunities for MWBEs. More details about the MWBE department can be found in the MWBE Program and Procedures Manual.

#### *District MWBE Services*

- Establish MWBE aspirational goals of participation for Bids, Quotations and Requests.
- Provide lists of MWBE vendors to school and divisions for Solicitations, purchases and opportunities.
- Establishing legal guidelines for MWBE office and management of accurate vendor data and requests
- Evaluating, reporting and monitoring to the Superintendent the reports of contract.
- Training internal staff on MWBE policies and procedures.
- Providing procedures for determining and monitoring MWBE participation and compliance with MWBE requirements and policy.
- Work on revision of bidding procedures and guidelines to increase the potential for MWBE participation.
- Consult with District departments on supplier diversity implementation, administration and reporting.
- Overseeing appeals to the process for supplier diversity.
- Overseeing site inspections, RFP/Q conferences and evaluations, contract awards, MWBE certifications and project cost reporting.

#### *Community Services*

- Ensure information regarding bidding requirements, opportunities, procedures and successful obtainment are delivered to MWBEs and the greater Memphis and Shelby County Community.
- Develop a resource directory to be provided to the MWBE community with assistance in areas including bonding, financial management, accounting, continuing educations, professional organization and other resources that improve market access and capacity.
- Promoting awareness of the SCS MWBE program through partner organizations and community boards.
- Supporting MWBEs through training, enrichment and capacity building programs.
- Identifying, designing and implementing processes for SCS to eliminate barriers for MWSBE participation.
- Communicating concerns and questions pertaining to MWBE community requests and/or concerns received from the Board, the District, and the Community.

#### Fiscal Year 2019-20 Priorities

- Develop and monitor progress in obtaining aspirational goals in procurement categories for Architecture and Engineering, Constructions, Professional Services, Nonprofessional services, Goods or Commodities.
- Establishing a MWBE supplier tracking system to enable results reporting and ability to track MWBE spend by the district that captures prime, subcontractor, commodity, school-based funds.
- Develop and implement a MWBE vendor database system.
- Coordinate and facilitate efficient and effective internal and external trainings on How to Do Business and new procedures of the MWBE office.
- Establishing a baseline and quarterly report of annual and project participation goals.
- Developing relationships for promotion in the contracting and procurement activities in departments or schools.





- Communicating information on the MWBE and SBE Program through newsletters, the Internet, workshops, training activities, and other outreach activities conducted by the District or by other public or private entities in collaboration with the District.
- Development of a resource to be provided to the MWBE and SBE business community in the District’s MSA with information as to assistance in bonding, financial management and/or accounting, continuing education, professional organization, and other resources that improve small business market access or capacity.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	560,300	751,758	826,206	1,236,812	1,201,408	(35,404)	(3%)
20000 Employee Benefits	125,987	197,328	193,693	324,913	283,628	(41,285)	(13%)
30000 Contracted Services	275,803	227,297	21,959	123,030	111,327	(11,703)	(10%)
40000 Supplies and Materials	3,944	2,485	1,578	62,000	11,000	(51,000)	(82%)
50000 Other Charges	5,285	27,850	17,736	35,831	83,200	47,369	132%
70000 Capital Outlay	17,624	692	5,907	-	10,000	10,000	100%
<b>Grand Total:</b>	<b>\$ 988,943</b>	<b>\$ 1,207,410</b>	<b>\$ 1,067,079</b>	<b>\$ 1,782,586</b>	<b>\$ 1,700,563</b>	<b>\$ (82,023)</b>	<b>(5%)</b>

**Divisional Summary**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
MWBE DEPARTMENT	0	-	-	438,994	428,593	(10,401)	(2%)
INTERNAL AUDIT	988,943	1,207,410	1,067,079	1,343,592	1,271,970	(71,622)	(5%)
<b>Grand Total:</b>	<b>\$ 988,943</b>	<b>\$ 1,207,410</b>	<b>\$ 1,067,079</b>	<b>\$ 1,782,586</b>	<b>\$ 1,700,563</b>	<b>\$ (82,023)</b>	<b>(5%)</b>

The Internal Audit department has a \$1.7 million budget in fiscal year 2019-20 which is \$82,023 less than the prior year’s budget. The main reason for the budget decrease is due to eliminating subscriptions to information technology research/consulting resources. The MWBE was not included in the 2018-19 adopted budget; it was established during the 2018-19 fiscal year.

**Position Summary**

STAFFING	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
		Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
INTERNAL AUDIT	13	10	4	14	14	-	14	-	-
MWBE DEPARTMENT	0	-	-	-	1	3	4	4	-
<b>Position Summary Total</b>	<b>13</b>	<b>10</b>	<b>4</b>	<b>14</b>	<b>15</b>	<b>3</b>	<b>18</b>	<b>4</b>	<b>29%</b>

Internal Audit has 14 budgeted positions in fiscal year 2019-20. Staffing remains the same as in fiscal year 2018-19. The MWBE Office has 4 budgeted positions of which 3 positions are unfilled in fiscal year 2019-20.



### COMMUNICATIONS

The Department of Communications and Broadcast Services provides strategic and creative support for all schools and District departments in alignment with the goals and priorities of Destination 2025. 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.



#### 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

#### Issues & Trends

- Recruitment of students and effective teachers continues to be a major challenge and priority, so marketing investments are critical to support.
- Improve our media tonality to ensure stories are covered accurately and create new ways to share good news about our District.
- More immigrant/non-English speaking students/families are coming to our District, so more support is needed.

#### Fiscal Year 2018-19 Performance Highlights

- Based on SCS’ most recent annual survey to parents, community members, and District staff, 80 percent of stakeholders (similar to 81 percent in 2017) are confident in the District’s efforts to improve student achievement and progress towards our Destination 2025 goals. The percentage of stakeholders who completely agree that the District is on track grew from 23 percent in 2017 to 27 percent in 2018. Although confidence in SCS schools themselves remains relatively high, the percentage of stakeholders who agree that the schools are on track to improve student achievement dropped from 87 percent in 2017 to 83 percent in 2018. However, the percentage of stakeholders who completely agree grew from 31 percent in 2017 to 34 percent in 2018.
- Our team has been steadily working to increase its reach by enhancing public communication channels. By seeking input through surveys, focus groups and face-to-face interactions regularly throughout the year, we have been able to make information more targeted and accessible based on the needs and interests of each audience. This approach has led to significant growth of our mass communication channels. Social media continues to be our fastest growing avenue for sharing information and connecting with stakeholders. Over 21,000 new followers have joined our SCS Facebook, Twitter and Instagram pages, pushing our total to nearly 100,000 overall. Additionally, the 334,000 engagements (e.g., comments, shares, and likes) on our social media posts is almost double that of the previous year.
- The growth of our redesigned online SCS Newsroom has helped elevate positive stories from around the District. The Newsroom featured 150 stories and over 200 school videos in 2017-18, which helped earn a National Award of Excellence from NSPRA (National School Public Relations Association). For the first time, we have a dedicated bilingual



communications position to better serve the rising Latino population in our schools and community. In the first year, we conducted over 100 school support visits, formed 17 strategic marketing partnerships to amplify our message and produced and/or placed over bilingual 200 stories.

- In January 2018, the District released its first School Performance Scorecard – a tool to help families understand the education quality of our schools and make more informed education choices for their children. Schools and parents were given access to resources to help them understand and utilize the data to make decisions. A comprehensive website ([www.scsk12.org/scorecard](http://www.scsk12.org/scorecard)) was also created with videos and FAQs, as well as special features to search and compare schools based on programs, location, grade levels, performance data and more. Additionally, by making school performance data more easily accessible through redesigned online school profiles, traffic to our school directory increased by over 300,000 visits (761,000 overall). This was an added advantage for families during the busy online school choice period.

**Fiscal Year 2019-20 Priorities**

- Increase student involvement in broadcast education by 25%.
- Ensure 85% positive/neutral media coverage.
- Increase total social media following by 15%.
- Increase the Voice of SCS social media following by 25%
- Increase the SCS Newsroom views by 10% & gain 500 new social followers.
- Enhance public confidence in the District by 3%.
- Embed clear branding standards that reinforce district identity and values.
- Identify/train communication leads in 75% of schools & complete training for 50% of departments.
- Produce 350 new C19TV videos, including one highlight video per school.
- Increase 88.5FM listenership by 15%.
- Establish at least two dedicated communication channels for Hispanic families.

**Financial Summary**

CATEGORY	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
					VARIANCE	% CHANGE
10000 Salaries	1,478,679	1,783,695	2,139,042	2,170,876	31,834	1%
20000 Employee Benefits	369,573	404,502	553,123	530,604	(22,519)	(4%)
30000 Contracted Services	284,972	693,324	404,754	418,480	13,726	3%
40000 Supplies and Materials	65,303	15,282	19,256	12,405	(6,851)	(36%)
50000 Other Charges	103,684	354,091	540,400	132,773	(407,627)	(75%)
70000 Capital Outlay	5,853	101,201	52,030	104,867	52,837	102%
<b>Grand Total:</b>	<b>\$ 2,308,064</b>	<b>\$ 3,352,095</b>	<b>\$ 3,708,605</b>	<b>\$ 3,370,005</b>	<b>\$ (338,600)</b>	<b>(9%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
COMMUNICATIONS	1,897,450	1,848,454	2,863,179	2,212,387	1,957,672	(254,715)	(12%)
INSTRUCTIONAL TELEVISION (GHS TV)	430,357	459,610	488,021	506,776	529,313	22,537	4%
VOICE OF SCS	-	-	895	989,442	883,020	(106,422)	(11%)
<b>Grand Total:</b>	<b>\$ 2,327,807</b>	<b>\$ 2,308,064</b>	<b>\$ 3,352,095</b>	<b>\$ 3,708,605</b>	<b>\$ 3,370,005</b>	<b>\$ (338,600)</b>	<b>(9%)</b>

In fiscal year 2019-20, the Office of Communications has a \$3.4 million budget, which is \$338,600 less than the prior year's budget. Reductions are attributed to cuts made for marketing, advertisement (billboards, radio promotions, etc.) and contracted printing services.



**Position Summary**

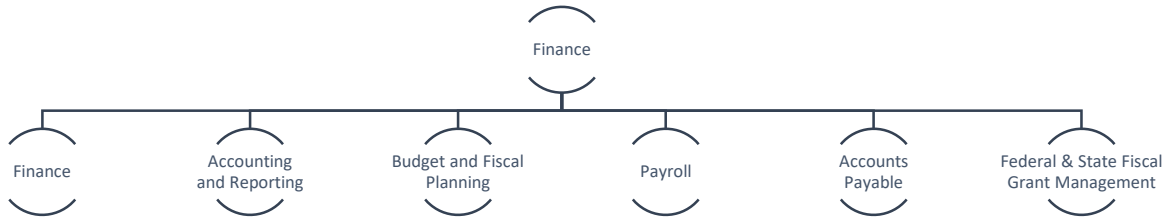
STAFFING	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
			Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
COMMUNICATIONS	20	22	11	6	17	14	3	17	-	-
INSTRUCTIONAL TELEVISION (GHS TV)	7	7	6	1	7	6	-	6	(1)	(14%)
VOICE OF SCS	-	-	6	4	10	10	-	10	-	-
<b>Position Summary Total</b>	<b>27</b>	<b>29</b>	<b>23</b>	<b>11</b>	<b>34</b>	<b>30</b>	<b>3</b>	<b>33</b>	<b>(1)</b>	<b>(3%)</b>

The Office of Communications has 33 budgeted positions in fiscal year 2019-20, which is one position less than in fiscal year 2018-19 in Instructional Television.



**FINANCE**

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.

**Issues and Trends**

- To ensure compliance with Every Student Succeeds Act (ESSA), continued investments in professional development for Finance staff and training sessions with District stakeholders are necessities.
- Charter School growth continue to be a major challenge so a charter school fiscal impact study is needed.

**Fiscal Year 2018-19 Accomplishments**

- Obtained an unmodified “clean” opinion on the FY2017-18 external audit.
- No significant deficiencies or material weaknesses for the FY 2017-18 audit of the major federal award programs.
- Won the Association of School Business Officials International (ASBOI) Meritorious Budget Award for FY2018-19.
- Produced three consecutive surpluses over the last 3 fiscal years.
- Continued Student-Based Budgeting for FY2019-20 to address inequities and to provide greater budget autonomy to principals.

**Fiscal Year 2019-20 Priorities**

- Continue to launch student-based budgeting (SBB) for the third year to schools with full autonomy on the design of their respective budgets for FY2020-21. The targeted number of schools receiving increased resource flexibility will expand to 49 schools in fiscal year 2019-20.
- Successfully transition to the new ERP system by ensuring a smooth conversion for cash, financials, grants and payroll.
- Develop a long-term financial plan with the impact of the District transformation effort outlining the District’s pathway to fiscal sustainability.
- Increase internal customer satisfaction rating with the Financial Department across the District.
- Develop an onboarding financial series for new employees, implement a management training program, and conduct quarterly professional development meetings for fiscal employees to expand financial knowledge and reduce errors.
- Improve efficiency and better utilization of resources within the Department.



**Key Performance Indicators**

Two KPIs are highlighted to evaluate the financial operations. In the first KPI, the District increased the number of invoices processed per FTE each month in 2017; this exceeded the performance of our peers. Higher invoice processing rates contribute to increased efficiency and timely receipt of invoices. In the second KPI, as in previous years, payroll cost per paycheck was lowered substantially when compared to our peers. This indicates the efficiency of payroll operations. This KPI pertains to activity for fiscal years 2014 thru 2017 since KPI data for fiscal year 2018 was not available at the time this book was printed.

Key Performance Indicator	Description	2014	2015	2016	2017	Variance	Peer Range
Invoices Processed per FTE per Month	Total number of invoices handled by the AP department, divided by total number of AP staff (FTEs), divided by 12 months	1,178	1,134	1,076	1,149	73	852 to 2,707
Payroll Cost Per Pay Check	Total Payroll personnel costs plus total payroll and non-personnel costs, divided by total number of payroll checks.	\$2.21	\$2.64	\$2.49	\$1.50	(\$0.99)	\$3.13 to \$3.99

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	2,245,524	2,282,546	2,926,547	3,721,672	3,909,054	187,382	5%
20000 Employee Benefits	499,391	514,454	581,045	834,086	914,035	79,949	10%
30000 Contracted Services	192,168	351,378	131,023	377,114	238,330	(138,784)	(37%)
40000 Supplies and Materials	12,672	24,416	30,686	26,500	26,500	-	-
50000 Other Charges	32,883	46,233	50,935	83,355	101,120	17,765	21%
70000 Capital Outlay	3,045	23,435	23,084	19,116	14,000	(5,116)	(27%)
<b>Grand Total:</b>	<b>\$ 2,985,683</b>	<b>\$ 3,242,462</b>	<b>\$ 3,743,320</b>	<b>\$ 5,061,843</b>	<b>\$ 5,203,039</b>	<b>\$ 141,196</b>	<b>3%</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
FINANCE	231,369	429,102	859,563	1,160,933	1,256,230	95,297	8%
ACCOUNTING AND REPORTING	979,796	896,361	713,166	933,631	1,111,777	178,146	19%
BUDGET AND FISCAL PLANNING	499,410	525,762	773,654	1,251,167	1,186,660	(64,507)	(5%)
PAYROLL	707,383	872,458	866,871	1,186,394	976,658	(209,736)	(18%)
ACCOUNTS PAYABLE	567,725	518,779	530,066	529,718	671,714	141,996	27%
<b>Grand Total:</b>	<b>\$ 2,985,683</b>	<b>\$ 3,242,462</b>	<b>\$ 3,743,320</b>	<b>\$ 5,061,843</b>	<b>\$ 5,203,039</b>	<b>\$ 141,196</b>	<b>3%</b>

In fiscal year 2019-20, the Office of Finance has a \$5.2 million budget, which is \$141,196 greater than the prior year's budget. This difference is primarily due to a net increase of two positions.

**Position Summary**

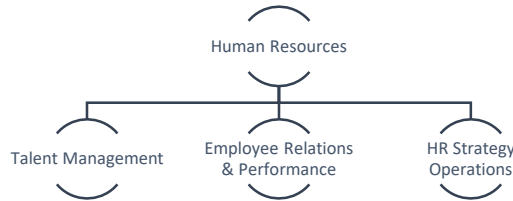
STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ACCOUNTING AND REPORTING	11	9	9	6	3	9	8	3	11	2	22%
ACCOUNTS PAYABLE	8	7	7	7	-	7	7	1	8	1	14%
BUDGET AND FISCAL PLANNING	6	5	6	6	5	11	7	3	10	(1)	(9%)
FINANCE	1	3	3	6	1	7	5	3	8	1	14%
PAYROLL	9	9	10	11	2	13	9	3	12	(1)	(8%)
<b>Position Summary Total</b>	<b>35</b>	<b>33</b>	<b>35</b>	<b>36</b>	<b>11</b>	<b>47</b>	<b>36</b>	<b>13</b>	<b>49</b>	<b>2</b>	<b>4%</b>

The Office of Finance has 49 budgeted positions in fiscal year 2019-20, two positions more than in the prior year's budget.



### HUMAN CAPITAL AND TALENT MANAGEMENT

The Human Capital and Talent Management Office will be a strategic partner by maximizing the potential of our greatest asset - our employees and positioning Shelby County Schools as an employer of CHOICE. We are committed to delivering quality customer service, recruiting, retaining and rewarding a talented workforce; contributing to improved student achievement.



#### Departmental Goals

- Retain the best performing and most talented teachers and staff throughout the District.
- Provide a positive employee experience through high level customer service.
- Ensure 100% of instructional, school-based, non-instructional vacancies are staffed by the first day of school.
- Increase organizational capacity, diversity and inclusion.
- Ensure customers understand basic HR processes and procedures, through an efficient, streamlined, multi-tier service delivery system.

#### Major Services Provided

- **Talent Management**  
Talent Management is committed to recruit, hire, retain, and develop the human capital required for 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 SCS.
- **Employee Relations and Employee Performance Support**  
Employee Relations supports collaborative relationships between management, employees, and employee organizations, by ensuring fair and consistent treatment of all employees, aiding in resolving work place conflicts, providing guidance on managing performance and conduct issues, and cultivating a work environment of employee engagement. Employee Performance Support designs and implements the evaluation of frameworks for instructional and non-instructional employees; support the development of initiatives related to the performance evaluation system including, training and employee development.
- **Strategy and Operations**  
Human Resources Strategy & Operations team provides comprehensive and flexible benefits package to our employees, retirees and eligible dependents (includes medical, dental, vision and life insurance); employee benefits also include a wellness program and total rewards; maintains and administers a compensation and classification program that attracts, rewards, and retains a well-qualified workforce.

#### Issues & Trends

- Improving the employee experience through quality and consistent customer service.
- 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 a ERP implementation.
- Improving the climate and culture for instructional and non-instructional positions.



**Fiscal Year 2018-19 Performance Highlights**

- 99% fully staffed on the first day of school with less than 70 teaching vacancies.
- 1,700 teacher vacancies (internal & external) filled.
- Implemented living wage increases impacting approximately 1200 full-time employees now earning a minimum of \$15.00 an hour.
- Updated Standard Operating Procedures and other management resources to support departmental customer service plan.
- Increased completion rates of Non-Instructional Evaluations by more than 30% (89% Completion rates).
- Launched the Aspiring Teacher Program to create better pathways for future District teachers and current staff.

**Fiscal Year 2019-20 Priorities**

- Enhance and expand strategic partnerships internally and externally.
- Restructure department to provide a dedicated focus and strategy to specific bodies of work.
- Launch Aspiring teacher program to create an in-house pipeline of qualified teacher candidates.
- Create a Data Team to streamline HR data collection, management, analytics and reporting.
- Develop programs specifically to address culture, climate, diversity and inclusion throughout the District.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	14,099,892	12,152,488	11,526,923	10,627,620	11,330,257	702,637	7%
20000 Employee Benefits	1,693,905	1,557,055	1,498,424	2,291,133	2,056,279	(234,854)	(10%)
30000 Contracted Services	119,610	65,120	1,661,309	1,791,458	1,645,147	(146,311)	(8%)
40000 Supplies and Materials	27,930	26,972	25,712	59,775	37,500	(22,275)	(37%)
50000 Other Charges	63,192	138,867	184,311	248,239	111,070	(137,169)	(55%)
70000 Capital Outlay	27,358	8,705	6,622	30,225	18,000	(12,225)	(40%)
<b>Grand Total:</b>	<b>\$ 16,031,887</b>	<b>\$ 13,949,207</b>	<b>\$ 14,903,301</b>	<b>\$ 15,048,450</b>	<b>\$15,198,253</b>	<b>\$ 149,803</b>	<b>1%</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
LABOR RELATIONS	195,211	425,248	447,121	680,105	862,644	182,539	27%
TEACHER LEADER EFFECTIVENESS & EVALUATION	297,083	264,187	1,031,751	1,914,803	1,835,358	(79,445)	(4%)
SUBSTITUTES	10,181,129	8,142,626	6,995,255	6,088,501	5,894,894	(193,607)	(3%)
CAREER LADDER	1,827,241	1,569,934	1,299,401	1,696,565	1,664,053	(32,512)	(2%)
RECRUITMENT AND STAFFING	2,134,246	2,214,527	2,623,571	2,582,028	2,508,515	(73,513)	(3%)
EMPLOYEE SERVICES	1,095,473	1,159,599	1,251,408	1,269,107	1,119,777	(149,330)	(12%)
COMPENSATION	301,504	173,086	1,254,794	817,341	1,313,012	495,671	61%
<b>Grand Total:</b>	<b>\$ 16,031,887</b>	<b>\$ 13,949,207</b>	<b>\$ 14,903,301</b>	<b>\$ 15,048,450</b>	<b>\$15,198,253</b>	<b>\$ 149,803</b>	<b>1%</b>

Office of Human Capital and Talent Management’s budget is \$15.2 million in fiscal year 2019-20, which is an increase of \$149,803 from the prior year’s budget. The increase is primarily due to the inclusion of the Deputy Chief of Instructional Talent position.





**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
COMPENSATION	0	1	0	2	2	4	4	3	7	3	75%
EMPLOYEE SERVICES	16	14	19	12	5	17	11	4	15	(2)	(12%)
LABOR RELATIONS	2	4	4	2	4	6	4	3	7	1	17%
RECRUITMENT AND STAFFING	42	31	28	20	6	26	21	6	27	2	8%
SUBSTITUTES	7	0	0	-	2	2	3	(0)	3	1	80%
TEACHER LEADER EFFECTIVENESS & EVALUATION	4	2	15	8	1	9	8	1	9	-	-
<b>Position Summary Total</b>	<b>71</b>	<b>52</b>	<b>66</b>	<b>44</b>	<b>20</b>	<b>64</b>	<b>51</b>	<b>17</b>	<b>68</b>	<b>4</b>	<b>6%</b>

The Human Capital and Talent Management Office has 68 budgeted positions, or four positions greater than the previous fiscal year. Of the 68 positions budgeted for fiscal year 2019-20, 51 positions are filled.



STRATEGY & PERFORMANCE MANAGEMENT

The Strategy & Performance Management team’s mission is to ensure all students receive an excellent education by providing our teammates the data, analysis, training, tools, and processes so we make stronger decisions and get better every day.



Departmental Goals

- By June 2019, 90% of application-to-application data transfers are managed through the Integration Platform as a Service (iPaaS) solution.
- 85% of participants in the stat continuous improvement process believe this process helped improve outcomes on department or school goals.
- 80% of District leaders believe monthly RPM reports and the Annual Report have improved their understanding of Destination 2025 and informed their team’s work to support D2025.
- 70% of all users will log into Clarity by the end of the year.
- 20 % of schools will achieve at least a 50% log-in rate in BrightBytes Clarity by the end of the year.
- 100% of major recurring grant reporting and data analysis requests will be completed by agreed upon deadlines.
- 90% of recipients agree that Research program evaluations will inform their decision-making or help them improve program quality.
- Among those who request ad hoc RPM support, 95% of District staff agree that RPM has fulfilled data and research requests 1) that meet their needs; 2) in a timely manner.
- By June 2019, 80% of chiefs agree with the statement, “I am thoroughly informed about the decisions that the data governance council is making.”
- 90% of super users (directors/chiefs/managers in affected depts.) strongly agree that the dashboards they need are fully functional and help their team do their work.
- 95% of all students in TNReady online tested subjects will be successfully assessed online.
- The district’s new formative assessment system will be implemented
- The charter sector will improve its success rate to the 48th percentile in grades K-8 and the 50th percentile in high school.
- PowerSchool average daily membership (ADM) will match ADM in the state EIS by, at minimum, 99%.

Major Services Provided

- Leads data-driven continuous improvement processes aligned to the goals of Destination 2025 and departmental SMART goals.
- Designs, publishes and maintains data dashboards for school and central office users and trains users to use data more strategically.
- Conducts program evaluation and grant reporting for a variety of District programs and funding sources.
- Provides regular performance updates to District leadership and community stakeholders on key student outcomes, District goals and Destination 2025 progress.
- Provides ongoing data analysis and research support to central office departments for planning and reporting purposes.
- Leads the implementation of a holistic data integration platform as a service (iPaaS) so that end users ultimately have access to integrated, standardized data and reporting across all major applications.
- Testing & Assessments



- Coordinates the school accreditation process (AdvancED).
- Summarize and analyze student achievement data.
- Manages the operation of the District's adult testing center.
- Oversees the authorization process for charter schools.
- Communicates charter school quality to the public.
- Oversees the organizational quality of charter schools.
- Manages the core student information system.
- Manages student records and transcripts.
- Maintains compliance with state reporting through EIS.

#### Issues & Trends

- Anticipated issues and trends for 2019-20 are as follows:
- There are no major new changes anticipated for Research & Performance Management's work. However, the variety and scope of data sources incorporated into our integration platform (iPaaS) and data dashboards will continue to grow, and the Decision Analytics and Information Management team will need to dedicate more capacity to maintaining the data within this scope.
- Performance Management will discontinue its Tableau contract now that the District has fully transitioned to Power BI for data dashboard publication and has recommended discontinuing BrightBytes services for an annual Technology & Learning survey to meet District budget targets for FY20. All other BrightBytes modules including data integration services, student early warning data and student intervention management will continue to be provided to the District.
- The use of an online platform for TNReady testing is expected to increase.
- Several charter school closures and openings will affect the district's charter schools sector.
- A new platform for state reporting (Ed-Fi) will be implemented and run parallel to the current system.

#### Fiscal Year 2018-19 Performance Highlights

- Completed continuous improvement "stat cycles" focused on Critical Focus Schools and Response to Instruction & Intervention (RTI<sup>2</sup>). As a result, 10 Critical Focus schools showed improvement in attendance, 12 schools improved their ELA proficiency rate and 14 schools improved their math proficiency rate. All District schools improved the percentage of eligible students identified for intervention through the benchmarking process from 50% in 2016-17 to 77% in 2017-18.
- Disseminated publications on the District's [return on investment for RTI<sup>2</sup>](#), student outcomes from Year 1 of the [Superintendent's Summer Learning Academy](#), [School Health Profiles](#), monthly Key Performance Indicators to the Board, and SCS' fourth annual report on Destination 2025.
- Helped secure renewal for a 5-year grant with the CDC to continue collecting student health data via the Youth Risk Behavior Survey (YRBS) and provide responsive health education and HIV prevention services to middle and high schools.
- Provided initial training and ongoing site-based support to all schools on the BrightBytes Clarity platform to identify and intervene early with students at risk of not graduating on time. As of December 2018, 167 school-based trainings have been completed, 45% of all users have logged into BrightBytes, and 39% of schools have a staff log-in rate of 50% or higher. Nearly 1,200 early warning student interventions have been assigned or completed.
- Published and maintained customized Power BI data dashboards available to all school leaders and select central office staff. As of December 2018, 74% of administrators have logged into Power BI.
- Met goals related to the state-reporting of student counts (e.g. ADM) to ensure maximum state and local funding
- Successfully renewed our district's accreditation through AdvancED and received several commendations for our continuous improvement processes.
- Received a national award in conjunction with our Communications department for the launch of the School Performance Framework.
- Conducted a thorough renewal process of eligible charter schools using the Charter Advisory Compact.
- Expanded charter school oversight because of the first-year implementation of the charter school authorizer fees.



**Fiscal Year 2019-20 Priorities**

- Creating a General Fund Research Advisor position within Research (223000)
  - Currently, all Research Advisor positions in the department are funded with federal grants, which limit the amount of time and scope of research work they can do. This limits our flexibility to fulfill several research initiatives/requests for the District as well as our capacity to seek out new research grant opportunities that may align more closely with SCS leadership’s priorities. Moving an Advisor position from a federal grant fund to the General Fund would increase our ability to fulfill District-led research needs and interests, and ensure we can seek out stable long-term grant revenue aligned to SCS’ priorities to strengthen our research efforts.
- Creating one additional Analytics Advisor position and one additional Database Engineer position within Performance Management (311000).
- We anticipate Decision Analytics & Information Management (DAIM) will continue to expand the scope of data sources and dashboard reports made available to our staff and schools, the capacity needed to maintain this work will also grow in steady state. We would leverage an additional Analytics Advisor position to coordinate data governance efforts for all data sources and reporting. This is a collaboration- and communication-intensive responsibility to ensure that all departments and schools are using the same sources of information and the same calculation methods to report their data. Without a centralized process and documentation to codify our data standards, we will not meet the full potential of the data integration and reporting services our team is responsible for on behalf of the District. An additional Database Engineer would improve our technical capacity to integrate a growing scope of data sources and put the work of the data governance process into action in our data models and data store.
- Implementation of a new formative assessment system.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	4,791,842	4,757,586	3,027,710	4,407,514	4,434,314	26,800	1%
20000 Employee Benefits	1,038,889	1,027,085	670,938	1,009,710	1,055,933	46,223	5%
30000 Contracted Services	1,044,314	57,628	352,786	1,729,537	1,511,745	(217,792)	(13%)
40000 Supplies and Materials	10,076	40,867	28,713	83,787	43,022	(40,765)	(49%)
50000 Other Charges	1,502,207	1,323,185	1,036,286	1,374,496	1,252,780	(121,716)	(9%)
70000 Capital Outlay	6,339	5,112	10,431	17,922	17,625	(297)	(2%)
<b>Grand Total: \$</b>	<b>8,393,667</b>	<b>\$ 7,211,463</b>	<b>\$ 5,126,864</b>	<b>\$ 8,622,966</b>	<b>\$ 8,315,419</b>	<b>\$(307,547)</b>	<b>(4%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
STRATEGY AND PERFORMANCE MANAGEMENT	3,230,475	2,859,349	423,450	381,583	351,240	(30,343)	(8%)
CHARTER SCHOOL ADMIN	0	218,074	466,024	1,873,654	2,105,635	231,981	12%
PLANNING AND ACCOUNTABILITY	178,735	170,725	206,678	173,166	172,496	(670)	-
STUDENT INFO MANAGEMENT	2,149,583	1,298,419	1,337,422	1,686,439	1,585,947	(100,492)	(6%)
ASSESSMENT AND ACCOUNTABILITY	2,232,865	1,962,561	1,922,184	2,337,425	2,145,918	(191,507)	(8%)
RESEARCH PLANNING AND IMPROVEMENT	128,276	112,088	123,160	124,234	124,065	(169)	-
PERFORMANCE MANAGEMENT	473,733	590,247	647,946	2,046,465	1,830,118	(216,347)	(11%)
<b>Grand Total: \$</b>	<b>8,393,667</b>	<b>\$ 7,211,463</b>	<b>\$ 5,126,864</b>	<b>\$ 8,622,966</b>	<b>\$ 8,315,419</b>	<b>\$(307,547)</b>	<b>(4%)</b>

In fiscal year 2019-20, the budget of the Strategy and Performance Management Department is \$8.3 million, which is \$307,547 less than the prior year budget. The primary reason of this reduction is due to a decrease in Other Charges for the ACT and Formative Assessments; and a reduction in Other Contracted Services, for grade audits performed by outside vendors. Other reductions were for part-time salaries for substitute teachers under the Charter School Administration, the removal of carryforward purchase orders and a 5% budget reduction.



**Position Summary**

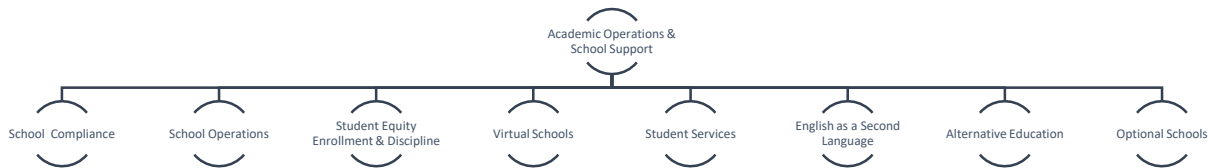
STAFFING	FY2015-16	FY2016-17	FY2017-18	FY2018-19			FY2019-20			2019 vs 2020	
	ACTUALS	ACTUALS	ACTUALS	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ASSESSMENT AND ACCOUNTABILITY	7	7	8	8	-	8	8	-	8	-	-
CHARTER SCHOOL ADMIN	0	0	6	5	5	10	11	6	17	7	70%
PERFORMANCE MANAGEMENT	6	6	6	3	3	6	13	-	13	7	117%
PLANNING AND ACCOUNTABILITY	2	2	2	1	-	1	1	-	1	-	-
RESEARCH PLANNING AND IMPROVEMENT	1	1	1	1	-	1	1	-	1	-	-
STRATEGY AND PERFORMANCE MANAGEMENT	43	41	3	2	1	3	3	-	3	-	-
STUDENT INFO MANAGEMENT	17	17	17	17	-	17	22	-	22	5	29%
<b>Position Summary Total</b>	<b>76</b>	<b>74</b>	<b>43</b>	<b>37</b>	<b>9</b>	<b>46</b>	<b>59</b>	<b>6</b>	<b>65</b>	<b>19</b>	<b>41%</b>

The Strategy and Performance Management Department has 65 budgeted positions in fiscal 2019-20; this is 19 positions more than in the prior fiscal year. The Strategy and Performance area is reorganizing to increase capacity in the Charter School department to oversee the rapidly growing charter school sector. The Strategy and Performance Management Office has also expanded to increase the scope of data sources, dashboard reports and the data governance process.



**ACADEMIC OPERATIONS AND SCHOOL SUPPORT**

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**

- To improve district-wide culture, climate, and operational performance, AOSS staff will provide training and ongoing support to school administrators regarding SCS protocols and procedures. Seventy-five percent of school principals will receive a proficient or better rating on TEAM Evaluation (Indicator B2); Media mentions that are positive/neutral will increase from 93% to 95% before June 2020.
- Develop course curriculum for certificate program for school financial staff by July 2020.
- Increase the enrollment of traditionally under-represented students enrolled in Advanced Academics (Honors, AP, IB, Dual Enrollment) coursework by one percentage point for 2019-20.
- To provide leadership and a high degree of ingenuity, creativity, resourcefulness, and competency in developing and implementing appropriate Social Emotional Learning and behavioral support plans to meet the identified 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 acts 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 in order to update and refine the Academic Operations and School Support’s Protocol and Procedures manual and provide related professional development for principals.
- Utilize Footprint data to provide targeted support to high incident schools to reduce constituent concerns in those schools.
- Organize and supervise the School Operations’ Situation Room the first two weeks of school in order to provide immediate support and problem resolutions for school administrators.
- Provide an immediate response to school administrators during emergency and crisis situations.
- Develop and disseminate the School Readiness Checklist and the School Closing Checklist for the opening and closing of schools.

**Issues & Trends**

- 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.
- Growing need for Operational Professional Development for current & prospective principals.
- Increased Summer Learning Academy student enrollment goal requires additional staff to accommodate the implementation support needed.
- Growing need for Professional Development for current & prospective principals.
- The State, in response to Federal ESSA requirements, changed high school evaluations to include consideration of Ready Graduates.



**Fiscal Year 2018-19 Performance Highlights**

- Cummins and Cummins Foundation partnered with East T-STEM school and premiered the first Technical Education for Communities (TEC) site in North America.
- Optional high school students exceeded ACT College-Readiness benchmarks in all subjects.
- S.E.E.D. in partnership with TDOE and the ACEs Foundation of Memphis and other organizations has identified and is piloted 25 Trauma-Informed Schools (TIS). Ten of the 25 schools have been identified by SCS to receive intensive treatments and to act as lab schools as we work to identify practices that will accelerate the goals and outcomes of this work.
- Decrease of 25% in district wide audit memos over the past three years.
- Alignment of ESL & ELA for grades K-12; Invitation by EL & SAP to participate on a national platform to add supports to EL by showcasing the supports SCS is already providing to ESL students in Tier 1 curriculum.
- Exemplary Alternative School Status from the State of Tennessee.
- 93% increase in full-time enrollment in Virtual Schools.
- Reduced the rate of chronic absenteeism from 17.7% to 13.6%.
- Implemented the Summer Learning Academy, with student attendance of 8,500, an increase of over 3,500 students from the first year.

**Fiscal Year 2019-20 Priorities**

- Continue to expand access to early postsecondary opportunities (AP, Dual Enrollment, Statewide Dual Credit) to meet state requirements.
- Increase enrollment in advanced academic programs, particularly for underrepresented populations.
- SEL Priorities for 2019-20-include implementing strategic plan and supports for alternatives to suspension for students in Early Childhood, grades K-2. Plan and host a Regional SEL Conference for local and regional area school leaders and educators.
- Collaborate with various departments to create an electronic approach to customer service tracking and analytics to better understand and resolve systematic problems.
- Conduct a RTI<sup>2</sup>-B Conference for Administrators/Teams so that 100% of the District’s School Wide Discipline Teams can receive standardized professional development regarding MTSS.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	53,131,036	50,519,493	59,431,338	64,490,294	57,672,797	(6,817,497)	(11%)
20000 Employee Benefits	12,457,035	12,325,425	13,701,638	15,573,320	13,625,787	(1,947,533)	(13%)
30000 Contracted Services	5,570,814	4,693,312	5,403,012	7,093,251	11,042,740	3,949,489	56%
40000 Supplies and Materials	889,034	1,173,099	1,363,767	2,898,967	1,045,411	(1,853,556)	(64%)
50000 Other Charges	1,071,922	869,887	1,494,048	1,203,348	1,070,582	(132,766)	(11%)
70000 Capital Outlay	4,147,749	4,265,682	627,322	1,067,445	531,630	(535,815)	(50%)
<b>Grand Total:</b>	<b>\$ 77,267,590</b>	<b>\$ 73,846,898</b>	<b>\$ 82,021,125</b>	<b>\$ 92,326,625</b>	<b>\$ 84,988,947</b>	<b>\$(7,337,678)</b>	<b>(8%)</b>



Divisional Budgets

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
ASSISTANT SUPERINTENDENT OF OPERATIONS	1,052,447	1,457,199	7,873,210	12,682,095	7,501,340	(5,180,755)	(41%)
SCHOOL CULTURE & CLIMATE	1,593,454	665,709	620,181	217,040	482,755	265,715	122%
NEW COMERS PROGRAM	-	-	767,900	930,455	940,969	10,514	1%
ENGLISH SECOND LANGUAGE	1,943,416	1,564,421	1,300,930	1,866,815	1,642,700	(224,115)	(12%)
ENGLISH SECOND LANGUAGE ELEMENTARY	11,721,370	12,179,997	12,544,444	13,635,308	13,064,161	(571,147)	(4%)
ENGLISH SECOND LANGUAGE MIDDLE	2,020,151	2,235,588	2,309,269	2,519,066	2,537,952	18,886	1%
ENGLISH SECOND LANGUAGE K8	434,232	370,386	486,633	579,182	403,029	(176,153)	(30%)
ENGLISH SECOND LANGUAGE HIGH	1,753,280	1,758,599	2,074,194	2,240,792	2,554,260	313,468	14%
SUMMER SCHOOL	1,777,008	2,015,410	2,579,537	1,510,667	1,327,130	(183,537)	(12%)
PROJECT GRADUATION	1,987,498	711,949	473,915	1,276,450	1,072,720	(203,730)	(16%)
OPTIONAL SCHOOLS	6,574,350	6,322,803	6,569,044	7,533,947	6,660,697	(873,250)	(12%)
ALTERNATIVE SCHOOLS	5,510,974	5,125,440	5,904,190	5,892,082	6,527,144	635,062	11%
ADOLESCENT PARENTING	1,274,128	1,273,481	1,298,633	1,322,448	1,299,605	(22,843)	(2%)
MCS PREP NORTHWEST	2,073,406	2,117,268	2,252,378	1,961,435	2,049,446	88,011	4%
MCS PREP NORTHEAST	1,756,010	1,827,301	1,725,505	1,773,272	1,846,459	73,187	4%
G.W. CARVER COLLEGE & CAREER ACADEMY	1,834,204	1,522,433	1,587,710	1,693,106	2,146,026	452,920	27%
IDA B WELLS ACADEMY	1,567,039	1,584,388	1,579,796	1,558,806	1,580,346	21,540	1%
GENERAL EDUCATION - OTHER	203,379	188,996	271,692	386,000	500,000	114,000	30%
SCHOOL AND STUDENT SUPPORT	222,732	-	-	-	-	-	-
ATTENDANCE & DISCIPLINE	3,810,429	3,597,105	4,331,537	5,634,715	5,131,420	(503,295)	(9%)
STUDENT SUPPORT	3,253,255	3,993,334	5,032,404	4,267,022	3,817,737	(449,285)	(11%)
ATHLETICS	3,612,218	3,054,601	3,174,258	3,280,717	3,079,245	(201,472)	(6%)
JROTC	3,362,382	2,927,812	3,064,196	3,125,872	3,153,053	27,181	1%
GUIDANCE COUNSELING	744,901	533,219	333,748	366,633	333,625	(33,008)	(9%)
COORDINATED SCHOOL HEALTH	11,803,007	10,752,291	4,627,674	4,407,453	4,379,145	(28,308)	(1%)
FAMILY RESOURCE CENTER	148,685	146,740	147,123	150,000	144,016	(5,984)	(4%)
BEHAVIOR & MENTAL HEALTH SERVICES	-	-	6,721,321	9,162,772	8,745,805	(416,967)	(5%)
VIRTUAL SCHOOLS	5,233,635	5,920,428	2,369,703	2,352,475	2,068,162	(284,313)	(12%)
<b>Grand Total:</b>	<b>\$ 77,267,590</b>	<b>\$ 73,846,898</b>	<b>\$ 82,021,125</b>	<b>\$ 92,326,625</b>	<b>\$ 84,988,947</b>	<b>\$ (7,337,678)</b>	<b>(8%)</b>

The Academic Operations and School Support’s budget is \$85 million in fiscal year 2019-20, which is \$7.3 million less than the prior year’s budget. The reduction in budget is largely due to a reorganization which resulted in the transfer of positions to Family and Community Engagement. Fiscal Year 2018-19 includes expenditures for the Summer Learning Academy of which funds were centrally pooled in Other Potential Uses in fiscal year 2019-20.





Position Summary

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ADOLESCENT PARENTING	21	21	21	21	-	21	21	-	21	-	-
ALTERNATIVE SCHOOLS	77	66	77	65	1	66	77	6	83	17	26%
ASSISTANT SUPERINTENDENT OF OPERATIONS	18	21	24	25	5	30	19	5	24	(6)	(20%)
ATHLETICS	4	4	5	4	-	4	4	-	4	-	-
ATTENDANCE & DISCIPLINE	52	46	52	45	22	67	64	-	64	(3)	(4%)
BEHAVIOR & MENTAL HEALTH SERVICES	0	0	92	84	16	100	106	6	112	13	13%
COORDINATED SCHOOL HEALTH	171	144	45	40	2	42	23	1	24	(18)	(42%)
ENGLISH SECOND LANGUAGE	62	9	6	10	37	47	13	15	28	(19)	(41%)
ENGLISH SECOND LANGUAGE ELEMENTARY	184	185	184	187	10	197	186	3	189	(8)	(4%)
ENGLISH SECOND LANGUAGE HIGH	29	28	27	32	2	34	35	4	39	5	15%
ENGLISH SECOND LANGUAGE K8	9	9	8	7	1	8	5	-	5	(3)	(38%)
ENGLISH SECOND LANGUAGE MIDDLE	37	37	37	37	1	38	39	1	40	2	5%
FAMILY RESOURCE CENTER	2	2	2	2	1	3	2	-	2	(1)	(33%)
G.W. CARVER COLLEGE & CAREER ACADEMY	25	25	25	24	-	24	23	1	24	-	-
GUIDANCE COUNSELING	10	10	3	3	-	3	3	-	3	-	-
IDA B WELLS ACADEMY	22	22	23	21	-	21	20	1	21	-	-
JROTC	57	48	47	42	4	46	37	9	46	-	-
MCS PREP NORTHEAST	27	25	25	23	1	24	24	-	24	-	-
MCS PREP NORTHWEST	26	26	26	24	10	34	26	1	27	(7)	(21%)
NEW COMERS PROGRAM	0	0	11	10	4	14	13	2	15	1	8%
OPTIONAL SCHOOLS	79	74	74	66	7	73	71	-	71	(2)	(2%)
PROJECT GRADUATION	7	0	32	7	25	32	3	1	4	(28)	(88%)
SCHOOL CULTURE & CLIMATE	8	7	7	2	-	2	5	-	5	3	150%
STUDENT SUPPORT	105	95	97	82	(5)	77	74	12	86	9	12%
VIRTUAL SCHOOLS	8	10	13	14	6	20	12	2	14	(6)	(30%)
<b>Position Summary Total</b>	<b>1,040</b>	<b>914</b>	<b>963</b>	<b>877</b>	<b>148</b>	<b>1,025</b>	<b>905</b>	<b>70</b>	<b>975</b>	<b>(50)</b>	<b>(5%)</b>

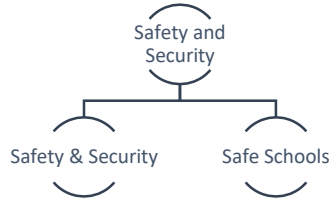
The Academic Operations and School Support division has 975 budgeted positions in fiscal year 2019-20, which is 50 positions less than the prior fiscal year’s budget. Position reductions include transferring 7 call center assistant positions to Family and Community Engagement to better assist the needs of the community. Funding for Project Graduation expired June 30, 2019 and resulted in the loss of 28 positions; 24 of those positions are classroom teachers. These position reductions are a part of the reorganization of Central Office to better serve students, families, and the community in our continued effort to make greater strides towards total student success.



### SAFETY AND SECURITY

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 SCS and other agencies (i.e. law enforcement and fire department) as needed to maintain a safe learning environment.
- Continue to ensure Shelby County Schools is complying with Tennessee Code Annotated (49-5-413) regarding background checks.
- Continue to provide Gang Reduction Assistance for Saving Society’s Youth (GRASSY) outreach workers with training in Trauma-Informed Decision Making Skills and Adverse Childhood Experiences (ACES).
- Decrease the number of truant students needing referrals to Juvenile Court.
- Increase the number of parents attending Student Attendance Review Board Meetings (SARB).
- Reduce the number of students being expelled for gang-related infractions in the Research Triangle International (RTI) Grant Middle Schools.
- Increase the number of Principals participating in the Trust Pays Program.
- Increase the number of schools participating in the School Based Probation Officer Liaison Program.
- Increase the number of Lawyers volunteering to work with the Youth Court Program.
- Hire and train 15 additional Safety and Security Guards.
- Maintain 100% compliance of all SCS Schools through continued monitoring of the Online Emergency Management plans and drill logs as required by State Law.

#### 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.
- Truancy Prevention and Intervention – District-wide services.
- School House Adjustment Program Enterprise (SHAPE).
- Youth Court – Select students and schools.
- School Based Probation Liaison - Select students and schools.
- Project Prevent Initiative - Select students and schools.
- Fingerprinting/Background.
- Emergency Management.
- Provides 24-hour district-wide Surveillance.
- Manages district-wide intrusion alarm systems including both the installation of new systems and maintaining of current systems.



A detailed list of all the services provided by the Department of Safety and Security can be found at the link on the SCS website: <http://www.scsk12.org/safety/>

**Issues & Trends**

*Truancy & Gangs*

- Students continue to be truant.
- Opportunity/Corrective Action: Provide more awareness of the Compulsory Attendance School Law and increase the number of SARB participants.
- Students continue to participate in gang activity at unacceptable levels.
- Opportunity/Corrective Action: Although, gang activity is reduced in the school setting, the fact there are more gangs and gang criminal activities in the community, diligence is needed to maintain and reduce gang recruitment in schools.

*Project Prevent*

- Project Prevent has had a decrease in overall Aggressive, Disruptive, and Violent Behavior incidents each year since the start of the grant.

Project Prevent Schools			
	2014-15 School Year	2015-16 School Year	% Change
ADV Incident Based Totals	2,070	1,749	-15.5%

Project Prevent Schools			
	2014-15 School Year	2016-17 School Year	% Change
ADV Incident Based Totals	2,070	1,475	-28.7%

Project Prevent Schools			
	2014-15 School Year	2017-18 School Year	% Change
ADV Incident Based Totals	2,070	1,135	-45.2%

- One High-Incident School has seen an Increase of Possession and/or Use of illegal drugs on campus and has seen an increase of Disruptive Behavior incidents in which classroom disruptions are the main issues. This school however, has not any incidents where handguns were brought on campus as the previous year. In comparison to the first semester of 2017-18 to 2018-19, disruptive behaviors have decreased 500%.
- Several High-Incident Schools have not had any gang-related incidents for the 2018-19 school year and less Disruptive Behavior Incidents.
- While another High-Incident School experienced a slight increase in incidents, they have experienced less incidents where students are arriving under the influence of an illegal substance, less incidents where students have been in possession and/or use of illegal drugs, and less brawls/group fights from the previous school year.



**Fiscal Year 2018-19 Performance Highlights**

*Office of Security*

- Completed all SCS Officers 40 hours of In-service training as required by state law.
- Hired 30 additional School Resource Officers.
- Restructured the departments addition of additional supervisors.
- Reduced serious targeted incidents in schools for the 6<sup>th</sup> consecutive year.
- Successful completion of 30 school locations video surveillance upgrades.
- Implementation of the CCTV Monitors program, providing real-time school monitoring of cameras and exterior doors. Extremely positive feedback from all four locations about enhanced security and lowered student tardiness.
- Upgraded district-wide Milestone surveillance infrastructure which allows us to strengthen security effectiveness.
- Introduced new Aiphone system allowing school building to remain locked during school hours and managed remotely on current district network.
- Upgraded district-wide Gallagher electronic access infrastructure.
- New and updated fingerprinting equipment.
- Changed alarm systems from Advantage Plus to Flex IP.
- Upgraded Central Dispatch Station.
- Continue 100% compliance of all SCS Schools through monthly monitoring of the Online Emergency Management plans and drill logs as required by State Law.

*Office of Safety*

- Improved Student Attendance Review Board participation (SARB).
- Improved SARB/SART notification process.
- Implemented 3-tiers system of intervention for Project Prevent.
- Decreased number of discontinuances for Juvenile Court.
- Restructured School Based Probation Officer Liaison Training.
- Restructured School Based Probation Liaison informational exchange with Juvenile Court.
- Developed partnership with the University of Tennessee in order to prevent childhood adverse trauma (PCAT).
- Built additional relationships with stakeholders to reduce truancy.
- Provided over \$20,000 in uniform vouchers to needy families.
- Reduced back log of truancy cases in Juvenile Court from the previous year by 100%.
- Developed partnership with DHS regarding Families First Recipients.
- Decreased gang activity by 5%.
- Continuing to train all staff for Trauma Informed Decision Making.
- Assigned gang staff to specific students at identified schools.
- Targeted incidents decreased in gang related suspensions and expulsions by 42.3% in High Incident Schools.
- Trained 100% of schools on implementing researched-based Positive Behavior Interventions and Supports (PBIS) and Comprehensive School Safety Initiative (CSSI).

*SHAPE*

- Completed additional 24 hours of Anger Regression Training (ART) for shape coordinators at each school for 2018-2019.
- Continue to provide additional training for all MPD Officers, Shelby County Sherriff Deputies and Juvenile Court officials on SHAPE Guidelines and Procedures.
- Continue partnership with City of Memphis Youth office for summer youth employment for 2018-2019.
- Continue to provide in service training for Command Staff of Memphis Police Department.
- Increased additional partnership with SHAPE through active recruiting of community partner with meetings and presentations.
- Reduced transports to Juvenile Court by an additional 3% from SHAPE Schools.
- Continue to conduct additional trainings for principals and staff at selected SHAPE Schools.
- Continue with development of suspension/expulsion pilot program in the district for certain expellable offenses at selected SHAPE Schools.



**Fiscal Year 2019-20 Priorities**

- Upgrade 42 location surveillance systems.
- Add Alarm Analyst in order to service intrusion alarm in-house, saving the district close to \$40,000 per year.
- Install new door technology at CCTV Monitor locations allowing them to be notified when a door is forcibly opened.
- Install security technology at new admin building including cameras, access control and intrusion alarm.
- Continue fingerprinting and background check on all district employees in compliance with T.C.A 49-5-413.
- New Computer Aided Dispatcher System (CAD).
- Revamp truancy referral timeline to Court.
- Seek additional vendors for GRASSY and CSSI.
- Improve safety for Project Prevent schools.
- Improve guidelines for CSSI evaluation.
- To hard fund the Project Prevent Program staff and activities.
- Revamp truancy referral timeline to Court.
- Seek additional vendors for GRASSY and CSSI.
- Improve safety for Project Prevent schools.
- Improve guidelines for CSSI evaluation.
- Complete the finger-printing and background check of district personnel as required by T.C.A. 49-5-413.

**Financial Summary**

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	7,445,931	8,047,850	8,621,253	8,899,148	11,016,283	2,117,135	24%
20000 Employee Benefits	1,828,299	2,032,789	1,979,724	2,980,534	2,819,143	(161,391)	(5%)
30000 Contracted Services	1,029,380	993,046	1,272,583	2,689,901	2,526,356	(163,545)	(5%)
40000 Supplies and Materials	281,782	310,931	267,215	1,501,978	348,176	(1,153,802)	(77%)
50000 Other Charges	540,452	449,431	524,250	667,236	410,934	(256,302)	(38%)
70000 Capital Outlay	881,823	1,062,769	1,615,151	6,532,588	1,931,654	(4,600,934)	(70%)
<b>Grand Total:</b>	<b>\$ 12,007,667</b>	<b>\$ 12,896,816</b>	<b>\$ 14,280,176</b>	<b>\$ 23,271,385</b>	<b>\$ 19,052,546</b>	<b>\$ (4,218,839)</b>	<b>(18%)</b>

**Divisional Budgets**

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
STUDENT SERVICES ADMINISTRATION	262,053	276,196	275,322	300,080	270,064	(30,016)	(10%)
SAFETY & SECURITY	11,190,903	12,014,134	13,555,474	18,762,063	14,124,753	(4,637,310)	(25%)
SAFE SCHOOLS	554,711	606,486	449,380	1,400,998	1,849,485	448,487	32%
SAFE SCHOOLS NON-RECURRING	0	-	-	2,808,244	2,808,244	-	-
<b>Grand Total:</b>	<b>\$12,007,667</b>	<b>\$ 12,896,816</b>	<b>\$ 14,280,176</b>	<b>\$ 23,271,385</b>	<b>\$ 19,052,546</b>	<b>\$ (4,218,839)</b>	<b>(18%)</b>

In fiscal year 2019-20, the Safety and Security Department’s budget is \$19.1 million, which is approximately a \$4.2 million net decrease as compared to fiscal year 2018-19. The largest budget declines include a \$4.6 million reduction in maintenance and equipment, a \$1.2 million decrease in supplies and materials, and a \$300,000 reduction in Other Charges/Contracted Services. Other budget decreases included the removal of carryforward purchase orders, a reorganization which transferred Student Services to Academic Operations and School Support, and a general budget reduction. These decreases were offset by a \$2.2 million increase which resulted from the addition of 30 new School Resource Officers in the Safe Schools Non-recurring Grant.



**Position Summary**

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
SAFE SCHOOLS	2	3	1	1	-	1	1	1	2	1	100%
SAFE SCHOOLS NON-RECURRING	0	0	0	-	-	-	26	4	30	30	300%
SAFETY & SECURITY	144	144	146	132	54	186	147	31	178	(8)	(4%)
STUDENT SERVICES ADMINISTRATION	2	2	2	1	1	2	2	-	2	-	-
<b>Position Summary Total</b>	<b>148</b>	<b>149</b>	<b>149</b>	<b>134</b>	<b>55</b>	<b>189</b>	<b>176</b>	<b>36</b>	<b>212</b>	<b>23</b>	<b>12%</b>

The Safety and Security Department has 212 budgeted positions in fiscal year 2019-20, which is 23 positions more than the prior fiscal year’s budget. The increase in positions is largely due to the addition of 30 Resources Officers in School Safety as well as 7 other net reductions. The addition of 30 resource officers is to provide increased security for students in the wake of mass shootings such as the Parkland, FL school incident.



ACADEMICS – SCHOOL BASED BUDGET

Financial Summary

CATEGORY	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
10000 Salaries	310,797,470	301,588,809	305,334,755	327,711,798	329,891,662	2,179,864	1%
20000 Employee Benefits	77,895,125	79,814,557	79,724,554	89,667,988	85,397,128	(4,270,860)	(5%)
30000 Contracted Services	2,271,983	2,360,524	2,783,194	10,664,255	(800,331)	(11,464,586)	(108%)
40000 Supplies and Materials	2,287,629	2,944,334	2,944,123	3,873,797	2,720,999	(1,152,798)	(30%)
50000 Other Charges	545,024	520,594	548,207	1,288,511	701,733	(586,778)	(46%)
70000 Capital Outlay	861,434	894,132	2,043,955	3,593,202	922,446	(2,670,756)	(74%)
<b>Grand Total: \$</b>	<b>394,658,665</b>	<b>\$388,122,950</b>	<b>\$ 393,378,788</b>	<b>\$ 436,799,551</b>	<b>\$ 418,833,637</b>	<b>\$(17,965,914)</b>	<b>(4%)</b>

Divisional Budgets

DIVISION	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19 AMENDED	FY2019-20 BUDGET	2019 vs 2020	
						VARIANCE	% CHANGE
EAST HIGH SCHOOL REDESIGN	-	-	301	-	-	-	-
ELEMENTARY MUSIC AND ART	14,636,565	14,997,910	15,498,790	16,504,658	15,840,956	(663,702)	(4%)
ELEMENTARY PHYSICAL EDUCATION	9,198,002	9,389,424	9,572,103	9,775,098	9,648,303	(126,795)	(1%)
LIBRARIANS-ELEMENTARY	6,803,237	6,642,695	6,525,801	6,637,265	6,298,037	(339,228)	(5%)
LIBRARIANS-MIDDLE	2,787,974	2,672,130	2,541,560	2,267,957	2,180,205	(87,752)	(4%)
LIBRARIANS-K8	2,781,343	2,347,889	2,298,398	2,403,769	2,165,345	(238,424)	(10%)
LIBRARIANS-HIGH	924,911	1,002,586	1,069,570	1,078,556	1,072,726	(5,830)	(1%)
SCHOOL LEADERSHIP	0	-	269	-	-	-	-
SCHOOL LEADERSHIP-ELEMENTARY	24,191,356	23,326,817	24,075,511	26,000,856	26,445,333	444,477	2%
SCHOOL LEADERSHIP-MIDDLE	12,246,886	11,040,262	11,219,653	11,238,104	12,271,681	1,033,577	9%
SCHOOL LEADERSHIP-K8	15,457,783	14,268,854	14,365,819	15,626,266	13,955,038	(1,671,228)	(11%)
SCHOOL LEADERSHIP-HIGH	3,018,433	2,988,157	3,784,537	4,007,641	5,746,712	1,739,071	43%
GENERAL EDUCATION - ELEMENTARY	151,256,560	151,379,437	151,158,977	166,225,544	150,822,434	(15,403,110)	(9%)
GENERAL EDUCATION - MIDDLE	49,760,037	47,023,876	47,382,622	53,269,851	55,039,014	1,769,163	3%
GENERAL EDUCATION - K8	13,113,641	13,040,516	14,428,568	15,067,289	14,087,853	(979,436)	(7%)
GENERAL EDUCATION - HIGH	67,593,198	66,830,988	67,989,250	76,839,661	75,462,297	(1,377,364)	(2%)
HOLLIS F PRICE	1,500,815	1,553,636	1,533,053	1,556,878	1,603,128	46,250	3%
MIDDLE COLLEGE	1,682,757	1,719,322	1,783,482	1,781,710	1,688,961	(92,749)	(5%)
STUDENT SUPPORT-ELEMENTARY	219,356	377,545	422,107	2,748,561	1,875,085	(873,476)	(32%)
STUDENT SUPPORT SBB	-	-	-	1,384,181	1,356,613	(27,568)	(2%)
GUIDANCE COUNSELING-ELEMENTARY	6,991,797	6,741,485	6,613,147	9,515,841	8,824,479	(691,362)	(7%)
GUIDANCE COUNSELING-MIDDLE	3,015,010	3,201,581	3,132,624	4,620,262	4,344,173	(276,089)	(6%)
GUIDANCE COUNSELING-K8	6,565,933	6,369,695	5,918,680	6,119,406	4,633,441	(1,485,965)	(24%)
GUIDANCE COUNSELING-HIGH	1,132,427	1,585,690	2,486,073	2,130,197	3,471,823	1,341,626	63%
<b>Grand Total: \$</b>	<b>394,878,021</b>	<b>\$ 388,500,495</b>	<b>\$ 393,800,895</b>	<b>\$ 436,799,551</b>	<b>\$ 418,833,637</b>	<b>\$(17,965,914)</b>	<b>(4%)</b>

The total school level allocation budget stands at \$418.8 million in fiscal year 2019-20. The school level allocation budget is \$18 million less than the prior year’s budget. This is primarily due to enrollment changes, with the rezoning of students to create a more efficient district, and the central pooling of school staff raises.



Position Summary

STAFFING	FY2015-16 ACTUALS	FY2016-17 ACTUALS	FY2017-18 ACTUALS	FY2018-19			FY2019-20			2019 vs 2020	
				Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
ELEMENTARY MUSIC AND ART	225	221	215	212	(7)	205	186	13	199	(6)	(3%)
ELEMENTARY PHYSICAL EDUCATION	140	134	131	130	0	130	127	1	128	(2)	(2%)
GENERAL EDUCATION - ELEMENTARY	2,360	2,276	2,275	2,144	226	2,370	2,143	188	2,331	(39)	(2%)
GENERAL EDUCATION - HIGH	1,019	982	994	941	107	1,048	946	94	1,040	(9)	(1%)
GENERAL EDUCATION - K8	187	184	189	188	7	195	186	9	195	-	-
GENERAL EDUCATION - MIDDLE	752	685	668	639	93	732	709	84	793	62	8%
GUIDANCE COUNSELING-ELEMENTARY	92	89	86	85	36	121	113	4	117	(4)	(3%)
GUIDANCE COUNSELING-HIGH	32	89	29	28	-	28	40	-	40	12	(43%)
GUIDANCE COUNSELING-K8	80	20	75	71	1	72	54	-	54	(18)	(25%)
GUIDANCE COUNSELING-MIDDLE	39	39	39	39	18	57	55	-	55	(2)	(4%)
HOLLIS F PRICE	18	18	18	17	(1)	17	16	1	17	-	-
LIBRARIANS-ELEMENTARY	87	84	83	76	5	81	72	5	77	(4)	(5%)
LIBRARIANS-HIGH	11	12	11	10	1	11	11	-	11	-	-
LIBRARIANS-K8	36	31	28	27	1	28	25	-	25	(3)	(11%)
LIBRARIANS-MIDDLE	35	33	32	27	-	27	25	1	26	(1)	(4%)
MIDDLE COLLEGE	22	22	22	22	(1)	22	22	-	22	-	-
SCHOOL LEADERSHIP-ELEMENTARY	322	307	313	305	27	332	315	11	326	(6)	(2%)
SCHOOL LEADERSHIP-HIGH	48	196	47	47	10	57	74	5	79	22	(39%)
SCHOOL LEADERSHIP-K8	199	33	187	185	12	197	167	6	173	(24)	(12%)
SCHOOL LEADERSHIP-MIDDLE	160	145	147	138	4	142	143	11	154	12	8%
STUDENT SUPPORT-ELEMENTARY	0	0	0	-	-	-	61	3	64	64	-
STUDENT SUPPORT SBB	0	0	0	81	13	94	22	13	35	(59)	(63%)
<b>Position Summary Total</b>	<b>5,864</b>	<b>5,600</b>	<b>5,589</b>	<b>5,412</b>	<b>552</b>	<b>5,964</b>	<b>5,512</b>	<b>447</b>	<b>5,959</b>	<b>(5)</b>	<b>-</b>

The school level budget allocation includes 5,959 proposed positions in fiscal year 2019-20, which is 5 positions less than in fiscal year 2018-19. Declining enrollment projected for SY2019-20 has resulted in a shift of positions to grant funding and staff reductions of classroom teachers grades K-5, special skills teachers, assistant principals and other school support staff.





**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 57 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 SCS schools. The schools reimburse 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-2019 budget, schools receive approximately 48.4 percent of every dollar of the Tax Rate Distribution set by the Shelby County Board of Commissioners (using the 2018 Tax Rate). 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 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.

OTHER POTENTIAL USES

This function accounts for the District’s contribution to all employee salary increases; high cost special education; costs associated with ACT camp; district travel; Other Post-Employment Benefits (OPEB); savings from adjusting the retirement rate; lapse time savings, and a pool of high impact investments.

DESCRIPTION	BUDGET AMOUNT
District -Wide Contracts	-
High Impact Investments	(5,990,225)
National Board Teacher (Stipends)	1,400,000
OPEB Contribution	3,000,000
Retirement Rate Change	1,090,248
SBB Enrollment Change Pool	1,000,000
SPED High Costs	107,357
Stay Paid Bonuses	-
Strategic Compensation -All Employees	14,497,291
Student Recruitment	300,000
Summer Learning Academy	-
Vacancy Savings Pool	(19,665,363)
E-Rate Savings	(7,000,000)
Unemployment Savings	(470,394)
Aspiring Teacher program	-
County Grant	2,200,000
<b>Grand Total</b>	<b>(9,531,085)</b>



**Financial Summary**

	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20	2019 vs 2020	
	ACTUALS	ACTUALS	ACTUALS	AMENDED	BUDGET	VARIANCE	% CHANGE
10000 Salaries	505,015	3,223,373	7,741,222	(24,651,387)	(2,841,370)	21,810,017	(88%)
20000 Employee Benefits	35,003,369	37,524,503	31,746,520	36,558,448	32,218,039	(4,340,409)	(12%)
30000 Contracted Services	95,380,223	125,072,450	133,894,585	143,328,265	155,607,468	12,279,203	9%
40000 Supplies and Materials	398,087	11,207,230	1,737,326	237,200	-	(237,200)	(100%)
50000 Other Charges	8,194,265	8,010,642	7,904,630	7,241,270	8,321,818	1,080,548	15%
60000 Other	550,011	72,614	-	-	-	-	-
70000 Capital Outlay	290,584	3,093,724	551,349	1,790,703	-	(1,790,703)	(100%)
<b>Grand Total: \$</b>	<b>140,321,554</b>	<b>\$ 188,204,536</b>	<b>\$ 183,575,632</b>	<b>\$ 164,504,499</b>	<b>\$ 193,305,955</b>	<b>\$ 28,801,456</b>	<b>18%</b>

**Divisional Budgets**

DIVISION	FY2015-16	FY2016-17	FY2017-18	FY2018-19	FY2019-20	2019 vs 2020	
	ACTUALS	ACTUALS	ACTUALS	AMENDED	BUDGET	VARIANCE	% CHANGE
BOARD OF EDUCATION	7,277,682	7,257,289	7,452,688	7,231,570	7,231,570	-	-
MONEY DUE BOARD (SCHOOL REIMBURSEMENT)	1,451,317	1,400,667	1,206,514	1,553,948	1,545,615	(8,333)	(1%)
CHARTER SCHOOLS	94,408,523	111,283,036	128,231,865	138,512,087	161,170,764	22,658,677	16%
BENEFITS - RETIREES	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	-	-
DEBT SERVICE	550,011	72,614	-	-	-	-	-
OTHER POTENTIAL USES	1,933,179	6,465,718	17,934,609	(15,682,197)	(9,531,085)	6,151,112	(39%)
ACADEMICS INVESTMENT	0	16,026,220	(113,211)	-	-	-	-
COMMUNICATIONS INVESTMENT	0	336,989	(1,535)	-	-	-	-
CHIEF OF SCHOOLS INVESTMENT	0	2,560,433	(29,767)	-	-	-	-
CHIEF OF STAFF INVESTMENT	0	1,450,497	15,425	-	-	-	-
FINANCE INVESTMENT	0	99,000	-	-	-	-	-
HR INVESTMENT	0	1,081,826	48,294	-	-	-	-
IT INVESTMENT	0	2,998,026	-	-	-	-	-
STRATEGY INVESTMENT	0	6,042	-	-	-	-	-
OPERATIONS INVESTMENT	0	1,490,238	99	-	-	-	-
STUDENT SERVICES INVESTMENT	0	1,080,267	248	-	-	-	-
<b>Grand Total: \$</b>	<b>140,321,554</b>	<b>\$ 188,204,536</b>	<b>\$ 183,575,632</b>	<b>\$ 164,504,499</b>	<b>\$ 193,305,955</b>	<b>\$ 28,801,456</b>	<b>18%</b>

The total budget for Other Uses is \$193.3 million, resulting in a \$28.8 million budget increase when compared with the prior year amount. This increase is partly due to the \$22.7 million Charter School increase based on projected enrollment and increases in the number of Charter Schools. Within Other Potential Uses, there is a \$6.1 million increase due to: 1) decreases in vacancy savings; 2) increases caused by the central pooling of proposed employees raises for FY2019-20; 3) increases to Other Contracted Services for non-capital outlay for the new schools and 4) increases for high impact investments.

**Position Summary**

STAFFING	FY2015-16	FY2016-17	FY2017-18	FY2018-19			FY2019-20			2019 vs 2020	
	ACTUALS	ACTUALS	ACTUALS	Filled	Unfilled	Total	Filled	Unfilled	Total	Variance	% Change
MONEY DUE BOARD (SCHOOL REIMBURSEMENT)	0	0	0	-	-	-	6	-	6	6	-
OTHER POTENTIAL USES	0	0	0	11	5	16	-	-	-	(16)	(100%)
<b>Position Summary Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>11</b>	<b>5</b>	<b>16</b>	<b>6</b>	<b>-</b>	<b>6</b>	<b>(10)</b>	<b>(63%)</b>

Other Potential Uses has 6 budgeted positions in fiscal year 2019-20; this is 10 positions less than the prior fiscal year's budget. The reduction in positions are for various positions including classroom teachers, IT support analysts, and advisors that were funded as one-time investments in the General Fund for fiscal year 2018-19. The remaining six (6) positions for fiscal year 2019-20 are Certified Tutors.



iii. CAPITAL PROJECTS FUND

This section includes the following information:

- Budget for Capital Projects Fund
- District’s Deferred Maintenance Needs
- State Law for Public Charter School Facility 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.

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. Shelby County Commission and SCS Administration met to provide greater transparency on budgets, capital projects, spending and funding needs. The collaboration led to better clarity around the operating practices for capital and guidelines for capital projects:

- Remaining funds for completed capital projects will revert back to Shelby County. This is a win-win for both parties. SCS has sometimes completed its capital projects for less than expected cost. Shelby County can use the remaining funds for future appropriations and lower future bond debt issuances.
- SCS can reallocate appropriated capital funds to new and/or other projects within the first year. After the first year, the reallocation of capital funds for that specific year will not be allowed, with exceptions for emergencies.
- Capital project balances from current or prior appropriations that have been fully or partially obligated by contract shall remain available in future fiscal years. Capital projects occur in interdependent phases, starting with design. Given that most of the construction happens when students are not in schools, this allows on-going projects to be completed during the summer.

**BUDGET FOR CAPITAL PROJECTS FUND**

In fiscal year 2019-20, the Capital Projects budget totals approximately \$105.1 million, which is an increase of \$40.8 million over the prior year. The budget includes the carryover of unfinished fiscal year 2018-19 projects and new County appropriations of \$40 million for a new school, building renovations and critical deferred maintenance projects.

The highlights of the new allocation include the following projects:

- Alcy Elementary \$15.0 million
- Goodlett Elementary \$7.7 million
- Macon Hall Elementary \$5.0 million
- Kingsbury Elementary \$4.3 million
- B.T. Washington High HVAC \$3.5 million
- Newberry Elementary \$2.9 million
- Highland Oaks Elementary HVAC \$2.4 million
- Jackson Elementary \$2.3 million
- Bellevue Middle Mechanical \$2.0 million
- Snowden K-8 Windows \$1.5 million
- Shrine/Sheffield Elementary HVAC \$1.4 million
- Whitney Elementary Roofing (ASD) \$1.4 million



Below is the Capital Projects Fund budget by function for fiscal year 2019-20.

FISCAL YEAR 2019-20  
CAPITAL PROJECTS FUND BY FUNCTION

	2015-16	2016-17	2017-18	2018-19	2019-20		
	Actual	Actual	Actual	Amended Budget	Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Shelby County	31,959,030	21,070,909	51,300,570	61,543,272	105,053,935	43,510,662	70.70%
Other local sources	428,164	244,852	335,704	1,244,868	-	(1,244,868)	0.00%
<b>Total revenues</b>	<u>32,387,194</u>	<u>21,315,761</u>	<u>51,636,274</u>	<u>62,788,140</u>	<u>105,053,935</u>	<u>42,265,794</u>	<u>67.31%</u>
<b>Expenditures</b>							
Plant services	17,505,023	16,846,062	67,226,251	64,225,916	105,053,935	40,828,019	63.57%
<b>Total expenditures</b>	<u>17,505,023</u>	<u>16,846,062</u>	<u>67,226,251</u>	<u>64,225,916</u>	<u>105,053,935</u>	<u>40,828,019</u>	<u>63.57%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	14,882,171	4,469,699	(15,589,977)	(1,437,776)	-		
<b>Approved use of fund balance</b>	-	-	15,589,977	1,437,776	-		
<b>Net Change</b>	14,882,171	4,469,699	-	-	-		
<b>Beginning Fund Balance</b>	12,488,134	8,417,957	6,218,216	1,665,284	227,509		
Increase (decrease) in reserve for encumbrance	(19,961,898)	(7,511,452)	10,949,150				
Transfers To/(From) Other Funds	-	-	-				
Sale of capital assets	1,009,550	842,012	87,895				
<b>Ending Fund Balance</b>	<u>\$ 8,417,957</u>	<u>\$ 6,218,216</u>	<u>\$ 1,665,284</u>	<u>\$ 227,509</u>	<u>\$ 227,509</u>		



Below is the Capital Projects Fund budget by object for fiscal year 2019-20.

FISCAL YEAR 2019-20  
CAPITAL PROJECTS FUND BY OBJECT

	2016-17 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ 153,151	\$ -	\$ (153,151)	0.00%
Shelby County	31,959,030	21,070,909	51,300,570	61,390,121	105,053,935	43,663,813	71.13%
Other local sources	428,164	244,852	335,704	1,244,868	-	(1,244,868)	0.00%
<b>Total revenues</b>	<u>32,387,194</u>	<u>21,315,761</u>	<u>51,636,274</u>	<u>62,788,140</u>	<u>105,053,935</u>	<u>42,265,794</u>	<u>67.31%</u>
<b>Expenditures</b>							
Contracted services	-	-	4,237,352	6,385,573	2,441,222	(3,944,351)	-61.77%
Capital Outlay	17,501,637	16,686,737	62,988,899	57,769,430	102,612,713	44,843,283	77.62%
<b>Total expenditures</b>	<u>17,505,023</u>	<u>16,846,062</u>	<u>67,226,251</u>	<u>64,225,916</u>	<u>105,053,935</u>	<u>40,828,019</u>	<u>63.57%</u>
<b>Excess (deficiency) of revenues</b>							
Debt service	14,882,171	4,469,699	(15,589,977)	(1,437,776)	-		
Approved use of fund balance	-	-	15,589,977	1,437,776	-		
<b>Net Change</b>	<u>14,882,171</u>	<u>4,469,699</u>	<u>-</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>	12,488,134	8,417,957	6,218,216	1,665,284	227,509		
Increase (decrease) in reserve for encumbrance	(19,961,898)	(7,511,452)	10,949,150	-	-		
Transfers from Other Funds	-	-	-	-	-		
Sale of capital assets	1,009,550	842,012	87,895	-	-		
<b>Ending Fund Balance</b>	<u>\$ 8,417,957</u>	<u>\$ 6,218,216</u>	<u>\$ 1,665,284</u>	<u>\$ 227,509</u>	<u>\$ 227,509</u>		



Below is the Capital Project Fund budget by project for fiscal year 2019-20:

Project	2018-19 Amended Budget	2019-20 Budget	2019 vs 2020 Variance	% Change
6904 Unforeseen Emergencies	2,465,397	40,000,000	37,534,603	1522%
C710 Demolitions (multiple)	217,247	-	(217,247)	-100%
C726 Berclair ES Mechanical	36,107	-	(36,107)	-100%
C731 Treadwell ES/MS Mechanical	1,689,978	-	(1,689,978)	-100%
C734 New Construction Alcy ES	980,066	15,042,592	14,062,526	1435%
C735 New Construction Goodlett ES	22,962,909	7,672,734	(15,290,175)	-67%
C736 Sherwood MS- ADA	3,642,689	-	(3,642,689)	-100%
C737 Hamilton HS - Mechanical	252,762	-	(252,762)	-100%
C738 East High Renovation	436,405	-	(436,405)	-100%
C739 Idlewild ES Mechanical	145,571	-	(145,571)	-100%
C740 Jackson ES Mechanical	37,927	-	(37,927)	-100%
C746 Shelby Oaks ES Mechanical	59,421	-	(59,421)	-100%
C748 Balmoral-Ridgeway ES Mechanical	45,578	-	(45,578)	-100%
C749 Ridgeway HS Roof Replacement	129,485	-	(129,485)	-100%
C750 Kingsbury ES Roof Replacement	22,361	-	(22,361)	-100%
C751 Larose ES Roof Replacement	5,671	-	(5,671)	-100%
C753 Riverview MS Roof Replacement	898,120	-	(898,120)	-100%
C754 Ridgeway-Balmoral ES Roof Replacement	91,262	-	(91,262)	-100%
C755 Hanley ES - ASD	233,708	-	(233,708)	-100%
C756 Newberry ES-Mechanical	93,696	-	(93,696)	-100%
C757 Kingsbury ES-Mechanical	19,269	-	(19,269)	-100%
C758 Kate Bond ES-Mechanical	45,601	-	(45,601)	-100%
C759 Delano ES-Mechanical	91,758	-	(91,758)	-100%
C762 Maxine Smith Acad.-Roof Partial	55,227	-	(55,227)	-100%
C763 Sherwood MS- Mechanical	570,151	-	(570,151)	-100%
C777 Sheffield High HVAC Underground Piping Infrastructure	2,836,464	-	(2,836,464)	-100%
C801 Egypt ES Mechanical	917,698	-	(917,698)	-100%
C802 Georgian Hills MS Mechanical	12,812	-	(12,812)	-100%
C803 Ida B. Wells ES Mechanical	846,086	-	(846,086)	-100%
C804 A Maceo Walker MS Mechanical	4,038	-	(4,038)	-100%
C805 Melrose HS Mechanical	51,040	-	(51,040)	-100%
C806 Mitchell HS Mechanical	45,774	-	(45,774)	-100%
C807 Northeast Prep Academy Mechanical	116,595	-	(116,595)	-100%
C808 Raleigh Egypt MS Mechanical	17,400	-	(17,400)	-100%
C809 Rozelle ES Mechanical	45,615	-	(45,615)	-100%
C810 Bellevue MS Mechanical	2,502,694	1,991,940	(510,754)	-20%
C811 Trezevant HS Mechanical	117,034	-	(117,034)	-100%
C812 Westwood HS Mechanical	1,959	-	(1,959)	-100%
C813 White Station HS Mechanical	338,998	-	(338,998)	-100%
C814 Brownsville RD Mechanical	23,138	-	(23,138)	-100%
C815 Dunbar ES Mechanical	14,413	-	(14,413)	-100%
C816 Shady Grove ES Mechanical	54,394	-	(54,394)	-100%
C817 Levi ES Mechanical	98,277	-	(98,277)	-100%
C820 Ridgeway HS Mechanical2	246,246	-	(246,246)	-100%
C821 Treadwell ES/ MS Mechanical2	131,023	-	(131,023)	-100%
C823 Bayer Building/Associated Capital Expenses	6,684,998	973,381	(5,711,616)	-85%
C901 Alton ES Roofing	81,251	534,322	453,071	558%
C902 B.T. Washington HS HVAC	98,000	3,519,500	3,421,500	3491%
C903 Barret's Chapel K-8 HVAC	41,700	1,034,100	992,400	2380%
C904 Barret's Chapel K-8 Roofing	25,363	242,672	217,309	857%
C905 Chickasaw MS Roofing	25,734	40,939	15,205	59%



Project	2018-19 Amended Budget	2019-20 Budget	2019 vs 2020 Variance	% Change
C906 Dexter ES HVAC	87,330	107,469	20,138	23%
C907 Douglass K-8 Roofing	296,657	989,976	693,320	234%
C908 E.E. Jeter K-8 HVAC	48,383	1,041,910	993,528	2053%
C909 Germantown ES HVAC	40,600	998,261	957,661	2359%
C910 Grahamwood ES HVAC	33,500	699,130	665,630	1987%
C911 Hickory Ridge ES Fire Alarm Sys	21,150	83,782	62,632	296%
C912 Hickory Ridge ES HVAC	-	19,220	19,220	100%
C913 Highland Oaks ES HVAC	84,000	2,364,168	2,280,168	2714%
C914 Holmes Rd ES HVAC	31,913	1,142,199	1,110,285	3479%
C915 Jackson ES Elevator	4,749	27,751	23,002	484%
C916 Jackson ES Roofing	28,187	364,108	335,922	1192%
C917 Lowrance K-8 HVAC	58,488	56,703	(1,785)	-3%
C918 Lowrance K-8 Roofing	142,608	866,192	723,584	507%
C919 Macon Hall ES Construction	69,713	52,788	(16,925)	-24%
C920 Maxine Smith Academy HVAC	229,675	1,189,290	959,615	418%
C921 Oakhaven ES HVAC	16,403	348,913	332,510	2027%
C922 Oakhaven ES Roofing	8,340	157,444	149,105	1788%
C924 Raleigh-Bartlett Meadows ES HVAC	92,926	234,582	141,656	152%
C925 Robert R. Church ES HVAC	22,260	799,952	777,692	3494%
C926 Shelby Oaks ES Windows	34,016	213,314	179,298	527%
C927 Shrine/Sheffield ES HVAC	63,317	1,426,879	1,363,562	2154%
C928 Snowden K-8 Windows	120,500	1,527,500	1,407,000	1168%
C929 White Station ES Roofing	97,888	816,053	718,165	734%
C930 White Station HS Roofing	65,032	50,907	(14,125)	-22%
C931 White Station MS Fire Alarm Sys	92,925	33,513	(59,412)	-64%
C932 Whitehaven HS Fire Alarm Sys	123,900	64,806	(59,094)	-48%
C933 Whitehaven HS HVAC	119,895	1,233,416	1,113,520	929%
C934 Whitehaven HS Windows	36,487	799,190	762,703	2090%
C935 Whitney ES Roofing (ASD)	39,378	1,434,722	1,395,344	3543%
C936 Cummings Construction	69,000	43,733	(25,267)	-37%
C937 Douglas K-8 Construction	69,000	43,733	(25,267)	-37%
C938 Germantown ES Construction	428,438	905	(427,532)	-100%
C939 Jackson ES Construction	107,503	2,292,497	2,184,993	2032%
C940 Kingsbury ES Construction	258,938	4,341,062	4,082,123	1576%
C941 Macon Hall ES Construction	338,529	5,061,971	4,723,441	1395%
C942 Newberry ES Construction	207,710	2,892,290	2,684,581	1292%
C950 Richland ES Richland ES Gymnasium	56,144	38,947	(17,197)	-31%
C951 Grahamwood ES Gymnasium	55,275	91,883	36,608	66%
C952 Delano ES Gymnasium	59,172	50,597	(8,575)	-14%
C992 Whitehaven HS Renovations	2,014,160	-	(2,014,160)	-100%
C993 White Station HS Renovations	1,396,714	-	(1,396,714)	-100%
C995 Overton HS Roof Replacement	24,800	-	(24,800)	0%
C997 Richland ES Classroom Addition	2,901,962	-	(2,901,962)	-100%
C998 Grahamwood ES Classroom Addition	2,273,741	-	(2,273,741)	-100%
C999 Delano ES Classroom Addition	1,094,352	-	(1,094,352)	-100%
M100 Hamilton HS - Mechanical (COM)	43,764	-	(43,764)	-100%
M101 Sherwood MS Mechanical (COM)	109,387	-	(109,387)	-100%
	<b>64,225,916</b>	<b>\$ 105,053,935</b>	<b>\$ 40,828,018</b>	<b>64%</b>



New Construction of 21<sup>st</sup> Century Schools



Construction of the new 21st Century Goodlett Elementary School is progressing with foundation and vertical structural work nearing completion. Due to above average rainfall and other critical milestone delays during the foundation phase of the project, the construction timeline has been extended. The new projected completion date for Goodlett is adjusted to January 2020. The new 21st Century Alcy Elementary School design has been completed and construction began spring of 2019, with an estimated completion of June 2020. The details for these two new schools are listed below.

**Project Number:** C734  
**Project Name:** New Alcy Elementary School  
**Start Date:** June 2018  
**Estimated Completion Date:** June 2020  
**Description:** New Construction  
**FY2019-20 Project Costs:** \$15,042,592  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C735  
**Project Name:** New Goodlett Elementary School  
**Start Date:** June 2018  
**Estimated Completion Date:** January 2020  
**Description:** New Construction  
**FY2019-20 Project Costs:** \$7,672,734  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

These schools will be 21<sup>st</sup> Century Schools designed to be creative, flexible, sustainable and cost effective. Also, they will provide students with access to outdoor learning environments and advanced technology. The 21<sup>st</sup> Century School's interchangeable systems will accommodate a variety of learning that includes large or small work groups, peer to peer learning, and individual exploration.

*Curriculum design for 21<sup>st</sup> Century schools*

As schools move into the 21<sup>st</sup> century, they are casting off the traditional model paradigm. 21<sup>st</sup> Century curriculum must be designed with more of an emphasis on skills needed for real-life without abandoning the core content of education. Now, the academic curriculum for 21<sup>st</sup> Century schools must be designed with a focus on what is now referred to as the 4-C's (creativity, critical thinking, communication and collaboration). Project Based Learning is a common 21<sup>st</sup> Century model. Specifically, students are working in teams to experience and explore relevant, real-world problems, questions, issues and challenges and then creating presentations and products to share what they have learned.





*Building design for 21<sup>st</sup> Century schools*

Currently, we must design schools, classrooms and spaces where students can collaborate and participate in real-life environments where they can learn how to work in teams. 21<sup>st</sup> Century schools should contain learning spaces that support active, student-driven and personalized learning. The building design should include features such as plenty of natural light; bright and bold colors; movable and portable furniture; advanced technology; energy efficient support; and flexible spaces.

The following list highlights the estimated start date, completion date, and annual project costs for FY19-20 Shelby County approved and funded capital projects.

**Project Number:** C810  
**Project Name:** Bellevue Middle School  
**Start Date:** October 2017  
**Estimated Completion Date:** June 2020  
**Description:** HVAC  
**FY19-20 Project Costs:** \$1,991,940  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C823  
**Project Name:** Bayer Building  
**Start Date:** February 2019  
**Estimated Completion Date:** June 2020  
**Description:** CNC Renovations  
**FY19-20 Project Costs:** \$973,381  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C901  
**Project Name:** Alton Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$534,322  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C902  
**Project Name:** Booker T. Washington High School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$3,519,500  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C903  
**Project Name:** Barret's Chapel K-8  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$1,034,100  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C904  
**Project Name:** Barret's Chapel K-8  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$242,672  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C905  
**Project Name:** Chickasaw Middle School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$40,939  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C906  
**Project Name:** Dexter Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$107,469  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C907  
**Project Name:** Douglas K-8  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$989,976  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C908  
**Project Name:** E.E. Jeter K-8  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$1,041,910  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C909  
**Project Name:** Germantown Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$998,261  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C910  
**Project Name:** Grahamwood Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** December 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$699,130  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C911  
**Project Name:** Hickory Ridge Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** July 2019  
**Description:** Fire Alarm System  
**FY19-20 Project Costs:** \$83,782  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C912  
**Project Name:** Hickory Ridge Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$19,220  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C913  
**Project Name:** Highland Oaks Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** November 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$2,364,168  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C914  
**Project Name:** Holmes Road Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$1,142,199  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C915  
**Project Name:** Jackson Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** June 2019  
**Description:** Elevator  
**FY19-20 Project Costs:** \$27,751  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C916  
**Project Name:** Jackson Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$364,108  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C917  
**Project Name:** Lowrance K-8  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$56,703  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C918  
**Project Name:** Lowrance K-8  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$866,192  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C919  
**Project Name:** Macon Hall Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** July 2019  
**Description:** Construction  
**FY19-20 Project Costs:** \$52,788  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C920  
**Project Name:** Maxine Smith Academy  
**Start Date:** February 2019  
**Estimated Completion Date:** November 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$1,189,290  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C921  
**Project Name:** Oakhaven Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$348,913  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C922  
**Project Name:** Oakhaven Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$157,444  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C924  
**Project Name:** Raleigh-Bartlett Meadows Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** November 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$234,582  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C925  
**Project Name:** Robert R. Church Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$799,952  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C926  
**Project Name:** Shelby Oaks Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Windows  
**FY19-20 Project Costs:** \$213,314  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C927  
**Project Name:** Shrine/Sheffield Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** August 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$1,426,879  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C928  
**Project Name:** Snowden K-8  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Windows  
**FY19-20 Project Costs:** \$1,527,500  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C929  
**Project Name:** White Station Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$816,053  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C930  
**Project Name:** White Station High School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Roofing  
**FY19-20 Project Costs:** \$50,907  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C931  
**Project Name:** White Station Middle School  
**Start Date:** February 2019  
**Estimated Completion Date:** July 2019  
**Description:** Fire Alarm System  
**FY19-20 Project Costs:** \$33,513  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C932  
**Project Name:** Whitehaven High School  
**Start Date:** February 2019  
**Estimated Completion Date:** July 2019  
**Description:** Fire Alarm System  
**FY19-20 Project Costs:** \$64,806  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C933  
**Project Name:** Whitehaven High School  
**Start Date:** February 2019  
**Estimated Completion Date:** November 2019  
**Description:** HVAC  
**FY19-20 Project Costs:** \$1,233,416  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C934  
**Project Name:** Whitehaven High School  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Windows  
**FY19-20 Project Costs:** \$799,190  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C935  
**Project Name:** Whitney Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** April 2020  
**Description:** Roofing (ASD)  
**FY19-20 Project Costs:** \$1,434,722  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C936  
**Project Name:** Cummings  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Gymnasium  
**FY19-20 Project Costs:** \$43,733  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C937  
**Project Name:** Douglas K-8  
**Start Date:** March 2019  
**Estimated Completion Date:** August 2019  
**Description:** Gymnasium  
**FY19-20 Project Costs:** \$43,733  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C938  
**Project Name:** Germantown Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** February 2020  
**Description:** 14 Classroom Additions  
**FY19-20 Project Costs:** \$905  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget





**Project Number:** C939  
**Project Name:** Jackson Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** January 2020  
**Description:** 6 Classroom Addition  
**FY19-20 Project Costs:** \$2,292,497  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C940  
**Project Name:** Kingsbury Elementary School  
**Start Date:** February 2019  
**Estimated Completion Date:** March 2020  
**Description:** 12 Classroom Addition  
**FY19-20 Project Costs:** \$4,341,062  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C941  
**Project Name:** Macon Hall Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** February 2020  
**Description:** 14 Classroom Addition  
**FY19-20 Project Costs:** \$5,061,971  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C942  
**Project Name:** Newberry Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** May 2020  
**Description:** 8 Classroom Additions  
**FY19-20 Project Costs:** \$2,892,290  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C950  
**Project Name:** Richland Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** December 2019  
**Description:** Gymnasium  
**FY19-20 Project Costs:** \$38,947  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



**Project Number:** C951  
**Project Name:** Grahamwood Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** April 2020  
**Description:** Gymnasium  
**FY19-20 Project Costs:** \$91,883  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget

**Project Number:** C952  
**Project Name:** Delano Elementary School  
**Start Date:** March 2019  
**Estimated Completion Date:** December 2019  
**Description:** Gymnasium  
**FY19-20 Project Costs:** \$50,597  
**Operating Budget Impact:** The District estimates \$0 impact to the District's operating budget



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, 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.



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 school 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 the original units. Also, many of the heating and cooling ventilation systems exceed the average life expectancy, which is approximately 15 – 20 years old. 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 structural or system neglect. The District’s preventative maintenance efforts and skilled team keep buildings and systems functional temporarily to minimize disruptions to classroom learning. Our Facility Maintenance 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 2018-19, about 27% of the \$476.5 million in critical deferred maintenance projects were either addressed or budgeted. The FY 2019-2020 Capital budget includes approximately \$16 million in critical deferred maintenance projects.



### STATE LAW FOR PUBLIC CHARTER SCHOOL FACILITY FUND

House Bill No. 310 provides greater clarity on charter school oversight, funding to oversee charter schools, access to facilities for charter schools, and application and closure processes. Specifically, the House Bill No. 310 includes state appropriation of \$6 million from the State General Fund to establish the Public Charter School Facility Fund (PCSFF). Starting in fiscal year 2017-18, \$6 million will be provided annually for three years.

Section 24 of the proposed legislation establishes the PCSFF for the purpose of administering the public charter facilities program for the purpose of assisting public charter schools in acquiring and improving property to educate students, including the purchase of property, general capital improvements to existing buildings and available buildings, assistance with any costs associated with the purchase or lease of underutilized or vacant property available, and for assistance with the repayment of debt incurred for existing capital outlay projects. More details about the fiscal impact can be found at <http://www.capitol.tn.gov/Bills/110/Fiscal/HB0310.pdf>.

On March 4, 2019, Gov. Bill Lee's office released plans to ask Tennessee's legislature to double state funding to help charter schools deal with the chronic challenge of paying for costly buildings and campuses. The investment would give the state's 112 charter schools the chance to vie for facility grants totaling \$12 million for fiscal year 2019-20 more details maybe found at this website:

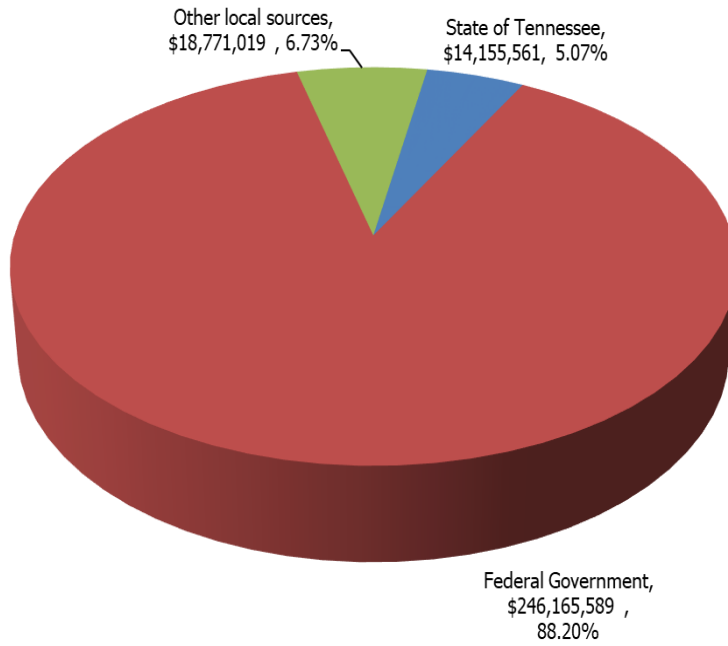
<https://chalkbeat.org/posts/tn/2019/03/04/charter-school-facility-funding-would-double-under-tennessee-governors-plan/>



iv. SPECIAL REVENUE FUNDS

2019-20 SPECIAL REVENUE FUNDS

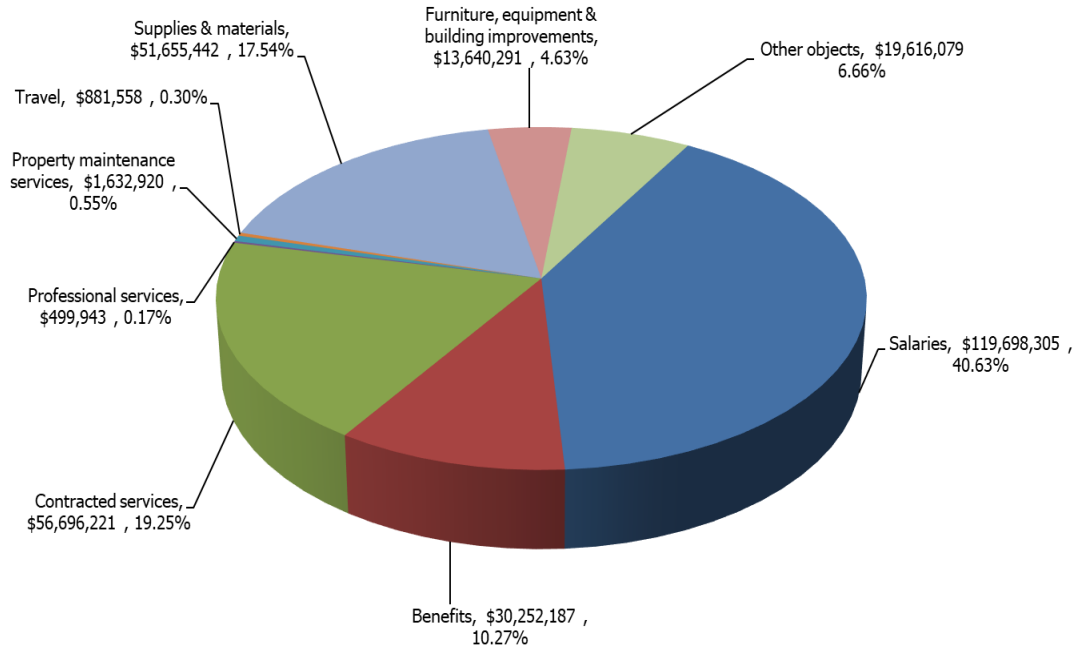
Revenues





2019-20 SPECIAL REVENUE FUNDS

Expenditures





**SPECIAL REVENUE FUNDS BY FUNCTION**  
**FISCAL YEAR 2019-20 BUDGET**  
**ALL FUND TYPES**  
**With Comparative Information for Fiscal Years 2015-16 through 2019-20**

	2015-16	2016-17	2017-18	2018-19	2019-20	Variance	% Change
Revenues	Actual	Actual	Actual	Amended Budget	Budget		
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
State of Tennessee	13,493,372	8,851,159	10,024,593	14,334,098	14,155,561	(178,537)	-1.25%
Federal Government	203,610,541	230,166,774	233,440,588	247,952,858	246,165,589	(1,787,269)	-0.72%
Other local sources	22,480,292	27,695,390	14,677,284	14,316,076	18,771,019	4,454,943	31.12%
<b>Total revenues</b>	<b>239,584,206</b>	<b>266,713,322</b>	<b>258,142,467</b>	<b>276,603,032</b>	<b>279,092,169</b>	<b>2,489,137</b>	<b>0.90%</b>
<b>Expenditures</b>							
Instruction	63,106,564	76,814,691	80,594,030	74,788,449	73,057,299	(1,731,150)	-2.31%
Instructional support	29,419,038	33,094,534	34,401,167	49,385,030	52,238,860	2,853,830	5.78%
Student support	10,147,300	10,802,509	9,048,985	10,525,011	9,943,243	(581,768)	-5.53%
Office of principal	202,504	10,676	41,196	40,381	52,814	12,433	30.79%
General administration	8,561,316	5,838,652	197,007	348	348	-	0.00%
Education Technology	-	-	-	-	-	-	0.00%
Fiscal services	267,524	67,069	116,446	-	-	-	0.00%
Other support services	202,652	126,735	-	-	-	-	0.00%
Student transportation	540,676	3,127,085	3,030,288	2,886,153	3,957,000	1,070,847	37.10%
Plant services	631,077	501,708	703,857	647,325	1,350,995	703,670	108.70%
Community service	47,400,461	50,773,843	46,468,763	54,031,150	57,881,746	3,850,596	7.13%
Food Service	79,210,360	86,092,200	72,114,567	88,322,763	96,090,640	7,767,878	8.79%
<b>Total expenditures</b>	<b>239,689,471</b>	<b>267,249,701</b>	<b>246,716,305</b>	<b>280,626,610</b>	<b>294,572,946</b>	<b>13,946,336</b>	<b>4.97%</b>
<b>Excess (deficiency) of revenues over expenditures</b>	<b>(105,265)</b>	<b>(536,379)</b>	<b>11,426,162</b>	<b>(4,023,578)</b>	<b>(15,480,777)</b>		
<b>Approved use of fund balance</b>	<b>105,265</b>	<b>536,379</b>	<b>-</b>	<b>4,023,578</b>	<b>15,480,777</b>		
<b>Net Change</b>	<b>-</b>	<b>-</b>	<b>11,426,162</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>	<b>34,238,948</b>	<b>39,095,555</b>	<b>35,886,340</b>	<b>47,462,151</b>	<b>43,438,574</b>		
Increase (decrease) in reserve for capital assets	3,702,339	(2,818,923)	42,556	-	-		
Transfers To/(From) Other Funds	1,259,536	30,758	-	-	-		
Sale of capital assets	-	115,329	107,094	-	-		
<b>Ending Fund Balance</b>	<b>\$ 39,095,555</b>	<b>\$ 35,886,340</b>	<b>\$ 47,462,151</b>	<b>\$ 43,438,574</b>	<b>\$ 27,957,796</b>		



**SPECIAL REVENUE FUNDS BY OBJECT**  
**FISCAL YEAR 2019-20 BUDGET**  
**ALL FUND TYPES**  
**With Comparative Information for Fiscal Years 2015-16 through 2019-20**

	2016-17	2016-17	2017-18	2018-19	2019-20	Variance	% Change
	Actual	Actual	Actual	Amended Budget	Budget		
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State of Tennessee	13,493,372	8,851,159	10,024,593	14,334,098	14,155,561	(178,537)	-1.25%
Federal Government	203,610,541	230,166,774	233,440,588	247,952,858	246,165,589	(1,787,269)	-0.72%
Other local sources	22,480,292	27,695,390	14,677,284	14,316,076	18,771,019	4,454,943	31.12%
<b>Total revenues</b>	<u>239,584,206</u>	<u>266,713,322</u>	<u>258,142,467</u>	<u>276,603,032</u>	<u>279,092,169</u>	<u>2,489,137</u>	<u>0.90%</u>
<b>Expenditures</b>							
Salaries	97,122,040	103,054,522	101,441,078	111,036,839	119,698,305	8,661,466	7.80%
Benefits	22,766,742	24,355,189	22,960,308	28,307,525	30,252,187	1,944,662	6.87%
Contracted services	39,839,978	51,007,090	38,604,235	52,347,737	56,696,221	4,348,484	8.31%
Professional services	434,562	741,990	943,996	515,436	499,943	(15,493)	-3.01%
Property maintenance services	1,415,244	1,093,500	1,173,472	1,578,456	1,632,920	54,464	3.45%
Travel	652,880	551,972	502,137	694,037	881,558	187,521	27.02%
Supplies & materials	52,207,495	52,384,902	45,237,384	52,340,659	51,655,442	(685,217)	-1.31%
Furniture, equipment & building improvements	15,686,912	16,010,679	26,908,386	14,354,573	13,640,291	(714,282)	-4.98%
Other objects	9,563,618	18,049,859	8,945,311	19,451,346	19,616,079	164,733	0.85%
Debt Service	-	-	-	-	-	-	
Charter schools	-	-	-	-	-	-	
<b>Total expenditures</b>	<u>239,689,471</u>	<u>267,249,701</u>	<u>246,716,305</u>	<u>280,626,610</u>	<u>294,572,946</u>	<u>13,946,336</u>	<u>4.97%</u>
<b>Excess (deficiency) of revenues</b>							
Debt service	(105,265)	(536,378)	11,426,162	(4,023,578)	(15,480,777)		
<b>Approved use of fund balance</b>	<u>105,265</u>	<u>536,378</u>	<u>-</u>	<u>4,023,578</u>	<u>15,480,777</u>		
<b>Net Change</b>	<u>-</u>	<u>-</u>	<u>11,426,162</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>	34,238,948	39,095,555	35,886,340	47,462,151	43,438,574		
Increase (decrease) in reserve for encumbrance	3,702,339	(2,818,923)	42,556	-	-		
Transfers from Other Funds	1,259,536	30,758	-	-	-		
Sale of capital assets	-	115,329	107,094	-	-		
<b>Ending Fund Balance</b>	<u>\$ 39,095,555</u>	<u>\$ 35,886,340</u>	<u>\$ 47,462,151</u>	<u>\$ 43,438,574</u>	<u>\$ 27,957,796</u>		





ALL SPECIAL REVENUE FUNDS BY FUNCTION  
FISCAL YEAR 2019-20 BUDGET

	<b>Non-Federal Programs</b>	<b>Food Services</b>	<b>Federal Programs</b>	<b>Total Special Revenue</b>
<b>Revenues</b>				
State of Tennessee	13,525,561	630,000	\$ -	\$ 14,155,561
Federal Government	-	83,506,966	\$ 162,658,623	\$ 246,165,589
Other local sources	16,430,477	2,340,542	\$ -	\$ 18,771,019
<b>Total revenues</b>	<u>29,956,038</u>	<u>86,477,508</u>	<u>162,658,623</u>	<u>279,092,169</u>
<b>Expenditures</b>				
Instruction	1,476,544	-	71,580,755	73,057,299
Instructional support	758,610	-	51,480,250	52,238,860
Student support	80,885	-	9,862,358	9,943,243
Office of principal	52,814	-	-	52,814
General administration	-	-	348	348
Student transportation	-	-	3,957,000	3,957,000
Plant services	1,350,995	-	-	1,350,995
Community service	32,103,834	-	25,777,912	57,881,746
Food Service	-	96,090,640	-	96,090,640
<b>Total expenditures</b>	<u>35,823,682</u>	<u>96,090,640</u>	<u>162,658,623</u>	<u>294,572,946</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(5,867,644)	(9,613,133)	-	(15,480,777)
<b>Approved use of fund balance</b>	<u>5,867,644</u>	<u>9,613,133</u>	<u>-</u>	<u>15,480,777</u>
<b>Net Change</b>	-	-	-	-
<b>Beginning Fund Balance</b>	9,451,302	33,987,272	-	43,438,574
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers To/(From )Other Funds	-	-	-	-
Sale of capital assets	-	-	-	-
<b>Ending Fund Balance</b>	<u>\$ 3,583,656</u>	<u>\$ 24,374,139</u>	<u>\$ -</u>	<u>\$ 27,957,797</u>
<b>Fund balance categories</b>				
Nonspendable	-	-	-	-
Restricted	3,583,658	24,374,139	-	27,957,796
Assigned	-	-	-	-
Unassigned	-	-	-	-
<b>Total ending fund balance</b>	<u>3,583,658</u>	<u>24,374,139</u>	<u>-</u>	<u>27,957,796</u>



ALL SPECIAL REVENUE FUNDS BY OBJECT  
FISCAL YEAR 2019-20 BUDGET

	<b>Non-Federal Programs</b>	<b>Food Services</b>	<b>Federal Programs</b>	<b>Total Special Revenue</b>
<b>Revenues</b>				
State of Tennessee	\$ 13,525,561	\$ 630,000	\$ -	\$ 14,155,561
Federal Government	-	83,506,966	162,658,623	246,165,589
Other local sources	16,430,477	2,340,542	-	18,771,019
<b>Total revenues</b>	<u>29,956,038</u>	<u>86,477,508</u>	<u>162,658,623</u>	<u>279,092,169</u>
<b>Expenditures</b>				
Salaries	16,574,406	33,103,720	70,020,179	119,698,305
Benefits	3,905,178	8,427,123	17,919,885	30,252,187
Contracted services	11,364,532	4,388,902	40,942,787	56,696,221
Professional services	452,220	40,473	7,250	499,943
Property maintenance services	47,920	530,000	1,055,000	1,632,920
Travel	435,268	57,550	388,740	881,558
Supplies & materials	1,274,760	38,323,623	12,057,059	51,655,442
Furniture, equipment & building improvements	459,381	7,138,000	6,042,910	13,640,291
Other objects	1,310,017	4,081,250	13,810,576	19,201,843
Charter schools	-	-	414,236	414,236
<b>Total expenditures</b>	<u>35,823,682</u>	<u>96,090,640</u>	<u>162,658,623</u>	<u>294,572,946</u>
<b>Excess (deficiency) of revenues</b>				
<b>Debt service</b>	(5,867,644)	(9,613,132)	-	(15,480,777)
<b>Approved use of fund balance</b>	5,867,644	9,613,132	-	15,480,777
<b>Net Change</b>	-	-	-	-
<b>Beginning Fund Balance</b>	9,451,302	33,987,272	-	43,438,574
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers from Other Funds	-	-	-	-
Sale of capital assets	-	-	-	-
<b>Ending Fund Balance</b>	<u>\$ 3,583,658</u>	<u>\$ 24,374,140</u>	<u>\$ -</u>	<u>\$ 27,957,796</u>



SPECIAL REVENUE FUNDS  
 CATEGORICALLY AIDED BY FUNCTION  
 FISCAL YEAR 2019-20 BUDGET

	<b>Non-Federal Programs</b>	<b>Federal Programs</b>	<b>Total Categorically Aided Funds</b>
<b>Revenues</b>			
State of Tennessee	\$ 13,525,561	\$ -	\$ 13,525,561
Federal Government	-	162,658,623	162,658,623
Other local sources	16,430,477	-	16,430,477
<b>Total revenues</b>	<u>29,956,038</u>	<u>162,658,623</u>	<u>192,614,661</u>
<b>Expenditures</b>			
Instruction	1,476,544	71,580,755	73,057,299
Instructional support	758,610	51,480,250	52,238,860
Student support	80,885	9,862,358	9,943,243
Office of principal	52,814	-	52,814
General administration	-	348	348
Student transportation	-	3,957,000	3,957,000
Plant services	1,350,995	-	1,350,995
Community service	32,103,834	25,777,912	57,881,746
<b>Total expenditures</b>	<u>35,823,682</u>	<u>162,658,623</u>	<u>198,482,306</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(5,867,644)	-	(5,867,645)
<b>Approved use of fund balance</b>	<u>5,867,644</u>	-	<u>5,867,645</u>
<b>Net Change</b>	-	-	-
<b>Beginning Fund Balance</b>	9,451,302	-	9,451,302
Increase (decrease) in reserve for encur	-	-	-
Transfers To/(From) Other Funds	-	-	-
Sale of capital assets	-	-	-
<b>Ending Fund Balance</b>	<u>\$ 3,583,656</u>	<u>\$ -</u>	<u>\$ 3,583,658</u>
<b>Fund balance categories</b>			
Nonspendable	-	-	-
Restricted	3,583,658	-	3,583,658
Assigned	-	-	-
Unassigned	-	-	-
<b>Total ending fund balance</b>	<u>3,583,658</u>	<u>-</u>	<u>3,583,658</u>



SPECIAL REVENUE FUNDS  
 CATEGORICALLY AIDED BY OBJECT  
 FISCAL YEAR 2019-20 BUDGET

	<b>Non-Federal Programs</b>	<b>Federal Programs</b>	<b>Total Categorically- Aided Funds</b>
<b>Revenues</b>			
State of Tennessee	\$ 13,525,561	\$ -	\$ 13,525,561
Federal Government	-	162,658,623	162,658,623
Other local sources	16,430,477	-	16,430,477
<b>Total revenues</b>	<u>29,956,038</u>	<u>162,658,623</u>	<u>192,614,661</u>
<b>Expenditures</b>			
Salaries	16,574,406	70,020,179	86,594,585
Benefits	3,905,178	17,919,885	21,825,064
Contracted services	11,364,532	40,942,787	52,307,319
Professional services	452,220	7,250	459,470
Property maintenance services	47,920	1,055,000	1,102,920
Travel	435,268	388,740	824,008
Supplies & materials	1,274,760	12,057,059	13,331,819
Furniture, equipment & building improvements	459,381	6,042,910	6,502,291
Other objects	1,310,017	13,810,576	15,120,593
Charter schools	-	414,236	414,236
<b>Total expenditures</b>	<u>35,823,682</u>	<u>162,658,623</u>	<u>198,482,306</u>
<b>Excess (deficiency) of revenues</b>			
<b>Debt service</b>	(5,867,644)	-	(5,867,645.91)
<b>Approved use of fund balance</b>	<u>5,867,644</u>	-	<u>5,867,644</u>
<b>Net Change</b>	-	-	-
<b>Beginning Fund Balance</b>			
Beginning Fund Balance	9,451,302	-	9,451,302
Increase (decrease) in reserve for encumbrance	-	-	-
Transfers from Other Funds	-	-	-
Sale of capital assets	-	-	-
<b>Ending Fund Balance</b>	<u>\$ 3,583,658</u>	<u>\$ -</u>	<u>\$ 3,583,658</u>



**FEDERAL PROGRAMS**

This section includes the following information:

- Needs of Shelby County Schools Students
- Budget Summary of the Federal Programs Fund
- Summary of Major Federal Grants

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.

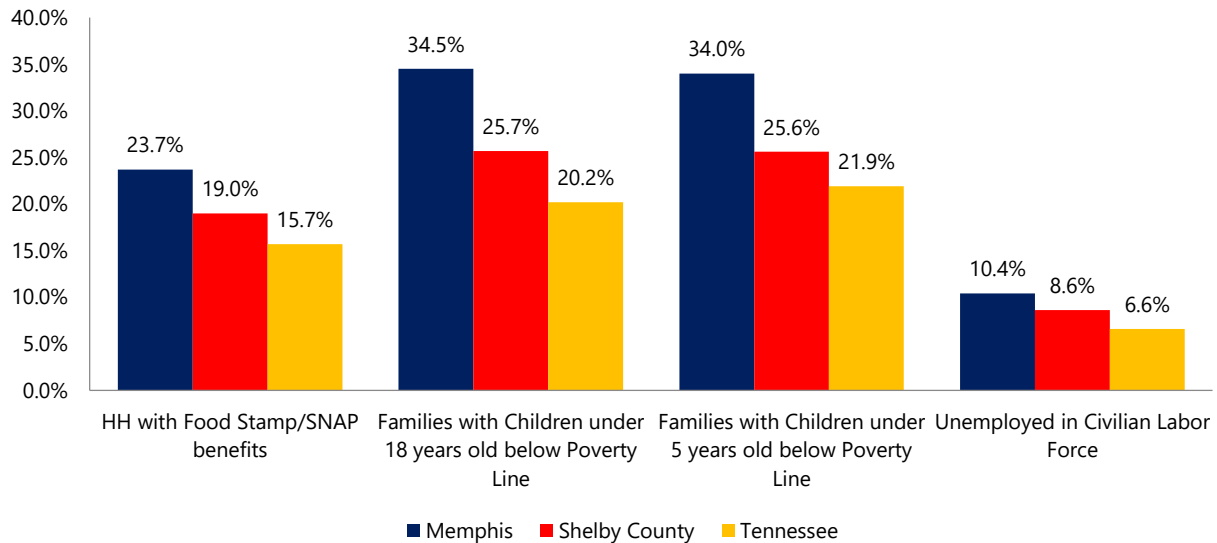
**NEEDS OF SHELBY COUNTY SCHOOLS STUDENTS**

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

Shelby County Schools serves some of the most vulnerable students in the State. Nearly 80% of all SCS students live within the city of Memphis, which is one of the poorest major U.S. metropolitan cities. According to the latest US Census estimates, 44% of the children under 18 years old in Memphis lived below the poverty line in 2017.

In the chart below, several socio-economic measures showcase higher levels of poverty in Shelby County and Memphis relative to that of Tennessee.



Source: 2017 Estimates from US Census Bureau, 2013-2017 American Community Survey 5-Year Estimates



Specifically, almost one-quarter of households in Memphis and a fifth of households in Shelby County relied on the Supplemental Nutrition Assistance Program (SNAP) benefits in 2017. Also, more than a third of families with children under 5 years old lived below the poverty line. Unemployment in Memphis and Shelby County outpaced that of Tennessee in 2017.

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 Shelby County Schools were considered economically disadvantaged in school year 2017-18.

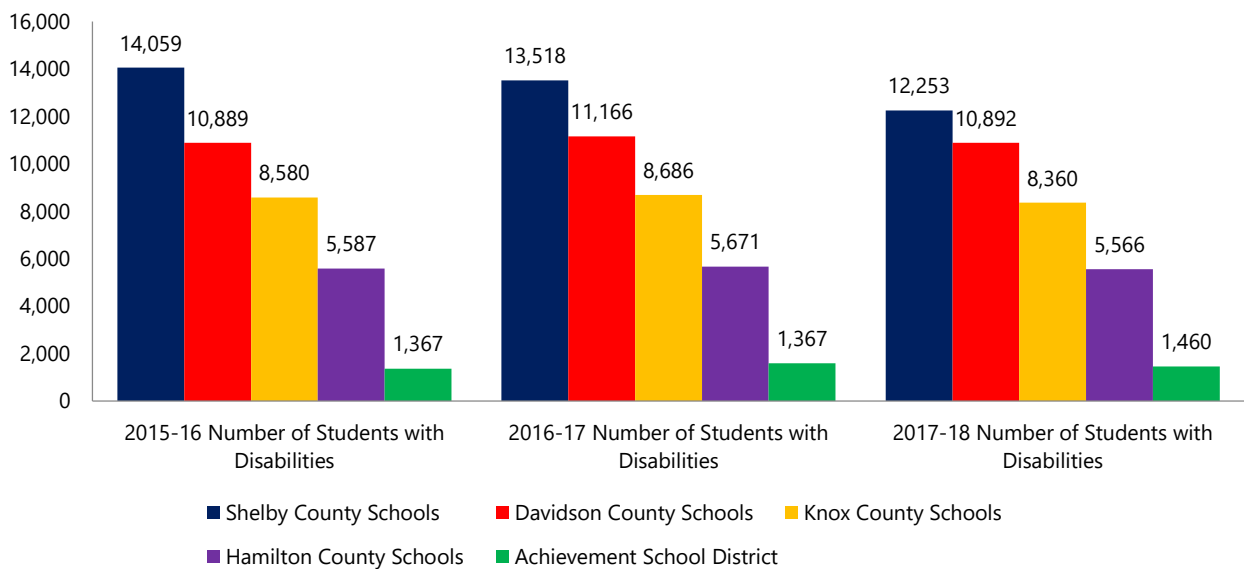
**B. Special Learning Needs**

Our students arrive at our schools with different needs. On a daily basis, 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.

*Student with Disabilities*

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.

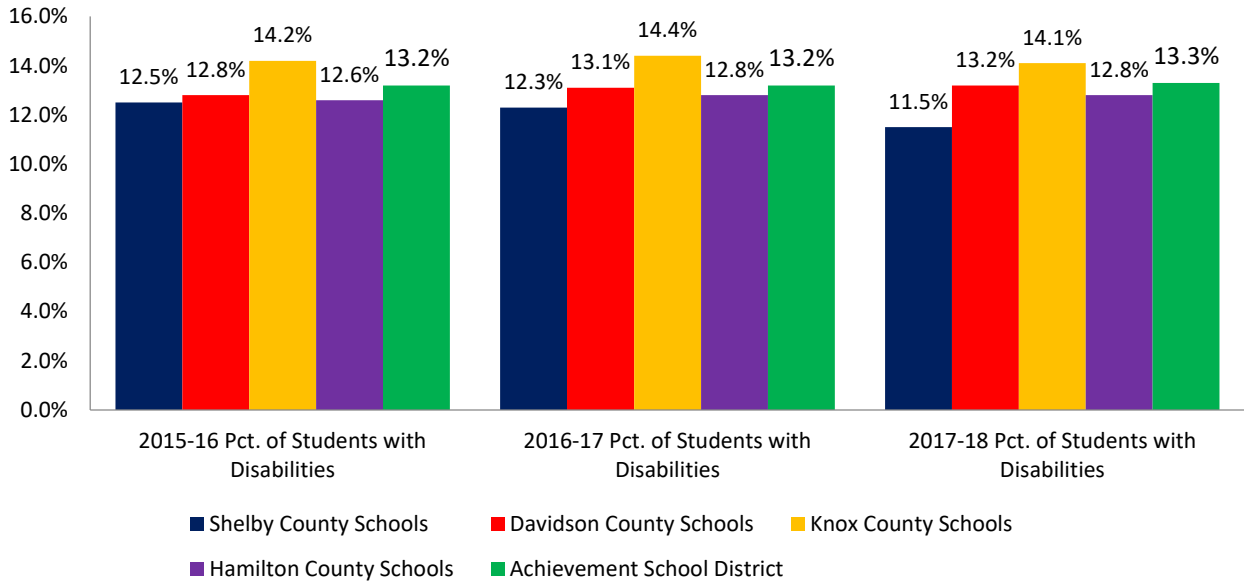
The District served approximately 12,253 students with disabilities in the school year 2017-18, which was 1,265 less than that in school year 2016-17. This is the largest number of students with disabilities among large urban school districts in Tennessee, which is illustrated in the below chart.



\*Data Source: State Report Card, School Years 2015-16, 2016-17 and 2017-18. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)



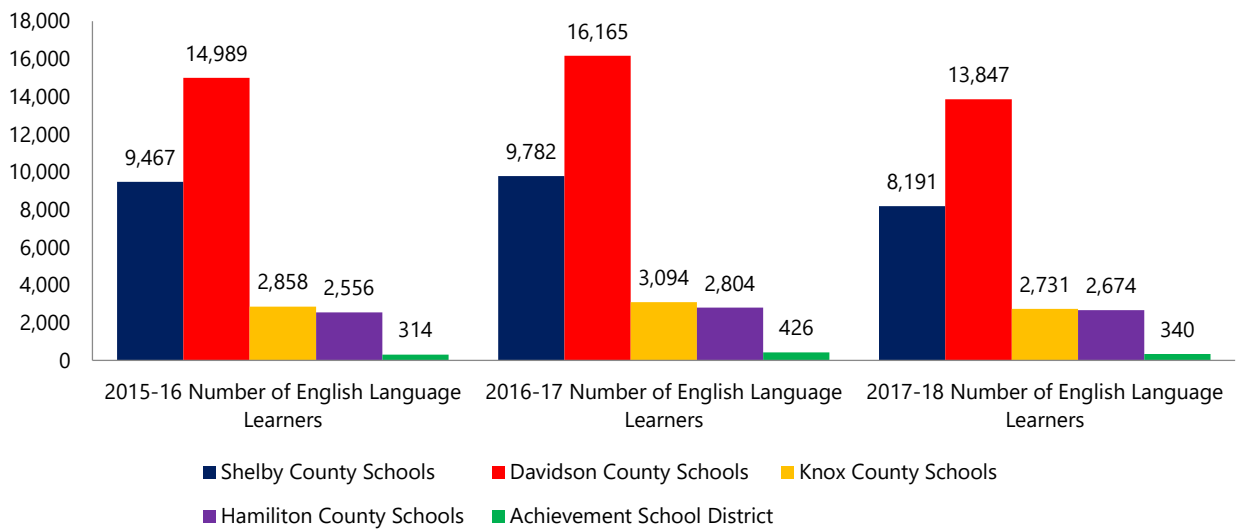
On a relative basis, almost 12% of the District’s student population had at least one disability in school year 2017-18. In the chart below, Shelby County Schools serves a similar population of students with disabilities as compared to other major school districts across the state.



\*Data Source: State Report Card, School Years 2015-16, 2016-17 and 2017-18. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)

*English Language Learners*

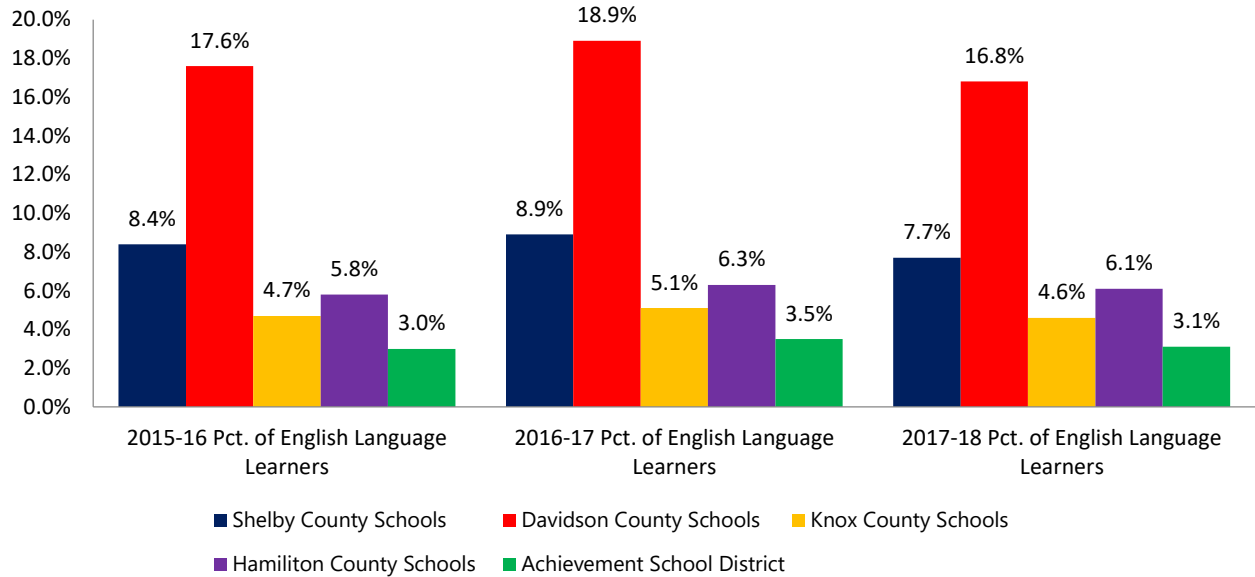
In school year 2017-18, Shelby County Schools had nearly 8,200 English Language Learners, which is almost 1,600 fewer students than in the previous school year. Shelby County Schools had the second largest share of English Language Learners (ELL) among large urban school districts in Tennessee. Fifty languages were represented among these students.



\*Data Source: State Report Card, School Years 2015-16, 2016-17 and 2017-18. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/report-card)



The relative share of ELL students declined slightly, standing at 7.7% in school year 2017-18. SCS 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 2015-16, 2016-17 and 2017-18. URL: [www.tn.gov/education/topic/report-card](http://www.tn.gov/education/topic/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 the 3rd grade, the student has approximately a 90% chance of graduating from high school.

**BUDGET SUMMARY OF THE FEDERAL PROGRAMS FUND**

	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Amended Budget	2019-2020 Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	125,436,469	152,813,433	154,140,522	164,060,046	154,995,089	(1,401,423)	(1%)
Other local sources	-	-	-	-	7,663,534	-	-
<b>Total Revenues</b>	<b>\$ 125,436,469</b>	<b>\$ 152,813,433</b>	<b>\$ 154,140,522</b>	<b>\$ 164,060,046</b>	<b>\$ 162,658,623</b>	<b>\$ (1,401,423)</b>	<b>(1%)</b>
<b>Expenditures</b>							
Instruction	57,015,362	75,547,402	78,842,827	69,343,583	71,580,755	2,237,172	3%
Instructional Support	29,480,664	32,611,809	33,646,133	48,112,740	51,480,250	3,367,510	7%
Student Support	10,089,109	10,772,858	9,014,075	10,486,956	9,862,358	(624,598)	(6%)
Office of the Principal	-	-	-	-	-	-	-
General administration	-	-	-	348	348	-	-
Other support services	72,686	-	-	-	-	-	-
Student transportation	540,676	3,127,085	3,030,288	2,886,153	3,957,000	1,070,847	37%
Plant Services	93,225	-	-	-	-	-	-
Community services	28,144,746	30,754,279	29,607,198	33,230,266	25,777,912	(7,452,354)	(22%)
<b>Total Expenditures</b>	<b>125,436,469</b>	<b>152,813,433</b>	<b>154,140,522</b>	<b>164,060,046</b>	<b>162,658,623</b>	<b>(1,401,423)</b>	<b>(1%)</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 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 \$162.7 million for fiscal year 2019-20, which represents a \$1.4 million budget decrease compared to the prior fiscal year’s budget. The primary factors that resulted in the decrease are the expiration of several grants:

- Title I School Improvement Grant (SIG Cohort 4) grant will expire on September 30, 2019
- iZone Supplemental School Improvement Grant ended September 30, 2018
- Pre-K Expansion (PDG) grant expired June 30, 2019
- Project Prevent will expire on September 30, 2019

The US Department of Education has communicated that several federal grant awards may receive slight decreases in fiscal year 2019-20 than in the prior year. Title I shows an increase of \$13.4 million to help offset the decreases in Federal Appropriations coupled with the loss of the Pre-K Expansion grant of \$6.8 million.

The financial statement below represents the Federal Programs Fund budget by object.

	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Amended Budget	2019-2020 Budget	Variance	% Change
<b>Revenues</b>							
Federal Government	125,436,469	152,813,433	154,140,522	164,060,046	154,995,089	(1,401,423)	(1%)
Other local sources	-	-	-	-	7,663,534	-	-
<b>Total Revenues</b>	<b>\$ 125,436,469</b>	<b>\$ 152,813,433</b>	<b>\$ 154,140,522</b>	<b>\$ 164,060,046</b>	<b>\$ 162,658,623</b>	<b>\$ (1,401,423)</b>	<b>(1%)</b>
<b>Expenditures</b>							
Salaries	61,230,293	65,239,468	65,245,969	71,406,733	70,020,179	(1,386,554)	(2%)
Benefits	15,291,870	16,344,861	15,734,344	18,802,536	17,919,885	(882,651)	(5%)
Contracted Services	23,983,540	33,547,032	32,680,739	39,602,125	40,942,787	1,340,662	3%
Professional Services	30,404	8,721	9,869	14,250	7,250	(7,000)	(49%)
Property Maintenance Services	929,035	755,593	736,706	1,079,478	1,055,000	(24,478)	(2%)
Travel	514,956	426,115	346,554	506,509	388,740	(117,768)	(23%)
Supplies and Materials	9,469,200	13,544,332	7,686,167	12,473,309	12,057,059	(416,251)	(3%)
Capital Outlay	11,012,536	13,988,681	24,544,807	6,361,566	6,042,910	(318,656)	(5%)
Other Charges	2,974,635	8,958,630	7,150,399	13,691,755	13,810,576	118,821	1%
Charter Schools	-	-	4,968	121,785	414,237	292,451	240%
<b>Total</b>	<b>\$ 125,436,469</b>	<b>\$ 152,813,433</b>	<b>\$ 154,140,522</b>	<b>\$ 164,060,046</b>	<b>\$ 162,658,623</b>	<b>\$ (1,401,423)</b>	<b>(1%)</b>

The expiration of Title I School Improvement Grant (SIG Cohort 4), iZone Supplemental School Improvement Grant and Pre-K Expansion (PDG) attributes to the decline in salaries and benefits and the other expenditure categories. Head Start 2018 (9408) and Head Start 2019 (9409) have overlapping fiscal years, both projects are in fiscal year 2020. Title I shows an increase from FY2018-19 to FY2019-20. Title I includes Shelby County Schools, Charter Schools and private school systems.



SUMMARY OF MAJOR FEDERAL GRANTS

PROJECT	PROJECT NAME	FY 2018-19 AMENDED BUDGET	FY 2019-20 BUDGET	FY 2019-20 POSITIONS	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE
1005	Title I, Part A, Improving Academic Achievement	63,169,714	72,836,601	592.00	13,367,837	21.16%
9005	IDEA, Part B	31,277,584	31,307,289	605.00	(32,996)	-0.11%
9409	Head Start 2019	12,236,378	24,509,288	141.50	12,010,589	98.15%
5011	Title IV, Part A-Student Support & Academic Enrich	5,268,852	7,248,949	11.00	1,980,097	37.58%
2005	Title II, Part A, Training & Recruiting	5,668,258	6,871,783	59.00	1,203,525	21.23%
9118	Priority School Improvement Grant-Regular	3,800,000	4,506,034	17.00	706,034	18.58%
16	Consolidated Administration	2,710,448	2,874,786	31.00	164,338	6.06%
8005	Carl Perkins	2,722,777	2,803,579	10.00	80,802	2.97%
3005	Title III, Part A, English Language Acquisition	1,154,474	1,186,869	25.00	32,396	2.81%
9917	Comprehensive School Safety Initiative	1,617,956	1,118,616	4.20	(499,340)	-30.86%
5515	STEM in the Library	749,072	820,027	1.00	70,955	9.47%
5013	21st Century Community Learning GrantFY19	799,362	801,012	77.00	1,650	0.21%
5012	21st Century Community Learning Centers	582,500	582,500	83.00	-	0.00%
1006	Title 1 A, Neglected	574,268	545,837	7.40	(28,431)	-4.95%
9920	SCS SEED Grant	457,622	374,364	2.00	(83,258)	-18.19%
9706	CDCP HIV/STD PREVENTION (FY 2019)	360,000	360,000	3.00	-	0.00%
9215	Memphis Virtual STEM Academy - East High	403,592	311,941	-	(91,652)	-22.71%
9105	IDEA, Preschool	365,076	384,387	5.00	(80,690)	-22.10%
8305	Workforce Investment Network Out of School	275,455	281,824	1.00	6,369	2.31%
5008	Principal Pipeline Grant	269,902	275,649	-	5,747	2.13%
1505	Title I, Part D, Subpart 1, Neglected/Delinquent	187,462	241,798	2.00	54,337	28.99%
9806	Project Prevent	1,417,335	220,516	-	(1,196,819)	-84.44%
5022	21st CCLC MASE Charter Schools	212,980	212,980	-	-	0.00%
1306	Title I, School Improvement Grant, Cohort IV	2,528,914	200,000	-	(2,328,914)	-92.09%
D399	Gear Up 3.0 2019	144,250	188,000	-	43,750	30.33%
D398	Gear Up 3.0	112,550	177,417	1.00	64,867	57.63%
8806	Read to Be Ready Summer Literacy 2019	162,000	162,000	67.00	-	0.00%
D396	Gear Up at the River	321,650	155,742	1.00	(165,908)	-51.58%
8710	STOP Sch Violence Prev and Mental Health Training	501,533	140,569	1.00	(360,964)	-71.97%
8709	STOP Sch Violence Threat Assess	158,772	135,892	1.00	(22,880)	-14.41%
9028	Transition School to Work (FY19)	143,612	135,614	2.40	(7,998)	-5.57%
8108	CTE Perkins Reserve FY19	130,000	130,000	-	-	0.00%
7006	Title IX Homeless	105,008	114,351	1.00	9,343	8.90%
9907	Project Stand	649,090	100,000	1.00	(549,090)	-84.59%
8804	Read to Be Ready Summer Literacy Grant	91,053	-	-	(91,053)	-100.00%
8810	WIN IN SCHOOL GRANT	91,123	91,123	1.00	-	0.00%
9017	Substance Abuse Prevention & Treatment	75,600	75,600	-	-	0.00%
9108	IDEA, Preschool Discretionary FY19	68,700	60,000	-	(8,700)	-12.66%
5010	IDEA Discretionary Supplemental Grant	42,735	42,735	-	-	0.00%
4337	Title IV Part B Trauma Informed Schools	-	42,000	-	42,000	100.00%
3006	Title III Immigrant Grant	20,951	20,951	-	-	0.00%
11S5	Title I, 1003 g School Improvement Grant, ARRA	-	-	-	-	0.00%
8803	Read to be Ready Coaching Network	10,000	10,000	-	-	0.00%
1307	iZone Supplemental School Improvement Grant	2,086,665	-	-	(2,086,665)	-100.00%
8809	NEW SKILLS FOR YOUTH MINI GRANT	5,653	-	-	(5,653)	-100.00%
9027	Transition School to Work Program	131,713	-	-	(131,713)	-100.00%
9408	Head Start 2018	13,257,009	-	-	(13,257,009)	-100.00%
9506	Pre-K Expansion (PDG)	6,840,367	-	-	(6,840,367)	-100.00%
9705	CDCP HIV/STD PREVENTION	12,781	-	-	(12,781)	-100.00%
9707	CDCP HIV/STD PREVENTION (FY 2017)	87,252	-	-	(87,251)	-100.00%
<b>Grand Total</b>		<b>\$164,060,046</b>	<b>\$162,658,623</b>	<b>1,753.50</b>	<b>(\$1,401,423)</b>	<b>-0.85%</b>



Below are details for federal grants with a budget of \$1 million or greater in the FY2019-20 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 FY2018-19:* 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 FY2018-19:* 102,700

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/osepgts/index.html>

- *Participating Schools in FY2018-19:* 204 Schools
- *Estimated number of students served in FY2018-19:* 14,375

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 FY2018-19:* 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 SCS 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 FY2018-19:* 50 schools
- *Estimated number of students served in FY2018-19:* 17,654



Consolidated Administration: Consolidated Administration is the administrative portion of several federal grants, which are used to support the grant.

- *Participating Schools in FY2018-19:* Not Applicable
- *Estimated number of students served in FY2018-19:* 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 FY2018-19:* 103 Schools
- *Estimated number of students served in FY2018-19:* 8,150

Comprehensive School Safety Initiative: The Comprehensive School Safety Initiative (CSSI) is a program under the U.S. Department of Justice (DOJ), Office of Justice Programs (OJP) and the National Institute of Justice (NIJ). The CSSI program funds rigorous research to produce practical knowledge that can improve the safety of schools and students. Projects funded under the CSSI are designed to produce knowledge that can be applied to schools and school districts across the nation for years to come. RTI International, in collaboration with SCS's Safety and Security division, has designed a research study to expand GRASSY, SHAPE, PBIS, and other promising SCS practices and introduce new Safe Corridor policing. Two-thirds of grant funds are set aside for SCS programmatic expenses. There are twenty-four middle schools that participate in the grant. Additional details can be found on the website:

<https://www.nij.gov/topics/crime/school-crime/Pages/school-safety-initiative.aspx>

- *Participating Schools in FY2018-19:* A. Maceo Walker, Colonial, Geeter, Georgian Hills, Lowrance, Oakhaven, Snowden, White Station, American Way, Chickasaw, Cordova, Cummings, Germanton, J.P. Freeman, Kate Bond, Kingsbury, Bellevue Middle, Dexter Middle, Douglass School, Grandview Heights, Havenview, Hickory Ridge, Maxine Smith STEAM, Ida B. Wells Academy
- *Estimated number of students served in FY2018-19:* 500

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 towards 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 FY2018-19:* 54 school based sites, 10 center based sites (Porter Leath)
- *Estimated number of students served in FY2018-19:* 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 FY2018-19:* All District managed schools and participating non-public/private schools
- *Estimated number of students served in FY2018-19:* 92,000



Priority School Improvement Grant: Priority School Improvement Grant provides resources to enable districts with the greatest capacity to turnaround the state’s lowest-performing schools. The grant is designed to support a set of common high-leverage school improvement strategies across all Priority schools.

- *Participating Schools in FY2018-19*: A. B. Hill ES, Dunbar ES, Getwell ES, Hawkins Mills ES, Holmes Rd. ES, LaRose ES, Lucie E. Campbell ES, Magnolia ES, Robert R. Church ES, Sheffield ES, Winchester ES, Woodstock MS, American Way MS, Craigmont MS, Geeter MS, Georgian Hill MS, Riverview MS, Sherwood MS, A. Maceo Walker MS, Grandview Heights MS, Douglass HS, Hamilton HS, Manassas HS, Melrose HS, Raleigh Egypt HS, Sheffield HS, Trezevant HS, Westwood HS, Wooddale HS, MCS Northwest Prep
- *Estimated number of students served in FY2018-19*: 15,240



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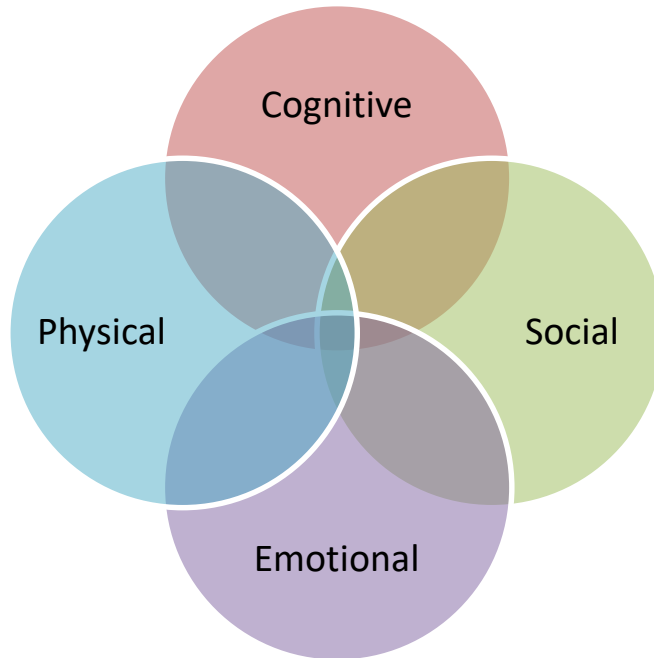
**NON-FEDERAL PROGRAMS**

This section includes the following information:

- Needs of Shelby County Schools Students
- Financial Summary of the Non-Federal Programs Fund
- Summary of the Non-Federal Programs Revenue Sources

**NEEDS OF SHELBY COUNTY SCHOOLS STUDENTS**

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 is a critical focus for the District. The four developmental areas shown below support our Destination 2025 goals and ensure that our students are productive citizens.



In the report *Off to a Good Start*, the Urban Child Institute reported that 13% of babies born in Shelby County were preterm in 2013, which was slightly above the national average. Infants born preterm are at greater risk for physical and development health problems and tend to have more behavioral and social difficulties in their first few years of life<sup>1</sup>.

The Urban Child Institute pointed out that there’s a strong link between parent education and poverty. Parents with more years of schooling are more likely to get higher-paying and stable jobs. Consequently, these parents may have more time and resources to provide a stimulating home environment for their children. Within Shelby County, about 40% of women who gave birth within the past 12 months had less than or equal to a high school diploma in 2013. About a third had completed some college, and about 25 percent earned a bachelor’s degree or higher in 2013. The data highlights a need to provide a stimulating learning environment for children who may not have access to it.

<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).



Additionally, the Urban Child Institute reported a national survey finding that 57.6% of parents did not visit the library with their children in the past month. About 14.2% of parents did not tell a story to their children in the past week and approximately 20.5% did not perform crafts with their children in the past week<sup>2</sup>. Parental involvement can be limited, particularly among families below the poverty line, parents who have multiple jobs and are the sole breadwinner, and families who have limited access to resources in their communities. In a recent publication of *Parenting in America*<sup>3</sup>, the Pew Research Center found that 47% of families with incomes less than \$30,000 expressed concerns about their children getting shot. About 59% of these families worried about their children being kidnapped and about 40% feared that their children would get in trouble with the law. While these findings are based on a national survey, the concerns about safety are shared by many of our parents. In Shelby County, the most prevalent adverse childhood experiences (ACEs) are substance abuse, emotional abuse and violence between adults in the home.

In a recent Columbia University empirical study, Social & Emotional Learning programs can have a 11 percentile point gain on student achievement performance. This study and others highlight the importance of providing a safe and enriched learning environment for students and the competing demands that pull parents away from being actively involved in their children's lives. Shelby County Schools believes that each child deserves access to opportunities to grow academically, socially, and emotionally.

#### FINANCIAL SUMMARY OF THE NON-FEDERAL PROGRAMS FUND

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. Memphis Education Fund, Project Graduation, Verizon Innovative Award, Tennessee SCORE and other grants/fees have been used to address student achievement by improving instructional support and development.

Approximately \$30 million of Non-Federal Programs Fund revenues are budgeted for fiscal year 2019-20. In fiscal year 2019-20, the budgeted Non-Federal Programs expenditures budget is about \$35.8 million, which is \$10.8 million (or 43%) more than the prior year's amended budget.

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<sup>2</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).

<sup>3</sup> *Parenting in America*. Pew Research Center. December 17, 2015. URL: [www.pewsocialtrends.org/2015/12/17/parenting-in-america](http://www.pewsocialtrends.org/2015/12/17/parenting-in-america)





Below is the Non-Federal Programs Fund budget for fiscal year 2019-20 listed by state function.

	2015-16	2016-17	2017-18	2018-19	2019-20		
Revenues	Actual	Actual	Actual	Amended Budget	Budget	Variance	% Change
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State of Tennessee	12,901,028	8,197,462	9,393,566	13,654,098	13,525,561	(128,537)	-0.94%
Federal Government				-	-	-	0.00%
Other local sources	18,722,757	23,981,997	11,090,072	10,566,125	16,430,477	5,864,352	55.50%
<b>Total revenues</b>	<u>31,623,785</u>	<u>32,179,459</u>	<u>20,483,637</u>	<u>24,220,224</u>	<u>29,956,038</u>	<u>5,735,815</u>	<u>23.68%</u>
<b>Expenditures</b>							
Instruction	290,203	933,544	1,526,701	2,236,397	1,476,544	(759,854)	-33.98%
Instructional support	274,617	816,469	979,536	1,272,291	758,610	(513,680)	-40.37%
Student support	58,191	29,651	34,910	38,055	80,885	42,830	112.55%
Office of principal	202,504	10,676	41,196	40,381	52,814	12,433	30.79%
General administration	8,561,316	5,838,652	197,007	-	-	-	0.00%
Education Technology	-	-	-	-	-	-	0.00%
Fiscal services	267,524	67,069	116,446	-	-	-	0.00%
Other support services	129,966	126,735	-	-	-	-	0.00%
Student transportation	-	-	-	-	-	-	0.00%
Plant services	537,851	501,708	703,857	647,325	1,350,995	703,670	108.70%
Community service	19,255,715	20,019,564	16,861,565	20,800,884	32,103,834	11,302,950	54.34%
<b>Total expenditures</b>	<u>29,577,887</u>	<u>28,344,068</u>	<u>20,461,217</u>	<u>25,035,333</u>	<u>35,823,682</u>	<u>10,788,349</u>	<u>43.09%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	2,045,898	3,835,391	22,420	(815,110)	(5,867,644)		
<b>Approved use of fund balance</b>	-	-	-	815,110	5,867,644		
<b>Net Change</b>	2,045,898	3,835,391	22,420	-	-		
<b>Beginning Fund Balance</b>							
Beginning Fund Balance	3,770,962	6,578,574	9,863,161	10,266,411	9,451,302		
Increase (decrease) in reserve for capital assets	(497,820)	(581,562)	346,186	-	-		
Transfers To/(From) Other Funds	1,259,536	30,758	-	-	-		
Sale of capital assets	-	-	34,644	-	-		
<b>Ending Fund Balance</b>	<u>\$ 6,578,574</u>	<u>\$ 9,863,161</u>	<u>\$ 10,266,411</u>	<u>\$ 9,451,302</u>	<u>\$ 3,583,658</u>		



Below is the Non-Federal Programs Fund budget for fiscal year 2019-20 listed by major object.

	2016-17 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
State of Tennessee	12,901,028	8,197,462	9,393,566	13,654,098	13,525,561	(128,537)	-0.94%
Federal Government	-	-	-	-	-	-	0.00%
Other local sources	18,722,757	23,981,997	11,090,072	10,566,125	16,430,477	5,864,352	55.50%
<b>Total revenues</b>	<u>31,623,785</u>	<u>32,179,459</u>	<u>20,483,637</u>	<u>24,220,224</u>	<u>29,956,038</u>	<u>5,735,815</u>	<u>23.68%</u>
<b>Expenditures</b>							
Salaries	11,690,183	11,634,298	10,711,150	10,751,090	16,574,406	5,823,316	54.16%
Benefits	2,668,353	2,732,695	2,431,108	2,391,926	3,905,178	1,513,252	63.27%
Contracted services	12,707,479	10,912,352	3,686,251	7,572,362	11,364,532	3,792,171	50.08%
Professional services	384,126	710,759	905,205	464,429	452,220	(12,209)	-2.63%
Property maintenance services	9,287	4,900	8,151	14,504	47,920	33,416	230.40%
Travel	75,479	59,480	65,561	130,979	435,268	304,288	232.32%
Supplies & materials	1,002,701	640,861	669,657	1,305,009	1,274,760	(30,249)	-2.32%
Furniture, equipment & building improvements	301,433	504,444	631,557	849,066	459,381	(389,685)	-45.90%
Other objects	738,846	1,144,280	1,352,578	1,555,969	1,310,017	(245,952)	-15.81%
Debt Service	-	-	-	-	-	-	
Charter schools	-	-	-	-	-	-	
<b>Total expenditures</b>	<u>29,577,887</u>	<u>28,344,068</u>	<u>20,461,217</u>	<u>25,035,333</u>	<u>35,823,682</u>	<u>10,788,349</u>	<u>43.09%</u>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	2,045,898	3,835,391	22,420	(815,110)	(5,867,644)		
<b>Approved use of fund balance</b>	-	-	-	815,110	5,867,644		
<b>Net Change</b>	<u>2,045,898</u>	<u>3,835,391</u>	<u>22,420</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>							
Increase (decrease) in reserve for encumbrance	(497,820)	(581,562)	346,186	-	-		
Transfers from Other Funds	1,259,536	30,758	-	-	-		
Sale of capital assets	-	-	34,644	-	-		
<b>Ending Fund Balance</b>	<u>\$ 6,578,574</u>	<u>\$ 9,863,161</u>	<u>\$ 10,266,411</u>	<u>\$ 9,451,302</u>	<u>\$ 3,583,658</u>		



The Non-Federal Programs' Fund expenditure budget will increase \$10.8 million largely due to the addition of the new Pre-K Expansion grant, which has a \$6.7 million budget with \$3.9 million in Community Services Salaries and Benefits and \$2.2 million in Contracted Services and a 76% Salaries increase in the After-School Childcare (ELOP) programs. Additionally, the use of fund balance contributed to a 45% decrease in Other Objects and Debt for SCIAA Dues and Fines and a \$558,036 decrease in Contracted Services for the SPED Medicaid Reimbursement grants.

**SUMMARY OF THE NON-FEDERAL PROGRAMS REVENUE SOURCES**

Two charts provide different illustrations of the budgeted Non-Federal Programs Fund. The first chart provides a comparison of the last two fiscal year budgets for each project, including the number of fiscal year 2019-20 budgeted positions.

Project	Project Name	2018-19 Budget	2019-20 Budget	2019-20 Position	2019 vs 2020 VARIANCE	% CHANGE
D025	School Age Childcare	800,000	1,290,390	17.50	490,391	61%
D045	Security-Ancillary Services	177,718	200,375	-	22,656	13%
D055	Teacher and Leader Effectiveness	-	-	-	-	0%
D065	TVA ENERNOC Demand Response Program	123,413	300,000	-	176,587	143%
D075	Facility Rental	346,193	465,000	-	118,807	34%
D085	After-School Childcare	4,822,645	8,634,703	78.36	3,812,058	79%
D095	Very Special Arts Festival	10,500	11,000	-	500	5%
D103	Career and Technical Education	3	-	-	(3)	0%
D125	Telecommunications Center Ubs	-	23,227	-	23,227	100%
D205	Adopt a School Seminar	3,441	-	-	(3,441)	0%
D225	After-School Snacks	2,125,593	2,897,244	3.00	771,651	36%
D240	Class Piano Program	18,467	20,000	-	1,533	8%
D245	Arts in Education: Artfest	915	-	-	(915)	-100%
D275	Coalition of Large School Systems	-	-	-	-	0%
D310	Work Based Learning Grant	25,000	25,000	-	0	0%
D415	Homeless Children & Youth Program	20,108	16,500	-	(3,608)	-18%
D435	Leap Program	-	-	-	-	100%
D465	Mental Health Records	19,588	40,000	-	20,412	104%
D485	SCIAA Dues & Fines	620,000	380,255	-	(239,745)	-39%
D525	Pre-K	11,080,991	10,208,017	96.50	(872,974)	-8%
D555	Research & Evaluation	10,336	80,438	-	70,102	678%
D570	Colonial Hearing & Vision Center	14,000	11,000	-	(3,000)	-21%
D590	GCA Scholarship and Athletic Donation	74,231	-	-	(74,231)	-100%
D670	Adolescent Parenting Program	15,512	10,000	-	(5,512)	-36%
D672	Ridgeway School Grant	-	385,620	-	385,620	100%
D730	SOTA Music Program Support Grant	-	51,500	-	51,500	100%
D765	Shelby County Government Pre-K	1,829,667	1,803,521	27.00	(26,146)	-1%
D770	Memphis Education Fund	860,000	454,488	18.00	(405,512)	-47%
D777	Evening Reporting Center Grant	-	309,000	-	309,000	100%
D785	School Uniforms	2,390	-	-	(2,390)	0%
D795	SPED Medicaid Reimbursement	1,176,161	618,125	2.00	(558,036)	-47%
D955	SIMS High School Robotics Program	-	-	-	-	0%
D956	Bolton College Trust	25,000	25,000	-	-	0%
D957	Project Graduation	-	60,048	-	60,048	100%
D958	Verizon Innovation Award	35,136	18,000	-	(17,136)	-49%
D960	Lottery for Education Afterschool Programs (LEAPS)	422,500	395,300	56.00	(27,200)	-6%
D961	Urban Strategies	265,026	319,293	4.00	54,266	20%
D962	Teacher Leader Network Grant	5,798	-	-	(5,798)	-100%
D963	Sponsorships and Donations	20,000	40,000	-	20,000	0%
D964	Tennessee Score	85,000	-	-	(85,000)	-100%
9506	Pre-K Expansion	-	6,730,639	78.00	6,730,639	100%
	Total	25,035,333	35,823,682	380	10,788,349	43.09%



SHELBY COUNTY SCHOOLS: FY2019-2020 DISTRICT BUDGET

FINANCIAL

The second chart categorizes the fiscal year 2019-20 budgeted projects in different foci. Cognitive, social and emotional support are a key focus in the Non-Federal Programs Fund.

CATEGORY	PROJECT	PROJECT NAME	FY 2018-19 AMENDED BUDGET	FY 2019-20 BUDGET	FY 2019-20 POSITIONS	BUDGET VARIANCE	BUDGET VARIANCE PERCENTAGE CHANGE	
Cognitive Social Emotional Support	D085	After-School Childcare (ELOP)	4,822,645	8,634,703	78	3,812,058	79%	
	D525	Pre-K	11,080,991	10,208,017	97	(872,974)	-8%	
	D225	After-School Snacks	2,125,593	2,897,244	3	771,651	36%	
	D765	Shelby County Government Pre-K	1,829,667	1,803,521	27	(26,146)	-1%	
	D025	School Age Childcare	800,000	1,290,390	18	490,391	61%	
	D485	SCIAA Dues & Fines	620,000	380,255	0	(239,745)	-39%	
	D961	Urban Strategies	265,026	319,293	4	54,266	20%	
	D960	Lottery for Education Afterschool Programs (LEAPS)	422,500	395,300	56	(27,200)	-6%	
	D240	Class Piano Program	18,467	20,000	0	1,533	8%	
	D095	Very Special Arts Festival	10,500	11,000	0	500	5%	
	D245	Arts in Education: Art fest	915	-	0	(915)	-100%	
	D435	Leap Program	-	-	0	-	100%	
	9506	Pre-K Expansion	-	6,730,639	78	6,730,639	100%	
	<b>Cognitive Social Emotional Support Total</b>			<b>21,996,304</b>	<b>32,690,362</b>	<b>360</b>	<b>10,694,057</b>	<b>49%</b>
	Operational Support	D075	Facility Rental	346,193	465,000	0	118,807	34%
D065		TVA ENERNOC Demand Response Program	123,413	300,000	0	176,587	143%	
D045		Security-Ancillary Services	177,718	200,375	0	22,656	13%	
D125		Telecommunications Center Ub5	-	23,227	0	23,227	100%	
D956		Bolton College Trust	25,000	25,000	0	-	0%	
D672		Ridgeway School Grant	-	385,620	0	385,620	100%	
<b>Operational Support Total</b>			<b>672,325</b>	<b>1,399,221</b>	<b>0</b>	<b>726,897</b>	<b>108%</b>	
Student Achievement / Instructional Support	D770	Memphis Education Fund	860,000	454,488	18	(405,512)	-47%	
	D103	Career and Technical Education	3	-	0	(3)	-100%	
	D555	Research & Evaluation	10,336	80,438	0	70,102	678%	
	D957	Project Graduation	-	60,048	0	60,048	100%	
	D958	Verizon Innovative Award	35,136	18,000	0	(17,136)	-49%	
	D205	Adopt a School Seminar	3,441	-	0	(3,441)	-100%	
	D730	SOTA Music Program Support Grant	-	51,500	0	51,500	100%	
	D964	Tennessee Score	85,000	-	0	(85,000)	-100%	
<b>Student Achievement / Instructional Support Total</b>			<b>993,916</b>	<b>664,474</b>	<b>18</b>	<b>(329,442)</b>	<b>-33%</b>	
Student Support Services	D795	SPED Medicaid Reimbursement	1,176,161	618,125	2	(558,036)	-47%	
	D465	Mental Health Records	19,588	40,000	0	20,412	104%	
	D590	GCA Scholarship and Athletic Donation	74,231	-	0	(74,231)	-100%	
	D570	Colonial Hearing & Vision Center	14,000	11,000	0	(3,000)	-21%	
	D415	Homeless Children & Youth Program	20,108	16,500	0	(3,608)	-18%	
	D670	Adolescent Parenting Program	15,512	10,000	0	(5,512)	-36%	
	D962	Teacher Leader Network	5,798	-	0	(5,798)	-100%	
	D310	Work Based Learning Grant	25,000	25,000	0	0	0%	
	D777	Evening Support Center Grant	-	309,000	0	309,000	100%	
	D785	School Uniforms	2,390	-	0	(2,390)	-100%	
	D963	Scholarships and Donations	20,000	40,000	0	20,000	100%	
<b>Student Support Services Total</b>			<b>1,372,788</b>	<b>1,069,625</b>	<b>2</b>	<b>(303,163)</b>	<b>-22%</b>	
<b>Grand Total</b>			<b>\$ 25,035,333</b>	<b>\$ 35,823,682</b>	<b>380</b>	<b>\$ 10,788,349</b>	<b>43.09%</b>	



Note that the final school-based grant allocations for fiscal year 2019-20 have not been determined. As a result, the number of students served and participating schools are reflective of fiscal year 2018-19.

**Non-Federal Grant Summary by Project**

Non-Federal Programs Fund grants of the District are comprised of state grants, local grants, tuition and fees. State grants are primarily funded based on the free and reduced nutrition count or 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.

**State of Tennessee**

D085 - After-School Childcare: The After-School Child Care Program serves a tremendous need to the District’s students and parents. The before and after care services are an extension of the regular school day with a focus on learning through stimulating activities and developmental practices. All programs must meet SCS standards based on guidelines set by the National After-School Association.

Number of students served in FY2018-19: 5,740  
 Revenue Classification: Local Tuition  
 District Priority 1: Strengthen Early Literacy

*FY2018-19 Participating Schools:* Balmoral/Ridgeway Elementary, Barret’s Chapel School, Belle Forest Community School, Bellevue Middle, Brownsville Road Elementary, Bruce Elementary, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova Middle, Cromwell Elementary, Crump Elementary, Delano Elementary, Dexter Elementary, Doubletree Elementary, Downtown Elementary, Evans Elementary, Fox Meadows Elementary, Germanshire Elementary, Germantown Elementary, Germantown Middle, Grahamwood Elementary, Hickory Ridge Elementary, Highland Oaks, Holmes Road Elementary, Idlewild Elementary, John P. Freeman School, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Lowrance School, Elementary, Lucy Elementary, Newberry Elementary, Oak Forest Elementary, Oakhaven Elementary, Oakshire Elementary, Peabody Elementary, Raleigh Bartlett Meadows Elementary, Richland Elementary, Ridgeway Early Learning, Ridgeway Middle, Riverwood Elementary, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Shelby Oaks Elementary, Sherwood Elementary, Snowden School, Southwind Elementary, Whitehaven Elementary, White Station Elementary, and White Station Middle.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$6,834,061	\$6,093,429	\$4,822,645	\$4,657,065	(\$165,580)	-3%
Expenditure	\$4,815,927	\$4,829,362	\$4,822,645	\$8,634,703	\$3,812,058	79%
Excess (Deficiency)	\$2,018,133	\$1,264,067	(\$0)	(\$3,977,638)	(\$3,977,638)	-100%
Fund Balance	\$5,770,697	\$7,034,764	\$7,034,764	\$3,057,125	(\$3,977,638)	-57%
Positions (FTE)	161	161	25	78	54	219%

D095 - Very Special Arts Festival: The Very Special Arts Festival is a one-time educational gift from the Duration Club that was awarded to Shelby County Schools. These funds will be used to reinstate the Very Special Arts Festival. This program is a national event that offers our students with disabilities a means to participate, learn and enjoy the arts at the international, national and local level.

Number of Students Served in FY2018-19: 1,868  
 Revenue Classification: Local Donations  
 District Priority 5: Mobilize Family and Community Partners



*FY2018-19 Participating Schools:* A. B. Hill Elementary, A. Maceo Walker, American Way Middle, Avon-Lenox High School, Barret's Chapel K-8, Belle Forest Community School, Bethel Grove Elementary, Bolton High, Booker T. Washington, Caldwell-Guthrie, Carver High, Central High, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova High, Cordova Middle, Craigmont High, Craigmont Middle, Cromwell, Dexter Elementary, Dexter Middle, Douglass High, East High, Ford Road Elementary, Gardenview, Geeter Middle, Geeter Middle, Germantown Elementary, Germantown High, Germantown Middle, Gordon Achievement, Grandview Heights Middle, Hamilton Elementary, Hamilton High, Hamilton Middle, Hickory Ridge Middle, Highland Oaks Elementary, Highland Oaks Middle, Hillcrest High, Holmes Road, Kate Bond Middle, Keystone Elementary, Kingsbury Elementary, Kingsbury High, Kingsbury Middle, Kirby High, Kirby Middle, Knight Road Elementary, Lowrance Elementary, Lucie E. Campbell, Manassas High, Martin Luther King Alternative, Melrose High, Mitchell High, Northaven Elementary, Oak Forest Elementary, Oakhaven High, Overton High, Raineshaven, Raleigh-Egypt High, Raleigh-Egypt Middle, Ridgeway High, Riverview K-8, Riverview K-8, Ross Elementary, Sea Isle Elementary, Sheffield High, Sherwood Middle, Shrine School, South Park Elementary, Southwind High, Treadwell Middle, Trezevant High, Vollentine Elementary, W.H. Brewster, Westwood High, White Station High, White Station Middle, Whitehaven High, Wooddale High, and Woodstock Middle.

Category	Actual	Actual	Budget	Budget	Variance	% Change
	2016-17	2017-18	2018-19	2019-20		
Revenue	\$16,178	\$14,100	\$13,750	\$3,500	(\$10,250)	-75%
Expenditure	\$8,614	\$10,145	\$10,500	\$11,000	\$500	5%
Excess (Deficiency)	\$7,564	\$3,956	\$3,250	(\$7,500)	(\$10,750)	-331%
Fund Balance	\$13,969	\$17,925	\$21,175	\$13,675	(\$7,500)	-35%
Positions (FTE)	0	0	0	0	0	0%

D961 – Urban Strategies: The Choice Neighborhoods Implementation (CNI) Grant targets the revitalization of the Foote Homes housing development and the surrounding 38126 neighborhood of Memphis. The CNI Grant funds the implementation of specific plans and the achievement of specific outcomes (“Strategy”) under each of the three components of the CNI Grant Application- Housing, People, and Neighborhood. This Grant requires that Urban Strategies (USI) provide and/or coordinate a variety of supportive services to families living in Foote Homes and the surrounding 38126 zip code, as described in the People Strategy portion of the CNI application, and the South City Site Transformation Plan (“Transformation Plan”).

District Priorities: 1-Strengthen Early Literacy, 2-Improve Post-Secondary Readiness, 5-Mobilize Family and Community Partners

Category	Actual	Actual	Budget	Budget	Variance	% Change
	2016-17	2017-18	2018-19	2019-20		
Revenue	\$0	\$66,596	\$265,026	\$319,293	\$54,267	20%
Expenditure	\$0	\$66,596	\$265,026	\$319,293	\$54,266	20%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	4	4	0	0%

D225 – After-School Snacks: With the After-School Supper program, nutritious meals are provided by the District’s Nutritional Services Department on a charge-back basis. The Tennessee Department of Human Services (DHS) certifies the School Age Child Care (SACC) program for participation in the Child and Adult Care Food Program (CACFP). DHS requires each program to maintain documents for compliance with the Child and Adult Care Program. The cost of after-school suppers provided to students in the SACC program is reimbursed. Two full-time ELOP monitors and one full-time receptionist position will be funded through this project in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* 6,300  
*Revenue Classification:* State of Tennessee Grant  
 District Priority 2- Improve Post-Secondary Readiness



*FY2018-19 Participating Schools:* Alcy Elementary, Alton Elementary, Aspire Public School, Balmoral/Ridgeway Elementary, Barrett’s Chapel School, Belle Forest Community School, Bellevue Middle, Berclair Elementary, Brownsville Road Elementary, Bruce Elementary, Cherokee, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova Middle, Cromwell Elementary, Crump Elementary, Delano Elementary, Dexter Elementary, Doubletree Elementary, Douglass, Downtown Elementary, Evans Elementary, Fox Meadows Elementary, Germanshire Elementary, Germantown Elementary, Germantown Middle, Goodlett Elementary, Grahamwood Elementary, Hickory Ridge Elementary, Highland Oaks Elementary, Holmes Road Elementary, Idlewild Elementary, Jackson Elementary, John P. Freeman School Optional, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Kingsbury Elementary, Knight Road Elementary, Larose Elementary, Levi Elementary, Lowrance School, Lucie E. Campbell Elementary, Lucy Elementary, MASE, Newberry Elementary, Oak Forest Elementary, Oakhaven Elementary, Oakshire Elementary, Peabody Elementary, Raleigh Bartlett Elementary, Richland Elementary, Ridgeway Early Learning, Riverwood Elementary, Robert R. Church Elementary, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Sheffield Element, Shelby Oaks Elementary, Sherwood Elementary, Snowden School, Springdale Elementary, Treadwell Elementary, Treadwell Middle, Vollentine Elementary, Wells Station Elementary, , Whitehaven Elementary, White Station Elementary, White Station Middle, Willow Oaks Elementary, Dr. William Brewster Elementary, Winridge Elementary, Ridgeway Middle, and Southwind Elementary.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$2,157,781	\$2,060,696	\$2,125,593	\$2,897,244	\$771,651	36%
Expenditure	\$2,316,958	\$1,934,228	\$2,125,593	\$2,897,244	\$771,651	36%
Excess (Deficiency)	(\$159,176)	\$126,469	\$0	\$0	(\$0)	0%
Fund Balance	\$0	\$126,469	\$126,469	\$126,469	\$0	0%
Positions (FTE)	0	0	0	3	3	0%

D570 - Colonial Hearing and Vision Center: Colonial Hearing and Vision Center provides speech therapy, vision and audiology services to SCS 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; SCS Audiologists fit those molds to SCS 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. Also, the state pays \$20 per record request.

*Number of Students Served in FY2018-19:* 204  
*Revenue Classification:* State of Tennessee Fees  
 District Priority 2- Improve Post-Secondary Readiness

*FY2018-19 Participating Schools:* Sea Isle Elementary, White Station Elementary, White Station Middle, White Station High.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$3,164	\$565	\$1,475	\$750	(\$725)	-49%
Expenditure	\$0	\$3,221	\$14,000	\$11,000	(\$3,000)	-21%
Excess (Deficiency)	\$3,164	(\$2,657)	(\$12,525)	(\$10,250)	\$2,275	-18%
Fund Balance	\$35,324	\$32,667	\$20,142	\$9,892	(\$10,250)	-51%
Positions (FTE)	0	0	0	0	0	0%

D465 - Mental Health Records: The Mental Health Records program is managed by the District’s Mental Health Center. The Center has in the past received funds from the Tennessee Social Security Administration for managing the mailing of confidential student records. The State Social Security Administration sends standard documentation for the release of mental health records; records are supplied within 30 workdays. These funds are used to support school projects where Mental Health Center staff participate. An additional \$20,426 will be used to purchase Supplies and Administrative Equipment in fiscal year 2019-20.



Number of Students Served in FY2018-19: All SCS Students

Revenue Classification: State of Tennessee Fees

District Priorities: 2-Improve Post-Secondary Readiness; 3-Develop Teachers, Leaders, & Central Office; 4-Expand High Quality School Options

FY2018-19 Participating Schools: All SCS Schools

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$2,321	\$150	\$14	\$0	(\$14)	-100%
Expenditure	\$127	\$12,770	\$19,588	\$40,000	\$20,412	104%
Excess (Deficiency)	\$2,194	(\$12,620)	(\$19,574)	(\$40,000)	(\$20,426)	104%
Fund Balance	\$195,450	\$182,830	\$163,256	\$123,256	(\$40,000)	-25%
Positions (FTE)	0	0	0	0	0	0%

D525 Pre-K (VPK): The program provides high quality early education that will 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, cognitive, social-emotional and physical-addressed with a balance between direct instruction, group instruction, group activities, and choice of center-based activities.

Number of Students Served in FY2018-19: 2,240

Revenue Classification: State of Tennessee Grant

District Priority 1- Strengthen Early Literacy

FY2018-19 Participating Schools: A. B. Hill Elementary, Alton Elementary, Belle Forest Elementary, Bethel Grove Elementary, Bruce Elementary, Charjean Elementary, Cherokee Elementary, Crump Elementary, Cummings Elementary, Dexter Elementary, Doubletree Elementary, Douglass Elementary, Dunbar Elementary, Egypt Elementary, Evans Elementary, Ford Road Elementary, Fox Meadows Elementary, Gardenview Elementary, Getwell Elementary, Goodlett Elementary, Hamilton Elementary, Hawkins-Mill Elementary, Holmes Road Elementary, Jackson Elementary, Kate Bond Elementary, Keystone Elementary, Kingsbury Elementary, Knight Road Elementary, Larose Elementary, Levi Elementary, Lowrance Elementary, Lucie E. Campbell Elementary, Lucy Elementary, Magnolia Elementary, Manor Lake, Newberry Elementary, Northaven Elementary, Oakhaven Elementary, Oakshire Elementary, Ridgeway Early Learning Center, Robert R. Church Elementary, Ross Elementary, Scenic Hills Elementary, Sharpe Elementary, Sheffield Elementary, Sherwood Elementary, Southwind Elementary, South Park Elementary, Springdale Elementary, Treadwell Elementary, Vollentine Elementary, Wells Station Elementary, Westhaven Elementary, Westside Elementary, W. H. Brewster Elementary, Whitehaven Elementary, Winchester Elementary, Willow Oaks Elementary, Future Leaders, Great Adventure, Hope House, Horn Lake, Jessie Mahan, KiDazzle, Kiddie Kollege, Kindercare Raines, Kindercare Ridgeway, Kings and Queens, Lambs and Ivy, LaPetite Coleman, LaPetite Cordova, Memphis Business Academy Berclair, Memphis Business Academy Germantown, Miriam Child Development, New Sardis Childcare, Perea Preschool, Red Robin's Academy, Riverdale Kiddie, Sensational Enlightenment, SWTCC Macon, Trinity Child Development.

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$9,901,647	\$9,662,730	\$11,080,991	\$10,208,017	(\$872,974)	-8%
Expenditure	\$9,901,647	\$9,662,730	\$11,080,991	\$10,208,017	(\$872,974)	-8%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	92	94	96	97	0	0%





**D025 - School Age Child Care:** School Age Child Care (SACC) serves as a support service to the District’s students, parents, and surrounding communities. SACC is an extension of the regular school day with a focus on learning through fun, stimulating activities and developmental practices. SACC seeks to provide well-structured and supervised programs that act as safe havens for school age children, while providing warm, secure environments that encourage parental involvement and meet the cognitive, physical, social and emotional needs of children from various socio-economic backgrounds. This budget will also support administrative costs and support staff, state-mandated professional development, supplies, materials, equipment and mandatory travel for the SACC office. In fiscal year 2019-20, the overall budget for School Age Childcare will increase by 61% due to a significant increase in Salaries and Benefits.

*Number of Students Served in FY2018-19:* 5,740

*Revenue Classification:* Tennessee Department of Health and Human Services Grant

District Priority 1-Strengthen Early Literacy

*FY2018-19 Participating Schools:* Balmoral/Ridgeway Elementary, Barret’s Chapel School, Belle Forest Community School, Bellevue Middle, Bruce Elementary, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova Middle, Cromwell Elementary, Crump Elementary, Delano Elementary, Dexter Elementary, Doubletree Elementary, Downtown Elementary, Evans Elementary, Fox Meadows Elementary, Germanshire Elementary, Germantown Elementary, Germantown Middle, Grahamwood Elementary, Hickory Ridge Elementary, Highland Oaks, Holmes Road Elementary, Idlewild Elementary, John P. Freeman School, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Lowrance School, Lucy Elementary, Newberry Elementary, Oak Forest Elementary, Oakhaven Elementary, Oakshire Elementary, Peabody Elementary, Raleigh Bartlett Meadows Elementary, Richland Elementary, Ridgeway Early Learning, Ridgeway Middle, Riverwood Elementary, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Shelby Oaks Elementary, Sherwood Elementary, Snowden School, Southwind Elementary, Whitehaven Elementary, White Station Elementary, and White Station Middle.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$960,802	\$931,521	\$693,031	\$594,411	(\$98,620)	-14%
Expenditure	\$561,280	\$640,080	\$800,000	\$1,290,390	\$490,391	61%
Excess (Deficiency)	\$399,522	\$291,441	(\$106,969)	(\$695,979)	(\$589,011)	551%
Fund Balance	\$511,507	\$802,948	\$695,979	\$0	(\$695,979)	-100%
Positions (FTE)	17	16	8	18	10	119%

**D765 - Shelby County Government Pre-K (County Commission):** The program provides high quality early education that will 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, cognitive, social-emotional and physical-addressed with a balance between direct instruction, group instruction, group activities, and a choice of center-based activities.

*Number of Students Served in FY2018-19:* 260

*Revenue Classification:* Shelby County Government through the State of Tennessee

District Priority 1- Strengthen Early Literacy



*FY2018-19 Participating Schools:* A. B. Hill Elementary, Alton Elementary, Berclair Elementary, Bethel Grove Elementary, Dunbar Elementary, Egypt Elementary, Evans Elementary, Magnolia Elementary, Ridgeway Early Learning Center, Southwind Elementary, Springdale Elementary, and Winchester Elementary.

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
	2019 vs 2020					
Revenue	\$1,888,616	\$1,803,521	\$1,829,667	\$1,803,521	(\$26,146)	-1%
Expenditure	\$1,888,616	\$1,803,521	\$1,829,667	\$1,803,521	(\$26,146)	-1%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	29	30	27	27	0	0%

**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 may include: audiologist services, evaluation and testing, nursing services, occupational therapy, physical therapy, psychological services, bus monitors and social work services. 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. In Fiscal Year 2019-20, the expenditure budget will decrease by \$558,036 due to total use of fund balance in fiscal year 2018-19 and a reduction in anticipated revenues in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* 4,508  
*Revenue Classification:* State of Tennessee  
 District Priority 2-Improve Post-Secondary Readiness

*FY2018-19 Participating Schools:* All SCS Schools

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
	2019 vs 2020					
Revenue	\$952,045	\$398,539	\$550,000	\$618,125	\$68,125	12%
Expenditure	\$252,885	\$888,603	\$1,176,161	\$618,125	(\$558,036)	-47%
Excess (Deficiency)	\$699,160	(\$490,065)	(\$626,161)	\$0	\$626,161	-100%
Fund Balance	\$1,116,226	\$626,161	(\$0)	(\$0)	\$0	0%
Positions (FTE)	1	1	2	2	0	0%

**D670 - Adolescent Parenting Program:** 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. In fiscal year 2019-20, the expenditures budget will decrease by 36% in Contracted Services and Supplies and Materials to align with anticipated local revenues.

*Number of Students Served in FY2018-19:* 200  
*Revenue Classification:* Local Donations  
 District Priorities: 2-Improve Post-Secondary Readiness and 5-Mobilize Family and Community Partners



*FY2018-19 Participating Schools:* All SCS middle and high schools are eligible

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$8,652	\$0	\$12,000	\$10,000	(\$2,000)	-17%
Expenditure	\$5,421	\$6,050	\$15,512	\$10,000	(\$5,512)	-36%
Excess (Deficiency)	\$3,231	(\$6,050)	(\$3,512)	\$0	\$3,512	100%
Fund Balance	\$9,562	\$3,512	(\$0)	(\$0)	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D205 - Adopt a School Seminar:** The Adopt-A-School Seminar supports programs, seminars and luncheons that increase better awareness and community relationships with 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. The remaining fund balance will be spent in fiscal year 2018-19 and there will be no additional funding for this project in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* All students at participating schools  
*Revenue Classification:* Local Donations and Annual Luncheon  
 District Priority 5- Mobilize Family and Community Partners

*FY2018-19 Participating Schools:* A. Maceo Walker Middle, A.B. Hill, Adolescent Parenting Program, Alcy Elementary, Alton Elementary, B. T. Washington High, Balmoral/Ridgeway Elementary, Barret’s Chapel, Belle Forest Community School, Bellevue Middle, Berclair Elementary, Bethel Grove Elementary, Bolton High, Brownsville Road Elementary, Bruce Elementary, Campus, Carnes Elementary, Carver High, Central High, Charjean Elementary, Cherokee Elementary, Chickasaw Middle, Chimneyrock Elementary, Colonial Middle, Cordova Elementary, Cordova High, Cordova Middle, Craigmont High, Craigmont Middle, Cromwell Elementary, Crump Elementary, Cummings School, Delano Optional Elementary, Dexter Elementary, Dexter Middle, Double Tree Elementary, Douglass (K-8), Downtown Elementary, Dunbar Elementary, East High & Career and Technology Center, Egypt Elementary, Evans Elementary, Fairley Elementary, Ford Road Elementary, Fox Meadows Elementary, Gardenview Elementary, Geeter Middle, Germanshire Elementary, Germantown Middle, Goodlett Elementary, Hamilton High, Havenview Middle, Hawkins Mill Elementary, Hickory Ridge Elementary, Hickory Ridge Middle, Highland Oaks Elementary, Hillcrest High, Hollis F. Price Middle College High, Holmes Road Elementary, Hamilton High, Havenview Middle, Hawkins Mill Elementary, Hickory Ridge Elementary, Hickory Ridge Middle, Highland Oaks Elementary, Hillcrest High, Hollis F. Price Middle College High, Holmes Road Elementary, HOPE Academy, Ida B. Wells Academy, Idlewild Elementary, Jackson Elementary, John P. Freeman Optional, Kate Bond Elementary, Kate Bond Middle, Keystone Elementary, Kingsbury Elementary, Kingsbury High, Kingsbury Middle, Kingsbury Career and Technology Ctr., Kirby High, Kirby Middle, Knight Road Elementary, LaRose Elementary, Lowrance Elementary, Lucie E. Campbell Elementary, Lucy Elementary, Magnolia Elementary, Manassas High, Memphis Health Careers Academy, Middle College High, Mitchell High, Newberry Elementary, Northside High, Oak Forest Elementary, Oakhaven Elementary, Overton High, Peabody Elementary, Raineshaven Elementary, Raleigh Bartlett Meadows, Raleigh-Egypt High, Raleigh-Egypt Middle, Richland Elementary, Ridgeway Middle, Riverview K-8, Riverwood Elementary, Robert R. Church, Ross Elementary, Rozelle Elementary, Scenic Hills Elementary, Sea Isle Elementary, Shady Grove Elementary, Sharpe Elementary, Sheffield Career and Technology Center High, Sheffield Elementary, Sheffield High, Shelby Oaks Elementary, Shelby Oaks Elementary, Sherwood Elementary, Sharpe Elementary, Sheffield Career and Technology Center High, Sheffield Elementary, Sheffield Career and Technology Center High, Sheffield Elementary, Sheffield High, Shelby Oaks Elementary, Sherwood Elementary, Sherwood Middle, Shrine School Elementary, Snowden School, South Park Elementary, South Side Middle, Southwind Elementary, Spring Hill Elementary, Springdale Elementary, Treadwell Elementary, Treadwell Middle, Trezevant Career and Technology Center, Trezevant High, Vance Middle, Veritas College Prep, Vollentine Elementary, Wells Station Elementary, Westhaven Success, Westside Elementary, Westwood Elementary, Westwood High, White Station Elementary, White Station High, White Station Middle, Whitehaven Elementary, Whitehaven High, William Brewster Elem., Willow Oaks Elementary, Winchester Elementary, Winridge Elementary, Wooddale High, and Wooddale Middle.



Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$19	\$0	\$0	\$0	\$0	0%
Expenditure	\$0	\$0	\$3,441	\$0	(\$3,441)	-100%
Excess (Deficiency)	\$19	\$0	(\$3,441)	\$0	\$3,441	100%
Fund Balance	\$3,441	\$3,441	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D245 - Arts in Education- ArtsFest:** In previous years, the District received funds from ArtsFest project sales and donations from various organizations to support Arts in Education events that documented the impact of fine arts initiatives on student achievement. This funding supported items such as collaboration with professional artists, student artistic events, marketing, and other special projects. The remaining fund balance will be spent in fiscal year 2018-19 and there will be no additional funding for this project in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* 1,500  
*Revenue Classification:* Local Sales of Student Art and Donations

*FY2018-19 Participating Schools:* All SCS schools

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$1,603	\$0	\$0	\$0	\$0	0%
Expenditure	\$1,243	\$0	\$915	\$0	(\$915)	-100%
Excess (Deficiency)	\$360	\$0	(\$915)	\$0	\$915	100%
Fund Balance	\$915	\$915	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D956 - Bolton College Trust:** The Bolton College Board of Trustee has approved a grant award to Bolton High School. There are various programs designed to assist teachers in the preparation of students to be successful on the end of course test. One program is designed to assist teachers in grading of daily quizzes, which will allow the student to have instantaneous feedback on their progress on a daily basis. The use of a web calendar allows the school to schedule the activities both during school hours and after school to make sure that facilities are not over scheduled. This calendar will allow stakeholders the opportunity to become more involved in the different activities of the school, thus promoting more school spirit.

*Number of Students Served in FY2018-19:* 1,624  
*Revenue Classification:* Local Donations

*FY2018-19 Participating Schools:* Bolton High School

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$15,688	\$48,341	\$25,000	\$25,000	\$0	0%
Expenditure	\$15,688	\$39,816	\$25,000	\$25,000	\$0	0%
Excess (Deficiency)	\$0	\$8,525	\$0	\$0	\$0	0%
Fund Balance	\$0	\$8,525	\$8,525	\$8,525	\$0	0%
Positions (FTE)	0	0	0	0	0	0%



**D103 - Career and Technical Education:** The Career and Technical Education is a program to develop more fully the academic and technical skills of secondary students and post-secondary students enrolled in career and technical education programs. Funds in the CTE account are used to offset student expenses for competitive events, advisory committee meetings, and budget year transition emergencies associated with contracted services for student transportation and lodging. The remaining fund balance will be spent in fiscal year 2018-19 and there will be no additional funding for this project in fiscal year 2019-20.

*Revenue Classification:* Local Donations

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$30	\$0	\$0	\$0	\$0	0%
Expenditure	\$0	\$7,096	\$3	\$0	(\$3)	-100%
Excess (Deficiency)	\$30	(\$7,096)	(\$3)	\$0	\$3	100%
Fund Balance	\$7,099	\$3	\$0	\$0	(\$0)	0%
Positions (FTE)	0	0	0	0	0	0%

**D240 - Class Piano Program:** The Class Piano Program offers after-school group piano instruction to all elementary students in the District beginning in the second grade. Preparatory Piano classes are offered in certain locations for kindergarten and first grade depending upon the availability of time in the piano teacher’s schedule and/or desire to teach younger age groups. 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 attendance.

*Number of Students Served in FY2018-19:* 550

*Revenue Classification:* Local Tuition from Parents

District Priorities: 3-Develop Teachers, Leaders and Central Office, 4-Expand High Quality School Options

*FY2018-19 Participating Schools:* Barret’s Chapel; Brownsville Road Elementary; Chimneyrock Elementary; Cordova Elementary; Delano Elementary; Double Tree Elementary; Downtown Elementary; Germantown Elementary; Grahamwood Elementary; Idlewild Elementary; John P. Freeman Optional School; Kate Bond Elementary; Macon Hall Elementary; Richland Elementary; Rozelle Elementary; Shady Grove Elementary; Shelby Oaks Elementary; Southwind Elementary; and White Station Elementary.

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$17,513	\$20,880	\$18,467	\$20,000	\$1,533	8%
Expenditure	\$26,708	\$22,870	\$18,467	\$20,000	\$1,533	8%
Excess (Deficiency)	(\$9,196)	(\$1,990)	(\$0)	\$0	\$0	0%
Fund Balance	\$6,356	\$4,366	\$4,366	\$4,366	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D075 - Facility Rental:** This project captures charge-back fees for facilities over-time 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.

*Number of Students Served in FY2018-19:* All SCS Students

*Revenue Classification:* Local Rental Agreements

District Priority 4- Expand High Quality School Options



*FY2018-19 Participating Schools: All SCS Schools*

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$193,050	\$250,283	\$200,000	\$195,297	(\$4,703)	-2%
Expenditure	\$266,585	\$328,782	\$346,193	\$465,000	\$118,807	34%
Excess (Deficiency)	(\$73,535)	(\$78,499)	(\$146,193)	(\$269,703)	(\$123,510)	84%
Fund Balance	\$502,621	\$424,122	\$277,929	\$8,226	(\$269,703)	-97%
Positions (FTE)	0	0	0	0	0	0%

D590 - GCA Scholarship and Athletic Donations: GCA Service Group, Inc. had committed to annual academic scholarships and athletic funding per the custodial contract agreement. GCA committed to twenty \$5,000 annual academic scholarships for a total of \$100,000 per year, an overall total of \$400,000. Also, GCA committed to \$50,000 per year for athletic funding for middle and high schools for an overall total of \$200,000. CGA discontinued custodial services to the SCS school district. The remaining fund balance will be spent in fiscal year 2018-19 and there will be no additional funding for this project in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* 150  
*Revenue Classification:* Local Donations  
 District Priority 2-Improve Post-Secondary Readiness

*FY2018-19 Participating Schools: All Senior Students at SCS High Schools*

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$245,600	\$0	\$0	\$0	\$0	0%
Expenditure	\$167,055	\$79,903	\$74,231	\$0	(\$74,231)	-100%
Excess (Deficiency)	\$78,545	(\$79,903)	(\$74,231)	\$0	\$74,231	100%
Fund Balance	\$154,134	\$74,231	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D415 - Homeless Children and Youth Program: SCS Homeless Children and Youth Program provides uninterrupted and continuous resources and services to displaced children, youth and their families in Shelby County Schools and to meet 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 FY2018-19:* 1,800  
*Revenue Classification:* Local Donations  
 District Priority 5- Mobilize Family and Community Partners



FY2018-19 Participating Schools: All SCS Schools

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$1,091	\$0	\$1,000	\$16,500	\$15,500	0%
Expenditure	\$1,950	\$2,165	\$20,108	\$16,500	(\$3,608)	-18%
Excess (Deficiency)	(\$859)	(\$2,165)	(\$19,108)	\$0	\$19,108	100%
Fund Balance	\$21,273	\$19,108	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**D555 - Research and Evaluation:** The Research and Evaluation program provides evaluation services for special projects in the district. These include assessment support, data extraction and formatting, data analysis, and reporting support. The services performed are primarily for grant-funded programs and initiatives including the Youth Risk Behavior Survey (YRBS) and School Health Profiles for the Centers for Disease Control and Prevention, the Gates Foundation’s Intensive Partnership Study through RAND and AIR, and the New Leaders district evaluation conducted by RAND. Other work includes support for GEAR UP and an evaluation of the Memphis Teacher Residency program. These programs have funding earmarked for the services performed and the funds are placed in this account. The budget for Stipends will increase by \$70,000 to fund positions in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* All SCS Students

*Revenue Classification:* Local Fees for Services

District Priorities: 2-Improve Post-Secondary Readiness, 3-Develop Teachers, Leaders and Central Office, 5-Mobilize Family and Community Partners

FY2018-19 Participating Schools: All SCS Schools

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$93,902	\$30,172	\$1,050	\$29,230	\$28,180	2684%
Expenditure	\$206,867	\$59,594	\$10,336	\$80,438	\$70,102	678%
Excess (Deficiency)	(\$112,965)	(\$29,422)	(\$9,286)	(\$51,208)	(\$41,922)	451%
Fund Balance	\$89,916	\$60,494	\$51,208	\$0	(\$51,208)	-100%
Positions (FTE)	3	3	2	0	(2)	-100%

**D770 Memphis Education Fund:** The Innovation Zone (iZone) is a special subset of autonomous Shelby County Schools that initially received additional funding through a School Improvement Grant to implement one of the state –approved turnaround models to improve student achievement. For eligibility to enter the iZone, a school must be considered a Priority School, one which falls in the bottom five percent of schools in the state. The remaining fund balance will be used for Salaries and Benefits in fiscal year 2019-20 and there will be no additional funding for this project.

*Number of Students Served in FY2018-19:* 11,680

*Revenue Classification:* Local Grant (Teacher Town Memphis, Inc.)

District Priority 1- Strengthen Early Literacy



*FY2018-19 Participating schools:* A. B. Hill Elementary, Cherokee Elementary, Chickasaw Middle, Douglass K-8, Douglas High, Fairley Elementary, Ford Road Elementary, Geeter Middle, Grandview Heights Middle, Hamilton High, Hamilton Middle, Lucie E. Campbell, Magnolia Elementary, Melrose High, Mitchell High, Riverview School, Sherwood Middle, Treadwell Elementary, Treadwell Middle Trezevant High, Westhaven Elementary, and Westwood High.

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
	2019 vs 2020					
Revenue	\$589,188	\$559,207	\$1,314,489	\$0	(\$1,314,489)	-100%
Expenditure	\$639,641	\$559,207	\$860,000	\$454,489	(\$405,511)	-47%
Excess (Deficiency)	(\$50,453)	\$0	\$454,489	(\$454,489)	(\$908,978)	-200%
Fund Balance	\$0	\$0	\$454,489	\$0	(\$454,489)	-100%
Positions (FTE)	0	3	14	18	4	29%

D785 School Uniforms: Orion Federal Credit Union awarded the District school uniforms. The purpose was to assist in providing uniforms to students in the District. The remaining fund balance will be spent in fiscal year 2018-19 and there will be no additional funding for this project in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* 400  
*Revenue Classification:* Local Donations  
 District Priority 5-Mobilize Family and Community Partners

*FY2018-19 Participating schools:* Alcy Elementary, Bethel Grove Elementary, Carnes Elementary, Egypt Elementary, Gardenview Elementary, Getwell Elementary, Graham Elementary, Hamilton Elementary, Hawkins Mill Elementary, Kate Bond, Lincoln Elementary, Riverview K-8, Ross Elementary, Shady Grove Elementary, Shelby County Family Resource Center, Snowden Elementary, South Park Treatment, Vollentine Elementary, Whitehaven Elementary, Truancy and Family Resource Center.

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
	2019 vs 2020					
Revenue	\$259	\$0	\$0	\$0	\$0	0%
Expenditure	\$0	\$0	\$2,390	\$0	(\$2,390)	-100%
Excess (Deficiency)	\$259	\$0	(\$2,390)	\$0	\$2,390	100%
Fund Balance	\$2,390	\$2,390	\$0	\$0	(\$0)	0%
Positions (FTE)	0	0	0	0	0	0%

D485 - SCIAA Dues and Fines: The Shelby County Interscholastic Athletic Association (SCIAA) 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. In Fiscal Year 2019-20, the expenditure budget will decrease by \$246,000 in Other Objects and Debt due to some use of fund balance in fiscal year 2018-19 and a reduction in anticipated revenues in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* All student-athletes at SCS Middle and High Schools  
*Revenue Classification:* Local Fundraising Activities at the Schools  
 District Priorities: 1-Strengthen Early Literacy, 2-Improve Post-Secondary Readiness





*FY2018-19 Participating Schools: All Shelby County Middle and High Schools*

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$430,835	\$354,231	\$392,242	\$295,242	(\$97,000)	-25%
Expenditure	\$68,607	\$617,610	\$620,000	\$380,255	(\$239,745)	-39%
Excess (Deficiency)	\$362,228	(\$263,379)	(\$227,758)	(\$85,013)	\$142,744	-63%
Fund Balance	\$746,284	\$482,904	\$255,147	\$170,134	(\$85,013)	-33%
Positions (FTE)	0	0	0	0	0	0%

**D045 Security-Ancillary:** The Shelby County School 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 Safran-Morpho Trust. In Fiscal Year 2019-20, the expenditure budget will increase by \$22,656. Overtime for CNC and Project Graduation security will increase due to the addition of students and new locations.

*Number of Students Served in FY2018-19:* All SCS Students

*Revenue Classification:* Local Fees and Billing for fingerprinting and background checks  
 District Priority 4-Expand High Quality School Options

*FY2018-19 Participating Schools: All SCS Schools*

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
					2019 vs 2020	
Revenue	\$112,235	\$112,900	\$177,718	\$200,375	\$22,657	13%
Expenditure	\$136,758	\$130,224	\$177,718	\$200,375	\$22,656	13%
Excess (Deficiency)	(\$24,523)	(\$17,324)	(\$0)	\$0	\$0	0%
Fund Balance	\$65,375	\$48,050	\$48,050	\$48,050	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

**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. Fund balance in the amount of \$22,000 will be used in fiscal year 2019-20 to fund Stipends.

*Number of Students Served in FY2018-19:* 90

*Revenue Classification:* Local Donations & Fees from Work in the District  
 District Priority 1- Strengthen Early Literacy



*FY2018-19 Participating Schools:* Hamilton High, Overton High, Cordova High, Ridgeway High, Douglass High, Craigmont High, Middle College High, Southwind High and Wooddale High

Category	Actual	Actual	Budget	Budget	Variance	%Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$5,081	\$10,127	\$0	\$1,150	\$1,150	100%
Expenditure	\$13,354	\$23,459	\$0	\$23,227	\$23,227	100%
Excess (Deficiency)	(\$8,274)	(\$13,332)	\$0	(\$22,077)	(\$22,077)	-100%
Fund Balance	\$48,253	\$34,921	\$34,921	\$12,844	(\$22,077)	-63%
Positions (FTE)	0	0	0	0	0	0%

**D065 - TVA ENERNOC Demand Response Program:** This is an incentive program offered by the Tennessee Valley Authority in which SCS 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 fiscal year 2019-20 budget will increase by 143% due to a \$147,000 increase in Contracted Services and Supplies and Materials. The increase will fund several energy efficiency projects in fiscal year 2019-20 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 FY2018-19:* All SCS Students

*Revenue Classification:* Local Donations (TVA is a government-owned independent organization).

District Priority 4- Expand High Quality School Options

*FY2018-19 Participating Schools:* All SCS Schools

Category	Actual	Actual	Budget	Budget	Variance	% Change
	2016-17	2017-18	2018-19	2019-20	2019 vs 2020	
Revenue	\$170,315	\$141,604	\$123,413	\$106,260	(\$17,153)	-14%
Expenditure	\$109,889	\$197,066	\$123,413	\$300,000	\$176,587	143%
Excess (Deficiency)	\$60,426	(\$55,462)	(\$0)	(\$193,740)	(\$193,739)	-100%
Fund Balance	\$250,296	\$194,835	\$194,835	\$1,095	(\$193,740)	-99%
Positions (FTE)	0	1	1	0	(1)	-100%

**D957 –Project Graduation:** The Project Graduation program’s goals are to promote high school graduates who are college and career ready and who enroll in post-secondary opportunities. Research consistently shows that making learning convenient and flexible is essential to a students’ success as they matriculate toward attaining high school diplomas. Program costs are used to facilitate innovations in program delivery, such as distance learning, student self-monitoring practices, and expansion to the Project Graduation program. Program expenditures include technology hardware and software, student consumable study aids, supplies, and other contracted services. The remaining fund balance of \$60,048 will be used in fiscal year 2019-20 to fund a Student Event and Supplies.

*Number of Students Served in FY2018-19:* 1,824

*Revenue Classification:* Local Donations

District Priority 1- Strengthen Early Literacy



*FY2018-19 Participating Schools:* Craigmont High School, East High School, George W. Carver College & Career Academy, and Southwind High School

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
	2019 vs 2020					
Revenue	\$808	\$0	\$0	\$0	\$0	0%
Expenditure	\$0	\$133,258	\$0	\$60,048	\$60,048	100%
Excess (Deficiency)	\$808	(\$133,258)	\$0	(\$60,048)	(\$60,048)	-100%
Fund Balance	\$193,306	\$60,048	\$60,048	\$0	(\$60,048)	-100%
Positions (FTE)	0	0	0	0	0	0%

D958 - Verizon Innovation Award: This award is a program to improve student engagement and achievement in STEM. The program builds on engineering related assets already in place at East High School (e.g., CAD Software, an engineering computer lab, and postsecondary partnerships) and links those assets to CLOUD 901, the new state-of-the-art social, creative production, and performance technology lab where teens can develop 21<sup>st</sup> century skills. In fiscal year 2019-20, the budget will decrease by \$17,136 in Regular Instructional Equipment and Supplies and Materials due to an anticipated use of fund balance in fiscal year 2018-19 and a spending decrease at several locations in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* 200  
*Revenue Classification:* Local Donations  
 District Priority 4- Expand High Quality School Options

*FY2018-19 Participating Schools:* Chickasaw Middle, Douglass K-8, Havenview Middle, Ridgeway Middle, and Treadwell Middle

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
	2019 vs 2020					
Revenue	\$0	\$68,000	\$14,354	\$18,000	\$3,647	25%
Expenditure	\$14,854	\$47,663	\$35,136	\$18,000	(\$17,136)	-49%
Excess (Deficiency)	(\$14,854)	\$20,337	(\$20,782)	\$0	\$20,782	100%
Fund Balance	\$446	\$20,782	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	\$0	0%

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 focuses 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 that 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 was 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 FY2018-19:* 480 (allotted by grant)  
*Revenue Classification:* State of Tennessee Grant  
 District Priority 1-Strengthen Early Literacy



*FY2018-19 Participating Schools:* Aspire Public School, Cherokee Elementary, Douglass School, Goodlett Elementary, Kingsbury Elementary, Larose Elementary, Treadwell Middle, Vollentine Elementary.

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	%Change
	2019 vs 2020					
Revenue	\$0	\$241,659	\$422,500	\$395,300	(\$27,200)	-6%
Expenditure	\$0	\$241,659	\$422,500	\$395,300	(\$27,200)	-6%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	30	15	0	56	56	0%

D310-Work Based Learning Grant: The Work Based Learning Grant is a new funding that provides additional financial support to expand “Career Exploration” of six SCS middle schools for students in grade 8. Students will be exposed to career pathways through coordinated activities that include: school-based career counseling using “Pathways in a Box”, year-round career exploration and other opportunities, a community-wide Career Expo piloted in the Southwest community with sustainable partnerships among pathway employers.

*Number of Students Served in FY2018-19:* 900

*Revenue Classification:* State of Tennessee Grant

*District Priorities:* 2-Improve Post-Secondary Readiness, 5-Mobilize Family and Community Partners

*FY2018-19 Participating Schools:* A. Maceo Walker Middle, Chickasaw Middle, Geeter Middle, Hamilton Middle, Havenview Middle, and Riverview K-8

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
	2019 vs 2020					
Revenue	\$0	\$0	\$25,000	\$25,000	\$0	0%
Expenditure	\$0	\$0	\$25,000	\$25,000	\$0	0%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D962-Teacher Leader Network Grant: The Tennessee Teacher Leader Network Grant will consider the professional learning goals and needs of individual districts and funds will be used to develop and/or refine a teacher leader staffing model that addresses these needs. There will be no funding for this project in fiscal year 2019-20.

District Priority 3-Develop Teachers, Leaders and Central Office

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
	2019 vs 2020					
Revenue	\$0	\$2,202	\$5,798	\$0	(\$5,798)	-100%
Expenditure	\$0	\$2,202	\$5,798	\$0	(\$5,798)	-100%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D963-Sponsorships and Donations: Underwriting and sponsorship funds are used to maintain the visibility and credibility of Shelby County Schools’ brand throughout the community. Also, the funds are used for marketing efforts to recruit families to enroll their children in SCS. Funds received through donations are used to support the District’s efforts to enhance school learning environments and help students in need (i.e. student clothing drive, school supply drives).



District Priority 1- Strengthen Early Literacy

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
					2019 vs 2020	
Revenue	\$0	\$0	\$20,000	\$40,000	\$20,000	100%
Expenditure	\$0	\$0	\$20,000	\$40,000	\$20,000	100%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D964-Tennessee State Collaborative on Reforming Education (SCORE): The Tennessee SCORE grant funds will provide ten additional fellowships for aspiring school leaders through Tennessee Teacher Leadership Alliance (TTLA) programs aligned to the eight evidence-based elements of excellent principal preparation programs during the 2018-19 school year. There will be no funding for this project in fiscal year 2019-20.

*Number of Students Served in FY2018-19:* 26

*Revenue Classification:* State of Tennessee

District Priority 3- Develop Teachers, Leaders and Central Office

*FY2018-19 Participating Schools:* South Park Elementary, Macon Hall Elementary, Wells Station Elementary, Grahamwood Elementary, Belle Forest Elementary, Highland Oaks Elementary, Kate Bond Middle, Germantown Middle, Mt. Pisgah Middle, Snowden K-8, Booker T. Washington High, Mitchell High, Sheffield High, Carver High, Airways Alternative, Avon Lenox, Peabody Elementary, Shelby Oaks Elementary, Fox Meadows, Colonial Middle, Ford Road Elementary, Northaven Elementary, Winchester Elementary, Kingsbury High

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
					2019 vs 2020	
Revenue	\$0	\$0	\$85,000	\$0	(\$85,000)	-100%
Expenditure	\$0	\$0	\$85,000	\$0	(\$85,000)	-100%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

9506-Memphis City Government Pre-K Expansion: Memphis City Government Pre-K, formerly Pre-K Expansion, will no longer be funded as a Federal program, but rather funded locally by the City of Memphis and the Shelby County Government. The program provides high quality early education that will 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, cognitive, social-emotional and physical-addressed with a balance between direct instruction, group instruction, group activities, and a choice of center-based activities.

*Number of Students Served in FY2018-19:* 760

*Revenue Classification:* City of Memphis

District Priority #1: Strengthen Early Literacy

*FY2018-19 Participating Schools:* Belle Forest Elementary, Berclair Elementary, Chimneyrock Elementary, Cordova Elementary, Dexter Elementary, Doubletree Elementary, Downtown Elementary, Germanshire Elementary, Getwell Elementary, Hamilton High School, Highland Oaks Elementary, Holmes Road Elementary, Kingsbury Elementary, Lowrance Elementary, Oak Forest Elementary, Peabody Elementary, Raleigh-Bartlett Meadows Elementary, Ridgeway Early Learning



Center, Sea Isle Elementary, Sharpe Elementary, Shelby Oaks Elementary, Sherwood Elementary, Snowden Elementary, Southwind Elementary, Wells Station Elementary, and Whitehaven Elementary.

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
	2019 vs 2020					
Revenue	\$0	\$0	\$0	\$6,730,639	\$6,730,639	100%
Expenditure	\$0	\$0	\$0	\$6,730,639	\$6,730,639	100%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	78	78	0%

D730-State of the Arts (SOTA) Music Program Support Grant: SCS 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 SCS, the grant program will fund initiatives and strategies that will expand students’ access to high-quality music education. Types of strategies include: professional development for music teachers, support for principals, and equipment to address equity challenges.

*Number of Students Served in FY2018-19*: 100,000  
*Revenue Classification*: State of TN/donations  
 District Priority #4: Expand High Quality School Options

*FY2018-19 Participating Schools*: All Schools

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
	2019 vs 2020					
Revenue	\$0	\$0	\$0	\$51,500	\$51,500	100%
Expenditure	\$0	\$0	\$0	\$51,500	\$51,500	100%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

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 FY2018-19*: 90  
*Revenue Classification*: Shelby Count Government  
 District Priority #5: Mobilize Family & Community Partners



*FY2018-19 Participating Schools: All Schools*

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
					2019 vs 2020	
Revenue	\$0	\$0	\$0	\$309,000	\$309,000	100%
Expenditure	\$0	\$0	\$0	\$309,000	\$309,000	100%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%

D672-Ridgeway School Grant: The Ridgeway School Grant’s purpose is to improve the site appeal of Ridgeway High School. The funds/donations will be used to improve the condition of the front parking lot, construct and landscape new entrances, install new signage, and replace obsolete power poles.

*Number of Students Served in FY2018-19: 0*

*Revenue Classification: Shelby Count Government/Local Donations  
District Priority #5: Mobilize Family & Community Partners*

*FY2019-20 Participating Schools: Ridgeway High School*

Category	Actual 2016-17	Actual 2017-18	Budget 2018-19	Budget 2019-20	Variance	% Change
					2019 vs 2020	
Revenue	\$0	\$0	\$0	\$385,620	\$385,620	100%
Expenditure	\$0	\$0	\$0	\$385,620	\$385,620	100%
Excess (Deficiency)	\$0	\$0	\$0	\$0	\$0	0%
Fund Balance	\$0	\$0	\$0	\$0	\$0	0%
Positions (FTE)	0	0	0	0	0	0%



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**NUTRITION SERVICES**

This section includes the following information:

- Introduction
- Children’s Nutritional Needs in Memphis and Shelby County
- Overview of Nutrition Services Department
- Financial Summary of the Nutrition Services Fund
- Summary of Key Nutrition Services Fund Grants

**INTRODUCTION**

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 MEMPHIS AND SHELBY COUNTY**

Hunger and food insecurity among children are significant challenges in both the City of Memphis and 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 city and 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. Shelby County Schools understands the importance of addressing these stifling by-products of poverty and guarantees that each student will have at least two healthy meals every school day.

**A. Child Hunger**

Memphis TN-MS-AR was ranked the 6<sup>th</sup> worst food hardship metropolitan area with a rate of 20.7% among 100 metropolitan statistical areas (MSA) with the largest number of respondents to the Gallup-Healthways survey in 2018. Specifically, 20.7% of Memphis household respondents indicated that there had been times in the past 12 months when they did not have enough money to buy food that they or their family needed<sup>1</sup>.

State	Hardship Rate	Rank
Bakersfield, CA	23.2%	1
Youngstown-Warren-Boardman, OH-PA	22.0%	2
Fresno, CA	22.0%	3
Jackson, MS	21.3%	4
New Orleans-Metairie, LA	21.1%	5
Memphis, TN-MS-AR	20.7%	6
Winston-Salem, NC	20.2%	7
Baton Rouge, LA	20.1%	8
Albuquerque, NM	20.0%	9
Columbia, SC	19.5%	10
Augusta-Richmond County, GA-SC	19.4%	11
Tulsa, OK	19.3%	12
El Paso, TX	19.2%	13
Greensboro-High Point, NC	19.2%	14
Oklahoma City, OK	19.2%	15
Lakeland-Winter Haven, FL	19.1%	16
Deltona-Daytona Beach-Ormond Beach, FL	18.8%	17
Little Rock-North Little Rock-Conway, AR	18.4%	18
Tampa-St. Petersburg-Clearwater, FL	18.3%	19
Orlando-Kissimmee-Sanford, FL	18.2%	20

<sup>1</sup> How Hungry is America? FRAC’s National, State & Local Index of Food Hardship. July 2018. <http://www.frac.org/wp-content/uploads/food-hardship-july-2018.pdf>



In December 2015, the US Conference of Mayors conducted a hunger and homelessness survey for 22 cities. The US Conference of Mayors estimated that 35% of demand for emergency food assistance was unmet in Memphis. It highlighted the vast needs of our families and students being unmet, even with food kitchens and pantries. Lastly, Memphis was ranked as the 6th metropolitan statistical area with the highest obesity rates in America in 2014. According to the Gallup-Healthways Well-Being Survey, when it comes to obesity and communities, on average, the healthier food offerings that exist nearby, the more likely it is that someone will make poor food choices. Research indicated that obesity can lead to increased health risk and productivity loss<sup>2</sup>. With food deserts in Memphis, our students’ likelihood of obesity increases, placing their health at risk.

*Highest Obesity Rates, by Community*  
Based on self-reported height and weight

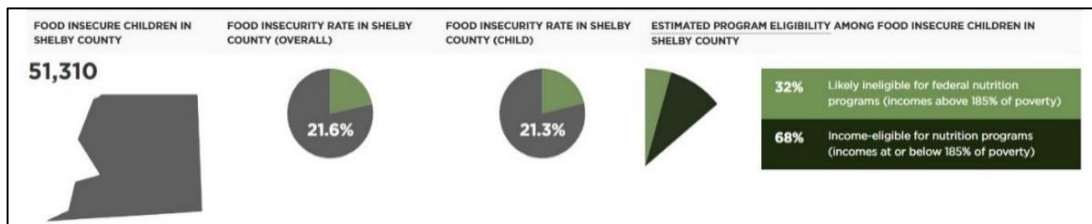
	<b>% Obese</b>
Baton Rouge, La.	35.9
Harrisburg-Carlisle, Pa.	35.3
Little Rock-North Little Rock-Conway, Ark.	34.1
Tulsa, Okla.	33.5
Dayton, Ohio	33.5
Memphis, Tenn.-Mo.-Ark.	33.2
Toledo, Ohio	33.1
Bakersfield, Calif.	33.1
Worcester, Mass.	33.0
Indianapolis-Carmel-Anderson, Ind.	32.2

Jan. 1-Dec. 29, 2014  
Gallup-Healthways Well-Being Index  
GALLUP

Source: Gallup-Healthways State of American Well-Being 2014 Obesity Rankings. <http://www.well-beingindex.com/2014-obesity-report>

**B. Child Food Insecurity**

The main problem in most urban areas is food insecurity – the lack of consistently available food. Food insecurity is a USDA measure of lack of access, at times, to enough food for an active, healthy life for all household members and limited or uncertain availability of nutritionally adequate foods. According to a 2015 Feeding America survey, an estimated 51,310 children in Shelby County were unsure about when or where their next meal would come.<sup>3</sup> According to this same study in 2017, 49,410 children in the county were unsure about when or where their next meal would come. The child food insecurity rate in Shelby County was 19.8% in 2017, which translates to 1 out of 5 children in Shelby County. Also, the child food insecurity rate in Shelby County was higher than the national rate of 17.5% in 2017. The illustration below highlights the need of addressing our students’ basic needs to facilitate appropriate learning, per the 2015 Feeding America data.



Source: “Map the Meal Gap.” Feeding America. 2015. URL: <https://www.feedingamerica.org/research/map-the-meal-gap/by-county>

<sup>2</sup> “In U.S., Poor Health Tied to Big Losses for All Job Types.” 2013. URL: <http://www.gallup.com/poll/162344/poor-health-tied-big-losses-job-types.aspx>  
<sup>3</sup> “Map the Meal Gap.” Feeding America. 2015. URL: <https://www.feedingamerica.org/research/map-the-meal-gap/by-county>



### OVERVIEW OF NUTRITION SERVICES DEPARTMENT

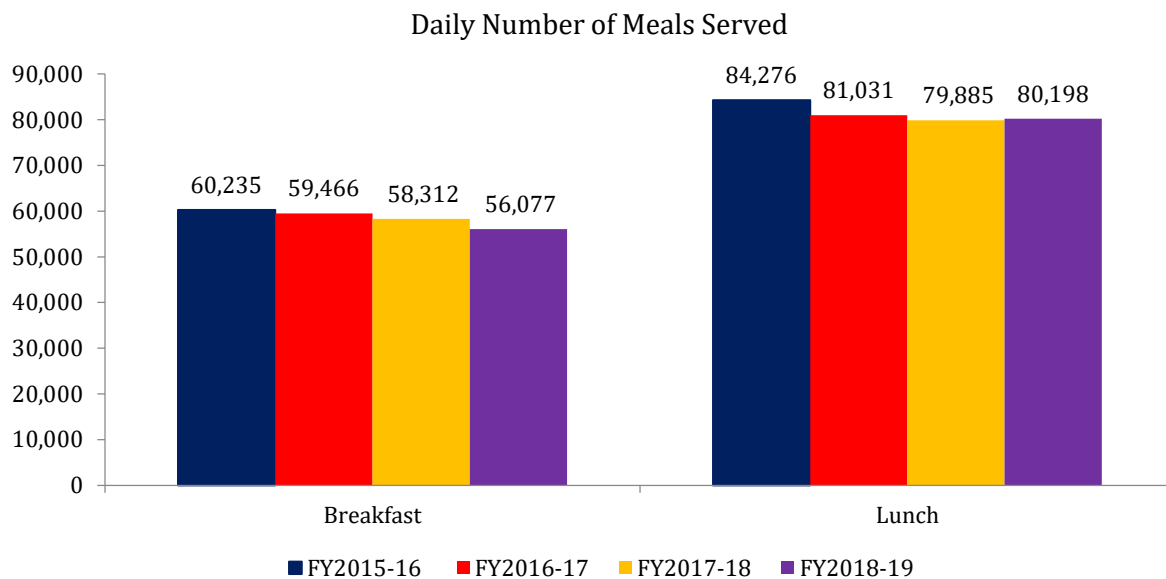
Shelby County Schools has provided breakfast and lunches to students under the Community Eligibility Provision (CEP) since school year 2014-15. CEP is a provision from the Healthy, Hunger-Free Kids Act of 2010 that allows schools and local educational agencies with high poverty rates to provide free 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; or
- 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.

SCS Nutrition Services operations provides approximately 56,000 free reimbursable breakfast meals and 80,198 free 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 a declining trend of meals served to students over the past four years due to fewer students.





In school year 2019-20, a 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, and
- Improve cafeteria surrounding and equipment.

**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 decrease by \$1.8 million (or 2%) to \$86.5 million in fiscal year 2019-20. The primary decrease in revenue is due to lower participation.

The below chart is the Nutrition Services Fund budget for fiscal year 2019-20 by program activity.

	2015-16	2016-17	2017-18	2018-19	2019-20		
	Actual	Actual	Actual	Amended Budget	Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
State of Tennessee	592,345	653,697	631,027	680,000	630,000	(50,000)	-7.35%
Federal Government	78,174,072	77,384,100	79,334,712	83,892,812	83,506,966	(385,846)	-0.46%
Other local sources	3,757,535	3,682,633	3,552,568	3,749,951	2,340,542	(1,409,409)	-37.58%
<b>Total revenues</b>	<u>82,523,952</u>	<u>81,720,430</u>	<u>83,518,307</u>	<u>88,322,763</u>	<u>86,477,508</u>	<u>(1,845,255)</u>	<u>-2.09%</u>
<b>Expenditures</b>							
Food service	84,675,115	86,092,200	72,114,567	91,531,231	96,090,640	4,559,410	4.98%
<b>Total expenditures</b>	<u>84,675,115</u>	<u>86,092,200</u>	<u>72,114,566</u>	<u>91,531,231</u>	<u>96,090,640</u>	<u>4,559,410</u>	<u>4.98%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(2,151,164)	(4,371,770)	11,403,741	(3,208,468)	(9,613,132)		
<b>Approved use of fund balance</b>	<u>2,151,164</u>	<u>4,371,770</u>	<u>-</u>	<u>3,208,468</u>	<u>9,613,132</u>		
<b>Net Change</b>	-	-	11,403,741	-	-		
<b>Beginning Fund Balance</b>	30,467,986	32,516,981	26,023,179	37,195,740	33,987,272		
Increase (decrease) in reserve for encumbrance	4,200,159	(2,237,361)	(303,630)	-	-		
Transfers To/(From) Other Funds	-	-	-	-	-		
Sale of capital assets	-	115,329	72,450	-	-		
<b>Ending Fund Balance</b>	<u>\$ 32,516,981</u>	<u>\$ 26,023,179</u>	<u>\$ 37,195,740</u>	<u>\$ 33,987,272</u>	<u>\$ 24,374,140</u>		



The below chart is the Nutrition Services Fund budget for fiscal year 2019-20 by object category.

	2016-17 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
State of Tennessee	592,345	653,697	631,027	680,000	630,000	(50,000)	-7.35%
Federal Government	78,174,072	77,384,100	79,334,712	83,892,812	83,506,966	(385,846)	-0.46%
Other local sources	3,757,535	3,682,633	3,552,568	3,749,951	2,340,542	(1,409,409)	-37.58%
<b>Total revenues</b>	<b>82,523,952</b>	<b>81,720,430</b>	<b>83,518,307</b>	<b>88,322,763</b>	<b>86,477,508</b>	<b>(1,845,255)</b>	<b>-2.09%</b>
<b>Expenditures</b>							
Salaries	24,201,564	26,180,756	25,483,959	28,879,016	33,103,720	4,224,704	14.63%
Benefits	4,806,519	5,277,633	4,794,857	7,113,063	8,427,123	1,314,060	18.47%
Contracted services	3,148,959	6,547,706	2,237,244	5,173,251	4,388,902	(784,349)	-15.16%
Professional services	20,032	22,510	28,922	36,757	40,473	3,716	10.11%
Property maintenance services	476,922	333,007	428,615	484,475	530,000	45,525	9.40%
Travel	62,445	66,377	90,022	56,550	57,550	1,000	1.77%
Supplies & materials	41,735,594	38,199,708	36,881,560	38,562,341	38,323,623	(238,718)	-0.62%
Furniture, equipment & building improvements	4,372,943	1,517,554	1,732,022	7,143,941	7,138,000	(5,941)	-0.08%
Other objects	5,850,137	7,946,949	437,365	4,081,837	4,081,250	(587)	-0.01%
<b>Total expenditures</b>	<b>84,675,115</b>	<b>86,092,200</b>	<b>72,114,566</b>	<b>91,531,231</b>	<b>96,090,640</b>	<b>4,559,410</b>	<b>4.98%</b>
<b>Excess (deficiency) of revenues</b>							
<b>Debt service</b>	(2,151,164)	(4,371,770)	11,403,741	(3,208,468)	(9,613,132)		
<b>Approved use of fund balance</b>	2,151,164	4,371,770	-	3,208,468	9,613,132		
<b>Net Change</b>	-	-	11,403,741	-	-		
<b>Beginning Fund Balance</b>							
Beginning Fund Balance	30,467,986	32,516,981	26,023,179	37,195,740	33,987,272		
Increase (decrease) in reserve for encumbrance	4,200,159	(2,237,361)	(303,630)	-	-		
Transfers from Other Funds	-	-	-	-	-		
Sale of capital assets	-	115,329	72,450	-	-		
<b>Ending Fund Balance</b>	<b>\$ 32,516,981</b>	<b>\$ 26,023,179</b>	<b>\$ 37,195,740</b>	<b>\$ 33,987,272</b>	<b>\$ 24,374,140</b>		

In the above schedule, the largest budget increases for fiscal year 2019-20 occur in Salaries and Benefits. In fiscal year 2019-20, the District will be reclassifying sixty 5-hour Nutrition Services Support Personnel to 6-hour Nutrition Services Support Personnel which are benefits-eligible positions, increasing 4 Nutrition Services Mobile Support Personnel to full-time positions instead of utilizing part-time positions, and increase Compliance Associate positions to ensure proper oversight of federal reimbursements. The substitute cafeteria workers will be the replacement for the permanent positions. The re-classification of part-time positions to full time positions coupled with a two percent pay increase as well as the addition of eight Compliance Associate positions contributed to the increase in salaries by \$4.2M; total benefits increased by \$1.3M. The total position increases for Nutrition Services will be 124 positions once all reclassifications and position advertisements are complete.

The District is planning to continue the replacement of old and inoperable equipment. Serving lines will also be remodeled for various sites in fiscal year 2019-20. Therefore, property maintenance expenditures will be similar to the prior year due to the continuous replacement of serving lines and other cafeteria upgrades. The above schedule further illustrates a decrease of \$784,000 in Contracted Services. This decrease is due to a reduction in Contracted Labor Services (Kelly and CII Diversity), fork lift/truck rental, American Cold Storage and other rentals associated with the temporary location at Gray's Creek.



In fiscal year 2019-20, the total number of budgeted positions is expected to increase by 124.2 FTE (or 11.2%).

	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019- 20 Budget	Variance	% Change
Positions (FTE)	1,084.81	1,107.02	1,108.50	1,232.7	124.2	11.2%

### SUMMARY KEY OF 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 2019-20 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>

*USDA Child and Adult Food Care Program (CACFP) Afterschool Program:* Childhood hunger is not restricted to the school day. CACFP Afterschool Program provides suppers and snacks for children participating in eligible afterschool programs. The Nutrition Services Department provides meals to the District's Extended Learning Opportunity Program (ELOP), charging ELOP for each meal. ELOP in turn receives reimbursement from the USDA through the Tennessee Department of Human Services (DHS). More details about the ELOP program can be found at: <https://www.scselop.org/>

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 and schools and receiving meal reimbursements directly through the Tennessee DHS. The program served an average of 4,872 suppers each day and an average of 1,945 snacks per day for the fiscal year 2018-2019. Also, the Department provided more than 3,401 suppers daily to the District's ELOP.

*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 2019, the District's Summer Food Service Program served 257,309 breakfasts, 487,903 lunches, 170,710 snacks, and 5,842 suppers. 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>

*USDA Fresh Fruit and Vegetable Program (FFVP):* Many children in economically disadvantaged communities, especially those in food deserts served only by fast food chains and convenience stores, are not exposed to nutritious foods. USDA FFVP introduces school children to a variety of produce that they otherwise might not have the opportunity to eat. Unlike other Nutrition Services' programs, FFVP is a grant that principals in eligible schools must apply to participate. For the schools receiving the grant, Nutrition Services provides fruit and vegetable snacks twice per week to their students. USDA through TNSNP reimburses the department for the cost of the food, labor and purchased equipment up to the limit of the grants. In fiscal year 2018-19, FFVP grants amounted to \$1,306,850 and were awarded to 58 schools. More details about the USDA Fresh Fruit and Vegetable Program can be found at: <https://www.fns.usda.gov/ffvp/fresh-fruit-and-vegetable-program>

*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 2018-19, the Nutrition Services Department provided afternoon snacks to Head Start



students, averaging 2,444 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:* SCS 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 123 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 (12 private and parochial schools), and catering comprise 2% of total revenue.



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**VII. PROPRIETARY FUNDS**

**i. Internal Service Funds**

Shelby County Schools has the following three appropriated Internal Service Funds:

- **Printing Services:** Printing Services provide secure confidential and economical printing for the Shelby County Schools 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 Shelby County Schools. The supplies and materials purchased and distributed include testing materials; textbooks and workbooks; custodial supplies and chemicals (i.e. toilet paper, hand towels, floor wax); duplicating paper; vehicle fuel; and educational and vocational materials.
- **Achievement School District (ASD):** ASD 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. SCS has a Memorandum of Understanding (MOU) with the ASD, which outlines the responsibilities of both SCS and the ASD as it relates to services and district-owned properties.

The ASD Fund is the largest internal services fund with special education services driving the budget. Both Printing and Warehouse Funds operate on a traditional fee and service model.

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.

Below is the fiscal year 2019-20 budget for each of the three Internal Service Funds by program activity.

Fiscal Year 2019-20 Budget  
Internal Service Fund

	<b>Printing Services</b>	<b>Warehouse</b>	<b>ASD</b>	<b>Total Internal Service Fund</b>
<b>Revenues</b>				
Other local sources	\$ 1,175,263	\$ 1,298,706	\$ 1,519,008	\$ 3,992,977
<b>Total revenues</b>	<u>1,175,263</u>	<u>1,298,706</u>	<u>1,519,008</u>	<u>3,992,977</u>
<b>Expenditures</b>				
Current:				
Instruction	-	716,265	-	716,265
Instructional support	-	8,592	-	8,592
Student support	-	60,122	-	60,122
Other support services	64,266	-	-	64,266
Student transportation	-	389,637	-	389,637
Plant services	1,110,997	124,090	1,519,008	2,754,094
<b>Total expenditures</b>	<u>1,175,263</u>	<u>1,298,706</u>	<u>1,519,008</u>	<u>3,992,977</u>
<b>Excess (deficiency) of revenues over expenditures</b>	-	-	-	-
<b>Approved use of fund balance</b>	-	-	-	-
<b>Net Change</b>	-	-	-	-
<b>Beginning Fund Balance</b>	220,393	481,995	238,522	940,909
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers from Other Funds	-	-	-	-
<b>Ending Fund Balance</b>	<u>\$ 220,393</u>	<u>\$ 481,995</u>	<u>\$ 238,522</u>	<u>\$ 940,909</u>



In fiscal year 2019-20, the combined Internal Service Fund budgeted revenues are projected to remain relatively flat at \$4 million compared to prior year budgeted revenues. In fiscal year 2019-20, the combined Internal Service Fund budget is \$4 million for expenditures, which is \$5,474 less than the fiscal year 2018-19 budgeted expenditures. The primary reasons for the decrease in expenditures is a onetime investment in new warehouse equipment during fiscal year 2018-19. The rates will also be reviewed periodically throughout the year to ensure alignment with operating and designated reserves.

Below is the combined Internal Service Fund by program activity and by object category.

	Fiscal Year 2019-20 Budget			Total Internal Service Fund
	Printing Services	Warehouse	ASD	
<b>Revenues</b>				
Other local sources	\$ 1,175,263	\$ 1,298,706	\$ 1,519,008	\$ 3,992,977
<b>Total revenues</b>	<u>1,175,263</u>	<u>1,298,706</u>	<u>1,519,008</u>	<u>3,992,977</u>
<b>Expenditures</b>				
Salaries	368,037	554,478	898,228	1,820,744
Benefits	79,802	104,122	246,058	429,983
Contracted services	48,970	452,719	-	501,689
Property maintenance services	-	-	1,235	1,235
Supplies & materials	630,353	61,202	22,827	714,382
Furniture, equipment & building improvements	48,100	126,185	350,659	524,944
<b>Total expenditures</b>	<u>1,175,263</u>	<u>1,298,706</u>	<u>1,519,008</u>	<u>3,992,977</u>
<b>Beginning Fund Balance</b>	220,393	481,995	238,522	940,909
Increase (decrease) in reserve for encumbrance	-	-	-	-
Transfers from Other Funds	-	-	-	-
<b>Ending Fund Balance</b>	<u>\$ 220,393</u>	<u>\$ 481,995</u>	<u>\$ 238,522</u>	<u>\$ 940,909</u>



Below is the Internal Service Fund by program activity, with comparative year data.

Fiscal Year 2019-20 Budget  
Internal Service Fund

	2015-16	2016-17	2017-18	2018-19	2019-20		
<b>Revenues</b>	<b>Actual</b>	<b>Actual</b>	<b>Actual</b>	<b>Amended Budget</b>	<b>Budget</b>	<b>Variance</b>	<b>% Change</b>
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Other local sources	3,822,294	4,275,485	3,275,251	3,800,000	3,992,977	192,977	100.00%
<b>Total revenues</b>	<b>3,822,294</b>	<b>4,275,485</b>	<b>3,275,251</b>	<b>3,800,000</b>	<b>3,992,977</b>	<b>192,977</b>	<b>5.08%</b>
<b>Expenditures</b>							
Instruction	1,552,925	928,132	713,712	1,011,450	716,265	(295,185)	-29.18%
Instructional support	25,211	6,930	2,469	7,071	8,592	1,521	21.51%
Student support	21,142	14,158	11,789	9,651	60,122	50,471	522.96%
Other support services	72,523	57,815	44,128	65,436	64,266	(1,170)	-1.79%
Student transportation	405,946	481,571	350,531	331,880	389,637	57,757	17.40%
Plant services	2,220,228	2,732,178	2,223,792	2,572,962	2,754,094	181,132	7.04%
<b>Total expenditures</b>	<b>4,297,976</b>	<b>4,220,781</b>	<b>3,346,422</b>	<b>3,998,450</b>	<b>3,992,977</b>	<b>(5,474)</b>	<b>-0.14%</b>
<b>Excess (deficiency) of revenues over expenditures</b>							
	(475,682)	54,704	(71,171)	(198,450)	-		
<b>Approved use of fund balance</b>	<b>475,682</b>	<b>-</b>	<b>71,171</b>	<b>198,450</b>	<b>-</b>		
<b>Net Change</b>	<b>-</b>	<b>54,704</b>	<b>-</b>	<b>-</b>	<b>-</b>		
<b>Beginning Fund Balance</b>							
	1,590,455	1,114,773	1,189,987	1,139,360	940,909		
Increase (decrease) in reserve for encumbrance	-	-	-	-	-		
Transfers To/(From )Other Funds	-	20,511	20,541	-	-		
Sale of capital assets	-	-	-	-	-		
<b>Ending Fund Balance</b>	<b>\$ 1,114,773</b>	<b>\$ 1,189,987</b>	<b>\$ 1,139,360</b>	<b>\$ 940,909</b>	<b>\$ 940,909</b>		

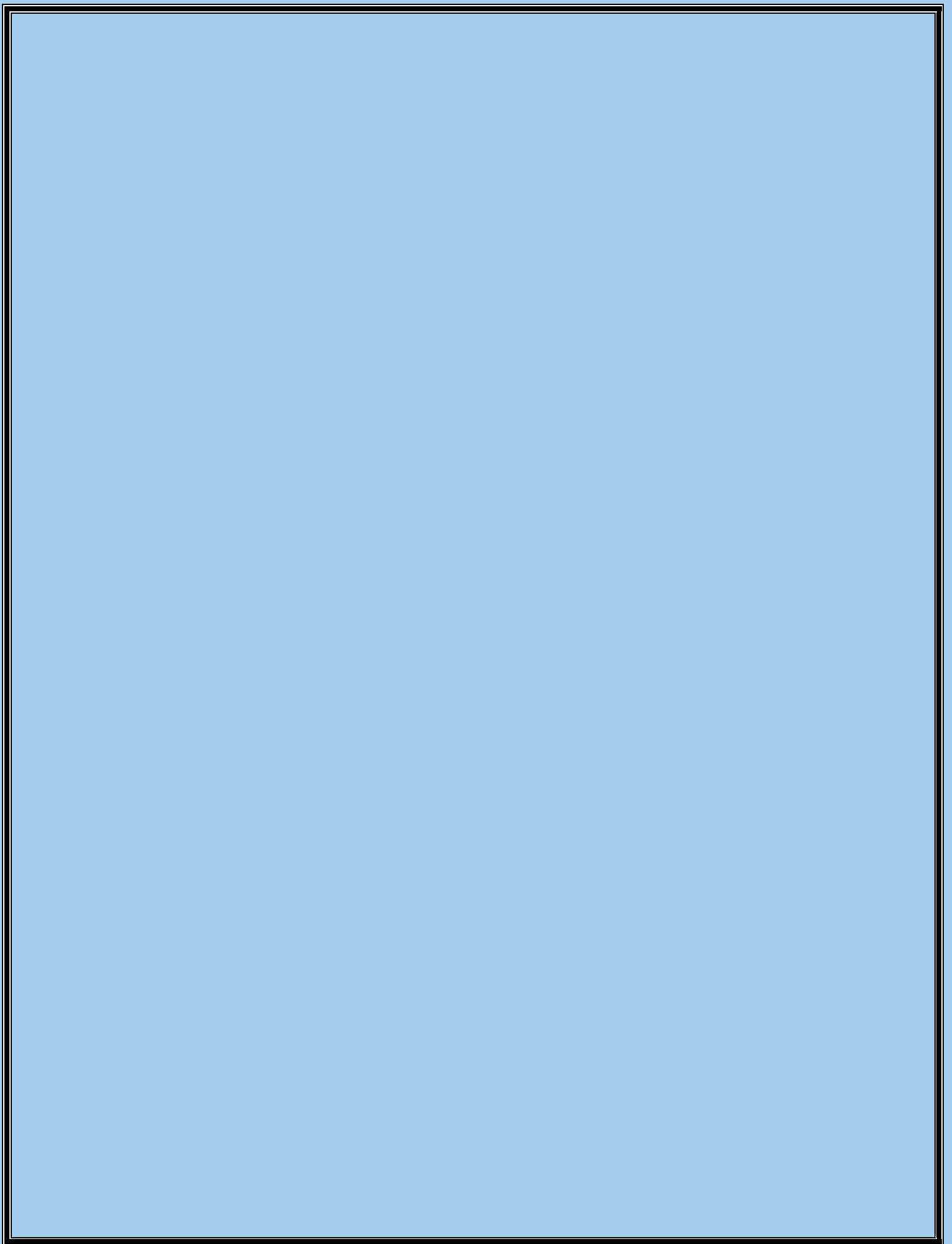


Below is the Internal Service Fund by object category, with comparative year data.

Fiscal Year 2019-20 Budget  
Internal Service Fund

	2016-17 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	Variance	% Change
<b>Revenues</b>							
City of Memphis	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.00%
Other local sources	3,822,294	4,275,485	3,275,251	3,800,000	3,992,977	192,977	5.08%
<b>Total revenues</b>	<u>3,822,294</u>	<u>4,275,485</u>	<u>3,275,251</u>	<u>3,800,000</u>	<u>3,992,977</u>	<u>192,977</u>	<u>5.08%</u>
<b>Expenditures</b>							
Salaries	2,415,107	1,760,341	1,682,563	1,943,128	1,820,744	(122,384)	-6.30%
Benefits	564,049	445,551	358,530	475,624	429,983	(45,641)	-9.60%
Contracted services	587,850	614,125	502,687	630,353	501,689	(128,664)	-20.41%
Property maintenance services	25,761	734	1,145	1,235	1,235	-	0.00%
Supplies & materials	502,486	1,099,777	684,851	402,373	714,382	312,009	77.54%
Furniture, equipment & building improvements	-	114,660	720	398,759	398,759	-	0.00%
Other objects	202,723	185,595	115,926	146,979	126,185	(20,794)	-14.15%
<b>Total expenditures</b>	<u>4,297,976</u>	<u>4,220,781</u>	<u>3,346,422</u>	<u>3,998,450</u>	<u>3,992,977</u>	<u>(5,474)</u>	<u>-0.14%</u>
<b>Excess (deficiency) of revenues over expenditures</b>	(475,682)	54,704	(71,171)	(198,450)	-		
<b>Approved use of fund balance</b>	<u>475,682</u>	<u>-</u>	<u>71,171</u>	<u>198,450</u>	<u>-</u>		
<b>Net Change</b>	<u>-</u>	<u>54,704</u>	<u>-</u>	<u>-</u>	<u>-</u>		
<b>Beginning Fund Balance</b>	1,590,455	1,114,773	1,189,987	1,139,360	940,909		
Increase (decrease) in reserve for encumbrance	-	-	-	-	-		
Transfers from Other Funds	-	20,511	20,541	-	-		
Sale of capital assets	-	-	-	-	-		
<b>Ending Fund Balance</b>	<u>\$ 1,114,773</u>	<u>\$ 1,189,987</u>	<u>\$ 1,139,360</u>	<u>\$ 940,909</u>	<u>\$ 940,909</u>		

**INFORMATIONAL**





INFORMATION SECTION

This section includes the following information:

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**I. DISTRICT ENROLLMENT TRENDS**

**i. Enrollment History and Projections by School**

<b>School/Building</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
A. B. Hill ES (1909)	296	258	226	226	212	209	206	203
A. Maceo Walker MS (2003)	662	661	665	702	716	706	696	686
Alcy ES (1970)	225	225	219			-	-	-
Alton ES (1969)	274	248	254	277	270	266	262	259
American Way MS (2003)	674	666	697	711	701	691	681	672
B.T. Washington HS (1949)	562	523	477	463	436	430	424	418
Barret's Chapel ES (1960)	636	636	587	466	457	451	444	438
Bellevue MS (1928)	488	503	559	567	560	552	544	537
Belle Forrest ES	1,078	1,084	1,169	1,138	1,144	1,128	1,112	1,096
Berclair ES (1953)	562	603	611	608	623	614	606	597
Bethel Grove ES (1932)	234	217	206	214	199	196	193	191
Bolton HS (1960)	1,509	1,324	1,029	889	848	836	824	813
Brownsville Rd ES (1966)	537	526	563	546	575	567	559	551
Bruce ES (1999)	308	297	432	443	441	435	429	423
Caldwell-Guthrie ES (1998)	430	-	-			-	-	-
Carnes ES (1905)	244	229	-			-	-	-
Carver HS (1956)	192	-	-			-	-	-
Central HS (1915)	1,594	1,604	1,512	1,484	1,432	1,412	1,392	1,372
Charjean ES (1950)	342	341	363	299	307	303	298	294
Cherokee ES (1951)	504	527	483	438	436	430	424	418
Chickasaw MS (1970)	405	342	296	343	368	363	358	353
Chimneyrock (2011)	725	712	892	892	939	926	913	900
Colonial MS (1954)	1,055	1,060	1,075	1,122	1,097	1,082	1,066	1,051
Cordova ES (2002)	638	619	813	789	819	808	796	785
Cordova HS (1997)	2,031	2,028	2,302	2,241	2,268	2,236	2,204	2,173
Cordova MS (1993)	683	659	719	784	813	802	790	779
Craigmont HS (1978)	954	936	856	807	840	828	816	805
Craigmont MS (2001)	640	637	566	559	557	549	541	534
Cromwell ES (1963)	534	541	500	449	425	419	413	407
Crump ES (1999)	671	647	615	558	533	526	518	511
Cummings ES (1961)	480	451	512	519	543	535	528	520
Delano ES (1957)	222	221	237	269	273	269	265	262
Dexter ES (2002)	728	843	834	830	820	809	797	786
Dexter MS (2002)	488	363	400	372	378	373	367	362
Double Tree ES (1977)	295	272	333	378	369	364	359	354
Douglass ES (1964)	394	370	418	452	459	453	446	440
Douglass HS (2008)	491	447	525	540	557	549	541	534
Downtown ES (2003)	531	628	611	608	613	604	596	587
Dunbar ES (1955)	291	282	241	241	232	229	226	222
East HS (1948)	554	522	363	370	371	366	361	355
E.E. Jeter (1949)	347	350	377	408	431	425	419	413
Egypt ES (1964)	524	514	530	505	505	498	491	484
Evans ES (1965)	444	450	455	457	420	414	408	402
Fairley ES (1960)	518	-	-			-	-	-
Ford Road ES (1952)	558	527	533	502	512	505	498	491
Fox Meadows ES (1965)	578	592	552	572	574	566	558	550
Gardenview ES (1967)	332	319	249	242	230	227	224	220
Geeter MS (1961)	414	403	265	595	604	596	587	579
Georgian Hills MS (1959)	291	272	249	289	274	270	266	263
Germanshire ES (2001)	762	758	779	786	766	755	745	734
Germantown ES (1975)	642	648	622	626	611	602	594	585
Germantown HS (1964)	2,092	2,086	1,992	1,939	1,883	1,857	1,830	1,804
Germantown MS (1979)	648	674	717	705	710	700	690	680





School/Building	2016	2017	2018	2019	2020	2021	2022	2023
Getwell ES (2001)	344	332	305	334	438	432	426	420
Goodlett ES (1964)	460	458	453	420	900	887	875	862
Grahamwood ES (1953)	1,016	1,008	985	982	995	981	967	953
Grandview Hts. ES (1953)	593	564	445	464	486	479	472	466
Hamilton ES (1964)	480	463	290	320	310	306	301	297
Hamilton HS (1972)	666	627	602	620	611	602	594	585
Hamilton MS (1946)	416	383	257	232	202	199	196	194
Havenview MS (1960)	704	664	718	668	714	704	694	684
Hawkins Mill ES (1965)	319	309	321	327	311	307	302	298
Hickory Ridge ES (2001)	826	831	759	673	619	610	602	593
Hickory Ridge MS (2001)	884	854	828	870	876	864	851	839
Highland Oaks ES (1993)	873	829	847	776	825	813	802	791
Highland Oaks MS (2009)	742	692	687	725	715	705	695	685
Hillcrest HS (1962)	513	-	-	-	-	-	-	-
Holmes Road ES (2001)	546	562	646	570	584	576	568	560
Idlewild ES (1903)	485	493	491	488	497	490	483	476
Jackson ES (1957)	351	346	327	300	274	270	266	263
John P. Freeman MS (1973)	552	567	590	622	662	653	643	634
Kate Bond ES (1993)	1,101	1,095	830	821	801	790	779	768
Kate Bond MS (2012)	1,152	1,167	1,123	1,156	1,090	1,075	1,059	1,044
Keystone ES (1991)	373	459	473	430	405	399	394	388
Kingsbury ES (1959)	569	582	546	496	453	447	440	434
Kingsbury MS (1955)	617	609	601	642	639	630	621	612
Kingsbury HS (1950)	1,181	1,215	1,357	1,265	1,232	1,215	1,198	1,180
Kirby HS (1980)	1,015	967	876	821	780	769	758	747
Kirby MS (1987)	543	-	-	-	-	-	-	-
Knight Road ES (1959)	454	470	501	497	-	-	-	-
Larose ES (1963)	368	337	296	282	275	271	267	264
Levi ES (1992)	490	480	440	430	412	406	400	395
Lowrance K-8 (1995)	804	786	829	796	807	796	784	773
Lucie E. Campbell ES (2002)	510	492	486	514	503	496	489	482
Lucy ES (1921)	462	435	387	382	355	350	345	340
Macon Hall ES (1997)	1,132	1,136	1,157	1,160	1,164	1,148	1,131	1,115
Magnolia ES (1950)	242	224	282	354	361	356	351	346
Manassas HS-New (2007)	364	345	498	438	400	394	389	383
Manor Lake ES (1971)	277	248	314	-	-	-	-	-
Maxine Smith STEAM Academy (2015)	253	330	338	357	371	366	361	355
Melrose HS (1970)	647	617	578	569	803	792	781	769
Memphis Health Careers Academy (2007)	73	-	-	-	-	-	-	-
Middle College High	283	321	288	325	326	321	317	312
Mitchell HS (1957,2002)	540	527	449	445	442	436	430	424
Mt. Pisgah Middle (2007)	497	486	476	487	569	561	553	545
Newberry ES (1970)	365	369	454	454	463	457	450	444
Northaven ES (1978)	301	297	295	303	313	309	304	300
Northside HS (1967)	261	-	-	-	-	-	-	-
Oak Forest ES (1994)	502	482	380	409	408	402	397	391
Oakhaven ES (1957)	618	608	628	582	545	537	530	522
Oakhaven HS (1956)	378	355	358	339	374	369	364	358
Oakhaven MS (1963)	329	379	317	293	313	309	304	300
Oakshire ES (1966)	430	424	368	347	314	310	305	301
Overton HS (1959)	1,222	1,201	1,162	1,101	1,097	1,082	1,066	1,051
Peabody ES (1909)	379	377	336	368	367	362	357	352
Raineshaven ES (1959)	402	-	-	-	-	-	-	-
Raleigh-Bartlett ES (1976)	437	445	453	464	462	456	449	443
Raleigh-Egypt HS (1969)	745	742	1,006	960	986	972	958	945



<b>School/Building</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Raleigh-Egypt MS (1969)	479	-	-					
Richland ES (1957)	797	797	798	835	836	824	813	801
Ridgeway/Balmoral ES (1970)	331	307	317	324	334	329	325	320
Ridgeway HS (1970)	1,195	1,188	1,273	1,161	1,124	1,108	1,093	1,077
Ridgeway MS (2001)	652	623	696	750	762	751	741	730
Riverview MS (1967)	495	443	411	403	368	363	358	353
Riverwood ES (2011)	1,018	1,011	939	948	949	936	922	909
Robert R. Church ES (2001)	620	600	726	707	668	659	649	640
Ross ES (1976)	842	829	702	659	608	599	591	583
Rozelle ES (1914)	272	268	238	239	232	229	226	222
Scenic Hills ES (1957)	291	281	316	279	280	276	272	268
Sea Isle ES (1955)	459	455	448	421	398	392	387	381
Shadowlawn MS (1967)								
Shady Grove ES (1962)	413	415	392	376	379	374	368	363
Sharpe ES (1954)	433	399	292	298	264	260	257	253
Sheffield ES (1970)	372	636	576	574	437	431	425	419
Sheffield HS (1966)	768	765	745	661	604	596	587	579
Shelby Oaks ES (1990)	809	793	910	840	825	813	802	791
Sherwood ES (1950)	645	640	691	594	530	523	515	508
Sherwood MS (1957)	896	835	789	772	728	718	708	698
Shrine School (1976)	-	-	-					
Snowden ES (1909)	1,466	1,446	1,369	1,288	1,255	1,237	1,220	1,203
South Park ES (1998)	511	516	565	490	468	461	455	448
Southwind ES (1990)	760	735	726	706	623	614	606	597
Southwind HS (2007)	1,535	1,507	1,501	1,610	1,667	1,644	1,620	1,597
Spring Hill ES (1956)	158	-	-					
Springdale ES (1940)	262	259	259	243	242	239	235	232
Treadwell ES (1985)	638	614	693	690	691	681	672	662
Treadwell MS (1948)	389	383	456	464	477	470	464	457
Trezevant HS (1960)	668	633	530	530	514	507	500	493
Vollentine ES (1930)	221	210	298	293	278	274	270	266
Wells Station ES (1954)	738	733	736	730	734	724	713	703
Westhaven ES (1956)	-	923	746	753	756	745	735	724
Westside ES (1952)	334	320	323	312	309	305	300	296
Westwood HS (1958)	392	385	346	348	333	328	324	319
White Station ES (1933)	654	655	626	618	617	608	600	591
White Station HS (1952)	2,199	2,203	2,199	2,135	1,836	1,810	1,785	1,759
White Station MS (1960,2007)	1,291	1,286	1,273	1,264	1,228	1,211	1,194	1,177
Whitehaven ES (1949)	452	439	427	470	459	453	446	440
Whitehaven HS (1931)	1,855	1,779	1,683	1,663	1,692	1,668	1,645	1,621
William H. Brewster ES (2006)	392	379	416	401	430	424	418	412
Willow Oaks ES (1951)	680	681	682	726	738	728	717	707
Winchester ES (1960)	596	616	546	606	599	591	582	574
Winridge ES (2001)	548	538	485	485	464	458	451	445
Wooddale HS (1967)	1,062	962	759	590	485	478	471	465
Woodstock Middle (1956)	335	331	260	292	301	297	293	288
<b>Total</b>	<b>93,320</b>	<b>89,452</b>	<b>88,076</b>	<b>86,446</b>	<b>85,522</b>	<b>84,325</b>	<b>83,127</b>	<b>81,947</b>
<b>Schools on non-District Property</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Campus Elementary	329	326	329	332	353	348	343	338
Hollis F. Price Middle College	110	106	120	109	93	92	90	89
Memphis Virtual Schools	78	-	105	162		162	162	162
<b>Total</b>	<b>517</b>	<b>432</b>	<b>554</b>	<b>603</b>	<b>446</b>	<b>602</b>	<b>596</b>	<b>589</b>



<b>Charter Schools</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Arrow Academy	81	81	84	75	73	78	83	88
Aspire College Prep Academy	-	120	185	294	375	401	426	453
Aster College Prep					120	128	136	145
Aurora Collegiate Academy	202	270	337	335	343	366	390	414
Believe Memphis Academy				110	167	178	190	202
Circles of Success Learning Academy	242	231	212	238	246	263	279	297
City Boys Prep	56	56	66	88	66	70	75	80
City Girls Prep	82	83	97	100	110	117	125	133
City University School of Independence	22	22	17	16	16	17	18	19
City University School of Liberal Arts	300	300	273	269	282	301	320	341
Compass Binghampton					180	192	204	217
Compass Berclair					180	192	204	217
Compass Frayser					180	192	204	217
Compass Hickory Hill					233	249	265	282
Compass Midtown					250	267	284	302
Compass Orange Mound					160	171	182	193
Crosstown High				149	294	314	334	355
Dubois Elem for Entrepreneurship	244	265	306	237	233	249	265	282
Dubois Middle for Entrepreneurship	148	-	-			-	-	-
Dubois High for Entrepreneurship	23	-	-			-	-	-
Dubois Elem Arts & Technology	276	274	244	206	195	208	222	236
Dubois High Arts & Technology	160	300	192			-	-	-
Dubois Middle Arts & Technology	208	205	160	128	135	144	153	163
Dubois High Leadership/Public Policy	22	200	143			-	-	-
Dubois Middle Leadership/Public Policy	142	125	190	127	132	141	150	159
The Excel Center	-	-	349	450	244	261	277	295
Freedom Prep Academy	608	695	793	656	869	928	987	1,050
Freedom Prep Elementary	-	168	239	353	394	421	448	476
Freedom Prep Academy Sherwood				171	288	308	327	348
Gateway University	-	-	115	158	229	245	260	277
Granville T. Woods Academy of Innovation	290	314	475	413	419	447	476	506
Grizzlies Academy	259	251	326	345	344	367	391	416
KIPP Academy at Cypress	887	891	881	1,578	1,682	1,796	1,911	2,032
KIPP Diamond (est. 2009)	549	658	846			-	-	-
Kaleidoscope School of Memphis	-	-	44	71	96	103	109	116
Leadership Prep Charter School	84	150	197	265	254	271	289	307
Legacy Leadership Academy	-	-	37			-	-	-
Memphis Academy of Health Sciences MS	267	265	283	309	296	316	336	358
Memphis Academy of Health Sciences HS	388	386	439	423	435	465	494	526
Memphis Academy of Science & Engineering	409	401	503	605	622	664	707	751
Memphis Business Academy ES	335	333	406	305	272	290	309	329
Memphis Business Academy MS	314	317	452	479	483	516	549	584
Memphis Business Academy HS	382	377	460	468	510	545	579	616
Memphis Business Academy Hickory Hill ES				70	88	94	100	106
Memphis Business Academy Hickory Hill MS				26	54	58	61	65
Memphis College Preparatory	316	309	266	253	245	262	278	296
Memphis Delta Preparatory	-	300	286	334	341	364	387	412
Memphis Goodwill Excel Center	-	136	-			-	-	-
Memphis Merit Academy					120	128	136	145
Memphis Rise Academy	208	324	438	559	669	714	760	808
Memphis School of Excellence	456	453	618	689	742	792	843	896
Memphis Stem Elementary	-	68	122	185	231	247	262	279
Moving Ahead School of Scholars	100	150	-			-	-	-
Nexus STEM Academy	-	145	300			-	-	-
New Consortium of Business Law	188	-	-			-	-	-
Omni Prep Academy - North Pointe Lower	138	-	-			-	-	-
Omni Prep Academy - North Pointe Middle	149	-	-			-	-	-



Charter Schools	2016	2017	2018	2019	2020	2021	2022	2023
Perea Elementary				76	142	152	161	172
Power Center Academy	1,259	1,448	1,640	2,001	2,228	2,380	2,531	2,692
Promise Academy	432	422	392	366	372	397	423	449
Soulsville Academy	641	639	647	658	690	737	784	834
Southern Avenue Elementary	647	436	437	364	346	370	393	418
Southwest Early College High	-	-	102	179	273	292	310	330
Star Academy	244	238	229	280	307	328	349	371
Veritas College Preparatory	173	134	147	142	150	160	170	181
Vision Prep	161	240	287	363	397	424	451	480
Unknown from Closing Schools	-	247	-			-	-	-
<b>Total Charter School Enrollments</b>	<b>12,092</b>	<b>13,427</b>	<b>15,262</b>	<b>15,966</b>	<b>18,802</b>	<b>20,081</b>	<b>21,358</b>	<b>22,716</b>
<b>District Total Enrollment</b>	<b>105,929</b>	<b>103,311</b>	<b>103,892</b>	<b>103,015</b>	<b>104,770</b>	<b>105,007</b>	<b>105,080</b>	<b>105,252</b>

**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 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 a given 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, a 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 that the future will be similar to the past.
- It does not account for single, critical events (e.g., a major employer closing).
- Forecasts beyond roughly five years are less reliable than more short-term periods of time.



iii. Budget Assumptions and Forecast

**GENERAL FUND 3-YEAR PROJECTIONS:**

A critical component of The Shelby County Board of Education’s Fiscal Year 2019-20 District Budget is Destination 2025, which is the District’s 80/90/100% strategic plan; by 2025, 80 percent of our children will graduate from high school, college or be career ready. Our school district will have a 90 percent graduation rate, and 100 percent of our students who graduate will enroll in a post-secondary opportunity. Financial forecasts assist the organization in progressing towards these goals with the strategically-planned management of resources. These forecasts must consider the increasing enrollment of charter and state-designated Achievement School District (ASD) schools as the District’s enrollment declines. Shelby County Schools is evolving from its recent merger and demerger of municipal districts within the past three years and can now strategically evaluate its operations to improve academic outcomes.

In the face of declining enrollment, the District General Fund revenues are projected to decline each year. The forecasts also assume some increases to teacher salaries due to salary harmonization studies as well as performance raises. Additionally, the long-range forecasts below assume the beginning of a District feasibility study, approved by the Shelby County Board of Commissioners in Fiscal Year 2014-15, to research and fund future capital expenditures. SCS has experienced mounting financial pressures from the increase of charter schools, which is shown in the chart below. Charter school payments are projected to climb by \$22.7 million in fiscal year 2019-20. The District projects that over the next three years, Charter School payments will increase 15 percent each year, starting with the 2018-19 amended budget as the base year. With charter school payments being the second largest expense behind instruction in fiscal year 2019-20, it is prudent to evaluate investments in SCS authorized charter schools.

The District is at a critical juncture in evaluating its structure, both financially and operationally, to address the shortfalls projected for the near future.

**Shelby County Schools  
General Fund  
3 Year Projections**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
	ACTUAL	ACTUAL	ACTUAL	AMENDED BUDGET	BUDGET	FORECAST BUDGET	FORECAST BUDGET	FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS	\$ 2,057,999	\$ 1,487,282	\$ 1,445,441	\$ 1,333,334	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333	\$ 1,333,333
SHELBY COUNTY	438,891,698	455,925,298	463,097,256	471,266,753	472,918,230	470,553,638	468,436,147	466,234,497
STATE OF TENNESSEE	482,879,311	482,368,670	502,017,410	519,219,634	535,809,901	533,130,852	541,683,616	553,713,930
FEDERAL GOVERNMENT	13,863,446	25,092,423	17,643,709	8,415,825	12,358,499	12,296,707	12,238,912	12,181,389
OTHER LOCAL SOURCES	7,423,537	8,193,125	6,722,553	7,820,780	8,152,614	8,111,851	8,073,725	8,035,779
PLANNED USE OF FUND BALANCE	-	-	6,316,670	81,739,066	10,000,000	-	-	-
<b>TOTAL REVENUES</b>	<b>\$945,115,991</b>	<b>\$973,066,798</b>	<b>\$ 997,243,040</b>	<b>\$ 1,089,795,392</b>	<b>\$ 1,040,572,577</b>	<b>\$1,025,426,381</b>	<b>\$1,031,765,734</b>	<b>\$1,041,498,928</b>
<b>EXPENDITURES</b>								
INSTRUCTION	475,260,726	483,654,252	519,126,710	537,057,780	496,451,449	491,600,258	479,337,859	465,506,111
INSTRUCTIONAL SUPPORT	30,743,892	34,577,837	30,078,025	39,329,873	39,817,169	39,237,605	39,057,029	39,117,591
STUDENT SUPPORT	54,739,282	54,874,111	58,496,699	72,265,622	69,515,985	68,504,135	68,188,871	68,294,604
OFFICE OF THE PRINCIPAL	59,728,458	58,239,286	62,679,281	64,330,125	64,703,868	63,762,062	63,468,622	63,567,035
GENERAL ADMINISTRATION	12,164,911	12,459,734	15,241,121	20,488,767	16,624,695	16,382,712	16,307,317	16,332,603
EDUCATION TECHNOLOGY	-	-	30,528,463	34,701,636	14,235,606	14,028,398	13,963,837	13,985,489
FISCAL SERVICES	5,789,959	5,861,534	7,039,886	9,377,835	9,731,249	9,589,604	9,545,472	9,560,273
OTHER SUPPORT SERVICES	38,966,736	51,817,525	7,102,540	8,058,043	13,069,210	12,878,979	12,819,709	12,839,587
STUDENT TRANSPORTATION	28,160,489	22,254,234	22,763,879	25,172,231	26,000,663	25,622,207	25,504,290	25,543,837
PLANT SERVICES	79,089,586	83,069,712	82,175,066	97,176,656	87,632,142	86,356,600	85,959,177	86,092,464
COMMUNITY SERVICE	1,539,519	1,840,198	4,949,101	10,496,543	8,730,686	8,603,605	8,564,011	8,577,290
CHARTER SCHOOLS	95,391,098	110,353,568	128,231,865	138,451,190	161,170,764	156,449,845	176,788,325	199,770,807
RETIREE BENEFITS	34,700,842	34,595,674	28,830,403	32,889,091	32,889,091	32,410,370	32,261,214	32,311,238
FOOD SERVICE	-	-	-	-	-	-	-	-
DEBT SERVICE	550,011	72,614	-	-	-	-	-	-
PRINCIPAL	-	-	-	-	-	-	-	-
INTEREST	-	-	-	-	-	-	-	-
CAPITAL OUTLAY	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$916,825,510</b>	<b>\$953,670,278</b>	<b>\$997,243,040</b>	<b>1,089,795,392</b>	<b>1,040,572,577</b>	<b>1,025,426,381</b>	<b>\$1,031,765,734</b>	<b>\$1,041,498,928</b>



The Capital Fund is largely based on funding from Shelby County Government. Funding for the county’s portion of the CIP Budget is generally obtained through a short term borrowing program or the issuance of long term general obligation debt. Shelby County Government has developed a five-year Capital Improvement Plan (CIP) and allocates a portion for Shelby County Schools and the municipal districts. The three-year forecasts are based on the Proposed 2020 Shelby County Government Five-Year Capital Improvement Plan budget for all municipal districts multiplied by 77.09%, which is the SCS Weighted Full-Time Equivalent Average percentage.

As noted above, Capital funding is allocated based on the Weighted Full-Time Equivalent Average. Weighted full-time equivalency average daily attendance or “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. Other local sources include collection of rent and interest income. These amounts are projected at zero dollars at this time.

**Shelby County Schools  
Capital Fund  
3 Year Projections**

<u>REVENUES</u>	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
CITY OF MEMPHIS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SHELBY COUNTY	31,959,030	21,070,908	51,300,570	61,543,272	105,053,935	25,169,885	20,037,618	25,117,464
OTHER LOCAL SOURCES	428,164	244,853	335,704	1,244,868	-	-	-	-
PLANNED USE OF FUND BALANCE	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$32,387,194</b>	<b>\$21,315,761</b>	<b>\$51,636,275</b>	<b>\$62,788,140</b>	<b>\$ 105,053,935</b>	<b>\$25,169,885</b>	<b>\$20,037,618</b>	<b>\$25,117,464</b>

<u>EXPENDITURES</u>	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
PLANT SERVICES	17,505,023	16,846,062	76,562,497	18,123,881	105,053,935	25,169,885	20,037,618	25,117,464
<b>TOTAL EXPENDITURES</b>	<b>\$17,505,023</b>	<b>16,846,062</b>	<b>76,562,497</b>	<b>\$18,123,881</b>	<b>\$105,053,935</b>	<b>\$25,169,885</b>	<b>\$20,037,618</b>	<b>\$25,117,464</b>

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. The District projects a decrease based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Non-Federal Programs Fund  
3 Year Projections**

<u>REVENUES</u>	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
STATE OF TENNESSEE	\$ 12,901,028	\$ 8,197,462	\$ 9,393,566	\$ 13,654,098	\$ 13,525,561	\$ 13,255,050	\$ 12,989,949	\$ 12,730,150
OTHER LOCAL SOURCES	18,722,757	23,981,997	11,090,072	10,566,125	16,430,477	16,101,867	15,779,830	15,464,234
PLANNED USE OF FUND BALANCE	-	-	-	815,110	5,867,644	-	-	-
<b>TOTAL REVENUES</b>	<b>\$31,623,785</b>	<b>\$32,179,459</b>	<b>\$20,483,638</b>	<b>\$25,035,333</b>	<b>\$ 35,823,682</b>	<b>\$29,356,917</b>	<b>\$28,769,779</b>	<b>\$28,194,383</b>

<u>EXPENDITURES</u>	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
INSTRUCTION	\$ 290,203	\$ 933,544	\$ 1,526,701	\$ 2,236,397	\$ 1,476,544	\$ 1,210,003	\$ 1,185,803	\$ 1,162,087
INSTRUCTIONAL SUPPORT	274,617	816,469	979,536	1,272,291	758,610	621,668	609,235	597,050
STUDENT SUPPORT	58,191	29,651	34,910	38,055	80,885	66,284	64,958	63,659
OFFICE OF THE PRINCIPAL	202,504	10,676	41,196	40,381	52,814	43,280	42,415	41,566
GENERAL ADMINISTRATION	8,561,316	5,838,652	197,007	-	-	-	-	-
FISCAL SERVICES	267,524	67,069	116,446	-	-	-	-	-
OTHER SUPPORT SERVICES	129,966	126,735	-	-	-	-	-	-
PLANT SERVICES	537,851	501,708	703,857	647,325	1,350,995	1,107,118	1,084,976	1,063,276
COMMUNITY SERVICE	19,255,715	20,019,564	16,861,565	20,800,884	32,103,834	26,308,563	25,782,392	25,266,744
FOOD SERVICE	-	-	-	-	-	-	-	-
<b>TOTAL EXPENDITURES</b>	<b>\$29,577,887</b>	<b>\$28,344,068</b>	<b>\$20,461,218</b>	<b>\$25,035,333</b>	<b>\$35,823,682</b>	<b>\$29,356,917</b>	<b>\$28,769,779</b>	<b>\$28,194,383</b>



SCS Nutrition Services operations provide approximately 56,000 free reimbursable breakfast meals and 80,198 free reimbursable lunches daily across the District. The ratio of about 2 breakfast meals to 3 lunch meals is aligned with the national goal promulgated by the Food Research & Action Center, a national anti-hunger organization. The below chart highlights the trends of meals served to students over the past four years. The number of meals continues to decline with the enrollment loss due to less school-aged student population and growth of charter schools, ASD schools and municipal schools and is reflected in the forecast projections below. The District projects a decreased based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Nutrition Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
CITY OF MEMPHIS								
STATE OF TENNESSEE	\$ 592,345	\$ 653,697	\$ 631,027	\$ 680,000	\$ 630,000	\$ 617,400	\$ 605,052	\$ 592,951
FEDERAL GOVERNMENT	70,927,194	77,384,101	79,334,712	83,892,812	83,506,966	81,836,827	80,200,090	78,596,088
OTHER LOCAL SOURCES	11,004,413	3,682,632	3,552,568	3,749,951	2,340,542	2,293,731	2,247,857	2,202,899
PLANNED USE OF FUND BALANCE	2,151,163	4,371,770		3,208,468	9,613,132	-	-	-
<b>TOTAL REVENUES</b>	<b>\$84,675,115</b>	<b>\$86,092,200</b>	<b>\$83,518,307</b>	<b>\$91,531,231</b>	<b>\$ 96,090,640</b>	<b>\$84,747,958</b>	<b>\$83,052,999</b>	<b>\$81,391,939</b>
<b>EXPENDITURES</b>								
FOOD SERVICE	\$ 84,675,115	\$ 86,092,200	\$ 72,114,567	\$ 91,531,231	\$ 96,090,640	\$ 84,747,958	\$ 83,052,999	\$ 81,391,939
<b>TOTAL EXPENDITURES</b>	<b>\$84,675,115</b>	<b>\$86,092,200</b>	<b>\$72,114,567</b>	<b>\$91,531,231</b>	<b>96,090,640</b>	<b>\$84,747,958</b>	<b>\$83,052,999</b>	<b>\$81,391,939</b>

The Federal Programs Fund budget consists of several major federal grants such as Title I, IDEA Part B, 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. Several factors contribute to the decline in federal funds, the District has reduced its operations and reimbursements due to a lower projected number of students. The District projects a decrease based on a 1 to 2 percent decline in enrollment.

**Shelby County Schools  
Federal Fund  
3 Year Projections**

	2015-16 ACTUAL	2016-17 ACTUAL	2017-18 ACTUAL	2018-19 AMENDED BUDGET	2019-20 BUDGET	2020-21 FORECAST BUDGET	2021-22 FORECAST BUDGET	2022-23 FORECAST BUDGET
<b>REVENUES</b>								
FEDERAL GOVERNMENT	\$ 125,436,469	\$ 152,813,433	154,450,522	164,060,046	162,658,623	\$ 159,405,450	\$ 156,217,341	\$ 153,092,994
PLANNED USE OF FUND BALANCE	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$125,436,469</b>	<b>\$152,813,433</b>	<b>\$154,450,522</b>	<b>\$164,060,046</b>	<b>\$ 162,658,623</b>	<b>\$159,405,450</b>	<b>\$156,217,341</b>	<b>\$153,092,994</b>
<b>EXPENDITURES</b>								
INSTRUCTION	57,351,606	75,881,147	79,067,329	69,343,583	71,580,755	70,149,140	68,746,157	67,371,234
INSTRUCTIONAL SUPPORT	29,144,421	32,278,064	33,421,631	48,112,740	51,480,250	50,450,645	49,441,632	48,452,799
STUDENT SUPPORT	10,089,109	10,772,858	9,014,075	10,486,956	9,862,358	9,665,111	9,471,808	9,282,372
GENERAL ADMINISTRATION	-	-	-	348	348	341	334	328
OTHER SUPPORT SERVICES	72,686	-	-	-	-	-	-	-
STUDENT TRANSPORTATION	540,676	3,127,085	3,030,288	2,886,153	3,957,000	3,877,860	3,800,303	3,724,297
PLANT SERVICES	93,225	-	-	-	-	-	-	-
COMMUNITY SERVICE	28,144,746	30,754,279	29,607,198	33,230,266	25,777,912	25,262,354	24,757,107	24,261,965
<b>TOTAL EXPENDITURES</b>	<b>\$125,436,469</b>	<b>\$152,813,433</b>	<b>\$154,140,522</b>	<b>\$164,060,045</b>	<b>162,658,623</b>	<b>\$159,405,450</b>	<b>\$156,217,341</b>	<b>\$153,092,994</b>



**II. STAFFING TRENDS**

**i. Staffing Formula**

Below and on the following page are the District’s school staffing formulas for school year 2019-20. These staffing formulas are adhered to closely with the exception of smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

*Classroom Teacher Allocations*

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 – 5	1:24.75
6 – 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 – 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

Based on the state average and maximum class size requirements, the District utilizes a smaller student-to-teacher ratio. The chart below reflects the state requirements.

State of Tennessee Class Size Requirements

Grade Level	Education Improvement Act Average	Education Improvement Act Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

Source: <https://www.tn.gov/assets/entities/tacir/attachments/InfraAppendixF.pdf>





**ii. Staffing Levels**

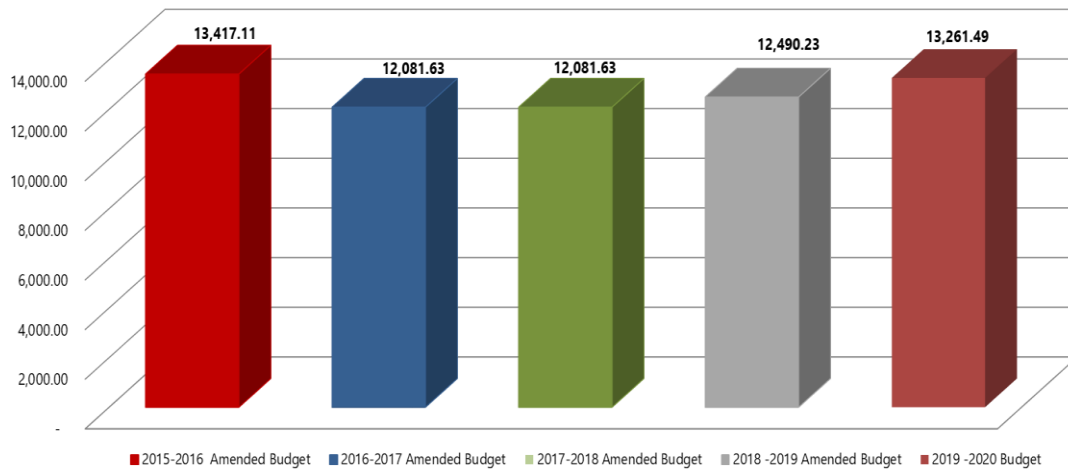
						Change from 2019		Percentage
	2015-2016 Amended Budget	2016-2017 Amended Budget	2017-2018 Amended Budget	2018-2019 Amended Budget	2019-2020 Budget	Amended Budget to 2020 Budget	Amended Budget to 2020 Budget	
<b>Full-Time Employees</b>								
Officials/Administrators	211.00	215.00	215.00	215.00	256.1	41.05	16.03%	
Principals	170.00	160.00	160.00	157.00	157.0	-	0.00%	
Asst Principals, Non-Teaching	190.00	172.00	172.00	194.00	203.0	9.00	4.43%	
Elementary Teachers	2,694.25	2,472.50	2,472.50	2,472.16	2,362.0	(110.16)	-4.66%	
Secondary Teachers	2,228.00	1,860.00	1,860.00	1,911.65	1,886.9	(24.80)	-1.31%	
Other Teachers	2,485.62	2,166.95	2,166.95	2,168.50	2,192.1	23.62	1.08%	
Guidance	283.00	262.00	262.00	313.00	299.0	(14.00)	-4.68%	
Psychological	77.00	76.00	76.00	76.00	79.0	3.00	3.80%	
Librarians/Av Staff	190.00	166.00	166.00	166.00	145.0	(21.00)	-14.48%	
Consultants & Supervisors Of Instruction	114.00	108.00	108.00	120.00	153.0	33.00	21.57%	
Other Professional Staff	518.00	538.00	538.00	600.08	747.2	147.12	19.69%	
Teacher Aides	1,796.52	1,600.55	1,600.55	1,674.89	1,749.0	74.11	4.24%	
Technicians	159.15	131.15	131.15	134.00	171.0	37.00	21.64%	
Clerical/Secretarial Staff	789.50	665.50	665.50	729.20	688.6	(40.56)	-5.89%	
Service Workers	1,021.57	1,002.98	1,002.98	1,062.75	639.2	(423.51)	-66.25%	
Skilled Crafts	130.00	119.00	119.00	119.00	111.0	(8.00)	-7.21%	
Laborers And Helpers	256.00	258.00	258.00	258.00	260.0	2.00	0.77%	
Professional Instructional	45.00	42.00	42.00	53.00	5.0	(48.00)	-960.00%	
<b>Total</b>	<b>13,358.61</b>	<b>12,015.63</b>	<b>12,015.63</b>	<b>12,424.23</b>	<b>12,104.10</b>	<b>(320.13)</b>	<b>-2.64%</b>	
<b>Part-Time Staff Employees</b>								
All Other	56.50	59.00	59.00	59.00	17.00	(42.00)	-71.19%	
Part-Time	2.00	7.00	7.00	7.00	1,140.39	1,133.39	16191.29%	
<b>Total</b>	<b>58.50</b>	<b>66.00</b>	<b>66.00</b>	<b>66.00</b>	<b>1,157.39</b>	<b>1,091.39</b>	<b>1653.62%</b>	
<b>Total Full-Time &amp; Part-Time Staff</b>	<b>13,417.11</b>	<b>12,081.63</b>	<b>12,081.63</b>	<b>12,490.23</b>	<b>13,261.49</b>	<b>771.26</b>	<b>6.17%</b>	

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

For Fiscal Year 2019-20, the District budgeted for 13,261.49 positions. School staffing needs are determined by the use of a staffing formula, which bases these needs upon changes in enrollment/ADM, the opening/closing of schools and other relevant factors.

Personnel costs account for 63% of the District’s expenditures for all funds and 71% of the District’s General Fund. The District has had a net increase of 771.25 positions in the Fiscal Year 2019-20 budget. This increase is attributed to an increase in enrollment and strategic investments for a major reorganization of operations within the District to gain efficiencies and improve academic effectiveness.

The chart below shows staffing levels for Fiscal Years 2016 through 2020. 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.





### 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. 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. SCS 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, SCS 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, SCS 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.

#### *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 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’s the sum total 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 2019-20, the size of the pool is \$377 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, custodians, 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.

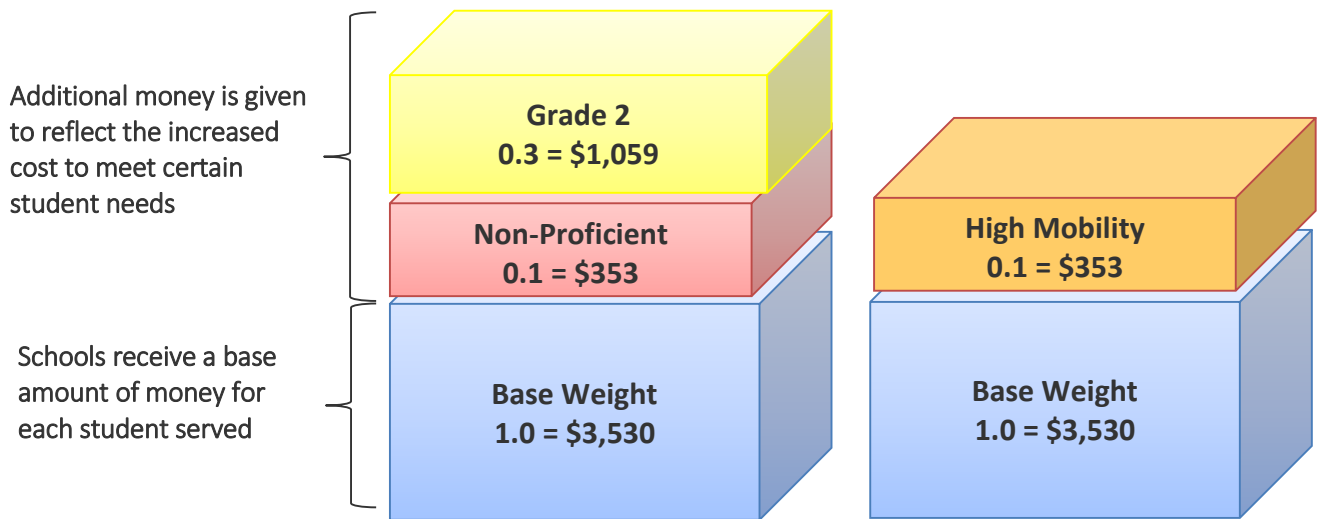
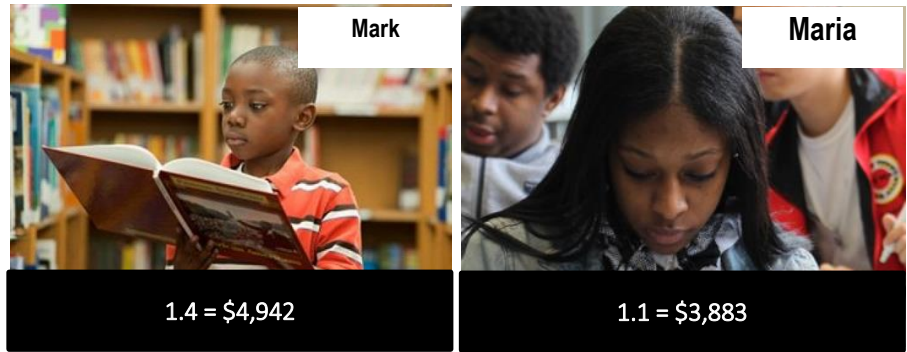
Type of Resource	In the SBB Pool?	Follows the student?	Empowered schools choose how to spend?
<b>SBB Pool Dollars</b>	Yes	Yes	Yes
<b>Special Fund Allocations</b>	No	Depends on the grant terms	Sometimes
<b>Locked Allocations</b>	No	No	No

*Weight Characteristics and Amounts*

The dollars in the SBB Pool “follow the student.” At its most basic level, this would mean taking the \$405 million in the SBB Pool, dividing by 85,297 students, and sending \$4,748 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. Accordingly, the same \$4,748 is not allocated for every student. Instead, objective measurable criteria are used to target more resources for certain students who may need more help to learn. Therefore, more resources are provided to the schools with the neediest populations. These dollars are assigned as *categorical weights*.



The money a school receives on behalf of each student 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. SCS looks for characteristics that were:

- **Relevant:** The characteristic must represent a real student need that demands more resources to educate.
- **Measurable:** The characteristic must be indisputably and objectively measurable, so we can all agree on which students qualify for it.
- **Student-Based:** The characteristic must be linked to an individual student, not a school’s decisions, such that any student will trigger the same funding level regardless of which school he or she attends. For this reason, the District chose “incoming” student characteristics (e.g. 8<sup>th</sup> grade performance for HS students) when possible.



Here are the characteristics chosen for the District’s SBB formula in 2019-20:

Student Need	Rationale
<p><b>Base Weight</b></p>	<ul style="list-style-type: none"> <li>• Base Weight-- \$3,530 for all K12 General Education Setting Students</li> <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>
<p><b>Grade Weight:</b> K-5 with emphasis on K-2</p>	<ul style="list-style-type: none"> <li>• Grade Level-- \$1,059 or 0.3 for K-2, \$706 or 0.2 for 3-5</li> <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 SS are likely to get a higher share than ES.</li> <li>• K-2 is weighted more because literacy is critical district focus area and highly predictive of future outcomes.</li> <li>• <u>DATA USED:</u> 19-20 Projected enrollments by grade</li> </ul>
<p><b>Incoming Student Performance (High and Low)</b></p>	<ul style="list-style-type: none"> <li>• <i>Incoming</i> student performance (high and low) – \$353 or 0.1</li> <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: 17-18 TNReady Below/Approaching Proficient % of 4<sup>th</sup> graders in 18-19 enrollment year</li> <li>• High Performance: 17-18 TNReady Advanced % of 4<sup>th</sup> graders in 18-19 enrollment year</li> </ul> <p>MS/HS/6-12</p> <ul style="list-style-type: none"> <li>• Low Performance: 17-18 TNReady Below/Approaching Proficient % of Incoming 6th/9th graders in 18-19 enrollment year</li> <li>• High Performance: 17-18 TNReady Advanced % of Incoming 6th/9th graders in 18-19 enrollment year</li> </ul>
<p><b>Mobility</b></p>	<ul style="list-style-type: none"> <li>• Mobility – \$1,412 or 0.4</li> <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> <li>• <u>DATA USED:</u> 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 SY17-18 data.</li> </ul>



<b>Poverty</b>	<ul style="list-style-type: none"> <li>• Direct Certified - \$353 or .10</li> <li>• ELL - \$88 or .03 (please note that you will continue to receive ELL resources (e.g. ESL Teachers) outside of SBB. This small weight is meant to alleviate imperfections in the measurement of poverty for the poverty weight).</li> <li>• <u>DATA USED</u>: The number of students eligible for the Poverty weight is calculated using the 2018-19 Direct Certified %</li> </ul>
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*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 aforementioned student weights and generate school budgets. The District puts a high premium on accurate projection numbers in order 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 SCS 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.

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 Basic Education Program (BEP) funding formula
<b>Art &amp; Music Teachers</b>	K-6th: 525:1 7th-8th: N/A	N/A	TN BEP



<b>Assistant Principals</b>	1 FTE: 550 to 1099 1.5 FTE: 1100 to 1319 2 FTE: 1320+	1 FTE: 1 to 649 2 FTE: 650 to 1249 3 FTE: 1250 to 1499 4 FTE: 1500 to 1749 5 FTE: 1750+	K-8th: BEP + SCS Hybrid* 9th-12th: SCS Staffing Formula**
<b>Librarians</b>	0.5 FTE: 1 to 264 1 FTE: 265+	0.5 FTE: 1 to 299 1 FTE: 300 to 999 2 FTE: 1000 to 2249 3 FTE: 2250 to 3000	TN BEP
<b>Clerical Assistants</b>	0.5 FTE: 1 to 224 1 FTE: 225 to 374 + 1 FTE: for every add'l 375 students		TN BEP
<b>Financial Secretaries</b>	1 per school		District Requirement
<b>Substitute Teachers</b>	\$45.78 pp		FY19 Short-term sub budget pp
<b>Instructional Supplies</b>	\$200 per teacher		District Requirement
<b>Guidance Counselor</b>	K-5th: 1:500 6th-12th: 1:350		TN SBOE Requirement

*SCS Staffing Supplement*

To ease the transition to Student Based Budgeting, in the first year of implementation (School Year or SY2018-19, SCS will ensure 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 SCS SY17-18 staffing allocations associated with the SBB Pool. The Finance department held a reserve from the SBB Pool sufficient to cover this “SCS 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*

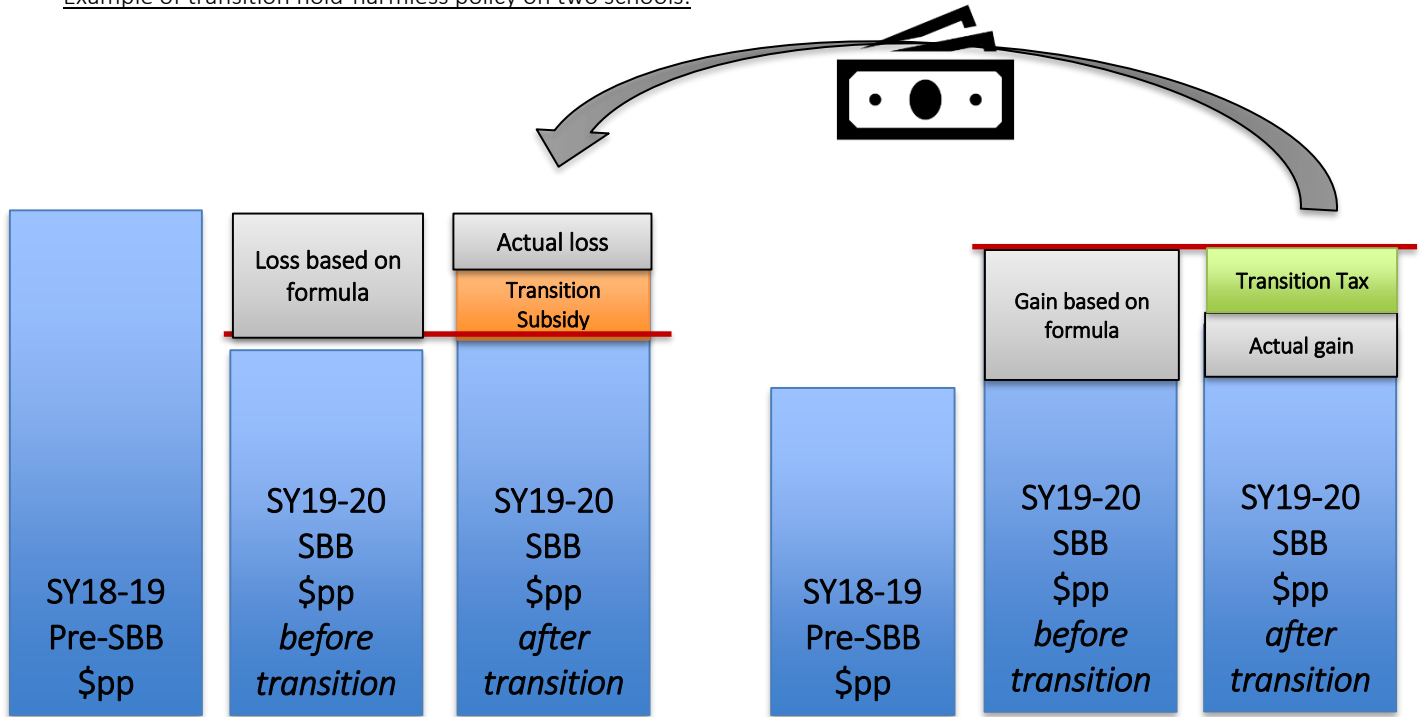
Student Based Budgeting is a very different method of allocating resources than the staffing allocation-based method that SCS used in prior years. Prior to SBB, there was significant unplanned variation among different schools’ per-pupil levels of funding. Small schools tended to receive more (per-pupil) 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 don’t experience swings in funding so dramatic as to disrupt the learning environments that teachers and staff build upon each year. SCS’s transition into SBB includes a **soft-landing** policy by which no school can gain more than 9% or lose more than 3%.



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.

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 SY19-20, it will receive a “transition subsidy” to limit its loss is not greater than 3%

**School B** was underfunded relative to its enrollment/student need profile, so it will gain money in shift to SBB.

In SY19-20, 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?**

SCS 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 SCS is only capping the losses and gains that come from the transition to SBB. SCS is not capping gains and losses due to changes in a school's enrollment. The -3%/+9.0% caps are calculated on a dollar per pupil (\$pp basis) and not on a total \$ basis, to isolate the change due to transition to SBB.

<b>SBB Transition Gain Cap</b>	+9.0% on a \$pp basis
<b>SBB Transition Loss Cap</b>	Lesser of -3% or 2 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>	\$5,000pp
<b>SY18-19 SBB Allocations \$pp</b>	\$4,500pp
<b>If no loss limit existed, School A would experience a loss due to the transition to SBB of ....</b>	-\$500pp or -10% loss on \$pp basis
<b>But with the SCS transition policy, School A's loss is limited to 2.5% ....</b>	School A will receive a "transition subsidy" of \$175,000 to limits its losses to just -\$150pp or -3% loss on \$pp basis

In School B who is gaining money under the new SBB formula:

<b>Total Enrollment</b>	500
<b>SY17-18 Unlocked Comparison \$pp</b>	\$5,000pp
<b>SY18-19 SBB Allocations \$pp</b>	\$5,500pp
<b>If no gain limit existed, School A would experience a gain due to the transition to SBB of ....</b>	+\$500pp or +10% gain on \$pp basis
<b>But with the SCS 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.

There are two exceptions to the gain limit cap:

- Cohort schools are exempt. If they are slated to gain money in the transition to SBB, they will be exempt from the gain limit and be allowed to experience their full gain in Year 1.
- Six traditional schools are exempt in Year 1 because if the gain limit is imposed, they will be unable to meet the staffing formula requirements that is being applied to all traditional schools this year. This is a temporary exemption that will be revisited in Year 2.

**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 3% or 2 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.



**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>	

*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’s lower than the average salary. Similarly, schools will not recoup any portion of a position’s benefits including employees not receiving benefits.



<i>Position Title (SBB Pool Only)</i>	<i>Avg. Compensation used for Budgeting*</i>
Classroom Teacher (General Ed)	\$73,190
Assistant Principal	\$104,996
Librarian	\$80,980
Educational Assistant (General Ed)	\$26,590
Financial Secretary	\$53,407
Clerical Assistant	\$37,469
In-School Suspension Assistant /Study Hall Monitor	\$26,680
Interventionist	\$72,778
Instructional Facilitator	\$82,441
Graduation Coach	\$81,630
Study Hall Monitor	\$30,266

\*Note: The District will continue to budget Title I allocations with actual salaries and benefits.

**ii. SBB Flexibility**

During school year 2019-20, SCS will institute school-based flexibility. All schools will begin making decisions around their Strategic School Design Plans to meet the needs of their students. SCS 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 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 in order to apply their resources to the following list.



Level I	Traditional Schools in Good Standing	Priority Schools / Critical Focus Schools
Trade-Offs	<ul style="list-style-type: none"> <li>Part-Time staff</li> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension (ISS)</li> <li>Educational Assistants</li> </ul>	<ul style="list-style-type: none"> <li>Part-Time staff</li> <li>Teachers</li> <li>Librarians</li> <li>Study Hall Monitors</li> <li>In-School Suspension (ISS)</li> <li>Educational Assistants</li> </ul>
Other Budgets	<ul style="list-style-type: none"> <li>Substitute Budget</li> <li>Technology (with 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 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 COOS. The rates at many of these schools are significantly above the district average</li> <li>WIDA 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.

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.

Level 2	Cohorts	Early Adopters
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>
Level 2	Cohorts	Early Adopters
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>
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>

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 ILT 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

In an effort 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, and 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 2016-2017 and 2017-2018, budget data from school year 2018-2019, as well as the proposed budgets for the upcoming 2019-2020 school year. Actual staffing, enrollment and spending at the school level for the actual 2019-20 school year may vary from the budget based upon demographics, enrollment, and staffing changes. The variance between school years 2018-2019 and 2019-2020 is not the actual year-over-year impact of financials or staffing by school. In future years, the District will continue to provide actual data as it becomes available.



Below are definitions and details for school level data.

Staffing Laws

**Teachers** - TN State Board of Education has established rules related to class size for K-12 grades in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.03 Administration of Schools, Requirement B (3)). According to these rules, local boards of education shall have policies providing for class sizes in grades kindergarten through twelve (K-12) as follows:

Grade Level	Average	Maximum
Grades K-3	20	25
Grades 4-6	25	30
Grades 7-12	30	35
Career and Technical Education	20	25

The average class size for a grade-level unit (e.g. K-3) shall not exceed the stated average, although individual classes within that grade-level unit may exceed the average. No class shall exceed the prescribed maximum size. Class size limits may be exceeded in such areas as typewriting, instrumental, and vocal music classes, provided that the effectiveness of the instructional program in these areas is not impaired.

H.B. 1569 enables any local education agency in the state to use the career academy or smaller learning community model to extend CTE class sizes in grades 9-12 through a waiver from the commissioner of education. Even with the waiver, CTE class sizes will not exceed the maximum class size set for general education classes in grades 7-12.

**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	Clerical Staff Allocation
< 300	0.5
300 – 1,500	1
= or > 1,500	2



**Guidance Counselors** – for school year 2019-20, 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 Basic Education Program (BEP) formula as follows:

- Elementary (grades K – 5): 500:1
- Secondary (grades 6 – 12): 350:1

Recognizing the need for school counseling support, SCS will use these ratios for guidance counselors.

SCS Staffing Formulas

Below are the District’s school staffing formulas for school year 2019-20. These staffing formulas are adhered to closely with the exception of smaller schools that may need additional staffing for scheduling and otherwise as deemed necessary for academic progress.

**Classroom Teacher Allocations**

Grade Level	Teacher to Student Ratio
K - 3	1:20
4 – 5	1:24.75
6 – 8	1:24.95 (student enrollment 600 or fewer) 1:23.75 (student enrollment greater than 600)
9 – 12	1:26.05 (student enrollment 1,200 or fewer) 1:24.5 (student enrollment greater than 1,200)

Career and Technical staffing assignments are determined by the Career and Technical Education department. Generally, a high school receives one additional general classroom teacher for every four CTE teachers at their school location.

**Assistant Principal Allocations**

*Elementary*

Enrollment	Assistant Principal Allocation
1 – 549	0
550 – 1,099	1
= or > 1,110	2

*Middle and High Schools*

Enrollment	Assistant Principal Allocation
1 – 650	1
651 – 1,249	2
1,250 – 1,499	3
1,500 – 1,750	4
= or > 1,751	5





**Librarian Allocations**

TN State Board of Education has established rules about Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)). According to the rules, schools including grades kindergarten through eight (K-8) or any combination thereof shall provide library information personnel as indicated below:

*Elementary & K-8 Schools*

Enrollment	Librarian Allocation
< 400	None 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



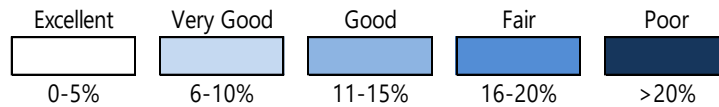
School Information

**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. The grade levels presented are for FY2017-18. There are no new grade configurations anticipated for FY2018-19.

**School Type** – specifies the school type such as Alternative, CTE, Traditional, Early Adopter, Cohort, 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 AllWorld Project Management.



**FY2017-18 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, is 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. 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 2017-18 Accountability and BEP Funding definition, 58.6% of the District's student population are considered as Economically Disadvantaged.

**Students with Disabilities** – students who have, have had or are currently regarded as having a physical or mental impairment which substantially impacts one or more major life activities including walking, seeing, hearing, speaking, breathing, learning, working, caring for oneself, or performing manual tasks.

**English Language Learners** – Tennessee students speak more than 140 languages. For most of these students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school, and are designed to address such challenges.

#### Achievement & Proficiency

**ACT 21%** - percentage of students scoring 21 or above on the ACT test.

**Attendance Rate** – student attendance is measured and reported by the department as a rate and is based on a comparison of the number of school days attended to the total possible days attended.

**Average ACT Composite Score** – the ACT composite score or overall ACT score is the average of scores for each test (English, mathematics, reading and science) rounded to the nearest whole number. It ranges from 1 (low) to 36 (high).

**Graduation Rate** – percentage of students who graduated from high school within four years, including a summer for those students who entered the ninth grade four years earlier. The District's graduation rate was 79.1% in school year 2017-18

**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 of 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. For the 2017-18 school year, TVAAS components do **NOT** include grades 4-8 due to the suspension of testing in grades 3-8.

- TVAAS 1 (least effective) – schools whose students are making substantially less progress than the standard for academic growth (the school's index is less than -2).
- TVAAS 2 (approaching average effectiveness) – schools whose students are making less progress than the standard for academic growth (the school's index is equal to or greater than -2 but less than -1).
- TVAAS 3 (average effectiveness) – schools whose students are making the same amount of progress as the standard for academic growth (the school's index is equal to or greater than -1 but less than 1)



- TVAAS 4 (above average effectiveness) – schools whose students are making more progress than the standard for academic growth (the school's index is equal to or greater than 1 but less than 2)
- TVAAS 5 (most effective) – schools whose students are making substantially more progress than the standard for academic growth (the school's index is 2 or greater)

#### Enrollment Data

**Enrollment** – the number of students enrolled at a school based on the 20th day attendance period.

**Pre-Kindergarten enrollment** – the number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

**K-12 enrollment** – the number of K-12 students enrolled at a school based on the 20th day attendance period.

#### School Staff Position Allocations

**Assistant/Vice Principals** – responsible for the supervision, discipline, and monitoring of students. Under the direction of the Principal, the assistant/vice principal is responsible for executing and enforcing school board policies, administrative rules and regulations. There is no distinct difference between an assistant principal and a vice principal; the title is based upon the position HR has assigned to each school in the past.

**Classroom Teachers** – the role of the classroom teacher is to manage the classroom in a manner that meets the individual needs of each student in the class. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students. The classroom teacher is responsible for each student's overall academic program. Additionally, ESL, CTE and ROTC teachers are included as classroom teachers. The only teachers not included are those teachers not assigned to a classroom.

**Counselors** – renders services to individuals or groups of students by applying the principles, techniques, methods or procedures of the counseling profession, including appraisal activities (as defined by law), counseling, consulting and referral activities.

**Education Assistants** – provides additional instructional support in the classroom for teachers.

**Instructional Facilitators** – performs as an instructional specialist in selected schools to increase the effectiveness of onsite programs and to improve utilization of instructional materials. Additionally, the instructional facilitator promotes development, implementation and coordination of the school's instructional goals.

**Librarians** – works professionally in the school's library to provide access to information. Also provides social or technical programming and instruction for information literacy. Librarians are allocated based upon rules established by the TN State Board of Education for Library Information Center personnel in Chapter 0520-01-03 Minimum Requirements for the Approval of Public Schools (0520-01-03-.07 Library Information Center, Requirement E (2)).

**Nutrition** – includes cafeteria nutrition technicians and managers that work in the school cafeteria.

**Other** – clerical and other student support personnel such as In-School Suspension and Study Hall Monitors.

**Principal** – each school has one principal position. Principals are responsible for implementing and enforcing school board policies and administrative rules.



**Special Skills** – teachers for Optional Schools; World Languages; Elementary Music, Art and Physical Education (MAPS); and Band & Strings.

**Student/Teacher Ratio** – the number of students assigned to a school divided by the number of teachers assigned to the school regardless of the funding source.

### Financial Information

**General Fund Expenditures** – the primary expenditure fund of the district which reflects discretionary salaries and other expenses.

**IDEA, Part B Federal Allocation** – Since the enactment of the original legislation – Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-22) receive special education and related services under Part B of IDEA. Part B is so named because it is the second part of the law itself. Part B is Assistance for Education of All Children with Disabilities. <http://www.parentcenterhub.org/repository/partb/>

**Other Special Revenue & Federal Funds** – Other local and federal grants (Pre-K, Leap Program, Title III, etc.)

**Title I Allocation** – Federal Funds that supplement state and local funding for low-achieving children, especially in high-poverty schools. The program finances the additional academic support and learning opportunities that are often required to help disadvantaged students progress along with their classmates.

### **Additional Considerations in Analyzing the Data**

Again, there are several considerations in reviewing the data, which are as follows:

- District budgets are prepared using actual salaries and benefits. Therefore, there may be significant variances in dollar amounts with little or no changes in positions.
- Not all IDEA and Pre-K federal funds are allocated to schools due to centralized programmatic decisions. Some funds are retained centrally to be used for all students across the District.
- Federal grants (e.g., Title I and IDEA Part B) allocation amounts reflect the amount in fiscal year 2018-19. The grant amounts for fiscal year 2019-20 are pending the final grant awards, which is determined in the early summer.
- Some schools such as E.E. Jeter 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.



Elementary School Summary

	SCHOOL NAME	SCHOOL TYPE	FY 2018-19 STUDENT DEMOGRAPHICS				FY 2019-20 FINANCIAL BUDGET					PER PUPIL EXPENDITURE
			FY 2019-20 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	
1	A B Hill Elementary School	iZone	212	88%	25%	-	2,317,443	128,100	150,755	251,318	2,847,617	13,432
2	Alton Elementary School	Traditional	270	85%	6%	-	2,083,787	142,800	-	275,995	2,502,583	9,269
3	Balmoral-Ridgew ay Elementary School	Optional	334	47%	4%	6%	2,057,582	131,880	22,712	-	2,212,174	6,623
4	Belle Forest Elementary School	Traditional	1,144	71%	7%	7%	6,085,286	600,075	94,836	262,761	7,042,958	6,156
5	Berclair Elementary School	Traditional	623	63%	11%	36%	3,919,065	337,050	76,176	208,603	4,540,894	7,289
6	Bethel Grove Elementary School	Traditional	199	84%	18%	0%	2,007,389	124,950	75,690	130,680	2,338,710	11,752
7	Brow nsville Road Elementary	Optional	575	64%	8%	3%	3,280,060	294,525	51,531	28,079	3,654,195	6,355
8	Bruce Elementary School	Traditional	441	77%	10%	7%	3,036,233	233,625	78,623	183,024	3,531,505	8,008
9	Charjean Elementary School	Traditional	307	86%	6%	21%	2,364,941	149,100	-	188,002	2,702,043	8,801
10	Cherokee Elementary School	iZone	436	86%	8%	1%	2,477,988	239,400	-	389,290	3,106,678	7,125
11	Chimneyrock Elementary School	Traditional	939	42%	8%	11%	5,428,864	325,080	141,314	200,049	6,095,306	6,491
12	Cordova Elementary School	Optional	819	43%	10%	9%	4,996,669	290,640	98,887	117,220	5,503,415	6,720
13	Cromw ell Elementary School	Traditional	425	78%	14%	11%	3,108,242	257,250	87,642	-	3,453,134	8,125
14	Crump Elementary School	Traditional	533	73%	8%	11%	3,906,571	286,125	29,659	80,447	4,302,802	8,073
15	Delano Elementary School	Optional	273	66%	2%	-	1,989,880	137,025	-	-	2,126,905	7,791
16	Dexter Elementary School	Traditional	820	48%	10%	8%	4,737,028	355,320	292,156	260,083	5,644,587	6,884
17	Double Tree Elementary School	Optional	369	72%	8%	-	2,335,300	189,525	-	273,084	2,797,909	7,582
18	Dow ntow n Elementary School	Optional	613	54%	6%	1%	3,624,806	287,280	-	164,918	4,077,003	6,651
19	Dunbar Elementary School	Traditional	232	80%	6%	-	1,847,203	124,425	-	128,706	2,100,334	9,053
20	Egypt Central Elementary School	Traditional	505	80%	4%	13%	2,873,135	265,650	-	123,801	3,262,586	6,461
21	Evans Elementary School	Traditional	420	76%	5%	19%	2,780,921	226,275	-	114,304	3,121,499	7,432
22	Ford Road Elementary School	iZone	512	86%	12%	0%	3,301,406	278,250	155,672	274,072	4,009,400	7,831
23	Fox Meadow s Elementary School	Traditional	574	74%	14%	5%	3,774,399	300,825	171,630	234,396	4,481,249	7,807
24	Gardenview Elementary School	Traditional	230	82%	17%	0%	1,727,149	142,800	129,722	120,203	2,119,874	9,217
25	Germanshire Elementary School	Traditional	766	54%	11%	10%	4,553,955	353,640	105,832	203,821	5,217,249	6,811
26	Germantow n Elementary School	Optional	611	35%	10%	6%	4,097,542	178,080	135,271	86,988	4,497,881	7,362
27	Getw ell Elementary School	Traditional	438	79%	13%	4%	2,658,547	195,825	177,472	400,951	3,432,795	7,837
28	Goodlett Elementary School	Traditional	900	73%	7%	24%	4,852,889	219,975	-	265,718	5,338,582	5,932
29	Grahamw ood Elementary School	Optional	995	38%	9%	17%	6,670,486	309,960	55,034	80,590	7,116,070	7,152
30	Hamilton Elementary School	Traditional	310	88%	13%	3%	1,924,104	175,350	55,081	88,797	2,243,332	7,237
31	Haw kins Mill Elementary School	Traditional	311	88%	10%	-	2,018,663	175,350	61,016	145,873	2,400,902	7,720
32	Hickory Ridge Elementary School	Traditional	619	76%	7%	18%	4,257,646	355,950	115,919	-	4,729,515	7,641
33	Highland Oaks Elementary School	Traditional	825	54%	7%	10%	4,338,844	360,360	39,642	172,904	4,911,749	5,954
34	Holmes Road Elementary School	Empow erment	584	73%	10%	1%	3,836,870	300,825	134,909	437,687	4,710,291	8,066
35	Idlew ild Elementary School	Optional	497	25%	5%	0%	2,910,448	103,320	22,784	40,913	3,077,465	6,192
36	Jackson Elementary School	Traditional	274	69%	6%	34%	2,183,467	151,725	-	106,792	2,441,984	8,912
37	Kate Bond Elementary School	Traditional	801	45%	11%	29%	5,291,144	314,160	154,745	128,359	5,888,408	7,351
38	Keystone Elementary School	Optional	405	79%	20%	0%	3,102,484	231,525	151,552	123,661	3,609,221	8,912
39	Kingsbury Elementary School	Traditional	453	66%	16%	39%	3,540,260	280,875	197,338	382,228	4,400,701	9,715
40	Knight Road Elementary School	Traditional	506	75%	10%	39%	3,555,751	-	105,813	411,783	4,073,348	8,050
41	LaRose Elementary School	Traditional	275	90%	9%	0%	1,950,607	145,425	-	239,273	2,335,306	8,492
42	Levi Elementary School	Traditional	412	88%	8%	0%	2,477,822	226,800	-	233,783	2,938,405	7,132



Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY 2018-19 STUDENT DEMOGRAPHICS					FY 2019-20 FINANCIAL BUDGET					PER PUPIL EXPENDITURE
		FY 2019-20 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL		
43 Lowrance K-8 School	Traditional	807	50%	9%	5%	4,721,917	336,840	55,079	206,949	5,320,786	6,593	
44 Lucie E. Campbell Elementary	iZone	503	84%	16%	-	3,738,714	301,875	187,209	355,093	4,582,891	9,111	
45 Lucy Elementary School	Traditional	355	70%	11%	5%	2,456,411	188,475	57,489	108,876	2,811,252	7,919	
46 Macon-Hall Elementary School	Traditional	1,164	31%	7%	6%	6,474,233	299,040	54,980	-	6,828,253	5,866	
47 Magnolia Elementary School	iZone	361	84%	9%	1%	2,820,591	184,275	102,745	349,798	3,457,409	9,577	
48 Newberry Elementary School	Traditional	463	76%	8%	9%	2,981,735	242,550	68,135	70,934	3,363,353	7,264	
49 Northaven Elementary School	Traditional	313	83%	11%	1%	2,526,109	159,600	50,169	82,635	2,818,513	9,005	
50 Oak Forest School	Optional	408	53%	11%	11%	2,898,487	183,960	133,376	262,265	3,478,088	8,525	
51 Oakhaven Elementary School	Traditional	545	78%	8%	14%	3,282,317	311,325	22,712	129,371	3,745,724	6,873	
52 Oakshire Elementary School	Traditional	314	80%	7%	1%	2,495,650	190,050	-	123,391	2,809,091	8,946	
53 Peabody Elementary School	Optional	367	57%	5%	1%	2,381,211	173,880	-	119,459	2,674,550	7,288	
54 Raleigh-Bartlett Meadows School	Traditional	462	74%	8%	4%	2,816,362	239,925	-	173,446	3,229,733	6,991	
55 Richland Elementary School	Traditional	836	14%	12%	4%	5,233,237	-	81,580	-	5,314,817	6,357	
56 Riverwood Elementary School	Optional	949	31%	8%	6%	6,090,122	243,600	68,532	-	6,402,255	6,746	
57 Robert R. Church Elementary School	Traditional	668	83%	8%	5%	4,115,773	360,675	55,336	433,709	4,965,493	7,433	
58 Ross Elementary School	Traditional	608	66%	9%	7%	3,939,783	344,400	-	232,297	4,516,481	7,428	
59 Rozelle Elementary School	Optional	232	66%	9%	1%	1,937,843	121,800	-	57,040	2,116,683	9,124	
60 Scenic Hills Elementary School	Traditional	280	76%	10%	2%	2,151,913	147,000	85,565	240,725	2,625,203	9,376	
61 Sea Isle Elementary School	Traditional	398	45%	17%	9%	3,699,225	171,360	127,754	97,444	4,095,784	10,291	
62 Shady Grove Elementary School	Traditional	379	56%	8%	20%	2,664,467	176,400	27,385	-	2,868,252	7,568	
63 Sharpe Elementary School	Traditional	264	75%	5%	28%	2,375,697	150,150	-	291,071	2,816,919	10,670	
64 Sheffield Elementary School	Traditional	437	69%	4%	34%	3,690,558	298,200	-	227,723	4,216,480	9,649	
65 Shelby Oaks Elementary School	Traditional	825	65%	8%	12%	5,013,838	435,225	24,896	223,008	5,696,966	6,905	
66 Sherwood Elementary School	Optional	530	77%	6%	10%	3,601,419	311,850	51,838	222,579	4,187,687	7,901	
67 Shrine School	Specialty	127	45%	90%	1%	1,845,366	-	895,068	-	2,740,435	21,578	
68 South Park Elementary School	Traditional	468	76%	9%	33%	3,710,928	275,100	75,066	396,478	4,457,572	9,525	
69 Southwind Elementary School	Traditional	623	49%	9%	5%	4,108,514	310,800	110,962	288,525	4,818,802	7,735	
70 Springdale Elementary School	Optional	242	87%	7%	1%	2,074,870	122,850	-	228,167	2,425,887	10,024	
71 Treadwell Elementary School	Optional	691	75%	5%	23%	4,298,736	369,600	-	638,959	5,307,295	7,681	
72 Vollenline Elementary School	Optional	278	84%	20%	1%	2,570,125	173,250	298,576	278,192	3,320,144	11,943	
73 Wells Station Elementary School	Traditional	734	61%	7%	45%	5,386,976	383,880	110,305	464,518	6,345,679	8,645	
74 Westhaven Elementary School	iZone	756	81%	1%	0%	5,183,489	429,975	193,768	216,003	6,023,234	7,967	
75 Westside Elementary School	Traditional	309	88%	6%	2%	1,989,750	164,325	-	80,405	2,234,480	7,231	
76 White Station Elementary School	Traditional	617	36%	13%	8%	3,926,826	189,000	166,038	-	4,281,864	6,940	
77 Whitehaven Elementary STEM School	Optional	459	70%	6%	3%	2,911,930	253,050	-	222,515	3,387,495	7,380	
78 William H Brewster Elementary School	Optional	430	72%	13%	16%	2,991,534	215,775	81,918	413,237	3,702,464	8,610	
79 Willow Oaks Elementary School	Optional	738	70%	7%	26%	4,187,571	384,825	25,119	226,195	4,823,710	6,536	
80 Winchester Elementary School	Traditional	599	83%	5%	7%	3,342,405	317,100	-	224,710	3,884,214	6,485	
81 Winridge Elementary School	Traditional	468	77%	13%	9%	3,296,382	268,275	98,072	166,587	3,829,316	8,182	
<b>Elementary School Totals</b>		<b>41,794</b>	<b>65%</b>	<b>9%</b>	<b>11%</b>	<b>\$ 276,215,891</b>	<b>\$ 19,357,380</b>	<b>\$ 6,479,083</b>	<b>\$ 15,411,463</b>	<b>\$ 317,463,817</b>	<b>\$ 7,596</b>	



Elementary School Summary

		FY 2019-20 STAFFING												
SCHOOL NAME	SCHOOL TYPE	FY 2019-20 K-12 ENROLLMENT	GENERAL ED. CLASSROOM TEACHERS	SPED. 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	TEACHERS WITH TEM 3 OR ABOVE	
1	A B Hill Elementary School	iZone	212	12	7	-	-	-	-	-	19	1:12	100%	
2	Alton Elementary School	Traditional	270	15	2	-	-	-	-	-	17	1:15	100%	
3	Balmoral-Ridgew ay Elementary School	Optional	334	16	1	-	-	1	1	-	20	1:16	96%	
4	Belle Forest Elementary School	Traditional	1,144	54	4	-	-	-	-	-	61	1:18	100%	
5	Berclair Elementary School	Traditional	623	29	4	-	-	-	-	-	40	1:14	100%	
6	Bethel Grove Elementary School	Traditional	199	11	4	-	-	-	-	-	15	1:14	100%	
7	Brownsville Road Elementary	Optional	575	26	4	-	-	1	-	-	32	1:17	89%	
8	Bruce Elementary School	Traditional	441	21	4	-	-	-	-	-	27	1:13	100%	
9	Charjean Elementary School	Traditional	307	15	1	-	-	-	-	-	19	1:16	100%	
10	Cherokee Elementary School	iZone	436	21	2	-	-	-	-	-	24	1:22	91%	
11	Chimneyrock Elementary School	Traditional	939	46	5	-	-	-	-	-	54	1:18	88%	
12	Cordova Elementary School	Optional	819	39	6	-	-	1	-	-	48	1:18	100%	
13	Cromwell Elementary School	Traditional	425	22	5	-	-	-	-	-	29	1:17	100%	
14	Crump Elementary School	Traditional	533	27	2	-	-	-	-	-	32	1:16	100%	
15	Delano Elementary School	Optional	273	14	-	-	-	1	-	-	15	1:18	95%	
16	Dexter Elementary School	Traditional	820	38	9	-	-	-	-	-	50	1:16	95%	
17	Double Tree Elementary School	Optional	369	18	2	-	-	1	-	-	21	1:18	100%	
18	Downtown Elementary School	Optional	613	31	2	-	-	1	-	-	35	1:18	100%	
19	Dunbar Elementary School	Traditional	232	12	2	-	-	-	-	-	14	1:18	100%	
20	Egypt Central Elementary School	Traditional	505	24	1	-	-	-	-	-	28	1:16	78%	
21	Evans Elementary School	Traditional	420	20	2	-	-	-	-	-	25	1:17	97%	
22	Ford Road Elementary School	iZone	512	26	5	-	-	-	-	-	31	1:18	100%	
23	Fox Meadows Elementary School	Traditional	574	27	5	-	-	-	-	-	34	1:16	100%	
24	Gardenview Elementary School	Traditional	230	12	5	-	-	-	-	-	17	1:14	95%	
25	Germanshire Elementary School	Traditional	766	37	4	-	-	-	-	-	43	1:18	98%	
26	Germantown Elementary School	Optional	611	30	5	-	-	1	1	-	39	1:16	100%	
27	Getwell Elementary School	Traditional	438	18	6	-	-	-	-	-	25	1:14	96%	
28	Goodlett Elementary School	Traditional	900	20	1	-	-	-	-	-	25	1:14	100%	
29	Grahamwood Elementary School	Optional	995	47	4	-	1	2	-	-	60	1:15	100%	
30	Hamilton Elementary School	Traditional	310	15	3	-	-	-	-	-	19	1:16	56%	
31	Hawkins Mill Elementary School	Traditional	311	17	2	-	-	-	-	-	19	1:17	96%	
32	Hickory Ridge Elementary School	Traditional	619	29	4	-	-	-	-	-	38	1:17	98%	
33	Highland Oaks Elementary School	Traditional	825	36	4	-	-	-	-	-	43	1:19	100%	
34	Holmes Road Elementary School	Empowerment	584	28	5	-	-	-	-	-	34	1:16	98%	
35	Idlewild Elementary School	Optional	497	22	1	-	-	2	-	-	25	1:18	100%	
36	Jackson Elementary School	Traditional	274	14	1	-	-	-	-	-	20	1:14	95%	
37	Kate Bond Elementary School	Traditional	801	37	6	-	-	-	-	-	53	1:16	97%	
38	Keystone Elementary School	Optional	405	20	7	-	-	1	-	-	28	1:16	100%	
39	Kingsbury Elementary School	Traditional	453	24	5	-	1	-	-	-	38	1:13	98%	
40	Knight Road Elementary School	Traditional	506	24	4	-	-	-	-	-	34	1:14	95%	
41	LaRose Elementary School	Traditional	275	14	2	-	-	-	-	-	16	1:15	96%	
42	Levi Elementary School	Traditional	412	20	2	-	1	-	-	1	24	1:17	89%	





Elementary School Summary

FY 2019-20 STAFFING													
SCHOOL NAME	SCHOOL TYPE	FY 2019-20 K-12 ENROLLMENT	GENERAL ED. CLASSROOM TEACHERS	SPED. 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	TEACHERS WITH TEM 3 OR ABOVE
43 Low rance K-8 School	Traditional	807	34	5	-	2	-	-	2	2	45	1:18	94%
44 Lucie E. Campbell Elementary	iZone	503	24	8	-	-	-	-	-	-	32	1:15	100%
45 Lucy Elementary School	Traditional	355	17	4	-	-	-	-	-	1	22	1:14	94%
46 Macon-Hall Elementary School	Traditional	1,164	54	6	-	-	-	-	-	2	62	1:18	100%
47 Magnolia Elementary School	iZone	361	17	5	-	-	-	-	-	-	22	1:13	100%
48 New berry Elementary School	Traditional	463	22	3	-	-	-	-	-	2	27	1:18	97%
49 Northaven Elementary School	Traditional	313	16	4	-	-	-	-	-	-	20	1:15	80%
50 Oak Forest School	Optional	408	20	3	-	-	1	1	-	2	27	1:16	97%
51 Oakhaven Elementary School	Traditional	545	26	2	-	-	-	-	-	3	31	1:17	93%
52 Oakshire Elementary School	Traditional	314	16	1	-	-	-	-	-	-	17	1:18	92%
53 Peabody Elementary School	Optional	367	16	1	-	-	3	1	-	-	21	1:17	96%
54 Raleigh-Bartlett Meadows School	Traditional	462	22	2	-	-	-	-	-	1	25	1:18	97%
55 Richland Elementary School	Traditional	836	40	4	-	-	-	-	-	1	45	1:17	100%
56 Riverwood Elementary School	Optional	949	45	5	-	-	1	-	-	3	54	1:17	100%
57 Robert R. Church Elementary School	Traditional	668	33	4	-	-	-	-	-	2	39	1:17	100%
58 Ross Elementary School	Traditional	608	30	4	-	-	-	-	-	3	37	1:17	98%
59 Rozelle Elementary School	Optional	232	12	1	-	-	2	-	-	-	15	1:16	100%
60 Scenic Hills Elementary School	Traditional	280	14	3	-	-	-	-	-	-	17	1:14	87%
61 Sea Isle Elementary School	Traditional	398	20	9	-	-	-	-	-	1	30	1:13	100%
62 Shady Grove Elementary School	Traditional	379	18	2	-	-	-	-	1	3	24	1:15	100%
63 Sharpe Elementary School	Traditional	264	14	3	-	-	-	-	-	3	20	1:14	100%
64 Sheffield Elementary School	Traditional	437	26	1	-	-	-	-	-	5	32	1:17	32%
65 Shelby Oaks Elementary School	Traditional	825	41	4	-	-	-	-	-	5	50	1:17	88%
66 Sherwood Elementary School	Optional	530	25	3	-	1	1	-	-	2	32	1:17	96%
67 Shrine School	Specialty	127	-	17	1	-	-	-	-	-	17	1:7	95%
68 South Park Elementary School	Traditional	468	22	7	-	-	-	-	-	8	37	1:13	81%
69 Southwind Elementary School	Traditional	623	33	4	-	-	-	-	-	3	40	1:17	100%
70 Springdale Elementary School	Optional	242	12	2	-	-	1	-	-	-	15	1:14	100%
71 Treadwell Elementary School	Optional	691	34	2	-	-	1	-	-	5	42	1:15	100%
72 Vollenstone Elementary School	Optional	278	15	7	-	-	1	-	-	-	23	1:12	100%
73 Wells Station Elementary School	Traditional	734	34	5	-	-	-	-	-	13	52	1:13	100%
74 Westhaven Elementary School	iZone	756	72	18	-	-	-	-	-	-	90	1:17	98%
75 Westside Elementary School	Traditional	309	15	2	-	-	-	-	-	1	18	1:15	100%
76 White Station Elementary School	Traditional	617	29	8	-	-	-	-	-	2	39	1:15	100%
77 Whitehaven Elementary STEM School	Optional	459	21	1	-	1	1	-	-	0	24	1:18	97%
78 William H Brewster Elementary School	Optional	430	21	3	-	-	1	-	-	3	28	1:14	100%
79 Willow Oaks Elementary School	Optional	738	35	2	-	-	1	-	-	5	43	1:16	95%
80 Winchester Elementary School	Traditional	599	28	2	-	-	-	-	-	3	33	1:16	90%
81 Winchester Elementary School	Traditional	599	28	2	-	-	-	-	-	3	33	1:16	95%
82 Winridge Elementary School	Traditional	468	22	5	-	-	-	-	-	2	29	1:15	97%
<b>Elementary School Totals</b>		<b>42,393</b>	<b>2,051</b>	<b>324</b>	<b>1</b>	<b>7</b>	<b>26</b>	<b>4</b>	<b>3</b>	<b>179</b>	<b>2,594</b>	<b>1:16.00</b>	



Elementary School Section

SCHOOL NAME	SCHOOL TYPE	FY 2019-20 K-12				PRINCIPALS	ASSISTANT/ VICE- PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER						
1 A B Hill Elementary School	iZone	212	13	2	7	1	1	1	15	1	1
2 Alton Elementary School	Traditional	270	15	2	16	1	-	1	2	-	1
3 Balmoral-Ridgew ay Elementary School	Optional	334	16	5	5	1	-	1	4	-	1
4 Belle Forest Elementary School	Traditional	1,144	54	8	22	1	2	3	16	1	3
5 Berclair Elementary School	Traditional	623	29	4	15	1	1	2	10	1	3
6 Bethel Grove Elementary School	Traditional	199	11	2	4	1	-	1	9	1	1
7 Brow nsville Road Elementary	Optional	575	26	5	11	1	1	2	7	1	2
8 Bruce Elementary School	Traditional	441	22	3	12	1	1	1	8	1	1
9 Charjean Elementary School	Traditional	307	15	3	16	1	1	1	4	1	1
10 Cherokee Elementary School	iZone	436	21	3	18	1	-	1	6	1	2
11 Chimneyrock Elementary School	Traditional	939	46	6	13	1	2	2	17	1	2
12 Cordova Elementary School	Optional	819	39	7	8	1	2	2	14	1	2
13 Cromw ell Elementary School	Traditional	425	22	4	7	1	1	1	10	1	2
14 Crump Elementary School	Traditional	533	27	5	12	1	-	2	5	1	2
15 Delano Elementary School	Optional	273	14	3	5	1	-	1	3	1	1
16 Dexter Elementary School	Traditional	820	38	6	13	1	2	2	24	1	1
17 Double Tree Elementary School	Optional	369	18	4	8	1	-	1	7	1	1
18 Dow ntow n Elementary School	Optional	613	31	5	10	1	1	2	7	1	2
19 Dunbar Elementary School	Traditional	232	12	3	7	1	-	1	3	-	2
20 Egypt Central Elementary School	Traditional	505	24	4	19	1	-	2	4	1	1
21 Evans Elementary School	Traditional	420	20	3	11	1	-	1	4	1	2
22 Ford Road Elementary School	iZone	512	26	3	13	2	1	2	10	1	1
23 Fox Meadow s Elementary School	Traditional	574	27	4	10	1	1	1	14	1	2
24 Gardenview Elementary School	Traditional	230	12	2	8	1	-	1	9	-	1
25 Germanshire Elementary School	Traditional	766	37	6	10	1	2	2	12	1	2
26 Germantow n Elementary School	Optional	611	30	7	6	1	1	2	12	1	1
27 Getw ell Elementary School	Traditional	438	18	3	14	1	1	1	12	1	2
28 Goodlett Elementary School	Traditional	900	20	3	19	2	1	1	3	1	1
29 Grahamw ood Elementary School	Optional	995	48	8	14	1	1	2	12	1	1
30 Hamilton Elementary School	Traditional	310	15	2	13	1	-	1	6	1	1
31 Haw kins Mill Elementary School	Traditional	311	17	2	6	1	-	1	5	-	1
32 Hickory Ridge Elementary School	Traditional	619	29	6	12	1	1	2	9	1	3
33 Highland Oaks Elementary School	Traditional	825	36	6	12	1	1	2	12	2	1
34 Holmes Road Elementary School	Empow erment	584	28	5	10	1	2	2	15	1	2
35 Idlew ild Elementary School	Optional	497	22	5	6	1	-	1	5	1	1
36 Jackson Elementary School	Traditional	274	14	3	7	1	-	1	3	1	1
37 Kate Bond Elementary School	Traditional	801	37	6	11	1	1	2	15	1	2
38 Keystone Elementary School	Optional	405	20	4	9	1	1	1	14	1	1
39 Kingsbury Elementary School	Traditional	453	25	3	17	1	1	2	12	1	1
40 Knight Road Elementary School	Traditional	506	24	3	21	1	1	1	7	1	2
41 LaRose Elementary School	Traditional	275	14	3	17	1	-	1	2	1	1
42 Levi Elementary School	Traditional	412	21	4	18	1	1	1	2	1	1



Elementary School Summary

SCHOOL NAME	SCHOOL TYPE	FY 2019-20 K-12				PRINCIPALS	ASSISTANT/ VICE- PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
		ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER						
43 Lowrance K-8 School	Traditional	807	36	6	14	1	3	2	13	1	1
44 Lucie E. Campbell Elementary	iZone	503	24	4	19	1	2	1	14	1	2
45 Lucy Elementary School	Traditional	355	17	3	7	1	-	1	9	1	1
46 Macon-Hall Elementary School	Traditional	1,164	54	8	12	1	3	3	10	1	1
47 Magnolia Elementary School	iZone	361	18	3	15	1	-	1	10	1	2
48 Newberry Elementary School	Traditional	463	22	3	8	1	-	1	9	1	3
49 Northaven Elementary School	Traditional	313	16	3	8	1	-	1	5	1	2
50 Oak Forest School	Optional	408	20	5	8	1	-	1	10	1	1
51 Oakhaven Elementary School	Traditional	545	26	4	11	1	1	2	3	1	2
52 Oakshire Elementary School	Traditional	314	16	3	9	1	2	1	3	1	2
53 Peabody Elementary School	Optional	367	16	7	6	1	1	1	4	1	1
54 Raleigh-Bartlett Meadows School	Traditional	462	22	3	10	1	-	1	9	1	1
55 Richland Elementary School	Traditional	836	40	6	10	1	1	2	10	1	2
56 Riverwood Elementary School	Optional	949	45	7	10	1	1	2	15	1	3
57 Robert R. Church Elementary School	Traditional	668	33	6	21	1	2	2	10	1	3
58 Ross Elementary School	Traditional	608	30	5	13	1	1	2	6	1	3
59 Rozelle Elementary School	Optional	232	12	4	57	1	-	1	1	1	1
60 Scenic Hills Elementary School	Traditional	280	14	3	11	1	-	1	9	-	1
61 Sea Isle Elementary School	Traditional	398	20	3	8	1	1	1	14	1	1
62 Shady Grove Elementary School	Traditional	379	18	4	6	1	1	1	5	1	1
63 Sharpe Elementary School	Traditional	264	14	3	15	1	-	2	5	1	1
64 Sheffield Elementary School	Traditional	437	26	4	18	1	1	2	4	1	2
65 Shelby Oaks Elementary School	Traditional	825	41	6	13	1	1	2	12	1	2
66 Sherwood Elementary School	Optional	530	26	6	17	1	1	2	6	1	2
67 Shrine School	Specialty	127	-	-	3	1	1	1	35	1	-
68 South Park Elementary School	Traditional	468	22	4	15	1	1	2	16	1	2
69 Southwind Elementary School	Traditional	623	33	4	12	1	-	2	15	1	1
70 Springdale Elementary School	Optional	242	12	4	13	1	-	1	3	1	1
71 Treadwell Elementary School	Optional	691	34	7	16	1	1	2	10	1	1
72 Volentine Elementary School	Optional	278	15	4	16	1	1	1	13	1	1
73 Wells Station Elementary School	Traditional	734	34	5	21	1	1	2	12	1	2
74 Westhaven Elementary School	iZone	756	36	4	23	1	2	2	18	2	2
75 Westside Elementary School	Traditional	309	15	3	6	1	-	1	3	1	2
76 White Station Elementary School	Traditional	617	29	4	6	1	1	2	9	1	2
77 Whitehaven Elementary STEM School	Optional	459	22	4	8	1	2	2	11	1	1
78 William H Brewster Elementary School	Optional	430	21	4	23	1	-	1	6	1	2
79 Willow Oaks Elementary School	Optional	738	35	6	22	1	1	2	9	1	2
80 Winchester Elementary School	Traditional	599	28	4	19	1	1	2	6	1	3
81 Winridge Elementary School	Traditional	468	22	4	16	1	1	1	9	1	3
<b>Elementary School Totals</b>		<b>41,794</b>	<b>1,997</b>	<b>337</b>	<b>1,035</b>	<b>83</b>	<b>67</b>	<b>121</b>	<b>741</b>	<b>77</b>	<b>129</b>



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Middle School Summary

	SCHOOL NAME	SCHOOL TYPE	FY 2018-19 STUDENT DEMOGRAPHICS				FY 2019-20 FINANCIAL BUDGET					PER PUPIL EXPENDITURE
			ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	
1	A. Maceo Walker Middle School	Empowerment	716	80%	16%	3%	4,091,497	394,275	199,289	30,000	4,715,061	6,585
2	American Way Middle School	Traditional	701	77%	13%	15%	4,012,866	388,500	98,168	67,007	4,566,541	6,514
3	Avon-Lenox	Specialty	138	44%	99%	3%	2,473,139	-	462,776	-	2,935,914	21,275
4	Barret's Chapel K-8 School	Traditional	457	43%	12%	3%	3,551,394	172,200	72,575	-	3,796,169	8,307
5	Bellevue Middle School	Optional	560	44%	3%	1%	3,172,550	210,840	-	-	3,383,390	6,042
6	Chickasaw Middle School	iZone	368	85%	13%	0%	2,196,052	187,950	45,423	(15,868)	2,413,557	6,559
7	Colonial Middle School	Optional	1,097	58%	8%	9%	6,321,852	549,360	34,979	-	6,906,191	6,296
8	Cordova Middle School	Optional	813	36%	11%	4%	3,989,673	237,720	101,493	-	4,328,887	5,325
9	Craigmont Middle School	Optional	557	68%	14%	3%	3,679,665	296,625	109,967	30,000	4,116,257	7,390
10	Cummings K-8 School	Optional	543	89%	6%	-	3,269,408	265,650	-	220,163	3,755,222	6,916
11	Dexter Middle School	Traditional	378	43%	10%	6%	2,147,843	142,800	29,914	-	2,320,557	6,139
12	Douglass K-8 School	iZone	459	86%	9%	3%	3,709,019	233,100	52,625	210,811	4,205,555	9,162
13	E. E. Jeter K-8 School	Traditional	431	28%	11%	2%	2,961,752	105,000	33,056	-	3,099,808	7,192
14	Geeter Middle School	iZone	604	87%	0%	0%	3,692,230	319,200	102,737	30,000	4,144,167	6,861
15	Georgian Hills Middle School	Traditional	274	86%	22%	-	2,119,981	168,000	133,744	30,000	2,451,725	8,948
16	Germantown Middle School	Optional	710	33%	7%	2%	3,835,467	196,560	221,162	-	4,253,189	5,990
17	Grandview Heights Middle School	iZone	486	88%	16%	0%	3,039,908	250,425	196,438	294,281	3,781,053	7,780
18	Hamilton Middle School	iZone	202	86%	13%	1%	1,805,674	120,225	54,605	-	1,980,504	9,804
19	Havenview Middle School	erment/Optional	714	67%	12%	0%	3,812,823	339,150	50,217	18,000	4,220,190	5,911
20	Hickory Ridge Middle School	Traditional	876	71%	10%	6%	4,752,835	464,625	55,192	-	5,272,652	6,019
21	Highland Oaks Middle School	Traditional	715	47%	11%	4%	3,508,375	285,600	52,747	-	3,846,722	5,380
22	John P. Freeman K-8 Optional School	Optional	662	42%	1%	0%	4,038,838	217,560	-	-	4,256,398	6,430
23	Kate Bond Middle School	Traditional	1,090	45%	11%	10%	6,129,350	449,400	162,434	-	6,741,184	6,185
24	Kingsbury Middle School	Traditional	639	67%	12%	26%	3,399,128	345,975	45,423	66,485	3,857,011	6,036
25	Maxine Smith STEAM Academy	Optional	371	8%	1%	0%	2,025,871	-	-	-	2,025,871	5,461
26	Mt Pisgah Middle School	Traditional	569	30%	9%	2%	2,739,611	116,760	-	-	2,856,371	5,020
27	Oakhaven Middle School	Traditional	313	78%	10%	7%	1,880,352	151,725	-	-	2,032,077	6,492
28	Ridgeway Middle School	Optional	762	53%	9%	2%	3,410,890	332,640	84,806	-	3,828,336	5,024
29	Riverview K-8 School	iZone	368	86%	14%	-	3,172,170	213,150	134,186	64,633	3,584,139	9,740
30	Sherwood Middle School	iZone	728	81%	13%	8%	4,662,037	411,075	215,744	75,616	5,364,472	7,369
31	Snowden K-8 School	Optional	1,255	49%	5%	3%	7,113,243	512,400	-	100,625	7,726,268	6,156
32	Treadwell Middle School	iZone	477	68%	16%	22%	2,992,083	269,325	77,794	91,697	3,430,899	7,193
33	White Station Middle School	Optional	1,228	26%	9%	4%	7,138,039	290,640	275,392	-	7,704,072	6,274
34	Woodstock Middle School	Traditional	301	78%	18%	1%	1,755,122	155,925	-	30,000	1,941,047	6,449
<b>Middle School Totals</b>			<b>20,562</b>	<b>59%</b>	<b>11%</b>	<b>5%</b>	<b>\$ 122,600,738</b>	<b>\$ 8,794,380</b>	<b>\$ 3,102,885</b>	<b>\$ 1,343,450</b>	<b>\$ 135,841,453</b>	<b>\$ 6,606</b>



Middle School Summary

		FY 2019-20 STAFFING												
SCHOOL NAME	SCHOOL TYPE	FY 2019-20 K-12 ENROLLMENT	GENERAL ED. CLASSROOM TEACHERS	SPED. 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	TEACHERS WITH TEM 3 OR ABOVE	
1	A. Maceo Walker Middle School	Empowerment	716	32	9	-	-	-	-	1	42	1:18	98%	
2	American Way Middle School	Traditional	701	32	7	1	-	-	-	3	42	1:17	84%	
3	Avon-Lenox	Specialty	138	1	17	-	-	-	1	-	19	1:10	100%	
4	Barret's Chapel K-8 School	Traditional	457	26	4	-	-	-	-	-	30	1:16	97%	
5	Bellevue Middle School	Optional	560	24	2	1	-	1	-	1	29	1:20	97%	
6	Chickasaw Middle School	iZone	368	17	5	-	-	-	-	-	22	1:13	100%	
7	Colonial Middle School	Optional	1,097	49	6	2	-	3	1	1	62	1:17	91%	
8	Cordova Middle School	Optional	813	33	6	1	-	1	-	1	41	1:18	86%	
9	Craigmont Middle School	Optional	557	27	8	-	-	1	1	1	39	1:15	91%	
10	Cummings K-8 School	Optional	543	31	2	1	-	1	-	-	34	1:12	74%	
11	Dexter Middle School	Traditional	378	15	3	2	-	-	-	1	19	1:16	96%	
12	Douglass K-8 School	iZone	459	25	4	-	-	1	-	1	31	1:10	100%	
13	E. E. Jeter K-8 School	Traditional	431	25	2	-	-	-	-	-	27	1:13	93%	
14	Geeter Middle School	iZone	604	29	5	-	1	-	-	-	35	1:14	70%	
15	Georgian Hills Middle School	Traditional	274	15	6	-	-	-	-	-	21	1:14	72%	
16	Germantown Middle School	Optional	710	31	6	-	-	1	2	1	41	1:17	98%	
17	Grandview Heights Middle School	iZone	486	19	9	-	-	-	-	-	28	1:12	98%	
18	Hamilton Middle School	iZone	202	14	4	-	-	-	-	-	18	1:15	70%	
19	Haverview Middle School	Empowerment/Optional	714	30	7	1	-	1	-	-	38	1:17	86%	
20	Hickory Ridge Middle School	Traditional	876	39	6	2	-	-	-	1	48	1:17	98%	
21	Highland Oaks Middle School	Traditional	715	31	6	-	-	-	-	-	37	1:19	98%	
22	John P. Freeman K-8 Optional School	Optional	662	32	-	-	2	2	1	1	38	1:17	95%	
23	Kate Bond Middle School	Traditional	1,090	50	11	2	-	-	-	1	68	1:16	97%	
24	Kingsbury Middle School	Traditional	639	28	5	1	-	-	-	-	39	1:16	100%	
25	Maxine Smith STEAM Academy	Optional	371	15	-	1	-	1	-	-	17	1:20	84%	
26	Mt Pisgah Middle School	Traditional	569	24	3	-	-	-	-	1	29	1:19	86%	
27	Oakhaven Middle School	Traditional	313	13	2	-	-	-	-	-	16	1:16	61%	
28	Ridgeway Middle School	Optional	762	32	4	-	-	2	1	-	40	1:19	88%	
29	Riverview K-8 School	iZone	368	24	6	-	-	-	-	-	30	1:14	97%	
30	Sherwood Middle School	iZone	728	33	12	-	-	-	-	-	47	1:16	100%	
31	Snowden K-8 School	Optional	1,255	58	4	-	-	2	1	1	68	1:18	100%	
32	Treadwell Middle School	iZone	477	21	5	-	-	-	-	-	29	1:16	100%	
33	White Station Middle School	Optional	1,228	54	11	-	-	1	3	1	71	1:17	100%	
34	Woodstock Middle School	Traditional	301	15	3	-	-	-	-	-	19	1:15	78%	
<b>Middle School Totals</b>			<b>20,562</b>	<b>943</b>	<b>190</b>	<b>15</b>	<b>3</b>	<b>18</b>	<b>12</b>	<b>8</b>	<b>37</b>	<b>1:17.00</b>		



Middle School Summary

	SCHOOL NAME	SCHOOL TYPE	FY 2019-20 K-12				ASSISTANT/ VICE- PRINCIPALS		GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
			ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER	PRINCIPALS					
1	A. Maceo Walker Middle School	mpow erment	716	32	-	12	1	3	3	11	1	2
2	American Way Middle School	Traditional	701	32	-	15	1	2	2	6	1	1
3	Avon-Lenox	Specialty	138	1	1	5	1	1	1	36	1	-
4	Barret's Chapel K-8 School	Traditional	457	26	3	7	1	1	2	6	1	1
5	Bellevue Middle School	Optional	560	24	2	8	1	1	2	2	1	1
6	Chickasaw Middle School	iZone	368	18	-	5	1	1	1	7	-	1
7	Colonial Middle School	Optional	1,097	49	5	17	1	2	4	7	1	4
8	Cordova Middle School	Optional	813	33	1	11	1	2	3	5	1	2
9	Craigmont Middle School	Optional	557	27	3	12	1	1	3	9	1	1
10	Cummings K-8 School	Optional	543	31	4	11	1	1	2	4	1	2
11	Dexter Middle School	Traditional	378	15	-	6	1	1	2	3	1	1
12	Douglass K-8 School	iZone	459	25	3	18	1	2	2	10	-	1
13	E. E. Jeter K-8 School	Traditional	431	25	2	7	1	1	2	7	1	-
14	Geeter Middle School	iZone	604	30	2	11	1	2	2	7	1	1
15	Georgian Hills Middle School	Traditional	274	15	-	6	1	1	1	9	-	1
16	Germantow n Middle School	Optional	710	31	3	10	1	2	2	9	1	1
17	Grandview Heights Middle School	iZone	486	19	-	16	1	1	2	9	1	3
18	Hamilton Middle School	iZone	202	14	-	9	1	1	1	2	-	1
19	Havenview Middle School	rment/Optional	714	30	1	11	1	2	3	2	1	5
20	Hickory Ridge Middle School	Traditional	876	39	1	15	1	2	5	2	1	2
21	Highland Oaks Middle School	Traditional	715	31	-	12	1	2	2	3	1	1
22	John P. Freeman K-8 Optional School	Optional	662	34	6	10	1	2	2	4	1	2
23	Kate Bond Middle School	Traditional	1,090	50	1	14	1	3	4	14	1	3
24	Kingsbury Middle School	Traditional	639	28	-	10	1	1	2	2	1	3
25	Maxine Smith STEAM Academy	Optional	371	15	2	7	1	1	1	-	-	1
26	Mt Pisgah Middle School	Traditional	569	24	1	8	1	1	2	1	1	1
27	Oakhaven Middle School	Traditional	313	13	-	3	1	1	1	3	-	3
28	Ridgew ay Middle School	Optional	762	32	3	14	1	2	3	3	1	1
29	Riverview K-8 School	iZone	368	25	2	9	1	1	2	7	1	2
30	Sherw ood Middle School	iZone	728	34	-	14	1	2	3	13	1	2
31	Snow den K-8 School	Optional	1,255	58	10	14	1	3	4	8	2	2
32	Treadw ell Middle School	iZone	477	21	-	22	1	1	2	3	1	2
33	White Station Middle School	Optional	1,228	54	5	9	1	3	4	10	2	1
34	Woodstock Middle School	Traditional	301	15	-	9	1	1	1	2	1	1
<b>Middle School Totals</b>			<b>20,562</b>	<b>949</b>	<b>60</b>	<b>364</b>	<b>34</b>	<b>54</b>	<b>78</b>	<b>226</b>	<b>30</b>	<b>56</b>



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High School Summary

SCHOOL NAME	SCHOOL TYPE	FY 2018-19 STUDENT DEMOGRAPHICS				FY 2019-20 FINANCIAL BUDGET					PER PUPIL EXPENDITURE
		FY 2019-20 K-12 ENROLLMENT	ECONOMICALLY DISADVANTAGED	STUDENTS WITH DISABILITIES	ENGLISH LANGUAGE LEARNERS	GENERAL FUND	TITLE I	IDEA	OTHER	TOTAL	
1 B T Washington High School	Traditional	436	87%	16%	-	3,582,972	254,625	81,938	-	3,919,535	8,990
2 Bolton High School	Optional	848	41%	16%	1%	5,496,223	306,600	151,100	25,000	5,978,923	7,051
3 Central High School	Optional	1,432	48%	7%	4%	7,888,740	608,160	102,327	-	8,599,227	6,005
4 Cordova High School	Traditional	2,268	37%	12%	8%	11,732,264	714,000	129,923	35,663	12,611,850	5,561
5 Craigmont High School	Optional	840	64%	15%	3%	5,153,870	426,825	47,595	-	5,628,290	6,700
6 Douglass High School	iZone	557	78%	18%	4%	3,897,995	295,050	104,298	30,000	4,327,344	7,769
7 East High School	Optional	371	47%	7%	4%	3,447,242	149,520	29,690	-	3,626,452	9,775
8 Germantown High School	Optional	1,883	23%	9%	3%	10,414,261	382,200	203,374	-	10,999,836	5,842
9 Hamilton High School	iZone	611	82%	23%	0%	4,571,461	326,550	247,373	308,555	5,453,939	8,926
10 Hollis F. Price Middle College High	Specialty	93	61%	-	-	1,679,108	50,400	-	-	1,729,508	18,597
11 Kingsbury High School	Optional	1,232	53%	15%	25%	6,962,120	589,680	135,549	548,607	8,235,956	6,685
12 Kirby High School	Traditional	780	64%	16%	7%	5,611,520	418,950	155,545	-	6,186,015	7,931
13 Manassas High School	Traditional	400	80%	21%	1%	3,155,779	226,800	182,377	63,174	3,628,130	9,070
14 Meirose High School	iZone	803	78%	18%	1%	3,541,849	305,550	-	223,085	4,070,483	5,069
15 Middle College High	Specialty	326	27%	3%	-	2,083,452	74,760	-	-	2,158,212	6,620
16 Mitchell High School	iZone	442	75%	18%	1%	3,110,522	232,575	50,257	74,483	3,467,837	7,846
17 Oakhaven High School	Traditional	374	71%	14%	3%	2,160,445	172,200	-	-	2,332,645	6,237
18 Overton High School	Optional	1,097	53%	10%	13%	6,452,896	506,520	102,498	-	7,061,914	6,437
19 Raleigh Egypt High School	iZone	986	76%	14%	3%	6,213,177	538,650	103,074	67,107	6,922,008	7,020
20 Ridgeway High School	Optional	1,124	48%	10%	1%	6,133,610	472,080	180,563	-	6,786,253	6,038
21 Sheffield High School	iZone	604	61%	14%	22%	4,128,500	342,720	100,150	62,114	4,633,484	7,671
22 Southwind High School	Traditional	1,667	41%	11%	3%	8,177,705	581,280	140,178	-	8,899,164	5,338
23 Trezevant High School	iZone	514	83%	19%	1%	3,565,129	279,825	161,986	321,871	4,328,811	8,422
24 Westwood High School	iZone	333	77%	24%	1%	2,690,138	195,300	108,811	30,000	3,024,249	9,082
25 White Station High School	Optional	1,836	26%	9%	4%	11,203,075	483,840	429,070	-	12,115,985	6,599
26 Whitehaven High School	erment/Optional	1,692	54%	11%	1%	8,794,823	750,120	27,547	-	9,572,490	5,658
27 Wooddale High School	Optional	485	66%	16%	9%	4,078,772	315,525	109,445	30,000	4,533,742	9,348
<b>High School Totals</b>		<b>24,034</b>	<b>53%</b>	<b>13%</b>	<b>5%</b>	<b>\$ 145,927,648</b>	<b>\$ 10,000,305</b>	<b>\$ 3,084,671</b>	<b>\$ 1,819,658</b>	<b>\$ 160,832,281</b>	<b>\$ 6,692</b>



High School Summary

FY 2019-20 STAFFING														
SCHOOL NAME	SCHOOL TYPE	FY 2019-20	GENERAL ED.		CAREER AND		OPTIONAL	WORLD	BAND AND		TOTAL	TEACHER TO	TEACHERS	
		K-12	CLASSROOM	SPED.	TECHNOLOGY	TITLE I	SCHOOL	LANGUAGE	STRINGS	ESL TEACHERS	TEACHERS	STUDENT RATIO	WITH TEM 3	OR ABOVE
		ENROLLMENT	TEACHERS	TEACHERS	TEACHERS	TEACHERS	TEACHERS	TEACHERS						
1	B T Washington High School	Traditional	436	27	6	2	-	-	-	-	33	1:14	98%	
2	Bolton High School	Optional	848	35	10	8	-	1	-	-	47	1:19	94%	
3	Central High School	Optional	1,432	58	7	4	-	4	1	1	73	1:20	97%	
4	Cordova High School	Traditional	2,268	94	14	12	-	-	-	1	115	1:19	88%	
5	Craigmont High School	Optional	840	37	7	6	-	1	-	-	46	1:19	77%	
6	Douglass High School	iZone	557	22	6	4	-	1	-	1	31	1:17	88%	
7	East High School	Optional	371	31	3	-	-	1	-	-	35	1:12	95%	
8	Germantown High School	Optional	1,883	78	11	13	-	1	-	-	91	1:19	100%	
9	Hamilton High School	iZone	611	24	13	9	-	-	-	-	37	1:17	79%	
10	Hollis F. Price Middle College High	Specialty	93	-	-	-	-	-	-	-	0	1:9	93%	
11	Kingsbury High School	Optional	1,232	51	11	2	-	1	-	-	71	1:19	81%	
12	Kirby High School	Traditional	780	32	11	7	-	-	-	-	45	1:18	83%	
13	Manassas High School	Traditional	400	17	8	4	-	-	-	-	25	1:18	72%	
14	Melrose High School	iZone	803	21	7	6	-	-	-	-	28	1:18	87%	
15	Middle College High	Specialty	326	-	1	2	-	-	-	-	1	1:16	100%	
16	Mitchell High School	iZone	442	17	6	2	-	-	-	-	23	1:19	100%	
17	Oakhaven High School	Traditional	374	17	2	4	-	-	-	-	19	1:17	72%	
18	Overton High School	Optional	1,097	50	9	5	-	3	-	1	66	1:19	95%	
19	Raleigh Egypt High School	iZone	986	38	12	5	-	-	-	-	52	1:15	90%	
20	Ridgeway High School	Optional	1,124	50	6	5	-	-	-	1	58	1:20	89%	
21	Sheffield High School	iZone	604	25	7	4	-	-	-	-	36	1:18	72%	
22	Southwind High School	Traditional	1,667	63	12	10	-	-	-	-	77	1:18	86%	
23	Trezevant High School	iZone	514	23	8	2	-	-	-	-	31	1:17	61%	
24	Westwood High School	iZone	333	15	6	2	-	-	-	-	21	1:11	66%	
25	White Station High School	Optional	1,836	87	15	4	-	3	2	1	110	1:20	98%	
26	Whitehaven High School	erment/Optional	1,692	65	9	12	-	1	1	1	77	1:20	97%	
27	Wooddale High School	Optional	485	20	7	5	-	-	-	-	29	1:17	65%	
<b>High School Totals</b>			<b>24,034</b>	<b>997</b>	<b>214</b>	<b>139</b>	<b>-</b>	<b>17</b>	<b>4</b>	<b>7</b>	<b>39</b>	<b>1,277</b>	<b>1:19.00</b>	



High School Summary

	SCHOOL NAME	SCHOOL TYPE	FY 2019-20 K-12				PRINCIPALS	ASSISTANT/ VICE- PRINCIPALS	GUIDANCE COUNSELORS	EDUCATIONAL ASSTANTS	LIBRARIANS	INSTRUCTIONAL FACILITATOR
			ENROLLMENT	TEACHERS	SPECIAL SKILLS	OTHER						
1	B T Washington High School	Traditional	436	27	-	18	1	1	2	6	1	1
2	Bolton High School	Optional	848	35	1	16	1	2	3	9	1	2
3	Central High School	Optional	1,432	58	6	22	1	4	5	8	2	3
4	Cordova High School	Traditional	2,268	94	1	27	1	6	7	23	2	2
5	Craigmont High School	Optional	840	37	1	17	1	3	3	8	1	1
6	Douglass High School	iZone	557	22	2	14	1	2	2	6	1	1
7	East High School	Optional	371	31	1	13	1	2	1	1	1	1
8	Germantown High School	Optional	1,883	78	1	30	1	6	6	10	2	1
9	Hamilton High School	iZone	611	24	-	20	1	2	2	13	1	2
10	Hollis F. Price Middle College High	Specialty	93	-	-	4	1	1	1	-	-	-
11	Kingsbury High School	Optional	1,232	51	1	30	1	4	5	9	1	3
12	Kirby High School	Traditional	780	32	-	20	1	3	3	11	1	2
13	Manassas High School	Traditional	400	18	-	11	1	1	1	9	1	4
14	Melrose High School	iZone	803	21	-	12	1	2	3	2	1	1
15	Middle College High	Specialty	326	-	-	5	1	1	1	2	1	-
16	Mitchell High School	iZone	442	17	-	13	1	1	2	6	1	1
17	Oakhaven High School	Traditional	374	17	-	13	1	1	1	2	1	1
18	Overton High School	Optional	1,097	50	4	22	1	3	4	6	1	2
19	Raleigh Egypt High School	iZone	986	38	-	19	1	3	3	10	2	4
20	Ridgeway High School	Optional	1,124	50	1	17	1	4	5	8	1	2
21	Sheffield High School	iZone	604	25	-	17	1	2	2	7	1	2
22	Southwind High School	Traditional	1,667	63	-	25	1	5	5	10	2	3
23	Trezevant High School	iZone	514	23	-	20	1	2	2	7	1	1
24	Westwood High School	iZone	333	15	-	14	1	1	2	5	1	1
25	White Station High School	Optional	1,836	87	6	29	1	5	6	11	2	3
26	Whitehaven High School	rrment/Optional	1,692	65	3	25	-	6	5	5	2	3
27	Wooddale High School	Optional	485	20	-	16	1	3	2	6	1	3
<b>High School Totals</b>			<b>24,034</b>	<b>998</b>	<b>28</b>	<b>488</b>	<b>26</b>	<b>76</b>	<b>84</b>	<b>200</b>	<b>33</b>	<b>50</b>



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# ELEMENTARY SCHOOLS DATA



**A B Hill Elementary School**

345 E. Olive, Memphis, TN 38116  
 Phone: (901) 416-7844 Fax: (901) 416-7890

<b>Grade Level:</b> PreK-5	<b>School Type:</b> iZone	<b>Square Footage:</b> 79,293	<b>Student Capacity:</b> 574	<b>FY2018-19 Utilization:</b> 40%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	52	51	51	51	-
K-12	230	207	212	212	-
Attendance Rate	93.4%	93.7%	93.7%	-	NA
Student-Teacher Ratio	1:12	1:12	1:12	1:12	-

**Student Demographics**

Economically Disadvantaged (%)	85.2%	76.6%	87.5%	-	-
Students with Disabilities (%)	21.1%	24.1%	25.3%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	0	-	1	1
Classroom Teacher	23	22	-	21	21
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	11	12	-	15	15
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	2	2	-	4	4

**School Level Funds**

General Fund	\$2,129,695	\$2,398,785	\$2,546,465	\$2,317,443	-\$229,022
Title I	\$191,050	\$150,979	\$142,323	\$128,100	-\$14,223
IDEA, Part B	\$155,550	\$170,623	\$169,189	\$150,755	-\$18,433
Other Special Revenue & Federal Funds	\$99,613	\$60,940	\$92,133	\$251,318	\$159,184
<b>Total</b>	<b>\$2,575,910</b>	<b>\$2,781,330</b>	<b>\$2,950,111</b>	<b>\$2,847,616</b>	<b>-\$102,494</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	74%	100%	
TEM 5	5%	42%	
TEM 4	16%	46%	
TEM 3	53%	12%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation** **\$1,353,917**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,171,050
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$182,867
How has funding changed under SBB?		Last Year (1819)		\$1,408,958	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,353,917	
		Total Difference		\$(55,042)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(152,896)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$(41,874)	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,171,050**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	212	\$748,360
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	50	\$52,950
Grade 1	0.30	\$1,059	48	\$50,832
Grade 2	0.30	\$1,059	32	\$33,888
Grade 3	0.20	\$706	30	\$21,180
Grade 4	0.20	\$706	31	\$21,886
Grade 5	0.20	\$706	21	\$14,826
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	187	\$66,011
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	45	\$63,540
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	191	\$67,423
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	35	\$28,875
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,171,050</b>

**2. SBB Transition Supplements** **\$182,867**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$11,892

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,524	6,583.92	\$(1,060)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-15%		\$170,975
<b>SBB Total Supplements TOTAL</b>		<b>\$182,867</b>



**Alton Elementary School**

2020 Alton, Memphis, TN 38106  
 Phone: (901) 416-7430 Fax: (901) 416-7414

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 55,934	<b>Student Capacity:</b> 399	<b>FY2018-19 Utilization:</b> 63%	<b>FCI:</b> 25
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	251	242	244	270	26
Attendance Rate	95.4%	95.3%	95.3%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	84.1%	71.3%	85.4%	-	-
Students with Disabilities (%)	7%	5.7%	6.2%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	18	19	-	19	19
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	1	1	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	5	3	-	1	1
Other	6	3	-	6	6

**School Level Funds**

General Fund	\$1,789,738	\$2,114,690	\$1,995,745	\$2,083,787	\$88,042
Title I	\$150,622	\$132,099	\$138,845	\$142,800	\$3,954
Other Special Revenue & Federal Funds	\$147,867	\$135,407	\$135,296	\$275,995	\$140,699
<b>Total</b>	<b>\$2,088,228</b>	<b>\$2,382,196</b>	<b>\$2,269,887</b>	<b>\$2,502,582</b>	<b>\$232,695</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	100%		
TEM 5	32%	9%		
TEM 4	36%	45%		
TEM 3	27%	45%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	1	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

**Total SBB Allocation** **\$1,617,409**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,446,817
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$170,592
How has funding changed under SBB?		Last Year (1819)		\$1,636,553	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,617,409	
		Total Difference		\$(19,145)	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(14,353)	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$(50,023)	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,446,817**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	270	\$953,100
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	60	\$63,540
Grade 1	0.30	\$1,059	55	\$58,245
Grade 2	0.30	\$1,059	52	\$55,068
Grade 3	0.20	\$706	37	\$26,122
Grade 4	0.20	\$706	33	\$23,298
Grade 5	0.20	\$706	33	\$23,298
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	229	\$80,837
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	52	\$73,424
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	246	\$86,838
Incoming High Proficiency	0.10	\$353	4	\$1,412
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	1	\$825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$20,296
<b>SBB Allocations Total</b>				<b>\$1,446,817</b>

**2. SBB Transition Supplements** **\$170,592**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$97,312

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,359	6,175.67	\$(817)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-6%		\$52,983
<b>SBB Total Supplements TOTAL</b>		<b>\$170,592</b>



**Balmoral-Ridgeway Elementary School**

5905 Grosvenor, 38119  
 Phone: (901) 416-2128 Fax: (901) 416-2130

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 38,940	<b>Student Capacity:</b> 254	<b>FY2018-19 Utilization:</b> 114%	<b>FCI:</b> 27
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	289	279	313	334	21
Attendance Rate	96.1%	96.4%	96.4%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	41.4%	73.7%	47.4%	-	-
Students with Disabilities (%)	7.8%	4%	4.2%	-	-
English Language Learners (%)	4.4%	5.8%	5.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	19	17	-	17	17
Special Skills	6	5	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	4	4
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	5	2	-	1	1
Other	2	2	-	3	3

**School Level Funds**

General Fund	\$2,003,124	\$2,102,291	\$2,075,697	\$2,057,582	-\$18,115
Title I	\$127,875	\$135,103	\$124,627	\$131,880	\$7,252
IDEA, Part B	\$20,263	\$22,566	\$22,893	\$22,711	-\$181
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,151,263</b>	<b>\$2,259,961</b>	<b>\$2,223,218</b>	<b>\$2,212,173</b>	<b>-\$11,044</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	92%	96%			
TEM 5	13%	13%			
TEM 4	50%	63%			
TEM 3	29%	21%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	2	3	N/A	N/A	N/A

**Total SBB Allocation** **\$1,688,657**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,667,560
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$21,097
How has funding changed under SBB?		Last Year (1819)		\$1,699,049	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,688,657	
		Total Difference		\$(10,392)	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(34,699)	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$(30,986)	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,667,560**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	334	\$1,179,020
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	56	\$59,304
Grade 1	0.30	\$1,059	50	\$52,950
Grade 2	0.30	\$1,059	57	\$60,363
Grade 3	0.20	\$706	59	\$41,654
Grade 4	0.20	\$706	58	\$40,948
Grade 5	0.20	\$706	54	\$38,124
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	161	\$56,833
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	17	\$1,496
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	34	\$48,008
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	207	\$73,071
Incoming High Proficiency	0.10	\$353	43	\$15,179
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$21,098
<b>SBB Allocations Total</b>				<b>\$1,667,560</b>

**2. SBB Transition Supplements** **\$21,097**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,993	5,148.63	\$(156)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-2%		\$0

**SBB Total Supplements TOTAL** **\$21,097**



**Berclair Elementary School**

810 N. Perkins, Memphis, TN 38122  
 Phone: (901) 416-8800 Fax: (901) 416-8802

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 76,722	<b>Student Capacity:</b> 636	<b>FY2018-19 Utilization:</b> 93%	<b>FCI:</b> 28
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	589	572	609	623	14
Attendance Rate	94.5%	94.7%	94.7%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	61.9%	79.1%	63.2%	-	-
Students with Disabilities (%)	9.6%	8.8%	10.6%	-	-
English Language Learners (%)	37.7%	37%	35.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	38	40	-	41	41
Special Skills	5	4	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	4	8	-	10	10
Instructional Facilitator	1	2	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	10	6	-	4	4

**School Level Funds**

General Fund	\$3,762,477	\$3,856,239	\$3,982,455	\$3,919,065	-\$63,389
Title I	\$330,232	\$354,245	\$355,581	\$337,050	-\$18,531
IDEA, Part B	\$74,385	\$106,295	\$113,467	\$76,175	-\$37,292
Other Special Revenue & Federal Funds	\$96,986	\$112,483	\$186,787	\$208,602	\$21,814
<b>Total</b>	<b>\$4,264,081</b>	<b>\$4,429,264</b>	<b>\$4,638,291</b>	<b>\$4,540,893</b>	<b>-\$97,398</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	100%		
TEM 5	24%	57%		
TEM 4	55%	41%		
TEM 3	18%	2%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	4	5	N/A	N/A	N/A

**Total SBB Allocation** **\$3,229,212**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,229,212
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 funding changed under SBB?		Last Year (1819)		\$2,999,118	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,229,212	
		Total Difference		\$230,094	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(135,745)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$196,013	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,229,212**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	623	\$2,199,190
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	88	\$93,192
Grade 1	0.30	\$1,059	100	\$105,900
Grade 2	0.30	\$1,059	120	\$127,080
Grade 3	0.20	\$706	114	\$80,484
Grade 4	0.20	\$706	101	\$71,306
Grade 5	0.20	\$706	100	\$70,600
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	406	\$143,318
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	211	\$18,568
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	76	\$107,312
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	495	\$174,735
Incoming High Proficiency	0.10	\$353	39	\$13,767
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	27	\$22,275
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,229,212</b>

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,183	4,868.70	\$315
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Bethel Grove Elementary School**

2459 Arlington, Memphis, TN 38114  
 Phone: (901) 416-5012 Fax: (901) 416-5005

**Grade Level:** PreK-5      **School Type:** Traditional      **Square Footage:** 54,324      **Student Capacity:** 398      **FY2018-19 Utilization:** 59%      **FCI:** 12

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	39	40	40	40	-
K-12	234	233	196	199	3
Attendance Rate	94.5%	94.9%	94.9%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	84.1%	75.4%	83.6%	-	-
Students with Disabilities (%)	16.3%	15.9%	17.9%	-	-
English Language Learners (%)	0.7%	0.4%	0.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	16	18	-	16	16
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	5	5	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	4	2	-	1	1
Other	2	2	-	2	2

**School Level Funds**

General Fund	\$1,858,090	\$1,865,173	\$1,789,331	\$2,007,389	\$218,058
Title I	\$156,312	\$138,928	\$128,836	\$124,950	-\$3,886
IDEA, Part B	\$90,369	\$79,733	\$78,858	\$75,689	-\$3,168
Other Special Revenue & Federal Funds	\$98,005	\$102,256	\$102,423	\$130,680	\$28,257
<b>Total</b>	<b>\$2,202,778</b>	<b>\$2,186,092</b>	<b>\$2,099,450</b>	<b>\$2,338,709</b>	<b>\$239,259</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	84%	100%			
TEM 5	16%	41%			
TEM 4	53%	55%			
TEM 3	16%	5%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	2	4	N/A	N/A	N/A

**Total SBB Allocation** **\$1,267,177**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,055,471
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$211,706
How has funding changed under SBB?		Last Year (1819)		\$1,392,841	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,267,177	
		Total Difference		\$(125,664)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$4,693	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$12,990	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,055,471**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	199	\$702,470
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	40	\$42,360
Grade 1	0.30	\$1,059	32	\$33,888
Grade 2	0.30	\$1,059	31	\$32,829
Grade 3	0.20	\$706	38	\$26,828
Grade 4	0.20	\$706	29	\$20,474
Grade 5	0.20	\$706	29	\$20,474
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	167	\$58,951
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	28	\$39,536
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	163	\$57,539
Incoming High Proficiency	0.10	\$353	7	\$2,471
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	21	\$17,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,055,471</b>

**2. SBB Transition Supplements** **\$211,706**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$211,706

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,304	6,302.45	\$(999)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$211,706</b>



**Brownsville Road Elementary**

5292 Banbury, Memphis, TN 38134  
 Phone: (901) 416-4300 Fax: (901) 416-4302

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 66,545	<b>Student Capacity:</b> 654	<b>FY2018-19 Utilization:</b> 88%	<b>FCL:</b> 14
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	579	566	575	575	-
Attendance Rate	94.9%	95.8%	95.8%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	64%	76.7%	64.1%	-	-
Students with Disabilities (%)	9.3%	8.7%	8.3%	-	-
English Language Learners (%)	4.2%	2.6%	2.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	1	-	1	1
Classroom Teacher	30	34	-	32	32
Special Skills	7	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	5	9	-	7	7
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	7	7

**School Level Funds**

General Fund	\$3,411,151	\$3,197,480	\$3,483,318	\$3,280,059	-\$203,258
Title I	\$268,564	\$354,392	\$296,001	\$294,525	-\$1,476
IDEA, Part B	\$56,762	\$53,583	\$58,786	\$51,531	-\$7,255
Other Special Revenue & Federal Funds	\$30,470	\$30,520	\$31,048	\$28,079	-\$2,969
<b>Total</b>	<b>\$3,766,948</b>	<b>\$3,635,977</b>	<b>\$3,869,155</b>	<b>\$3,654,194</b>	<b>-\$214,960</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	91%	89%		
TEM 5	9%	5%		
TEM 4	47%	34%		
TEM 3	34%	50%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

Total SBB Allocation		\$2,939,799
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,939,799
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
<p>How has funding changed under SBB?</p> <p>Changes to enrollment impact the budget BEFORE SBB applies</p> <p>Estimated change to the budget due to Enrollment changes</p> <p>Estimated changes to the budget due to SBB transition</p>		<p>Last Year (1819) \$2,807,023</p> <p>This Year (1920) \$2,939,799</p> <p>Total Difference \$132,776</p> <p>Change from Enrollment \$5,920</p> <p>Change from SBB \$161,764</p>

**Detailed Breakdown**

1. SBB Allocations					\$2,939,799
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	575	\$2,029,750	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	77	\$81,543	
Grade 1	0.30	\$1,059	77	\$81,543	
Grade 2	0.30	\$1,059	108	\$114,372	
Grade 3	0.20	\$706	102	\$72,012	
Grade 4	0.20	\$706	101	\$71,306	
Grade 5	0.20	\$706	110	\$77,660	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	371	\$130,963	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	15	\$1,320	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	74	\$104,488	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	453	\$159,909	
Incoming High Proficiency	0.10	\$353	21	\$7,413	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	7	\$5,775	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,939,799</b>	

**2. SBB Transition Supplements** \$0

Staffing Supplement	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.	\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,113	4,831.37	\$281
% Change in Dollar per Pupil		Transition Policy Dollars
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Bruce Elementary School**

581 South Bellevue Blvd., Memphis, TN 38104  
 Phone: (901) 416-4495 Fax: (901) 416-4494

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 68,491	<b>Student Capacity:</b> 522	<b>FY2018-19 Utilization:</b> 68%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	33	31	31	31	-
K-12	355	450	462	441	-21
Attendance Rate	94.8%	95.2%	95.2%	-	NA
Student-Teacher Ratio	1:15	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	67.2%	77.3%	76.8%	-	-
Students with Disabilities (%)	9.6%	10.6%	9.6%	-	-
English Language Learners (%)	12.2%	9.2%	7.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	21	25	-	29	29
Special Skills	3	2	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	4	4	-	8	8
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	3	3	-	7	7

**School Level Funds**

General Fund	\$2,192,699	\$3,137,858	\$3,124,742	\$3,036,232	-\$88,510
Title I	\$167,157	\$181,835	\$250,892	\$233,625	-\$17,267
IDEA, Part B	\$91,080	\$121,964	\$82,618	\$78,622	-\$3,995
Other Special Revenue & Federal Funds	\$83,978	\$94,127	\$89,364	\$183,023	\$93,658
<b>Total</b>	<b>\$2,534,915</b>	<b>\$3,535,785</b>	<b>\$3,547,618</b>	<b>\$3,531,504</b>	<b>-\$16,113</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	100%		
TEM 5	67%	60%		
TEM 4	24%	37%		
TEM 3	5%	3%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,148,219**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,148,219
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 funding changed under SBB?		Last Year (1819)		\$2,304,681	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,148,219	
		Total Difference		\$(156,462)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(354,865)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$(65,347)	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,148,219**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	413	\$1,457,890
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	75	\$79,425
Grade 1	0.30	\$1,059	65	\$68,835
Grade 2	0.30	\$1,059	78	\$82,602
Grade 3	0.20	\$706	73	\$51,538
Grade 4	0.20	\$706	63	\$44,478
Grade 5	0.20	\$706	59	\$41,654
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	323	\$114,019
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	29	\$2,552
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	56	\$79,072
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	294	\$103,782
Incoming High Proficiency	0.10	\$353	31	\$10,943
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	13	\$10,725
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,148,219</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,201	5,359.72	\$(158)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-3%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Charjean Elementary School**

2140 Charjean Rd., Memphis, TN 38114  
 Phone: (901) 416-5016 Fax: (901) 416-5018

<b>Grade Level:</b> K-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 39,352	<b>Student Capacity:</b> 348	<b>FY2018-19 Utilization:</b> 116%	<b>FCI:</b> 37
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	404	409	372	307	-65
Attendance Rate	95%	94.9%	94.9%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	86.3%	84.6%	86%	-	-
Students with Disabilities (%)	3.8%	6.4%	5.5%	-	-
English Language Learners (%)	21.9%	23.3%	20.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	21	26	-	20	20
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	1	1	-	4	4
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	9	4	-	1	1
Other	10	6	-	5	5

**School Level Funds**

General Fund	\$2,257,520	\$2,334,019	\$2,588,774	\$2,364,941	-\$223,833
Title I	\$228,844	\$160,842	\$203,322	\$149,100	-\$54,222
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$133,195	\$88,387	\$134,496	\$188,002	\$53,505
<b>Total</b>	<b>\$2,619,561</b>	<b>\$2,583,250</b>	<b>\$2,926,593</b>	<b>\$2,702,043</b>	<b>-\$224,550</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	92%	100%	
TEM 5	29%	33%	
TEM 4	50%	43%	
TEM 3	13%	24%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

Total SBB Allocation		\$1,781,632
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,622,046
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$159,586
How has funding changed under SBB?		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(62,345)
	Estimated changes to the budget due to SBB transition	Change from SBB \$(23,657)
	Last Year (1819)	\$1,852,333
	This Year (1920)	\$1,781,632
	Total Difference	\$(70,701)

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	307	\$1,083,710
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	55	\$58,245
Grade 1	0.30	\$1,059	50	\$52,950
Grade 2	0.30	\$1,059	47	\$49,773
Grade 3	0.20	\$706	49	\$34,594
Grade 4	0.20	\$706	61	\$43,066
Grade 5	0.20	\$706	45	\$31,770
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	267	\$94,251
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	70	\$6,160
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	61	\$86,132
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	220	\$77,660
Incoming High Proficiency	0.10	\$353	9	\$3,177
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,622,046</b>

2. SBB Transition Supplements		\$159,586
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$159,586

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,284	5,880.42	\$(597)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-1%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$159,586</b>



**Cherokee Elementary School**

3061 Kimball, Memphis, TN 38114

Phone: (901) 416-5028 Fax: (901) 416-5010

<b>Grade Level:</b> PreK-5	<b>School Type:</b> iZone	<b>Square Footage:</b> 61,286	<b>Student Capacity:</b> 608	<b>FY2018-19 Utilization:</b> 78%	<b>FCI:</b> 4
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	473	462	478	436	-42
Attendance Rate	94.1%	93.7%	93.7%	-	NA
Student-Teacher Ratio	1:19	1:22	1:22	1:22	-

**Student Demographics**

Economically Disadvantaged (%)	85.3%	86.1%	85.7%	-	-
Students with Disabilities (%)	6%	6.3%	7.9%	-	-
English Language Learners (%)	1.7%	1.8%	1.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	25	31	-	25	25
Special Skills	3	3	-	3	3
Counselor	0	1	-	1	1
Educational Assistant	5	5	-	6	6
Instructional Facilitator	1	1	-	2	2
Librarian	0	1	-	1	1
Nutrition	7	3	-	1	1
Other	3	3	-	5	5

**School Level Funds**

General Fund	\$2,371,739	\$2,465,187	\$2,522,930	\$2,477,988	-\$44,942
Title I	\$228,785	\$304,492	\$277,156	\$239,400	-\$37,756
IDEA, Part B	\$40,293	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$186,393	\$160,556	\$145,455	\$389,289	\$243,834
<b>Total</b>	<b>\$2,827,212</b>	<b>\$2,930,236</b>	<b>\$2,945,542</b>	<b>\$3,106,677</b>	<b>\$161,135</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	91%			
TEM 5	47%	17%			
TEM 4	40%	35%			
TEM 3	13%	39%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,172,647**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,278,505
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(105,858)
How has funding changed under SBB?		Last Year (1819)		\$1,940,224	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,172,647	
		Total Difference		\$232,424	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(62,183)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$241,283

**Detailed Breakdown**

**1. SBB Allocations** **\$2,278,505**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	436	\$1,539,080
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	70	\$74,130
Grade 1	0.30	\$1,059	70	\$74,130
Grade 2	0.30	\$1,059	70	\$74,130
Grade 3	0.20	\$706	76	\$53,656
Grade 4	0.20	\$706	86	\$60,716
Grade 5	0.20	\$706	64	\$45,184
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	372	\$131,316
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	7	\$616
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	72	\$101,664
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	316	\$111,548
Incoming High Proficiency	0.10	\$353	31	\$10,943
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

**SBB Allocations Total** **\$2,278,505**

**2. SBB Transition Supplements** **\$(105,858)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,226	4,429.73	\$796
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
18%		\$(105,858)
<b>SBB Total Supplements TOTAL</b> <span style="float: right;"><b>\$(105,858)</b></span>		



**Chimneyrock Elementary School**

8601 Chimneyrock Blvd., Memphis, TN 38016  
 Phone: (901) 416-2067 Fax: (901) 416-3791

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 105,775	<b>Student Capacity:</b> 861	<b>FY2018-19 Utilization:</b> 98%	<b>FCL:</b> 11
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	844	838	883	939	56
Attendance Rate	95.4%	95.9%	95.9%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	40.7%	60%	42%	-	-
Students with Disabilities (%)	12.2%	12%	8.2%	-	-
English Language Learners (%)	9.4%	11.5%	10.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	44	50	-	58	58
Special Skills	6	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	14	14	-	17	17
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	0	0	-	1	1
Nutrition	8	5	-	2	2
Other	4	4	-	5	5

**School Level Funds**

General Fund	\$4,578,440	\$4,808,595	\$4,741,487	\$5,428,863	\$687,376
Title I	\$342,110	\$286,145	\$279,994	\$325,080	\$45,085
IDEA, Part B	\$99,064	\$241,482	\$287,766	\$141,313	-\$146,452
Other Special Revenue & Federal Funds	\$93	\$176,295	\$187,514	\$200,048	\$12,534
<b>Total</b>	<b>\$5,019,708</b>	<b>\$5,512,519</b>	<b>\$5,496,762</b>	<b>\$6,095,306</b>	<b>\$598,543</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	88%	
TEM 5	37%	5%	
TEM 4	49%	46%	
TEM 3	12%	37%	





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

Total SBB Allocation		\$4,718,953
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$4,718,953
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$4,259,109
	This Year (1920)	\$4,718,953
	Total Difference	\$459,844
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$4,761
	Estimated changes to the budget due to SBB transition	Change from SBB \$324,114

**Detailed Breakdown**

1. SBB Allocations		\$4,718,953			
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	939	\$3,314,670	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	157	\$166,263	
Grade 1	0.30	\$1,059	163	\$172,617	
Grade 2	0.30	\$1,059	146	\$154,614	
Grade 3	0.20	\$706	164	\$115,784	
Grade 4	0.20	\$706	163	\$115,078	
Grade 5	0.20	\$706	146	\$103,076	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	401	\$141,553	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	93	\$8,184	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	118	\$166,616	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	608	\$214,624	
Incoming High Proficiency	0.10	\$353	73	\$25,769	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	23	\$18,975	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,718,953</b>	

**2. SBB Transition Supplements** \$0

Staffing Supplement	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .	\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,026	4,680.34	\$345
% Change in Dollar per Pupil		Transition Policy Dollars
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Cordova Elementary School**

750 Sanga Rd., Cordova, TN 38018  
 Phone: (901) 416-1700 Fax: (901) 416-1701

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 104,994	<b>Student Capacity:</b> 837	<b>FY2018-19 Utilization:</b> 97%	<b>FCI:</b> 3
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	813	817	787	819	32
Attendance Rate	95.5%	95.8%	95.8%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	35.7%	56.1%	42.9%	-	-
Students with Disabilities (%)	11.8%	12%	10.4%	-	-
English Language Learners (%)	6.4%	9.3%	9.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	38	46	-	50	50
Special Skills	7	6	-	7	7
Counselor	1	1	-	2	2
Educational Assistant	12	12	-	14	14
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	2	3	-	4	4

**School Level Funds**

General Fund	\$4,418,342	\$4,546,968	\$4,533,410	\$4,996,668	\$463,258
Title I	\$308,437	\$252,009	\$281,167	\$290,640	\$9,472
IDEA, Part B	\$128,169	\$132,010	\$129,881	\$98,886	-\$30,994
Other Special Revenue & Federal Funds	\$0	\$105,625	\$115,897	\$117,219	\$1,322
<b>Total</b>	<b>\$4,854,949</b>	<b>\$5,036,614</b>	<b>\$5,060,356</b>	<b>\$5,503,415</b>	<b>\$443,058</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	100%		
TEM 5	51%	43%		
TEM 4	37%	33%		
TEM 3	10%	24%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	2	3	N/A	N/A	N/A

Total SBB Allocation		\$4,159,841	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$4,159,841	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		
	Last Year (1819)	\$3,800,667	
	This Year (1920)	\$4,159,841	
	Total Difference	\$359,174	
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(271,921)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$239,506

Detailed Breakdown					
1. SBB Allocations					\$4,159,841
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	819	\$2,891,070	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	153	\$162,027	
Grade 1	0.30	\$1,059	152	\$160,968	
Grade 2	0.30	\$1,059	128	\$135,552	
Grade 3	0.20	\$706	117	\$82,602	
Grade 4	0.20	\$706	130	\$91,780	
Grade 5	0.20	\$706	139	\$98,134	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	351	\$123,903	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	81	\$7,128	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	115	\$162,380	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	557	\$196,621	
Incoming High Proficiency	0.10	\$353	63	\$22,239	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	29	\$23,925	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>					<b>\$4,159,841</b>

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil	
\$5,079	4,786.73	\$292	
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>	
6%		\$0	
<b>SBB Total Supplements TOTAL</b>			<b>\$0</b>



**Cromwell Elementary School**

4989 Cromwell, Memphis, TN 38118

Phone: (901) 416-2500 Fax: (901) 416-2517

<b>Grade Level:</b> K-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 45,580	<b>Student Capacity:</b> 593	<b>FY2018-19 Utilization:</b> 86%	<b>FCI:</b> 9
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	512	506	521	425	-96
Attendance Rate	95.4%	96.4%	96.4%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	77.2%	68.9%	77.7%	-	-
Students with Disabilities (%)	12.5%	11.3%	13.7%	-	-
English Language Learners (%)	11%	10.6%	11.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	33	29	-	28	28
Special Skills	6	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	10	9	-	10	10
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	4	3	-	3	3

**School Level Funds**

General Fund	\$3,205,070	\$3,174,346	\$3,343,036	\$3,108,242	-\$234,793
Title I	\$291,194	\$308,249	\$303,947	\$257,250	-\$46,697
IDEA, Part B	\$85,498	\$92,251	\$95,045	\$87,641	-\$7,403
Other Special Revenue & Federal Funds	\$401	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,582,164</b>	<b>\$3,574,847</b>	<b>\$3,742,029</b>	<b>\$3,453,134</b>	<b>-\$288,895</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	100%		
TEM 5	22%	38%		
TEM 4	56%	47%		
TEM 3	19%	16%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,248,715**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,248,715
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 funding changed under SBB?		Last Year (1819)		\$2,314,151	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,248,715	
		Total Difference		\$(65,436)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$34,081	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$129,072	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,248,715**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	425	\$1,500,250
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	63	\$66,717
Grade 1	0.30	\$1,059	68	\$72,012
Grade 2	0.30	\$1,059	75	\$79,425
Grade 3	0.20	\$706	68	\$48,008
Grade 4	0.20	\$706	71	\$50,126
Grade 5	0.20	\$706	80	\$56,480
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	339	\$119,667
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	45	\$3,960
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	73	\$103,076
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	321	\$113,313
Incoming High Proficiency	0.10	\$353	33	\$11,649
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	28	\$23,100
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

**SBB Allocations Total** **\$2,248,715**

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,291	4,987.39	\$304
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b> <span style="float: right;"><b>\$0</b></span>		



**Crump Elementary School**

4405 Crump Rd., Memphis, TN 38141  
 Phone: (901) 416-1970 Fax: (901) 416-1973

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 60,483	<b>Student Capacity:</b> 732	<b>FY2018-19 Utilization:</b> 87%	<b>FCI:</b> 25
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	635	584	579	533	-46
Attendance Rate	94.9%	95.6%	95.6%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	69.4%	82.8%	72.5%	-	-
Students with Disabilities (%)	8.3%	8.4%	7.8%	-	-
English Language Learners (%)	11.7%	12.2%	11%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	40	40	-	34	34
Special Skills	6	4	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	7	4	-	5	5
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	2	2
Nutrition	11	6	-	1	1
Other	5	5	-	5	5

**School Level Funds**

General Fund	\$4,095,543	\$3,913,458	\$3,955,523	\$3,906,570	-\$48,952
Title I	\$362,412	\$356,035	\$348,280	\$286,125	-\$62,155
IDEA, Part B	\$32,159	\$31,677	\$32,289	\$29,658	-\$2,630
Other Special Revenue & Federal Funds	\$114,270	\$117,261	\$78,249	\$341,409	\$263,160
<b>Total</b>	<b>\$4,604,386</b>	<b>\$4,418,432</b>	<b>\$4,414,343</b>	<b>\$4,563,764</b>	<b>\$149,420</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	100%		
TEM 5	41%	21%		
TEM 4	50%	57%		
TEM 3	7%	21%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

Total SBB Allocation		\$2,736,552
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,736,552
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$2,776,916
	This Year (1920)	\$2,736,552
	Total Difference	\$(40,364)
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$135,730
	Estimated changes to the budget due to SBB transition	Change from SBB \$135,328

Detailed Breakdown					
1. SBB Allocations					\$2,736,552
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	533	\$1,881,490	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	72	\$76,248	
Grade 1	0.30	\$1,059	77	\$81,543	
Grade 2	0.30	\$1,059	94	\$99,546	
Grade 3	0.20	\$706	93	\$65,658	
Grade 4	0.20	\$706	99	\$69,894	
Grade 5	0.20	\$706	98	\$69,188	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	395	\$139,435	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	59	\$5,192	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	63	\$88,956	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	401	\$141,553	
Incoming High Proficiency	0.10	\$353	46	\$16,238	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	0	\$-	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,736,552</b>	

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,134	4,880.34	\$254
% Change in Dollar per Pupil		Transition Policy Dollars
5%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Delano Elementary School**

1716 Delano Rd., Memphis, TN 38127  
 Phone: (901) 416-3932 Fax: (901) 416-3934

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 34,000	<b>Student Capacity:</b> 234	<b>FY2018-19 Utilization:</b> 115%	<b>FCI:</b> 37
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	269	276	297	273	-24
Attendance Rate	96.3%	96.9%	96.9%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	66.7%	72.9%	66.4%	-	-
Students with Disabilities (%)	1.6%	1.7%	2%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	13	15	-	15	15
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	1	1	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	2	-	1	1
Other	2	2	-	2	2

**School Level Funds**

General Fund	\$1,953,290	\$1,924,743	\$2,152,306	\$1,989,880	-\$162,426
Title I	\$133,773	\$130,679	\$124,708	\$137,025	\$12,316
Other Special Revenue & Federal Funds	\$397	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,087,461</b>	<b>\$2,055,422</b>	<b>\$2,277,015</b>	<b>\$2,126,905</b>	<b>-\$150,109</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	95%	
TEM 5	25%	50%	
TEM 4	75%	40%	
TEM 3	0%	5%	





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

Total SBB Allocation		\$1,502,583
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,343,399
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$159,184
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$24,247
	Estimated changes to the budget due to SBB transition	Change from SBB \$(46,472)
		Total Difference \$(1,078)

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	273	\$963,690
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	89	\$94,251
Grade 1	0.30	\$1,059	47	\$49,773
Grade 2	0.30	\$1,059	31	\$32,829
Grade 3	0.20	\$706	38	\$26,828
Grade 4	0.20	\$706	30	\$21,180
Grade 5	0.20	\$706	38	\$26,828
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	184	\$64,952
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	2	\$2,824
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	151	\$53,303
Incoming High Proficiency	0.10	\$353	18	\$6,354
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$122,296
<b>SBB Allocations Total</b>				<b>\$1,343,399</b>

2. SBB Transition Supplements		\$159,184
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$23,078

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,921	5,674.19	\$(753)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-4%		\$13,811
<b>SBB Total Supplements TOTAL</b>		<b>\$159,184</b>



**Dexter Elementary School**

7105 Dexter Rd., Memphis, TN 38016

Phone: (901) 416-0355 Fax: (901) 373-8561

<b>Grade Level:</b> PreK-4	<b>School Type:</b> Traditional	<b>Square Footage:</b> 116,200	<b>Student Capacity:</b> 801	<b>FY2018-19 Utilization:</b> 112%	<b>FCI:</b> 11
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	60	60	60	60	-
K-12	900	904	811	820	9
Attendance Rate	95.2%	95.7%	95.7%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	45.6%	66.8%	48.1%	-	-
Students with Disabilities (%)	11.4%	10.6%	10%	-	-
English Language Learners (%)	9.7%	9.1%	7.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	51	60	-	54	54
Special Skills	6	6	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	14	18	-	24	24
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	4	-	2	2
Other	3	3	-	7	7

**School Level Funds**

General Fund	\$4,760,581	\$6,085,893	\$4,631,535	\$4,737,028	\$105,493
Title I	\$332,450	\$399,555	\$344,584	\$355,320	\$10,735
IDEA, Part B	\$140,864	\$225,123	\$261,795	\$292,156	\$30,360
Other Special Revenue & Federal Funds	\$151,986	\$217,774	\$230,758	\$260,082	\$29,323
<b>Total</b>	<b>\$5,385,883</b>	<b>\$6,928,346</b>	<b>\$5,468,673</b>	<b>\$5,644,587</b>	<b>\$175,913</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	89%	95%	
TEM 5	22%	10%	
TEM 4	40%	48%	
TEM 3	27%	36%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	3	2	N/A	N/A	N/A

Total SBB Allocation					\$4,152,637
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,152,637
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 funding changed under SBB?		Last Year (1819)		\$3,937,581	
		Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$4,152,637	
			Total Difference	\$215,056	
		Changes to enrollment impact the budget BEFORE SBB applies			
		Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(28,988)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$229,409		

Detailed Breakdown					
1. SBB Allocations					
\$4,152,637					
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	820	\$2,894,600	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	139	\$147,201	
Grade 1	0.30	\$1,059	128	\$135,552	
Grade 2	0.30	\$1,059	123	\$130,257	
Grade 3	0.20	\$706	133	\$93,898	
Grade 4	0.20	\$706	155	\$109,430	
Grade 5	0.20	\$706	142	\$100,252	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	398	\$140,494	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	62	\$5,456	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	83	\$117,196	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	630	\$222,390	
Incoming High Proficiency	0.10	\$353	38	\$13,414	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	51	\$42,075	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>					<b>\$4,152,637</b>

2. SBB Transition Supplements					
Staffing Supplement					
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.					\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil			
\$5,064	4,784.42	\$280			
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>			
6%		\$0			
<b>SBB Total Supplements TOTAL</b>					<b>\$0</b>



**Double Tree Elementary School**

4560 Double Tree, Memphis, TN 38109  
 Phone: (901) 416-8144 Fax: (901) 416-8149

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 51,144	<b>Student Capacity:</b> 463	<b>FY2018-19 Utilization:</b> 71%	<b>FCI:</b> 15
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	327	316	331	369	38
Attendance Rate	95.8%	95.3%	95.3%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	64.7%	68.1%	71.8%	-	-
Students with Disabilities (%)	7.6%	8.5%	7.9%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	17	20	-	23	23
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	7	7	-	7	7
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	4	4

**School Level Funds**

General Fund	\$2,147,767	\$2,158,129	\$2,111,573	\$2,335,299	\$223,726
Title I	\$167,404	\$186,327	\$190,071	\$189,525	-\$546
IDEA, Part B	\$38,903	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$62,578	\$141,853	\$151,101	\$273,084	\$121,982
<b>Total</b>	<b>\$2,416,653</b>	<b>\$2,486,309</b>	<b>\$2,452,745</b>	<b>\$2,797,909</b>	<b>\$345,163</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	100%	
TEM 5	10%	12%	
TEM 4	65%	36%	
TEM 3	20%	52%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	3	3	N/A	N/A	N/A

**Total SBB Allocation** **\$1,914,512**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,914,512
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 funding changed under SBB?		Last Year (1819)		\$1,851,397	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,914,512	
		Total Difference		\$63,115	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(198,905)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$53,025	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,914,512**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	369	\$1,302,570
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	60	\$63,540
Grade 1	0.30	\$1,059	67	\$70,953
Grade 2	0.30	\$1,059	77	\$81,543
Grade 3	0.20	\$706	67	\$47,302
Grade 4	0.20	\$706	48	\$33,888
Grade 5	0.20	\$706	50	\$35,300
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	274	\$96,722
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	53	\$74,836
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	258	\$91,074
Incoming High Proficiency	0.10	\$353	46	\$16,238
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,914,512</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,188	5,044.68	\$144
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Downtown Elementary School**

10 N. Fourth, Memphis, TN 38103  
 Phone: (901) 416-8400 Fax: (901) 416-8406

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 84,070	<b>Student Capacity:</b> 702	<b>FY2018-19 Utilization:</b> 92%	<b>FCI:</b> 5
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	0	-	-	-
K-12	646	686	612	613	1
Attendance Rate	96.2%	96.3%	96.3%	-	NA
Student-Teacher Ratio	1:20	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	51.1%	43.2%	53.9%	-	-
Students with Disabilities (%)	6.3%	5.8%	5.5%	-	-
English Language Learners (%)	1.1%	0.9%	1.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	31	33	-	38	38
Special Skills	7	5	-	5	5
Counselor	1	0	-	2	2
Educational Assistant	4	4	-	7	7
Instructional Facilitator	2	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	13	7	-	2	2
Other	2	2	-	4	4

**School Level Funds**

General Fund	\$3,253,159	\$3,423,949	\$3,461,585	\$3,624,805	\$163,219
Title I	\$306,175	\$255,022	\$285,379	\$287,280	\$1,900
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$189	\$148,555	\$160,753	\$164,917	\$4,164
<b>Total</b>	<b>\$3,559,525</b>	<b>\$3,827,527</b>	<b>\$3,907,718</b>	<b>\$4,077,003</b>	<b>\$169,284</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	100%		
TEM 5	47%	57%		
TEM 4	44%	38%		
TEM 3	6%	5%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

Total SBB Allocation		\$3,094,382
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,076,514
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$17,868
<p>How has funding changed under SBB?</p> <p>Changes to enrollment impact the budget BEFORE SBB applies</p> <p>Estimated change to the budget due to Enrollment changes</p> <p>Estimated changes to the budget due to SBB transition</p>		<p>Last Year (1819) \$3,130,323</p> <p>This Year (1920) \$3,094,382</p> <p>Total Difference \$(35,941)</p> <p>Change from Enrollment \$131,130</p> <p>Change from SBB \$(66,883)</p>

**Detailed Breakdown**

1. SBB Allocations		\$3,076,514		
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	613	\$2,163,890
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	106	\$112,254
Grade 1	0.30	\$1,059	95	\$100,605
Grade 2	0.30	\$1,059	103	\$109,077
Grade 3	0.20	\$706	111	\$78,366
Grade 4	0.20	\$706	101	\$71,306
Grade 5	0.20	\$706	97	\$68,482
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	333	\$117,549
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	6	\$528
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	63	\$88,956
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	350	\$123,550
Incoming High Proficiency	0.10	\$353	116	\$40,948
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,076,514</b>

**2. SBB Transition Supplements** **\$17,868**

Staffing Supplement	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .	\$17,868

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,019	5,157.04	\$(138)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-2%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$17,868</b>



**Dunbar Elementary School**

2606 Select, Memphis, TN 38114  
 Phone: (901) 416-5000 Fax: (901) 416-5002

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 56,155	<b>Student Capacity:</b> 379	<b>FY2018-19 Utilization:</b> 77%	<b>FCI:</b> 33
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	291	280	228	232	4
Attendance Rate	93%	94%	94%	-	NA
Student-Teacher Ratio	1:16	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	84.3%	87.8%	80.4%	-	-
Students with Disabilities (%)	6.3%	5.4%	5.8%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	16	20	-	15	15
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	3	3
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	3	3	-	4	4

**School Level Funds**

General Fund	\$1,707,058	\$1,952,939	\$2,051,259	\$1,847,202	-\$204,056
Title I	\$150,905	\$151,344	\$138,697	\$124,425	-\$14,272
IDEA, Part B	\$20,459	\$22,952	\$3,226	\$0	-\$3,226
Other Special Revenue & Federal Funds	\$115,679	\$96,287	\$126,606	\$128,705	\$2,099
<b>Total</b>	<b>\$1,994,102</b>	<b>\$2,223,524</b>	<b>\$2,319,789</b>	<b>\$2,100,333</b>	<b>-\$219,455</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	100%			
TEM 5	28%	21%			
TEM 4	28%	50%			
TEM 3	39%	29%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$1,450,389**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,205,645
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$244,744
How has funding changed under SBB?		Last Year (1819)		\$1,553,251	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,450,389	
		Total Difference		\$(102,863)	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(91,375)	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$(44,857)	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,205,645**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	232	\$818,960
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	40	\$42,360
Grade 1	0.30	\$1,059	45	\$47,655
Grade 2	0.30	\$1,059	36	\$38,124
Grade 3	0.20	\$706	53	\$37,418
Grade 4	0.20	\$706	31	\$21,886
Grade 5	0.20	\$706	27	\$19,062
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	190	\$67,070
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	31	\$43,772
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	184	\$64,952
Incoming High Proficiency	0.10	\$353	11	\$3,883
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,205,645</b>

**2. SBB Transition Supplements** **\$244,744**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$171,117

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,197	6,445.03	\$(1,248)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-8%		\$73,627
<b>SBB Total Supplements TOTAL</b>		<b>\$244,744</b>



**Egypt Central Elementary School**

4160 Karen Cove, Memphis, TN 38128  
 Phone: (901) 416-4150 Fax: (901) 416-4163

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 57,636	<b>Student Capacity:</b> 598	<b>FY2018-19 Utilization:</b> 87%	<b>FCI:</b> 32
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	520	497	535	505	-30
Attendance Rate	94.6%	95.8%	95.8%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	81.3%	81.2%	80.1%	-	-
Students with Disabilities (%)	4.7%	4.8%	4.3%	-	-
English Language Learners (%)	16.4%	15.7%	12.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	0	-	-	-
Classroom Teacher	32	35	-	30	30
Special Skills	5	3	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	5	5	-	4	4
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	4	4	-	8	8

**School Level Funds**

General Fund	\$2,733,047	\$2,896,207	\$3,101,326	\$2,873,135	-\$228,191
Title I	\$271,174	\$276,350	\$307,350	\$265,650	-\$41,700
IDEA, Part B	\$13,981	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$56,057	\$68,528	\$106,164	\$123,800	\$17,636
<b>Total</b>	<b>\$3,074,261</b>	<b>\$3,241,086</b>	<b>\$3,514,841</b>	<b>\$3,262,585</b>	<b>-\$252,255</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	91%	78%		
TEM 5	0%	14%		
TEM 4	47%	25%		
TEM 3	44%	39%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	2	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,627,075**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,627,075
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 funding changed under SBB?		Last Year (1819)		\$2,492,896	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,627,075	
		Total Difference		\$134,179	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$113,117	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$168,262	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,627,075**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	505	\$1,782,650
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	82	\$86,838
Grade 1	0.30	\$1,059	84	\$88,956
Grade 2	0.30	\$1,059	81	\$85,779
Grade 3	0.20	\$706	69	\$48,714
Grade 4	0.20	\$706	90	\$63,540
Grade 5	0.20	\$706	99	\$69,894
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	407	\$143,671
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	63	\$5,544
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	69	\$97,428
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	397	\$140,141
Incoming High Proficiency	0.10	\$353	38	\$13,414
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,627,075</b>

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,202	4,868.94	\$333
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Evans Elementary School**

4949 Cottonwood, Memphis, TN 38118  
 Phone: (901) 416-2504 Fax: (901) 416-8475

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 67,246	<b>Student Capacity:</b> 508	<b>FY2018-19 Utilization:</b> 88%	<b>FCI:</b> 14
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	449	450	470	420	-50
Attendance Rate	95.3%	96.1%	96.1%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	77.3%	82%	76.2%	-	-
Students with Disabilities (%)	5.3%	6%	4.9%	-	-
English Language Learners (%)	24.2%	18.7%	19.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	28	29	-	27	27
Special Skills	5	5	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	4	4
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	3	4	-	5	5

**School Level Funds**

General Fund	\$2,460,171	\$2,641,512	\$2,603,337	\$2,780,920	\$177,583
Title I	\$210,285	\$242,860	\$266,266	\$226,275	-\$39,991
IDEA, Part B	\$24,247	\$2,523	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$74,018	\$78,604	\$79,220	\$114,303	\$35,083
<b>Total</b>	<b>\$2,768,722</b>	<b>\$2,965,500</b>	<b>\$2,948,824</b>	<b>\$3,121,499</b>	<b>\$172,674</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	97%		
TEM 5	10%	22%		
TEM 4	66%	53%		
TEM 3	21%	22%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation** **\$2,144,215**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,171,117
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(26,902)
How has funding changed under SBB?		Last Year (1819)		\$2,117,049	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,144,215	
		Total Difference		\$27,166	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$18,419	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$177,045	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,171,117**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	420	\$1,482,600
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	82	\$86,838
Grade 1	0.30	\$1,059	74	\$78,366
Grade 2	0.30	\$1,059	73	\$77,307
Grade 3	0.20	\$706	68	\$48,008
Grade 4	0.20	\$706	63	\$44,478
Grade 5	0.20	\$706	60	\$42,360
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	320	\$112,960
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	81	\$7,128
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	52	\$73,424
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	274	\$96,722
Incoming High Proficiency	0.10	\$353	57	\$20,121
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,171,117</b>

**2. SBB Transition Supplements** **\$(26,902)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,169	4,683.74	\$486
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
10%		\$(26,902)
<b>SBB Total Supplements TOTAL</b>		<b>\$(26,902)</b>



**Ford Road Elementary School**

3336 Ford Rd, Memphis, TN 38109

Phone: (901) 416-8150 Fax: (901) 416-8156

<b>Grade Level:</b> PreK-5	<b>School Type:</b> iZone	<b>Square Footage:</b> 78,213	<b>Student Capacity:</b> 598	<b>FY2018-19 Utilization:</b> 93%	<b>FCI:</b> 12
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	555	554	536	512	-24
Attendance Rate	94.8%	94.5%	94.5%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	81.3%	84.3%	86%	-	-
Students with Disabilities (%)	12.1%	10.1%	12.1%	-	-
English Language Learners (%)	0.2%	0.4%	0.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	2	2
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	34	36	-	34	34
Special Skills	5	4	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	6	6	-	10	10
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	10	6	-	1	1
Other	5	5	-	8	8

**School Level Funds**

General Fund	\$3,021,784	\$3,234,981	\$3,315,835	\$3,301,406	-\$14,428
Title I	\$327,285	\$334,766	\$302,112	\$278,250	-\$23,862
IDEA, Part B	\$87,650	\$140,905	\$158,381	\$155,672	-\$2,709
Other Special Revenue & Federal Funds	\$160,625	\$136,120	\$140,379	\$274,071	\$133,691
<b>Total</b>	<b>\$3,597,346</b>	<b>\$3,846,774</b>	<b>\$3,916,709</b>	<b>\$4,009,400</b>	<b>\$92,690</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	100%		
TEM 5	24%	20%		
TEM 4	53%	57%		
TEM 3	21%	23%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,688,080**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,688,080
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 funding changed under SBB?		Last Year (1819)		\$2,646,073	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,688,080	
		Total Difference		\$42,006	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(101,600)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$15,911	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,688,080**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	512	\$1,807,360
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	102	\$108,018
Grade 1	0.30	\$1,059	87	\$92,133
Grade 2	0.30	\$1,059	86	\$91,074
Grade 3	0.20	\$706	95	\$67,070
Grade 4	0.20	\$706	75	\$52,950
Grade 5	0.20	\$706	67	\$47,302
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	453	\$159,909
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	67	\$94,604
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	402	\$141,906
Incoming High Proficiency	0.10	\$353	24	\$8,472
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	20	\$16,500
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,688,080</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,250	5,219.08	\$31
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Fox Meadows Elementary School**

2960 Emerald, Memphis, TN 38115

Phone: (901) 416-2530 Fax: (901) 416-2550

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 93,872	<b>Student Capacity:</b> 698	<b>FY2018-19 Utilization:</b> 81%	<b>FCL:</b> 5
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	36	36	36	36	-
K-12	566	556	538	574	36
Attendance Rate	94.1%	94.3%	94.3%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	83.2%	76.6%	73.9%	-	-
Students with Disabilities (%)	13.1%	13.5%	14.1%	-	-
English Language Learners (%)	6.9%	5.2%	5.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	36	36	-	36	36
Special Skills	6	5	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	8	9	-	14	14
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	2	2	-	6	6

**School Level Funds**

General Fund	\$3,536,115	\$3,723,252	\$3,509,991	\$3,774,398	\$264,407
Title I	\$295,154	\$269,556	\$327,523	\$300,825	-\$26,698
IDEA, Part B	\$94,546	\$181,041	\$191,992	\$171,629	-\$20,363
Other Special Revenue & Federal Funds	\$164,303	\$170,295	\$205,383	\$234,395	\$29,012
<b>Total</b>	<b>\$4,090,120</b>	<b>\$4,344,144</b>	<b>\$4,234,891</b>	<b>\$4,481,249</b>	<b>\$246,358</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	100%		
TEM 5	34%	36%		
TEM 4	53%	54%		
TEM 3	11%	10%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

Total SBB Allocation		\$2,982,694
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,017,808
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$(35,114)
Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		Last Year (1819) \$2,750,718 This Year (1920) \$2,982,694 Total Difference \$231,976
How has funding changed under SBB?	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(28,372)
	Estimated changes to the budget due to SBB transition	Change from SBB \$246,277

**Detailed Breakdown**

1. SBB Allocations		\$3,017,808		
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	574	\$2,026,220
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	108	\$114,372
Grade 1	0.30	\$1,059	104	\$110,136
Grade 2	0.30	\$1,059	74	\$78,366
Grade 3	0.20	\$706	94	\$66,364
Grade 4	0.20	\$706	93	\$65,658
Grade 5	0.20	\$706	101	\$71,306
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	438	\$154,614
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	28	\$2,464
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	89	\$125,668
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	477	\$168,381
Incoming High Proficiency	0.10	\$353	12	\$4,236
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	34	\$28,050
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,017,808</b>

**2. SBB Transition Supplements** \$(35,114)

Staffing Supplement	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.	\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,258	4,767.28	\$490
% Change in Dollar per Pupil		Transition Policy Dollars
10%		\$(35,114)
<b>SBB Total Supplements TOTAL</b>		<b>\$(35,114)</b>



**Gardenview Elementary School**

4075 Hartz Drive, Memphis, TN 38116  
 Phone: (901) 416-3068 Fax: (901) 416-6773

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 55,570	<b>Student Capacity:</b> 419	<b>FY2018-19 Utilization:</b> 69%	<b>FCI:</b> 29
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	291	274	223	230	7
Attendance Rate	97.1%	94.3%	94.3%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	78.7%	76.3%	82%	-	-
Students with Disabilities (%)	21.6%	23.4%	17.1%	-	-
English Language Learners (%)	0.6%	0.6%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	23	22	-	19	19
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	8	9	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	2	2	-	5	5

**School Level Funds**

General Fund	\$1,889,300	\$1,723,705	\$1,841,586	\$1,727,149	-\$114,437
Title I	\$172,203	\$158,801	\$157,633	\$142,800	-\$14,833
IDEA, Part B	\$152,467	\$205,609	\$251,323	\$129,721	-\$121,602
Other Special Revenue & Federal Funds	\$70,543	\$38,490	\$78,767	\$120,203	\$41,435
<b>Total</b>	<b>\$2,284,515</b>	<b>\$2,126,606</b>	<b>\$2,329,311</b>	<b>\$2,119,873</b>	<b>-\$209,437</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	77%	95%	
TEM 5	14%	10%	
TEM 4	36%	33%	
TEM 3	27%	52%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$1,343,614**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,223,100
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$120,514
How has funding changed under SBB?		Last Year (1819)		\$1,357,866	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,343,614	
		Total Difference		\$(14,252)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(194,508)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$42,326

**Detailed Breakdown**

**1. SBB Allocations** **\$1,223,100**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	230	\$811,900
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	45	\$47,655
Grade 1	0.30	\$1,059	38	\$40,242
Grade 2	0.30	\$1,059	34	\$36,006
Grade 3	0.20	\$706	36	\$25,416
Grade 4	0.20	\$706	34	\$24,004
Grade 5	0.20	\$706	43	\$30,358
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	193	\$68,129
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	36	\$50,832
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	179	\$63,187
Incoming High Proficiency	0.10	\$353	3	\$1,059
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	29	\$23,925
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,223,100</b>

**2. SBB Transition Supplements** **\$120,514**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$120,515

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,318	5,657.77	\$(340)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$120,514</b>



**Germanshire Elementary School**

3965 S.Germantown Rd., Memphis, TN 38125  
 Phone: (901) 416-3733 Fax: (901) 416-3723

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 89,228	<b>Student Capacity:</b> 717	<b>FY2018-19 Utilization:</b> 114%	<b>FCI:</b> 2
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	44	44	44	44	-
K-12	814	823	807	766	-41
Attendance Rate	95.8%	96.1%	96.1%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	53.7%	67.4%	53.7%	-	-
Students with Disabilities (%)	11.3%	10.6%	10.9%	-	-
English Language Learners (%)	7%	7.5%	9.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	44	46	-	46	46
Special Skills	6	5	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	10	9	-	12	12
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	11	6	-	1	1
Other	4	4	-	4	4

**School Level Funds**

General Fund	\$4,284,567	\$4,462,883	\$4,527,234	\$4,553,954	\$26,720
Title I	\$364,504	\$348,930	\$375,499	\$353,640	-\$21,859
IDEA, Part B	\$80,122	\$86,565	\$91,269	\$105,832	\$14,562
Other Special Revenue & Federal Funds	\$0	\$179,583	\$199,995	\$203,821	\$3,825
<b>Total</b>	<b>\$4,729,194</b>	<b>\$5,077,962</b>	<b>\$5,193,999</b>	<b>\$5,217,248</b>	<b>\$23,248</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	96%	98%		
TEM 5	26%	58%		
TEM 4	57%	33%		
TEM 3	13%	8%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$3,831,873**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,831,873
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 funding changed under SBB?		Last Year (1819)		\$3,689,119	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,831,873	
		Total Difference		\$142,753	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$45,394	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$199,655	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,831,873**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	766	\$2,703,980
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	97	\$102,723
Grade 1	0.30	\$1,059	112	\$118,608
Grade 2	0.30	\$1,059	147	\$155,673
Grade 3	0.20	\$706	147	\$103,782
Grade 4	0.20	\$706	142	\$100,252
Grade 5	0.20	\$706	121	\$85,426
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	414	\$146,142
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	71	\$6,248
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	65	\$91,780
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	531	\$187,443
Incoming High Proficiency	0.10	\$353	56	\$19,768
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	12	\$9,900
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,831,873</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,002	4,741.80	\$261
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
5%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Germantown Elementary School**

2730 Cross Country Dr., Germantown, TN 38138  
 Phone: (901) 416-0945 Fax: (901) 756-2302

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 84,584	<b>Student Capacity:</b> 602	<b>FY2018-19 Utilization:</b> 105%	<b>FCI:</b> 13
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	632	632	623	611	-12
Attendance Rate	96.6%	96.5%	96.5%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	29.5%	44.7%	34.6%	-	-
Students with Disabilities (%)	9.1%	9.7%	10.3%	-	-
English Language Learners (%)	8.2%	7.6%	5.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	39	40	-	39	39
Special Skills	10	6	-	7	7
Counselor	1	1	-	2	2
Educational Assistant	9	9	-	12	12
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	2	2	-	2	2

**School Level Funds**

General Fund	\$4,098,681	\$4,167,852	\$4,099,063	\$4,097,541	-\$1,522
Title I	\$132,210	\$143,820	\$154,395	\$178,080	\$23,685
IDEA, Part B	\$49,721	\$136,842	\$150,160	\$135,271	-\$14,889
Other Special Revenue & Federal Funds	\$72,784	\$8,649	\$0	\$86,987	\$86,987
<b>Total</b>	<b>\$4,353,398</b>	<b>\$4,457,165</b>	<b>\$4,403,619</b>	<b>\$4,497,880</b>	<b>\$94,261</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	89%	100%		
TEM 5	32%	52%		
TEM 4	41%	38%		
TEM 3	16%	10%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

Total SBB Allocation		\$3,093,593
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,011,947
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$81,646
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$3,063,414
	This Year (1920)	\$3,093,593
	Total Difference	\$30,180
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$10,089
	Estimated changes to the budget due to SBB transition	Change from SBB \$64,879

**Detailed Breakdown**

**1. SBB Allocations \$3,011,947**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	611	\$2,156,830
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	98	\$103,782
Grade 1	0.30	\$1,059	98	\$103,782
Grade 2	0.30	\$1,059	105	\$111,195
Grade 3	0.20	\$706	94	\$66,364
Grade 4	0.20	\$706	107	\$75,542
Grade 5	0.20	\$706	109	\$76,954
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	209	\$73,777
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	31	\$2,728
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	44	\$62,128
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	317	\$111,901
Incoming High Proficiency	0.10	\$353	130	\$45,890
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	25	\$20,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,011,947</b>

**2. SBB Transition Supplements \$81,646**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

\$81,646

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,930	4,956.98	\$(27)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
2%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$81,646</b>



**Getwell Elementary School**

2795 Getwell Rd., Memphis, TN 38118  
 Phone: (901) 416-0267 Fax: (901) 416-6774

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 87,025	<b>Student Capacity:</b> 683	<b>FY2018-19 Utilization:</b> 48%	<b>FCI:</b> 8
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	55	55	55	55	-
K-12	327	304	290	438	148
Attendance Rate	95.6%	95.1%	95.1%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	78.9%	74.3%	79.4%	-	-
Students with Disabilities (%)	11.3%	10.3%	13.2%	-	-
English Language Learners (%)	9.6%	5.1%	4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	24	27	-	28	28
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	8	8	-	11	11
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	9	5	-	4	4

**School Level Funds**

General Fund	\$2,239,649	\$2,123,395	\$2,353,654	\$2,658,546	\$304,892
Title I	\$183,645	\$172,101	\$173,168	\$195,825	\$22,657
IDEA, Part B	\$110,313	\$96,278	\$115,869	\$177,471	\$61,602
Other Special Revenue & Federal Funds	\$239,824	\$249,946	\$325,832	\$400,950	\$75,118
<b>Total</b>	<b>\$2,773,432</b>	<b>\$2,641,721</b>	<b>\$2,968,524</b>	<b>\$3,432,794</b>	<b>\$464,270</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	96%	96%		
TEM 5	13%	8%		
TEM 4	46%	42%		
TEM 3	38%	46%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,341,346**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,341,346
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 funding changed under SBB?		Last Year (1819)		\$1,665,125	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,341,346	
		Total Difference		\$676,222	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$30,942	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$151,182	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,341,346**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	438	\$1,546,140
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	78	\$82,602
Grade 1	0.30	\$1,059	72	\$76,248
Grade 2	0.30	\$1,059	79	\$83,661
Grade 3	0.20	\$706	75	\$52,950
Grade 4	0.20	\$706	71	\$50,126
Grade 5	0.20	\$706	63	\$44,478
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	353	\$124,609
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	53	\$4,664
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	78	\$110,136
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	382	\$134,846
Incoming High Proficiency	0.10	\$353	20	\$7,060
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	28	\$23,100
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,341,346</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,346	5,000.37	\$345
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Goodlett Elementary School**

3001 Goodlett, Memphis, TN 38118  
 Phone: (901) 416-2510 Fax: (901) 416-2512

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 51,813	<b>Student Capacity:</b> 233	<b>FY2018-19 Utilization:</b> 193%	<b>FCI:</b> 44
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	34	34	34	34	-
K-12	451	455	453	900	447
Attendance Rate	94.8%	95%	95%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	78%	89.1%	72.6%	-	-
Students with Disabilities (%)	6.7%	4.5%	6.5%	-	-
English Language Learners (%)	31%	26.8%	24.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	2	2
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	30	37	-	27	27
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	11	6	-	7	7

**School Level Funds**

General Fund	\$2,910,987	\$2,990,416	\$3,102,314	\$4,852,888	\$1,750,574
Title I	\$243,441	\$307,188	\$257,706	\$219,975	-\$37,731
IDEA, Part B	\$9,024	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$163,436	\$217,612	\$180,311	\$265,717	\$85,405
<b>Total</b>	<b>\$3,326,890</b>	<b>\$3,515,217</b>	<b>\$3,540,333</b>	<b>\$5,338,581</b>	<b>\$1,798,248</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	90%	100%		
TEM 5	3%	28%		
TEM 4	47%	34%		
TEM 3	40%	38%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	2	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

Total SBB Allocation		\$2,091,065
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,091,065
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 funding changed under SBB?	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(58,005)
	Estimated changes to the budget due to SBB transition	Change from SBB \$64,952
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
		Last Year (1819) \$2,233,667 This Year (1920) \$2,091,065 Total Difference \$(142,602)

Detailed Breakdown				
1. SBB Allocations				\$2,091,065
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	410	\$1,447,300
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	71	\$75,189
Grade 1	0.30	\$1,059	64	\$67,776
Grade 2	0.30	\$1,059	57	\$60,363
Grade 3	0.20	\$706	67	\$47,302
Grade 4	0.20	\$706	72	\$50,832
Grade 5	0.20	\$706	79	\$55,774
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	308	\$108,724
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	91	\$8,008
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	31	\$43,772
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	342	\$120,726
Incoming High Proficiency	0.10	\$353	14	\$4,942
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,091,065</b>

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,100	4,941.74	\$158
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Grahamwood Elementary School**

3950 Summer, Memphis, TN 38122

Phone: (901) 416-5952 Fax: (901) 416-5954

<b>Grade Level:</b> PreK-6	<b>School Type:</b> Optional	<b>Square Footage:</b> 87,612	<b>Student Capacity:</b> 911	<b>FY2018-19 Utilization:</b> 108%	<b>FCI:</b> 13
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	988	975	991	995	4
Attendance Rate	96.3%	96.1%	96.1%	-	NA
Student-Teacher Ratio	1:16	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	39.9%	52.9%	37.8%	-	-
Students with Disabilities (%)	8.2%	7.6%	8.5%	-	-
English Language Learners (%)	18.9%	19.6%	16.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	62	63	-	65	65
Special Skills	11	8	-	8	8
Counselor	1	1	-	2	2
Educational Assistant	8	8	-	12	12
Instructional Facilitator	2	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	4	-	2	2
Other	4	3	-	7	7

**School Level Funds**

General Fund	\$5,996,310	\$6,062,837	\$6,188,549	\$6,670,486	\$481,936
Title I	\$235,349	\$392,656	\$310,519	\$309,960	-\$559
IDEA, Part B	\$74,164	\$42,013	\$51,860	\$55,034	\$3,173
Other Special Revenue & Federal Funds	\$152,014	\$68,973	\$31,413	\$80,589	\$49,176
<b>Total</b>	<b>\$6,457,839</b>	<b>\$6,566,482</b>	<b>\$6,582,342</b>	<b>\$7,116,070</b>	<b>\$533,727</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	86%	77%		
TEM 4	12%	20%		
TEM 3	2%	3%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

Total SBB Allocation		\$4,873,318	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$4,873,318	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		
	Last Year (1819)	\$4,525,698	
	This Year (1920)	\$4,873,318	
	Total Difference	\$347,621	
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(7,514)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$235,760

Detailed Breakdown					
1. SBB Allocations					\$4,873,318
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	995	\$3,512,350	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	164	\$173,676	
Grade 1	0.30	\$1,059	145	\$153,555	
Grade 2	0.30	\$1,059	168	\$177,912	
Grade 3	0.20	\$706	179	\$126,374	
Grade 4	0.20	\$706	165	\$116,490	
Grade 5	0.20	\$706	174	\$122,844	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	377	\$133,081	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	159	\$13,992	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	59	\$83,308	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	500	\$176,500	
Incoming High Proficiency	0.10	\$353	213	\$75,189	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	8	\$6,600	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,873,318</b>	

2. SBB Transition Supplements		\$0
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,898	4,660.86	\$237
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
5%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$0</b>



**Hamilton Elementary School**

1378 Ethlyn, Memphis, TN 38106  
 Phone: (901) 416-7826 Fax: (901) 416-7827

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 81,740	<b>Student Capacity:</b> 623	<b>FY2018-19 Utilization:</b> 52%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	20	20	20	-
K-12	325	296	266	310	44
Attendance Rate	96.7%	95.5%	95.5%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	79.6%	74.9%	87.8%	-	-
Students with Disabilities (%)	10.6%	12.9%	13%	-	-
English Language Learners (%)	7.9%	3.6%	3.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	28	22	-	20	20
Special Skills	4	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	9	10	-	6	6
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	10	6	-	4	4

**School Level Funds**

General Fund	\$2,203,857	\$1,980,236	\$1,968,153	\$1,924,103	-\$44,049
Title I	\$139,593	\$128,224	\$172,192	\$175,350	\$3,157
IDEA, Part B	\$50,977	\$46,812	\$56,354	\$55,081	-\$1,273
Other Special Revenue & Federal Funds	\$218,185	\$55,691	\$94,851	\$88,797	-\$6,054
<b>Total</b>	<b>\$2,612,614</b>	<b>\$2,210,965</b>	<b>\$2,291,551</b>	<b>\$2,243,332</b>	<b>-\$48,218</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	56%	
TEM 5	27%	0%	
TEM 4	60%	0%	
TEM 3	13%	56%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	1	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

Total SBB Allocation		\$1,721,006
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,700,433
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$20,573
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(149,880)
	Estimated changes to the budget due to SBB transition	Change from SBB \$(53,227)
		Last Year (1819) \$1,785,680 This Year (1920) \$1,721,006 Total Difference \$(64,674)

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	310	\$1,094,300
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	57	\$60,363
Grade 1	0.30	\$1,059	56	\$59,304
Grade 2	0.30	\$1,059	57	\$60,363
Grade 3	0.20	\$706	50	\$35,300
Grade 4	0.20	\$706	49	\$34,594
Grade 5	0.20	\$706	41	\$28,946
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	279	\$98,487
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	10	\$880
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	79	\$111,548
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	271	\$95,663
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	25	\$20,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,700,433</b>

2. SBB Transition Supplements		\$20,573
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,485	5,723.33	\$(238)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-4%		\$20,573
<b>SBB Total Supplements TOTAL</b>		<b>\$20,573</b>



**Hawkins Mill Elementary School**

4295 Mountain Terrace, Memphis, TN 38127  
 Phone: (901) 416-3944 Fax: (901) 416-3948

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 67,350	<b>Student Capacity:</b> 499	<b>FY2018-19 Utilization:</b> 63%	<b>FCI:</b> 11
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	26	26	26	26	-
K-12	314	299	322	311	-11
Attendance Rate	94%	94.9%	94.9%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	86.2%	82.1%	88%	-	-
Students with Disabilities (%)	9.1%	9.5%	9.8%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	20	20	-	20	20
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	4	5	-	5	5
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	6	3	-	1	1
Other	11	6	-	3	3

**School Level Funds**

General Fund	\$1,867,633	\$2,066,309	\$2,197,344	\$2,018,662	-\$178,681
Title I	\$135,377	\$134,437	\$173,874	\$175,350	\$1,475
IDEA, Part B	\$69,050	\$54,867	\$70,566	\$61,015	-\$9,550
Other Special Revenue & Federal Funds	\$91,688	\$55,866	\$89,195	\$145,872	\$56,677
<b>Total</b>	<b>\$2,163,749</b>	<b>\$2,311,480</b>	<b>\$2,530,980</b>	<b>\$2,400,901</b>	<b>-\$130,078</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	96%			
TEM 5	18%	24%			
TEM 4	47%	60%			
TEM 3	24%	12%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$1,653,129**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,653,129
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 funding changed under SBB?		Last Year (1819)		\$1,741,855	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,653,129	
		Total Difference		\$(88,726)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(103,697)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$(50,383)

**Detailed Breakdown**

**1. SBB Allocations \$1,653,129**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	311	\$1,097,830
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	61	\$64,599
Grade 1	0.30	\$1,059	55	\$58,245
Grade 2	0.30	\$1,059	34	\$36,006
Grade 3	0.20	\$706	57	\$40,242
Grade 4	0.20	\$706	54	\$38,124
Grade 5	0.20	\$706	50	\$35,300
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	280	\$98,840
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	60	\$84,720
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	266	\$93,898
Incoming High Proficiency	0.10	\$353	4	\$1,412
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	5	\$4,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

SBB Allocations Total \$1,653,129

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,316	5,477.53	\$(162)
% Change in Dollar per Pupil		Transition Policy Dollars
-3%		\$0
<b>SBB Total Supplements TOTAL \$0</b>		



**Hickory Ridge Elementary School**

3890 Hickory Hill Rd., Memphis, TN 38115  
 Phone: (901) 416-1195 Fax: (901) 416-1474

<b>Grade Level:</b> K-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 83,060	<b>Student Capacity:</b> 672	<b>FY2018-19 Utilization:</b> 123%	<b>FCI:</b> 4
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	826	815	751	619	-132
Attendance Rate	95%	94.9%	94.9%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	73.8%	85.1%	76.1%	-	-
Students with Disabilities (%)	8.3%	8.2%	7.1%	-	-
English Language Learners (%)	17.4%	18%	17.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	51	49	-	39	39
Special Skills	5	4	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	11	10	-	9	9
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	11	7	-	1	1
Other	4	4	-	5	5

**School Level Funds**

General Fund	\$4,844,828	\$4,572,824	\$4,818,204	\$4,257,645	-\$560,559
Title I	\$451,758	\$413,781	\$422,410	\$355,950	-\$66,460
IDEA, Part B	\$147,935	\$114,224	\$127,811	\$115,918	-\$11,892
Other Special Revenue & Federal Funds	\$35	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$5,444,556</b>	<b>\$5,100,830</b>	<b>\$5,368,426</b>	<b>\$4,729,514</b>	<b>-\$638,912</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	53%	36%			
TEM 4	37%	44%			
TEM 3	8%	18%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

Total SBB Allocation		\$3,203,291
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,203,291
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$3,234,140
	This Year (1920)	\$3,203,291
	Total Difference	\$(30,849)
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(119,088)
	Estimated changes to the budget due to SBB transition	Change from SBB \$197,386

Detailed Breakdown					
1. SBB Allocations					
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	619	\$2,185,070	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	112	\$118,608	
Grade 1	0.30	\$1,059	86	\$91,074	
Grade 2	0.30	\$1,059	114	\$120,726	
Grade 3	0.20	\$706	91	\$64,246	
Grade 4	0.20	\$706	97	\$68,482	
Grade 5	0.20	\$706	119	\$84,014	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	488	\$172,264	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	111	\$9,768	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	74	\$104,488	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	485	\$171,205	
Incoming High Proficiency	0.10	\$353	19	\$6,707	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	7	\$5,775	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,203,291</b>	

2. SBB Transition Supplements		\$0
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,175	4,856.07	\$319
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Highland Oaks Elementary School**

5252 Annandale Dr., Memphis, TN 38125  
 Phone: (901) 416-0330 Fax: (901) 756-2304

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 107,971	<b>Student Capacity:</b> 941	<b>FY2018-19 Utilization:</b> 89%	<b>FCI:</b> 10
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	835	802	824	825	1
Attendance Rate	94.7%	96.5%	96.5%	-	NA
Student-Teacher Ratio	1:18	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	49.2%	67.7%	54.3%	-	-
Students with Disabilities (%)	8.3%	7.2%	6.9%	-	-
English Language Learners (%)	9.9%	10.7%	10%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	49	46	-	47	47
Special Skills	9	7	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	13	9	-	12	12
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	2	2
Nutrition	11	5	-	2	2
Other	5	5	-	6	6

**School Level Funds**

General Fund	\$4,337,330	\$4,352,995	\$4,668,852	\$4,338,843	-\$330,008
Title I	\$279,953	\$448,788	\$362,894	\$360,360	-\$2,534
IDEA, Part B	\$22,470	\$21,854	\$29,266	\$39,641	\$10,374
Other Special Revenue & Federal Funds	\$189	\$182,438	\$198,959	\$172,904	-\$26,055
<b>Total</b>	<b>\$4,639,944</b>	<b>\$5,006,077</b>	<b>\$5,259,973</b>	<b>\$4,911,749</b>	<b>-\$348,223</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	80%	100%		
TEM 5	9%	24%		
TEM 4	31%	46%		
TEM 3	40%	30%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$4,131,239**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,131,239
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 funding changed under SBB?		Last Year (1819)		\$3,686,729	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$4,131,239	
		Total Difference		\$444,510	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$525,039	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$221,790	

**Detailed Breakdown**

**1. SBB Allocations** **\$4,131,239**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	825	\$2,912,250
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	131	\$138,729
Grade 1	0.30	\$1,059	132	\$139,788
Grade 2	0.30	\$1,059	139	\$147,201
Grade 3	0.20	\$706	129	\$91,074
Grade 4	0.20	\$706	150	\$105,900
Grade 5	0.20	\$706	144	\$101,664
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	452	\$159,556
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	78	\$6,864
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	74	\$104,488
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	542	\$191,326
Incoming High Proficiency	0.10	\$353	72	\$25,416
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	8	\$6,600
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$4,131,239</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,008	4,738.73	\$269
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Holmes Road Elementary School**

1083 Holmes Rd., Memphis, TN 38116  
 Phone: (901) 416-6469 Fax: (901) 416-2469

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Empowerment	<b>Square Footage:</b> 84,633	<b>Student Capacity:</b> 642	<b>FY2018-19 Utilization:</b> 111%	<b>FCI:</b> 4
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	94	94	94	94	-
K-12	712	715	681	584	-97
Attendance Rate	93.6%	94.6%	94.6%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	73.9%	75.3%	72.9%	-	-
Students with Disabilities (%)	11.5%	10.3%	9.6%	-	-
English Language Learners (%)	1.2%	0.9%	1.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	35	48	-	38	38
Special Skills	4	5	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	9	13	-	15	15
Instructional Facilitator	2	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	2	1	-	5	5

**School Level Funds**

General Fund	\$3,754,664	\$3,639,328	\$4,228,480	\$3,836,870	-\$391,609
Title I	\$322,197	\$443,182	\$499,797	\$300,825	-\$198,972
IDEA, Part B	\$123,868	\$108,976	\$102,995	\$134,908	\$31,913
Other Special Revenue & Federal Funds	\$135,203	\$326,225	\$364,005	\$437,687	\$73,681
<b>Total</b>	<b>\$4,335,934</b>	<b>\$4,517,712</b>	<b>\$5,195,278</b>	<b>\$4,710,291</b>	<b>-\$484,986</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	91%	98%		
TEM 5	20%	31%		
TEM 4	49%	44%		
TEM 3	23%	22%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

Total SBB Allocation		\$3,043,272
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,043,272
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
<p>How has funding changed under SBB?</p> <p>Changes to enrollment impact the budget BEFORE SBB applies</p>		<p>Last Year (1819) \$2,848,307</p> <p>This Year (1920) \$3,043,272</p> <p>Total Difference \$194,964</p>
<p>Estimated change to the budget due to Enrollment changes</p>		Change from Enrollment \$111,861
<p>Estimated changes to the budget due to SBB transition</p>		Change from SBB \$135,209

**Detailed Breakdown**

1. SBB Allocations		\$3,043,272			
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	584	\$2,061,520	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	98	\$103,782	
Grade 1	0.30	\$1,059	115	\$121,785	
Grade 2	0.30	\$1,059	80	\$84,720	
Grade 3	0.20	\$706	100	\$70,600	
Grade 4	0.20	\$706	89	\$62,834	
Grade 5	0.20	\$706	102	\$72,012	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	437	\$154,261	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	7	\$616	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	81	\$114,372	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	484	\$170,852	
Incoming High Proficiency	0.10	\$353	16	\$5,648	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	23	\$18,975	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$3,043,272</b>	

**2. SBB Transition Supplements** \$0

Staffing Supplement	
<p>This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.</p>	
\$0	

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil				
\$5,211	4,979.56	\$232				
<table border="1"> <thead> <tr> <th>% Change in Dollar per Pupil</th> <th>Transition Policy Dollars</th> </tr> </thead> <tbody> <tr> <td>5%</td> <td>\$0</td> </tr> </tbody> </table>		% Change in Dollar per Pupil	Transition Policy Dollars	5%	\$0	
% Change in Dollar per Pupil	Transition Policy Dollars					
5%	\$0					
<b>SBB Total Supplements TOTAL</b>						
<b>\$0</b>						



**Idlewild Elementary School**

1950 Linden, Memphis, TN 38104  
 Phone: (901) 416-4566 Fax: (901) 416-4492

**Grade Level:** K-5      **School Type:** Optional      **Square Footage:** 65,025      **Student Capacity:** 473      **FY2018-19 Utilization:** 97%      **FCI:** 28

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	458	456	497	497	-
Attendance Rate	97.2%	97.3%	97.3%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	27.7%	37.3%	24.7%	-	-
Students with Disabilities (%)	5.4%	5.1%	4.7%	-	-
English Language Learners (%)	0.9%	0.8%	0.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	27	26	-	26	26
Special Skills	6	5	-	5	5
Counselor	1	1	-	1	1
Educational Assistant	3	4	-	5	5
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	2	-	-	-
Other	2	2	-	2	2

**School Level Funds**

General Fund	\$2,833,447	\$2,897,225	\$2,916,811	\$2,910,447	-\$6,363
Title I	\$119,767	\$116,556	\$0	\$103,320	\$103,320
IDEA, Part B	\$44,625	\$23,814	\$23,877	\$22,784	-\$1,093
Other Special Revenue & Federal Funds	\$197	\$757	\$0	\$40,913	\$40,913
<b>Total</b>	<b>\$2,998,037</b>	<b>\$3,038,353</b>	<b>\$2,940,689</b>	<b>\$3,077,465</b>	<b>\$136,776</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	68%	24%			
TEM 4	29%	61%			
TEM 3	4%	15%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,379,818**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,379,818
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 funding changed under SBB?		Last Year (1819)		\$2,288,244	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,379,818	
		Total Difference		\$91,573	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(11,447)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$58,884

**Detailed Breakdown**

**1. SBB Allocations** **\$2,379,818**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	497	\$1,754,410
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	95	\$100,605
Grade 1	0.30	\$1,059	91	\$96,369
Grade 2	0.30	\$1,059	86	\$91,074
Grade 3	0.20	\$706	73	\$51,538
Grade 4	0.20	\$706	79	\$55,774
Grade 5	0.20	\$706	73	\$51,538
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	121	\$42,713
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	21	\$1,848
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	15	\$21,180
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	154	\$54,362
Incoming High Proficiency	0.10	\$353	161	\$56,833
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

**SBB Allocations Total** **\$2,379,818**

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,788	4,669.89	\$118
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b> <span style="float: right;"><b>\$0</b></span>		



**Jackson Elementary School**

3925 Wales, Memphis, TN 38108  
 Phone: (901) 416-4222 Fax: (901) 416-4277

<b>Grade Level:</b> K-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 44,568	<b>Student Capacity:</b> 243	<b>FY2018-19 Utilization:</b> 139%	<b>FCI:</b> 37
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	340	336	317	274	-43
Attendance Rate	95.2%	95.5%	95.5%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	71.9%	56.3%	68.7%	-	-
Students with Disabilities (%)	6.9%	1%	5.8%	-	-
English Language Learners (%)	35.2%	0.3%	34.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	26	25	-	21	21
Special Skills	3	2	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	9	5	-	3	3

**School Level Funds**

General Fund	\$2,275,976	\$2,334,408	\$2,294,832	\$2,183,466	-\$111,366
Title I	\$172,223	\$188,654	\$177,805	\$151,725	-\$26,080
IDEA, Part B	\$22,566	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$50,311	\$70,690	\$79,726	\$106,792	\$27,066
<b>Total</b>	<b>\$2,521,078</b>	<b>\$2,593,754</b>	<b>\$2,552,364</b>	<b>\$2,441,983</b>	<b>-\$110,380</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	95%		
TEM 5	11%	23%		
TEM 4	56%	45%		
TEM 3	33%	27%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation** **\$1,539,954**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,417,245
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$122,709
How has funding changed under SBB?		Last Year (1819)		\$1,512,777	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,539,954	
		Total Difference		\$27,177	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(66,942)	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$120,431	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,417,245**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	274	\$967,220
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	53	\$56,127
Grade 1	0.30	\$1,059	44	\$46,596
Grade 2	0.30	\$1,059	41	\$43,419
Grade 3	0.20	\$706	50	\$35,300
Grade 4	0.20	\$706	41	\$28,946
Grade 5	0.20	\$706	45	\$31,770
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	201	\$70,953
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	85	\$7,480
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	38	\$53,656
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	176	\$62,128
Incoming High Proficiency	0.10	\$353	34	\$12,002
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$122,709
<b>SBB Allocations Total</b>				<b>\$1,417,245</b>

**2. SBB Transition Supplements** **\$122,709**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,172	5,180.74	\$(8)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
8%		\$0

**SBB Total Supplements TOTAL** **\$122,709**



**Kate Bond Elementary School**

2727 Kate Bond Rd., Memphis, TN 38133  
 Phone: (901) 416-0020 Fax: (901) 416-0021

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 107,748	<b>Student Capacity:</b> 811	<b>FY2018-19 Utilization:</b> 120%	<b>FCI:</b> 9
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	975	949	798	801	3
Attendance Rate	95.5%	96.1%	96.1%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	44.4%	86.9%	45.1%	-	-
Students with Disabilities (%)	9.8%	7%	10.6%	-	-
English Language Learners (%)	32.6%	36.2%	28.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	69	58	-	54	54
Special Skills	7	6	-	6	6
Counselor	2	2	-	2	2
Educational Assistant	10	10	-	15	15
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	5	4	-	4	4

**School Level Funds**

General Fund	\$5,721,474	\$5,346,882	\$5,175,707	\$5,291,143	\$115,436
Title I	\$454,536	\$372,279	\$311,761	\$314,160	\$2,398
IDEA, Part B	\$121,946	\$88,164	\$90,217	\$154,744	\$64,527
Other Special Revenue & Federal Funds	\$31,964	\$102,301	\$129,166	\$128,359	-\$806
<b>Total</b>	<b>\$6,329,922</b>	<b>\$5,909,627</b>	<b>\$5,706,852</b>	<b>\$5,888,407</b>	<b>\$181,555</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	97%	
TEM 5	29%	19%	
TEM 4	44%	42%	
TEM 3	26%	36%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation** **\$4,006,855**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,006,855
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 funding changed under SBB?		Last Year (1819)		\$3,931,450	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$4,006,855	
		Total Difference		\$75,406	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(49,189)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$185,143	

**Detailed Breakdown**

**1. SBB Allocations** **\$4,006,855**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	801	\$2,827,530
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	118	\$124,962
Grade 1	0.30	\$1,059	120	\$127,080
Grade 2	0.30	\$1,059	123	\$130,257
Grade 3	0.20	\$706	153	\$108,018
Grade 4	0.20	\$706	135	\$95,310
Grade 5	0.20	\$706	152	\$107,312
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	356	\$125,668
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	235	\$20,680
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	85	\$120,020
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	480	\$169,440
Incoming High Proficiency	0.10	\$353	90	\$31,770
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	22	\$18,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$4,006,855</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,002	4,771.18	\$231
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
5%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Keystone Elementary School**

4301 Old Allen Rd., Memphis, TN 38128  
 Phone: (901) 416-3924 Fax: (901) 416-3947

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 84,641	<b>Student Capacity:</b> 522	<b>FY2018-19 Utilization:</b> 95%	<b>FCI:</b> 20
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	38	41	41	41	-
K-12	495	498	449	405	-44
Attendance Rate	93%	93.6%	93.6%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	80.4%	79.5%	78.6%	-	-
Students with Disabilities (%)	19.5%	19%	19.8%	-	-
English Language Learners (%)	0%	0.6%	0.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	27	33	-	29	29
Special Skills	5	4	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	12	12	-	14	14
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	2	2	-	5	5

**School Level Funds**

General Fund	\$3,285,474	\$3,405,174	\$3,002,232	\$3,102,483	\$100,251
Title I	\$269,977	\$271,464	\$259,049	\$231,525	-\$27,524
IDEA, Part B	\$101,986	\$145,336	\$167,421	\$151,551	-\$15,869
Other Special Revenue & Federal Funds	\$78,358	\$93,026	\$95,226	\$123,660	\$28,434
<b>Total</b>	<b>\$3,735,797</b>	<b>\$3,915,001</b>	<b>\$3,523,928</b>	<b>\$3,609,221</b>	<b>\$85,292</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	53%	38%		
TEM 4	28%	41%		
TEM 3	19%	21%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,271,232**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,641,798
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(370,566)
How has funding changed under SBB?		Last Year (1819)		\$2,176,308	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,271,232	
		Total Difference		\$94,924	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(228,235)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$187,533	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,641,798**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	405	\$1,429,650
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	77	\$81,543
Grade 1	0.30	\$1,059	69	\$73,071
Grade 2	0.30	\$1,059	56	\$59,304
Grade 3	0.20	\$706	75	\$52,950
Grade 4	0.20	\$706	71	\$50,126
Grade 5	0.20	\$706	57	\$40,242
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	320	\$112,960
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	61	\$86,132
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	282	\$99,546
Incoming High Proficiency	0.10	\$353	27	\$9,531
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	662	\$546,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

**SBB Allocations Total** **\$2,641,798**

**2. SBB Transition Supplements** **\$(370,566)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$6,523	5,144.94	\$1,378
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
27%		\$(370,566)
<b>SBB Total Supplements TOTAL</b> <span style="float: right;"><b>\$(370,566)</b></span>		



**Kingsbury Elementary School**

4055 Bayliss, Memphis, TN 38108

Phone: (901) 416-6020 Fax: (901) 416-6041

<b>Grade Level:</b> PreK-6	<b>School Type:</b> Traditional	<b>Square Footage:</b> 65,250	<b>Student Capacity:</b> 358	<b>FY2018-19 Utilization:</b> 152%	<b>FCI:</b> 10
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	56	56	56	56	-
K-12	543	549	554	453	-101
Attendance Rate	94.2%	94.9%	94.9%	-	NA
Student-Teacher Ratio	1:12	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	70%	82.8%	65.8%	-	-
Students with Disabilities (%)	18.4%	16.3%	15.6%	-	-
English Language Learners (%)	42.9%	41.3%	39.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	46	45	-	39	39
Special Skills	6	4	-	2	2
Counselor	1	1	-	2	2
Educational Assistant	16	11	-	12	12
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	3	-	4	4

**School Level Funds**

General Fund	\$3,836,607	\$3,817,723	\$3,850,453	\$3,540,260	-\$310,193
Title I	\$294,016	\$300,734	\$330,848	\$280,875	-\$49,973
IDEA, Part B	\$237,613	\$202,947	\$206,845	\$197,337	-\$9,507
Other Special Revenue & Federal Funds	\$114,473	\$267,534	\$250,404	\$382,227	\$131,822
<b>Total</b>	<b>\$4,482,710</b>	<b>\$4,588,940</b>	<b>\$4,638,552</b>	<b>\$4,400,700</b>	<b>-\$237,851</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	98%		
TEM 5	46%	26%		
TEM 4	46%	49%		
TEM 3	7%	23%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,558,112**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,849,744
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(291,632)
How has funding changed under SBB?		Last Year (1819)		\$2,502,315	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,558,112	
		Total Difference		\$55,797	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$20,122	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$211,220	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,849,744**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	453	\$1,599,090
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	81	\$85,779
Grade 1	0.30	\$1,059	59	\$62,481
Grade 2	0.30	\$1,059	97	\$102,723
Grade 3	0.20	\$706	67	\$47,302
Grade 4	0.20	\$706	64	\$45,184
Grade 5	0.20	\$706	85	\$60,010
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	311	\$109,783
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	172	\$15,136
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	48	\$67,776
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	352	\$124,256
Incoming High Proficiency	0.10	\$353	32	\$11,296
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	627	\$517,275
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,849,744</b>

**2. SBB Transition Supplements** **\$(291,632)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$6,291	5,180.78	\$1,110
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
21%		\$(291,632)
<b>SBB Total Supplements TOTAL</b>		
<b>\$(291,632)</b>		



**Knight Road Elementary School**

3237 Knight Rd., Memphis, TN 38118

Phone: (901) 416-2514 Fax: (901) 416-2516

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 53,093	<b>Student Capacity:</b> 373	<b>FY2018-19 Utilization:</b> 138%	<b>FCI:</b> 36
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	516	521	506	506	-
Attendance Rate	93.7%	96.1%	96.1%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	77.3%	75.1%	75.2%	-	-
Students with Disabilities (%)	8.5%	9.1%	9.7%	-	-
English Language Learners (%)	41.5%	43.4%	38.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	34	40	-	36	36
Special Skills	4	3	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	7	6	-	7	7
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	5	-	1	1
Other	11	7	-	8	8

**School Level Funds**

General Fund	\$2,759,094	\$3,059,066	\$3,170,937	\$3,555,750	\$384,813
Title I	\$265,465	\$296,470	\$309,282	\$0	-
IDEA, Part B	\$110,489	\$110,772	\$112,595	\$105,813	-\$6,782
Other Special Revenue & Federal Funds	\$195,896	\$204,864	\$216,236	\$411,783	\$195,547
<b>Total</b>	<b>\$3,330,945</b>	<b>\$3,671,173</b>	<b>\$3,809,051</b>	<b>\$4,073,347</b>	<b>\$264,296</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	77%	95%	
TEM 5	3%	24%	
TEM 4	40%	41%	
TEM 3	34%	30%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation \$1,654,809**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,314,814
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$339,995
How has funding changed under SBB?		Last Year (1819)	\$1,768,334		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$1,654,809		
		Total Difference	\$(113,525)		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$212,514		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(51,180)		

**Detailed Breakdown**

**1. SBB Allocations \$1,314,814**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	301	\$1,062,530
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	87	\$92,133
Grade 1	0.30	\$1,059	85	\$90,015
Grade 2	0.30	\$1,059	74	\$78,366
Grade 3	0.20	\$706	82	\$57,892
Grade 4	0.20	\$706	84	\$59,304
Grade 5	0.20	\$706	78	\$55,068
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	380	\$134,140
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	184	\$16,192
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	47	\$66,364
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	264	\$93,192
Incoming High Proficiency	0.10	\$353	10	\$3,530
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	5	\$4,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,314,814</b>

**2. SBB Transition Supplements \$339,995**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

\$49,473

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,368	5,667.74	\$(1,300)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-20%		\$290,522
<b>SBB Total Supplements TOTAL</b>		<b>\$339,995</b>



**LaRose Elementary School**

864 S. Wellington Street, Memphis, TN 38126  
 Phone: (901) 416-7848 Fax: (901) 416-7850

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 94,426	<b>Student Capacity:</b> 503	<b>FY2018-19 Utilization:</b> 73%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	17	20	20	20	-
K-12	367	340	289	275	-14
Attendance Rate	93.9%	94%	94%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	87%	86.9%	90.2%	-	-
Students with Disabilities (%)	6.9%	8.7%	8.5%	-	-
English Language Learners (%)	0.3%	0.3%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	24	26	-	17	17
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	5	5

**School Level Funds**

General Fund	\$2,317,183	\$2,141,491	\$2,196,071	\$1,950,607	-\$245,464
Title I	\$324,913	\$211,463	\$171,095	\$145,425	-\$25,670
Other Special Revenue & Federal Funds	\$67,347	\$96,434	\$115,801	\$239,273	\$123,472
<b>Total</b>	<b>\$2,709,443</b>	<b>\$2,449,389</b>	<b>\$2,482,967</b>	<b>\$2,335,305</b>	<b>-\$147,662</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	96%			
TEM 5	56%	78%			
TEM 4	36%	13%			
TEM 3	8%	4%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,558,307**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,558,307
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 funding changed under SBB?		Last Year (1819)		\$2,514,383	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,558,307	
		Total Difference		\$43,924	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$147,640	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$113,766	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,558,307**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	490	\$1,729,700
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	52	\$55,068
Grade 1	0.30	\$1,059	49	\$51,891
Grade 2	0.30	\$1,059	36	\$38,124
Grade 3	0.20	\$706	45	\$31,770
Grade 4	0.20	\$706	47	\$33,182
Grade 5	0.20	\$706	46	\$32,476
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	252	\$88,956
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	58	\$81,896
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	415	\$146,495
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	19	\$15,675
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,558,307</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,221	4,988.86	\$232
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
5%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Levi Elementary School**

135 W. Levi Road, Memphis, TN 38109  
 Phone: (901) 416-8166 Fax: (901) 416-8167

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 71,179	<b>Student Capacity:</b> 413	<b>FY2018-19 Utilization:</b> 118%	<b>FCI:</b> 16
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	486	483	422	412	-10
Attendance Rate	94%	94.2%	94.2%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	86.8%	80.3%	88.4%	-	-
Students with Disabilities (%)	10%	10%	7.8%	-	-
English Language Learners (%)	0.6%	0.4%	0.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	29	32	-	25	25
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	1	2	-	2	2
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	9	4	-	1	1
Other	10	6	-	8	8

**School Level Funds**

General Fund	\$2,420,164	\$2,305,217	\$2,338,925	\$2,477,821	\$138,896
Title I	\$268,476	\$267,342	\$257,569	\$226,800	-\$30,769
Other Special Revenue & Federal Funds	\$177,058	\$99,910	\$158,788	\$233,783	\$74,995
<b>Total</b>	<b>\$2,865,699</b>	<b>\$2,672,471</b>	<b>\$2,755,282</b>	<b>\$2,938,404</b>	<b>\$183,122</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	96%	89%	
TEM 5	48%	4%	
TEM 4	33%	56%	
TEM 3	15%	30%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$1,526,901**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,462,906
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$63,995
How has funding changed under SBB?		Last Year (1819)		\$1,557,745	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,526,901	
		Total Difference		\$(30,845)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(92,609)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$(19,598)

**Detailed Breakdown**

**1. SBB Allocations \$1,462,906**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	275	\$970,750
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	73	\$77,307
Grade 1	0.30	\$1,059	72	\$76,248
Grade 2	0.30	\$1,059	58	\$61,422
Grade 3	0.20	\$706	75	\$52,950
Grade 4	0.20	\$706	60	\$42,360
Grade 5	0.20	\$706	74	\$52,244
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	368	\$129,904
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	56	\$79,072
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	183	\$64,599
Incoming High Proficiency	0.10	\$353	44	\$15,532
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$3,750
<b>SBB Allocations Total</b>				<b>\$1,462,906</b>

**2. SBB Transition Supplements \$63,995**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

\$60,245

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,320	5,623.63	\$(304)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-1%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$63,995</b>



**Lowrance K-8 School**

7740 Lowrance Rd., Memphis, TN 38125  
 Phone: (901) 416-2330 Fax: (901) 759-3011

<b>Grade Level:</b> K-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 112,145	<b>Student Capacity:</b> 839	<b>FY2018-19 Utilization:</b> 97%	<b>FCI:</b> 12
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	811	793	830	807	-23
Attendance Rate	96%	95.9%	95.9%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	48.2%	71.3%	49.7%	-	-
Students with Disabilities (%)	21.2%	11.1%	8.8%	-	-
English Language Learners (%)	10.8%	7.2%	5.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	46	48	-	47	47
Special Skills	7	5	-	5	5
Counselor	4	2	-	2	2
Educational Assistant	6	6	-	13	13
Instructional Facilitator	2	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	11	6	-	1	1
Other	6	6	-	7	7

**School Level Funds**

General Fund	\$4,463,135	\$4,678,416	\$4,775,445	\$4,721,916	-\$53,528
Title I	\$281,097	\$358,410	\$276,952	\$336,840	\$59,888
IDEA, Part B	\$44,422	\$53,100	\$54,617	\$55,079	\$461
Other Special Revenue & Federal Funds	\$63,168	\$165,643	\$173,881	\$206,949	\$33,067
<b>Total</b>	<b>\$4,851,823</b>	<b>\$5,255,570</b>	<b>\$5,280,896</b>	<b>\$5,320,785</b>	<b>\$39,888</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	92%	94%		
TEM 5	12%	13%		
TEM 4	64%	51%		
TEM 3	16%	30%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation** **\$2,157,692**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,162,408
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(4,716)
How has funding changed under SBB?		Last Year (1819)		\$2,027,581	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,157,692	
		Total Difference		\$130,111	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(155,423)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$178,158	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,162,408**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	412	\$1,454,360
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	86	\$91,074
Grade 1	0.30	\$1,059	91	\$96,369
Grade 2	0.30	\$1,059	86	\$91,074
Grade 3	0.20	\$706	77	\$54,362
Grade 4	0.20	\$706	94	\$66,364
Grade 5	0.20	\$706	86	\$60,716
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	405	\$142,965
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	43	\$3,784
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	62	\$87,544
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	349	\$123,197
Incoming High Proficiency	0.10	\$353	10	\$3,530
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	1	\$825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,162,408</b>

**2. SBB Transition Supplements** **\$(4,716)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,249	4,804.69	\$444
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
9%		\$(4,716)
<b>SBB Total Supplements TOTAL</b>		<b>\$(4,716)</b>



**Lucie E. Campbell Elementary**

3232 Birchfield, Memphis, TN 38118

Phone: (901) 416-1000 Fax: (901) 416-1001

<b>Grade Level:</b> PreK-5	<b>School Type:</b> iZone	<b>Square Footage:</b> 84,740	<b>Student Capacity:</b> 573	<b>FY2018-19 Utilization:</b> 84%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	42	42	42	42	-
K-12	480	471	466	503	37
Attendance Rate	92.1%	93.8%	93.8%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	93.7%	78.7%	84%	-	-
Students with Disabilities (%)	15.2%	16.5%	15.8%	-	-
English Language Learners (%)	0.2%	0.3%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	33	36	-	35	35
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	13	11	-	14	14
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	5	4	-	8	8

**School Level Funds**

General Fund	\$3,111,164	\$3,522,792	\$3,372,156	\$3,738,713	\$366,556
Title I	\$257,632	\$259,042	\$306,763	\$301,875	-\$4,888
IDEA, Part B	\$208,328	\$208,087	\$210,275	\$187,209	-\$23,066
Other Special Revenue & Federal Funds	\$193,860	\$180,593	\$217,955	\$355,092	\$137,137
<b>Total</b>	<b>\$3,770,985</b>	<b>\$4,170,516</b>	<b>\$4,107,151</b>	<b>\$4,582,890</b>	<b>\$475,739</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	100%		
TEM 5	18%	57%		
TEM 4	42%	32%		
TEM 3	33%	11%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

Total SBB Allocation		\$3,793,134
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,793,134
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$3,595,671
	This Year (1920)	\$3,793,134
	Total Difference	\$197,463
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$43,803
	Estimated changes to the budget due to SBB transition	Change from SBB \$152,348

Detailed Breakdown				
1. SBB Allocations				\$3,793,134
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	807	\$2,848,710
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	77	\$81,543
Grade 1	0.30	\$1,059	88	\$93,192
Grade 2	0.30	\$1,059	94	\$99,546
Grade 3	0.20	\$706	77	\$54,362
Grade 4	0.20	\$706	94	\$66,364
Grade 5	0.20	\$706	73	\$51,538
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	425	\$150,025
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	68	\$96,016
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	628	\$221,684
Incoming High Proficiency	0.10	\$353	16	\$5,648
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,793,134</b>

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,700	4,511.51	\$189
% Change in Dollar per Pupil		Transition Policy Dollars
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Lucy Elementary School**

6269 Amherst Rd., Millington, TN 38053  
 Phone: (901) 416-2610 Fax: (901) 416-2068

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 102,446	<b>Student Capacity:</b> 768	<b>FY2018-19 Utilization:</b> 51%	<b>FCI:</b> 12
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	36	36	36	36	-
K-12	394	338	366	355	-11
Attendance Rate	94.8%	95.2%	95.2%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	65.8%	66.4%	69.8%	-	-
Students with Disabilities (%)	13.5%	12.4%	11%	-	-
English Language Learners (%)	3.2%	3.1%	4.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	27	28	-	23	23
Special Skills	8	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	6	4	-	9	9
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	9	4	-	1	1
Other	2	2	-	3	3

**School Level Funds**

General Fund	\$2,511,795	\$2,770,205	\$2,545,505	\$2,456,411	-\$89,093
Title I	\$205,880	\$217,662	\$222,102	\$188,475	-\$33,627
IDEA, Part B	\$59,182	\$59,350	\$60,339	\$57,489	-\$2,850
Other Special Revenue & Federal Funds	\$70,716	\$106,241	\$107,179	\$108,876	\$1,696
<b>Total</b>	<b>\$2,847,575</b>	<b>\$3,153,460</b>	<b>\$2,935,127</b>	<b>\$2,811,252</b>	<b>-\$123,875</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	94%	
TEM 5	22%	12%	
TEM 4	48%	52%	
TEM 3	30%	30%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,646,991**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,681,350
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(34,359)
How has funding changed under SBB?		Last Year (1819)		\$2,438,088	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,646,991	
		Total Difference		\$208,903	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(167,896)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$218,559	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,681,350**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	503	\$1,775,590
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	58	\$61,422
Grade 1	0.30	\$1,059	57	\$60,363
Grade 2	0.30	\$1,059	60	\$63,540
Grade 3	0.20	\$706	66	\$46,596
Grade 4	0.20	\$706	49	\$34,594
Grade 5	0.20	\$706	65	\$45,890
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	251	\$88,603
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	16	\$1,408
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	86	\$121,432
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	398	\$140,494
Incoming High Proficiency	0.10	\$353	31	\$10,943
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	43	\$35,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,681,350</b>

**2. SBB Transition Supplements** **\$(34,359)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,331	4,827.90	\$503
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
10%		\$(34,359)
<b>SBB Total Supplements TOTAL</b>		<b>\$(34,359)</b>



**Macon-Hall Elementary School**

9800 Macon Rd., Cordova, TN 38018

Phone: (901) 416-2625 Fax: (901) 759-4536

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 93,481	<b>Student Capacity:</b> 971	<b>FY2018-19 Utilization:</b> 116%	<b>FCI:</b> 13
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	1129	1136	1168	1164	-4
Attendance Rate	96.5%	96.4%	96.4%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	24.8%	47.8%	30.7%	-	-
Students with Disabilities (%)	8.8%	7.9%	6.5%	-	-
English Language Learners (%)	4.8%	5.2%	6.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	62	63	-	64	64
Special Skills	11	7	-	8	8
Counselor	2	2	-	3	3
Educational Assistant	9	10	-	10	10
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	10	6	-	3	3
Other	4	3	-	5	5

**School Level Funds**

General Fund	\$5,940,799	\$6,135,355	\$6,264,415	\$6,474,232	\$209,817
Title I	\$366,843	\$257,377	\$257,136	\$299,040	\$41,904
IDEA, Part B	\$39,344	\$79,347	\$84,266	\$54,980	-\$29,286
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$6,346,987</b>	<b>\$6,472,080</b>	<b>\$6,605,817</b>	<b>\$6,828,253</b>	<b>\$222,435</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	100%		
TEM 5	66%	66%		
TEM 4	24%	27%		
TEM 3	9%	7%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

**Total SBB Allocation** **\$1,826,236**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,826,236
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 funding changed under SBB?		Last Year (1819)		\$1,989,180	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,826,236	
		Total Difference		\$(162,944)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(245,765)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$(27,199)	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,826,236**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	355	\$1,253,150
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	202	\$213,918
Grade 1	0.30	\$1,059	201	\$212,859
Grade 2	0.30	\$1,059	157	\$166,263
Grade 3	0.20	\$706	200	\$141,200
Grade 4	0.20	\$706	189	\$133,434
Grade 5	0.20	\$706	215	\$151,790
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	348	\$122,844
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	71	\$6,248
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	45	\$63,540
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	276	\$97,428
Incoming High Proficiency	0.10	\$353	18	\$6,354
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	2	\$1,650
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,826,236</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,144	5,220.95	\$(77)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-1%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Magnolia Elementary School**

2061 Livewell Cir., Memphis, TN 38114  
 Phone: (901) 416-4578 Fax: (901) 416-4580

**Grade Level:** PreK-5      **School Type:** iZone      **Square Footage:** 76,804      **Student Capacity:** 574      **FY2018-19 Utilization:** 39%      **FCI:** 10

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	224	217	503	361	-142
Attendance Rate	93.6%	93.7%	93.7%	-	NA
Student-Teacher Ratio	1:12	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	86%	72%	84.3%	-	-
Students with Disabilities (%)	12.2%	13.7%	9.1%	-	-
English Language Learners (%)	0%	0.9%	0.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	18	20	-	25	25
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	6	8	-	10	10
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	4	2	-	6	6

**School Level Funds**

General Fund	\$2,171,182	\$2,425,656	\$3,429,129	\$2,820,591	-\$608,538
Title I	\$125,141	\$127,702	\$196,846	\$184,275	-\$12,571
IDEA, Part B	\$107,573	\$115,375	\$141,070	\$102,744	-\$38,325
Other Special Revenue & Federal Funds	\$121,441	\$92,863	\$167,247	\$349,797	\$182,550
<b>Total</b>	<b>\$2,525,339</b>	<b>\$2,761,598</b>	<b>\$3,934,295</b>	<b>\$3,457,409</b>	<b>-\$476,886</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	91%	100%			
TEM 5	9%	0%			
TEM 4	45%	36%			
TEM 3	36%	64%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

Total SBB Allocation		\$5,689,670
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$5,689,670
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(69,844)
	Estimated changes to the budget due to SBB transition	Change from SBB \$226,718
		Last Year (1819) \$5,458,258 This Year (1920) \$5,689,670 Total Difference \$231,411

Detailed Breakdown				
1. SBB Allocations				\$5,689,670
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,164	\$4,108,920
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	61	\$64,599
Grade 1	0.30	\$1,059	69	\$73,071
Grade 2	0.30	\$1,059	68	\$72,012
Grade 3	0.20	\$706	70	\$49,420
Grade 4	0.20	\$706	53	\$37,418
Grade 5	0.20	\$706	40	\$28,240
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	309	\$109,077
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	2	\$176
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	107	\$151,084
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	615	\$217,095
Incoming High Proficiency	0.10	\$353	156	\$55,068
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$5,689,670</b>

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,888	4,693.26	\$195
% Change in Dollar per Pupil		Transition Policy Dollars
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Newberry Elementary School**

5540 Newberry, Memphis, TN 38118  
 Phone: (901) 416-2518 Fax: (901) 416-8184

**Grade Level:** K-5      **School Type:** Traditional      **Square Footage:** 45,170      **Student Capacity:** 308      **FY2018-19 Utilization:** 143%      **FCI:** 14

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	442	441	463	463	-
Attendance Rate	96.3%	95.8%	95.8%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	76.3%	60.8%	75.8%	-	-
Students with Disabilities (%)	7.8%	7.4%	7.9%	-	-
English Language Learners (%)	10.4%	9.7%	9.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	25	25	-	28	28
Special Skills	3	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	8	7	-	9	9
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	3	3	-	4	4

**School Level Funds**

General Fund	\$2,474,117	\$2,630,526	\$2,750,470	\$2,981,734	\$231,264
Title I	\$166,540	\$261,409	\$274,218	\$242,550	-\$31,668
IDEA, Part B	\$93,813	\$66,211	\$70,722	\$68,134	-\$2,587
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$70,933	\$70,933
<b>Total</b>	<b>\$2,734,471</b>	<b>\$2,958,147</b>	<b>\$3,095,410</b>	<b>\$3,363,353</b>	<b>\$267,942</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	97%			
TEM 5	29%	29%			
TEM 4	58%	55%			
TEM 3	13%	13%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,424,239**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,289,785
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$134,454
How has funding changed under SBB?		Last Year (1819)		\$2,158,685	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,424,239	
		Total Difference		\$265,554	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$793,711	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$(67,225)	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,289,785**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	569	\$2,008,570
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	65	\$68,835
Grade 1	0.30	\$1,059	72	\$76,248
Grade 2	0.30	\$1,059	77	\$81,543
Grade 3	0.20	\$706	81	\$57,186
Grade 4	0.20	\$706	77	\$54,362
Grade 5	0.20	\$706	91	\$64,246
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	359	\$126,727
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	38	\$3,344
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	47	\$66,364
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	404	\$142,612
Incoming High Proficiency	0.10	\$353	26	\$9,178
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,289,785</b>

**2. SBB Transition Supplements** **\$134,454**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$134,453

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,024	4,378.67	\$(354)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-3%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$134,454</b>



**Northaven Elementary School**

5157 North Circle Rd., Memphis, TN 38127  
 Phone: (901) 416-2800 Fax: (901) 353-8586

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 70,350	<b>Student Capacity:</b> 583	<b>FY2018-19 Utilization:</b> 51%	<b>FCI:</b> 15
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	299	284	281	313	32
Attendance Rate	93.4%	94.4%	94.4%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	82%	82.4%	83.1%	-	-
Students with Disabilities (%)	14%	13.7%	11.3%	-	-
English Language Learners (%)	2.3%	0.9%	1.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	24	22	-	22	22
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	5	3	-	5	5
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	3	-	1	1
Other	2	2	-	4	4

**School Level Funds**

General Fund	\$2,093,948	\$2,395,994	\$2,191,812	\$2,526,108	\$334,296
Title I	\$172,218	\$178,880	\$183,095	\$159,600	-\$23,495
IDEA, Part B	\$28,021	\$48,424	\$57,879	\$50,168	-\$7,710
Other Special Revenue & Federal Funds	\$50,904	\$57,701	\$57,532	\$82,635	\$25,102
<b>Total</b>	<b>\$2,345,093</b>	<b>\$2,681,000</b>	<b>\$2,490,320</b>	<b>\$2,818,513</b>	<b>\$328,192</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	80%	
TEM 5	54%	0%	
TEM 4	38%	60%	
TEM 3	8%	20%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,368,578**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,381,476
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(12,898)
How has funding changed under SBB?		Last Year (1819)		\$2,154,234	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,368,578	
		Total Difference		\$214,344	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(33,109)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$195,571

**Detailed Breakdown**

**1. SBB Allocations** **\$2,381,476**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	463	\$1,634,390
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	46	\$48,714
Grade 1	0.30	\$1,059	50	\$52,950
Grade 2	0.30	\$1,059	52	\$55,068
Grade 3	0.20	\$706	56	\$39,536
Grade 4	0.20	\$706	55	\$38,830
Grade 5	0.20	\$706	54	\$38,124
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	275	\$97,075
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	2	\$176
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	50	\$70,600
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	351	\$123,903
Incoming High Proficiency	0.10	\$353	29	\$10,237
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,381,476</b>

**2. SBB Transition Supplements** **\$(12,898)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,144	4,693.32	\$450
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
10%		\$(12,899)
<b>SBB Total Supplements TOTAL</b>		<b>\$(12,898)</b>



**Oak Forest School**

7440 Nonconnah View Cove, Memphis, TN 38119  
 Phone: (901) 416-2257 Fax: (901) 416-2264

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 87,550	<b>Student Capacity:</b> 473	<b>FY2018-19 Utilization:</b> 100%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	472	465	352	408	56
Attendance Rate	95.9%	96.3%	96.3%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	49.8%	60.8%	53.4%	-	-
Students with Disabilities (%)	9.4%	9.2%	11.2%	-	-
English Language Learners (%)	8.6%	9.4%	11.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	31	29	-	29	29
Special Skills	7	5	-	5	5
Counselor	1	1	-	1	1
Educational Assistant	9	10	-	10	10
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	3	3

**School Level Funds**

General Fund	\$3,031,058	\$2,871,214	\$2,818,455	\$2,898,486	\$80,031
Title I	\$204,448	\$206,937	\$171,273	\$183,960	\$12,686
IDEA, Part B	\$126,611	\$97,378	\$108,260	\$133,376	\$25,115
Other Special Revenue & Federal Funds	\$42,825	\$245,320	\$253,857	\$262,265	\$8,407
<b>Total</b>	<b>\$3,404,945</b>	<b>\$3,420,851</b>	<b>\$3,351,847</b>	<b>\$3,478,088</b>	<b>\$126,240</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	97%		
TEM 5	53%	10%		
TEM 4	29%	66%		
TEM 3	16%	21%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	3	2	N/A	N/A	N/A

Total SBB Allocation		\$1,797,467
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,682,210
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$115,257
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$18,773
	Estimated changes to the budget due to SBB transition	Change from SBB \$(55,592)
		Total Difference \$(49,671)

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	313	\$1,104,890
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	72	\$76,248
Grade 1	0.30	\$1,059	76	\$80,484
Grade 2	0.30	\$1,059	58	\$61,422
Grade 3	0.20	\$706	87	\$61,422
Grade 4	0.20	\$706	46	\$32,476
Grade 5	0.20	\$706	69	\$48,714
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	226	\$79,778
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	45	\$3,960
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	77	\$108,724
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	253	\$89,309
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,682,210</b>

2. SBB Transition Supplements		\$115,257
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,374	5,920.32	\$(546)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-9%		\$115,257
<b>SBB Total Supplements TOTAL</b>		<b>\$115,257</b>



**Oakhaven Elementary School**

3795 Bishops Bridge, Memphis, TN 38118  
 Phone: (901) 416-2320 Fax: (901) 416-2335

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 74,500	<b>Student Capacity:</b> 562	<b>FY2018-19 Utilization:</b> 111%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	622	617	642	545	-97
Attendance Rate	94.3%	94.8%	94.8%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	72.9%	83.7%	77.7%	-	-
Students with Disabilities (%)	7.6%	7%	7.5%	-	-
English Language Learners (%)	14.5%	14.9%	14.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	36	39	-	32	32
Special Skills	5	4	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	6	7	-	3	3
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	3	1	-	6	6

**School Level Funds**

General Fund	\$3,520,473	\$3,589,882	\$3,813,442	\$3,282,316	-\$531,125
Title I	\$320,944	\$285,647	\$408,146	\$311,325	-\$96,821
IDEA, Part B	\$61,010	\$21,416	\$22,677	\$22,711	\$34
Other Special Revenue & Federal Funds	\$99,288	\$103,654	\$104,548	\$129,371	\$24,822
<b>Total</b>	<b>\$4,001,717</b>	<b>\$4,000,601</b>	<b>\$4,348,813</b>	<b>\$3,745,724</b>	<b>-\$603,089</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	93%		
TEM 5	42%	32%		
TEM 4	39%	27%		
TEM 3	12%	34%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,081,268**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,081,268
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 funding changed under SBB?		Last Year (1819)		\$2,051,156	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,081,268	
		Total Difference		\$30,112	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(97,713)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$(10,911)

**Detailed Breakdown**

**1. SBB Allocations** **\$2,081,268**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	408	\$1,440,240
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	92	\$97,428
Grade 1	0.30	\$1,059	89	\$94,251
Grade 2	0.30	\$1,059	85	\$90,015
Grade 3	0.20	\$706	89	\$62,834
Grade 4	0.20	\$706	94	\$66,364
Grade 5	0.20	\$706	96	\$67,776
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	435	\$153,555
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	83	\$7,304
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	46	\$64,952
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	287	\$101,311
Incoming High Proficiency	0.10	\$353	39	\$13,767
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,081,268</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,101	5,127.89	\$(27)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-1%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Oakshire Elementary School**

1765 E. Holmes, Memphis, TN 38116  
 Phone: (901) 416-3140 Fax: (901) 416-3142

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 51,892	<b>Student Capacity:</b> 428	<b>FY2018-19 Utilization:</b> 98%	<b>FCI:</b> 30
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	421	413	347	314	-33
Attendance Rate	97.4%	96.3%	96.3%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	78.6%	78.9%	79.6%	-	-
Students with Disabilities (%)	9.1%	9.4%	6.5%	-	-
English Language Learners (%)	1.4%	1%	0.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	2	2
Classroom Teacher	25	26	-	18	18
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	4	4	-	3	3
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	2	2	-	5	5

**School Level Funds**

General Fund	\$2,529,581	\$2,298,478	\$2,640,820	\$2,495,650	-\$145,169
Title I	\$241,350	\$221,510	\$213,945	\$190,050	-\$23,895
IDEA, Part B	\$27,114	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$74,078	\$78,050	\$78,050	\$123,390	\$45,340
<b>Total</b>	<b>\$2,872,124</b>	<b>\$2,598,038</b>	<b>\$2,932,816</b>	<b>\$2,809,091</b>	<b>-\$123,725</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	92%		
TEM 5	15%	20%		
TEM 4	65%	48%		
TEM 3	8%	24%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	1	2	N/A	N/A	N/A

**Total SBB Allocation** **\$1,400,793**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,356,389
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$44,404
How has funding changed under SBB?		Last Year (1819)		\$1,328,652	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,400,793	
		Total Difference		\$72,141	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(150,223)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$(4,167)	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,356,389**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	313	\$1,104,890
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	53	\$56,127
Grade 1	0.30	\$1,059	53	\$56,127
Grade 2	0.30	\$1,059	62	\$65,658
Grade 3	0.20	\$706	52	\$36,712
Grade 4	0.20	\$706	51	\$36,006
Grade 5	0.20	\$706	43	\$30,358
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	253	\$89,309
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	3	\$264
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	46	\$64,952
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	268	\$94,604
Incoming High Proficiency	0.10	\$353	5	\$1,765
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,356,389</b>

**2. SBB Transition Supplements** **\$44,404**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$44,404

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,334	4,488.69	\$(155)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0%		\$0

**SBB Total Supplements TOTAL** **\$44,404**



**Peabody Elementary School**

2086 Young Ave., Memphis, TN 38104  
 Phone: (901) 416-4606 Fax: (901) 416-4611

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 53,997	<b>Student Capacity:</b> 383	<b>FY2018-19 Utilization:</b> 97%	<b>FCI:</b> 21
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	371	364	335	367	32
Attendance Rate	96%	96%	96%	-	NA
Student-Teacher Ratio	1:18	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	48.6%	68.6%	56.9%	-	-
Students with Disabilities (%)	5.6%	4%	4.5%	-	-
English Language Learners (%)	0.3%	0%	0.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	22	21	-	19	19
Special Skills	8	6	-	6	6
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	4	4
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	1	-	1	1
Other	2	3	-	3	3

**School Level Funds**

General Fund	\$2,392,903	\$2,158,416	\$2,118,907	\$2,381,210	\$262,303
Title I	\$142,150	\$142,603	\$159,846	\$173,880	\$14,033
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$95	\$104,066	\$117,202	\$119,458	\$2,255
<b>Total</b>	<b>\$2,535,149</b>	<b>\$2,405,086</b>	<b>\$2,395,956</b>	<b>\$2,674,549</b>	<b>\$278,592</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	86%	96%	
TEM 5	25%	35%	
TEM 4	32%	46%	
TEM 3	29%	15%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	4	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation** **\$4,553,631**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,553,631
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 funding changed under SBB?		Last Year (1819)		\$4,355,418	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$4,553,631	
		Total Difference		\$198,214	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(4,969)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$276,198

**Detailed Breakdown**

**1. SBB Allocations** **\$4,553,631**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,097	\$3,872,410
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	63	\$66,717
Grade 1	0.30	\$1,059	73	\$77,307
Grade 2	0.30	\$1,059	64	\$67,776
Grade 3	0.20	\$706	63	\$44,478
Grade 4	0.20	\$706	49	\$34,594
Grade 5	0.20	\$706	55	\$38,830
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	210	\$74,130
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	78	\$110,136
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	942	\$332,526
Incoming High Proficiency	0.10	\$353	16	\$5,648
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	15	\$12,375
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$4,553,631</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,151	3,899.21	\$252
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Raleigh-Bartlett Meadows School**

5195 Twin Woods, Memphis, TN 38134  
 Phone: (901) 416-4336 Fax: (901) 416-4339

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 51,891	<b>Student Capacity:</b> 348	<b>FY2018-19 Utilization:</b> 130%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	452	450	471	462	-9
Attendance Rate	94.5%	95%	95%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	72.2%	79.6%	73.5%	-	-
Students with Disabilities (%)	9.3%	9.3%	8%	-	-
English Language Learners (%)	4.9%	4%	3.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	25	25	-	28	28
Special Skills	3	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	4	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	5	5

**School Level Funds**

General Fund	\$2,457,753	\$2,592,958	\$2,754,711	\$2,816,361	\$61,650
Title I	\$229,953	\$246,217	\$255,573	\$239,925	-\$15,648
Other Special Revenue & Federal Funds	\$0	\$161,261	\$175,394	\$173,446	-\$1,948
<b>Total</b>	<b>\$2,687,707</b>	<b>\$3,000,437</b>	<b>\$3,185,679</b>	<b>\$3,229,733</b>	<b>\$44,053</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	84%	97%	
TEM 5	16%	15%	
TEM 4	36%	64%	
TEM 3	32%	18%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation** **\$1,856,780**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,820,763
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$36,017
How has funding changed under SBB?		Last Year (1819)		\$1,828,768	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,856,780	
		Total Difference		\$28,012	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(4,766)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$32,982

**Detailed Breakdown**

**1. SBB Allocations** **\$1,820,763**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	367	\$1,295,510
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	88	\$93,192
Grade 1	0.30	\$1,059	87	\$92,133
Grade 2	0.30	\$1,059	73	\$77,307
Grade 3	0.20	\$706	73	\$51,538
Grade 4	0.20	\$706	84	\$59,304
Grade 5	0.20	\$706	57	\$40,242
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	347	\$122,491
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	14	\$1,232
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	26	\$36,712
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	195	\$68,835
Incoming High Proficiency	0.10	\$353	43	\$15,179
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,820,763</b>

**2. SBB Transition Supplements** **\$36,017**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$36,017

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,961	4,969.48	\$(8)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
2%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$36,017</b>



**Richland Elementary School**

5440 Rich Rd., Memphis, TN 38120  
 Phone: (901) 416-2148 Fax: (901) 416-2150

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 59,833	<b>Student Capacity:</b> 512	<b>FY2018-19 Utilization:</b> 156%	<b>FCI:</b> 1
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	801	800	852	836	-16
Attendance Rate	96.7%	96.3%	96.3%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	13.3%	24.9%	13.8%	-	-
Students with Disabilities (%)	11.1%	13%	12.1%	-	-
English Language Learners (%)	2.2%	3.5%	3.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	49	49	-	49	49
Special Skills	6	5	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	16	11	-	10	10
Instructional Facilitator	0	0	-	2	2
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	4	3	-	4	4

**School Level Funds**

General Fund	\$5,092,719	\$4,868,302	\$5,124,180	\$5,233,237	\$109,056
IDEA, Part B	\$40,688	\$79,101	\$125,499	\$81,579	-\$43,920
Other Special Revenue & Federal Funds	\$94	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$5,133,503</b>	<b>\$4,947,403</b>	<b>\$5,249,680</b>	<b>\$5,314,816</b>	<b>\$65,136</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	82%	74%			
TEM 4	16%	26%			
TEM 3	2%	0%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

Total SBB Allocation		\$2,286,660
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,286,660
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 funding changed under SBB?	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$20,595
	Estimated changes to the budget due to SBB transition	Change from SBB \$173,781
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819) \$2,313,132
		This Year (1920) \$2,286,660
	Total Difference	\$(26,473)

Detailed Breakdown					
1. SBB Allocations					\$2,286,660
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	517	\$1,825,010	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	161	\$170,499	
Grade 1	0.30	\$1,059	140	\$148,260	
Grade 2	0.30	\$1,059	138	\$146,142	
Grade 3	0.20	\$706	134	\$94,604	
Grade 4	0.20	\$706	140	\$98,840	
Grade 5	0.20	\$706	139	\$98,134	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	120	\$42,360	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	23	\$2,024	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	87	\$122,844	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	467	\$164,851	
Incoming High Proficiency	0.10	\$353	4	\$1,412	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	35	\$28,875	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,286,660</b>	

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,423	4,086.81	\$336
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
8%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Riverwood Elementary School**

1330 Stern Lane Cordova, TN 38016  
 Phone: (901) 416-0198 Fax: (901) 416-2248

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 107,565	<b>Student Capacity:</b> 786	<b>FY2018-19 Utilization:</b> 124%	<b>FCI:</b> 1
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	977	959	912	949	37
Attendance Rate	96.8%	96.7%	96.7%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	27%	50%	30.5%	-	-
Students with Disabilities (%)	9.6%	9.6%	8%	-	-
English Language Learners (%)	6.4%	5.3%	6.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	61	58	-	57	57
Special Skills	10	7	-	7	7
Counselor	1	1	-	2	2
Educational Assistant	18	14	-	15	15
Instructional Facilitator	1	2	-	3	3
Librarian	1	1	-	1	1
Nutrition	9	5	-	1	1
Other	3	3	-	3	3

**School Level Funds**

General Fund	\$5,751,625	\$5,823,067	\$5,732,855	\$6,090,122	\$357,267
Title I	\$297,369	\$267,598	\$277,192	\$243,600	-\$33,592
IDEA, Part B	\$53,014	\$70,648	\$77,496	\$68,532	-\$8,964
Other Special Revenue & Federal Funds	\$134	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$6,102,143</b>	<b>\$6,161,314</b>	<b>\$6,087,544</b>	<b>\$6,402,254</b>	<b>\$314,710</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	100%		
TEM 5	47%	71%		
TEM 4	33%	26%		
TEM 3	18%	3%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

Total SBB Allocation		\$3,151,805
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,151,805
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(92,688)
	Estimated changes to the budget due to SBB transition	Change from SBB \$12,878

Detailed Breakdown				
1. SBB Allocations				\$3,151,805
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	762	\$2,689,860
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	145	\$153,555
Grade 1	0.30	\$1,059	174	\$184,266
Grade 2	0.30	\$1,059	165	\$174,735
Grade 3	0.20	\$706	164	\$115,784
Grade 4	0.20	\$706	143	\$100,958
Grade 5	0.20	\$706	158	\$111,548
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	284	\$100,252
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	62	\$5,456
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	66	\$93,192
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	591	\$208,623
Incoming High Proficiency	0.10	\$353	20	\$7,060
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	9	\$7,425
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,151,805</b>

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,136	4,119.33	\$17
% Change in Dollar per Pupil		Transition Policy Dollars
0%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Robert R. Church Elementary School**

4100 Mill Branch Rd. Memphis, TN 38116  
 Phone: (901) 416-0198 Fax: (901) 416-2248

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 81,500	<b>Student Capacity:</b> 662	<b>FY2018-19 Utilization:</b> 99%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	20	20	20	-
K-12	657	645	738	668	-70
Attendance Rate	94.9%	94.7%	94.7%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	81%	86.6%	82.5%	-	-
Students with Disabilities (%)	8.9%	8.2%	7.8%	-	-
English Language Learners (%)	5.5%	5.4%	4.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	36	40	-	41	41
Special Skills	8	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	8	8	-	10	10
Instructional Facilitator	2	2	-	3	3
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	3	3	-	7	7

**School Level Funds**

General Fund	\$3,630,221	\$4,032,899	\$4,695,963	\$4,115,772	-\$580,190
Title I	\$368,202	\$356,744	\$392,933	\$360,675	-\$32,258
IDEA, Part B	\$54,881	\$55,041	\$56,072	\$55,335	-\$736
Other Special Revenue & Federal Funds	\$239,171	\$121,739	\$138,167	\$433,709	\$295,542
<b>Total</b>	<b>\$4,292,477</b>	<b>\$4,566,425</b>	<b>\$5,283,136</b>	<b>\$4,965,492</b>	<b>-\$317,643</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	21%	33%		
TEM 4	56%	50%		
TEM 3	23%	17%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,482,369**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,865,874
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$616,495
How has funding changed under SBB?		Last Year (1819)		\$2,459,560	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,482,369	
		Total Difference		\$22,809	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(227,468)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$202,474	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,865,874**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	368	\$1,299,040
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	128	\$135,552
Grade 1	0.30	\$1,059	122	\$129,198
Grade 2	0.30	\$1,059	140	\$148,260
Grade 3	0.20	\$706	99	\$69,894
Grade 4	0.20	\$706	79	\$55,774
Grade 5	0.20	\$706	100	\$70,600
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	557	\$196,621
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	31	\$2,728
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	108	\$152,496
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	331	\$116,843
Incoming High Proficiency	0.10	\$353	5	\$1,765
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	13	\$10,725
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,865,874</b>

**2. SBB Transition Supplements** **\$616,495**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$616,495

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,070	6,195.37	\$(1,125)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
9%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$616,495</b>



**Ross Elementary School**

4890 Ross Rd., Memphis, TN 38141  
 Phone: (901) 416-1990 Fax: (901) 416-1964

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 137,162	<b>Student Capacity:</b> 1097	<b>FY2018-19 Utilization:</b> 70%	<b>FCI:</b> 21
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	43	40	40	40	-
K-12	768	715	638	608	-30
Attendance Rate	94.2%	94.7%	94.7%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	67.6%	81.6%	66.2%	-	-
Students with Disabilities (%)	8.6%	9.3%	9.1%	-	-
English Language Learners (%)	9.6%	8.1%	6.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	49	48	-	40	40
Special Skills	6	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	9	9	-	6	6
Instructional Facilitator	2	2	-	3	3
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	4	4	-	8	8

**School Level Funds**

General Fund	\$4,307,685	\$4,148,409	\$3,850,722	\$3,939,783	\$89,060
Title I	\$434,184	\$429,724	\$406,164	\$344,400	-\$61,764
IDEA, Part B	\$24,302	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$157,928	\$177,032	\$178,293	\$232,297	\$54,004
<b>Total</b>	<b>\$4,924,101</b>	<b>\$4,755,167</b>	<b>\$4,435,179</b>	<b>\$4,516,480</b>	<b>\$81,300</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	98%		
TEM 5	29%	14%		
TEM 4	41%	53%		
TEM 3	18%	31%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

Total SBB Allocation		\$4,629,377
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$4,629,377
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(39,126)
	Estimated changes to the budget due to SBB transition	Change from SBB \$181,431
		Last Year (1819) \$4,457,321 This Year (1920) \$4,629,377 Total Difference \$172,057

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	949	\$3,349,970
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	97	\$102,723
Grade 1	0.30	\$1,059	99	\$104,841
Grade 2	0.30	\$1,059	104	\$110,136
Grade 3	0.20	\$706	94	\$66,364
Grade 4	0.20	\$706	107	\$75,542
Grade 5	0.20	\$706	107	\$75,542
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	417	\$147,201
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	40	\$3,520
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	61	\$86,132
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	458	\$161,674
Incoming High Proficiency	0.10	\$353	197	\$69,541
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$4,629,377</b>

2. SBB Transition Supplements		\$0
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,878	4,686.98	\$191
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Rozelle Elementary School**

993 Roland, Memphis, TN 38114  
 Phone: (901) 416-4612 Fax: (901) 416-4619

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 58,750	<b>Student Capacity:</b> 379	<b>FY2018-19 Utilization:</b> 65%	<b>FCI:</b> 38
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	247	228	220	232	12
Attendance Rate	96.1%	95.8%	95.8%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	67.5%	76.9%	65.7%	-	-
Students with Disabilities (%)	9.8%	12%	8.8%	-	-
English Language Learners (%)	0%	0%	0.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	17	15	-	15	15
Special Skills	5	4	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	2	2	-	1	1
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	2	-	1	1
Other	2	2	-	3	3

**School Level Funds**

General Fund	\$2,144,516	\$2,007,840	\$1,906,097	\$1,937,842	\$31,745
Title I	\$127,944	\$140,551	\$131,363	\$121,800	-\$9,563
IDEA, Part B	\$22,137	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$5,630	\$19,466	\$47,248	\$57,040	\$9,791
<b>Total</b>	<b>\$2,300,228</b>	<b>\$2,167,858</b>	<b>\$2,084,709</b>	<b>\$2,116,683</b>	<b>\$31,974</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	90%	100%		
TEM 5	43%	29%		
TEM 4	33%	48%		
TEM 3	14%	24%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation** **\$3,537,316**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,537,316
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 funding changed under SBB?		Last Year (1819)		\$3,351,394	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,537,316	
		Total Difference		\$185,922	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(11,252)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$278,610	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,537,316**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	668	\$2,358,040
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	40	\$42,360
Grade 1	0.30	\$1,059	36	\$38,124
Grade 2	0.30	\$1,059	39	\$41,301
Grade 3	0.20	\$706	41	\$28,946
Grade 4	0.20	\$706	43	\$30,358
Grade 5	0.20	\$706	33	\$23,298
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	160	\$56,480
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	115	\$162,380
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	556	\$196,268
Incoming High Proficiency	0.10	\$353	16	\$5,648
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	7	\$5,775
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

**SBB Allocations Total** **\$3,537,316**

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,295	4,878.30	\$417
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
9%		\$0
<b>SBB Total Supplements TOTAL</b> <span style="float: right;"><b>\$0</b></span>		



**Scenic Hills Elementary School**

3450 Scenic Highway Memphis, TN 38128  
 Phone: (901) 416-4342 Fax: (901) 416-4303

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 48,338	<b>Student Capacity:</b> 379	<b>FY2018-19 Utilization:</b> 75%	<b>FCI:</b> 34
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	284	278	306	280	-26
Attendance Rate	93.7%	95.2%	95.2%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	84.2%	72.8%	76%	-	-
Students with Disabilities (%)	11.5%	10.2%	9.6%	-	-
English Language Learners (%)	0%	0.8%	1.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	21	24	-	21	21
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	4	4	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	7	3	-	1	1
Other	3	3	-	6	6

**School Level Funds**

General Fund	\$1,903,904	\$2,393,774	\$2,325,111	\$2,151,913	-\$173,197
Title I	\$150,896	\$155,990	\$183,432	\$147,000	-\$36,432
IDEA, Part B	\$21,053	\$63,325	\$79,523	\$85,564	\$6,041
Other Special Revenue & Federal Funds	\$164,117	\$172,074	\$172,498	\$240,724	\$68,225
<b>Total</b>	<b>\$2,239,972</b>	<b>\$2,785,164</b>	<b>\$2,760,565</b>	<b>\$2,625,202</b>	<b>-\$135,362</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	91%	87%			
TEM 5	9%	7%			
TEM 4	45%	47%			
TEM 3	36%	33%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	2	4	N/A	N/A	N/A

**Total SBB Allocation** **\$3,139,330**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,139,330
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 funding changed under SBB?		Last Year (1819)		\$3,170,031	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,139,330	
		Total Difference		\$(30,701)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(128,015)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$196,767

**Detailed Breakdown**

**1. SBB Allocations** **\$3,139,330**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	608	\$2,146,240
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	51	\$54,009
Grade 1	0.30	\$1,059	48	\$50,832
Grade 2	0.30	\$1,059	49	\$51,891
Grade 3	0.20	\$706	51	\$36,006
Grade 4	0.20	\$706	47	\$33,182
Grade 5	0.20	\$706	34	\$24,004
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	217	\$76,601
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	3	\$264
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	83	\$117,196
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	503	\$177,559
Incoming High Proficiency	0.10	\$353	6	\$2,118
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	12	\$9,900
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,139,330</b>

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,163	4,839.74	\$324
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Sea Isle Elementary School**

5250 Sea Isle Road Memphis, TN 38117  
 Phone: (901) 416-2104 Fax: (901) 416-2109

**Grade Level:** PreK-5      **School Type:** Traditional      **Square Footage:** 79,703      **Student Capacity:** 468      **FY2018-19 Utilization:** 94%      **FCI:** 16

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	439	434	448	398	-50
Attendance Rate	95.5%	95.7%	95.7%	-	NA
Student-Teacher Ratio	1:13	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	43.2%	50%	44.8%	-	-
Students with Disabilities (%)	20.3%	18.5%	16.5%	-	-
English Language Learners (%)	8.9%	9%	9.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	34	33	-	33	33
Special Skills	4	3	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	13	13	-	14	14
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	3	4	-	5	5

**School Level Funds**

General Fund	\$3,538,013	\$3,636,018	\$3,793,774	\$3,699,225	-\$94,549
Title I	\$162,587	\$187,468	\$159,481	\$171,360	\$11,878
IDEA, Part B	\$96,796	\$100,862	\$110,396	\$127,753	\$17,357
Other Special Revenue & Federal Funds	\$285	\$89,467	\$97,522	\$97,444	-\$77
<b>Total</b>	<b>\$3,797,682</b>	<b>\$4,013,818</b>	<b>\$4,161,175</b>	<b>\$4,095,783</b>	<b>-\$65,392</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	100%			
TEM 5	33%	75%			
TEM 4	44%	23%			
TEM 3	17%	3%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

**Total SBB Allocation** **\$1,340,713**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,156,307
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$184,406
How has funding changed under SBB?		Last Year (1819)		\$1,335,880	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,340,713	
		Total Difference		\$4,834	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$4,780	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$43,960	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,156,307**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	232	\$818,960
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	74	\$78,366
Grade 1	0.30	\$1,059	64	\$67,776
Grade 2	0.30	\$1,059	80	\$84,720
Grade 3	0.20	\$706	59	\$41,654
Grade 4	0.20	\$706	62	\$43,772
Grade 5	0.20	\$706	59	\$41,654
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	176	\$62,128
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	38	\$3,344
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	14	\$19,768
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	151	\$53,303
Incoming High Proficiency	0.10	\$353	7	\$2,471
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,156,307</b>

**2. SBB Transition Supplements** **\$184,406**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$184,406

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,984	5,589.45	\$(605)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$184,406</b>



**Shady Grove Elementary School**

5360 Shady Grove Road Memphis, TN 38120  
 Phone: (901) 416-2166 Fax: (901) 416-2168

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 48,401	<b>Student Capacity:</b> 268	<b>FY2018-19 Utilization:</b> 143%	<b>FCI:</b> 20
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	383	371	374	379	5
Attendance Rate	95.1%	94.5%	94.5%	-	NA
Student-Teacher Ratio	1:16	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	51.7%	79.8%	55.9%	-	-
Students with Disabilities (%)	8.1%	8.5%	7.9%	-	-
English Language Learners (%)	21%	21.2%	20%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	26	24	-	24	24
Special Skills	7	3	-	3	3
Counselor	2	1	-	1	1
Educational Assistant	4	3	-	5	5
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	0	1	-	1	1
Nutrition	7	3	-	1	1
Other	2	2	-	2	2

**School Level Funds**

General Fund	\$2,545,122	\$2,603,604	\$2,656,860	\$2,664,466	\$7,606
Title I	\$181,249	\$171,906	\$176,515	\$176,400	-\$115
IDEA, Part B	\$28,119	\$28,096	\$28,563	\$27,384	-\$1,178
Other Special Revenue & Federal Funds	\$-5	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,754,485</b>	<b>\$2,803,607</b>	<b>\$2,861,938</b>	<b>\$2,868,251</b>	<b>\$6,312</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	67%	28%		
TEM 4	27%	53%		
TEM 3	7%	19%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

Total SBB Allocation		\$1,530,586
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,466,805
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$63,781
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$1,586,534
	This Year (1920)	\$1,530,586
	Total Difference	\$(55,949)
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(202,776)
	Estimated changes to the budget due to SBB transition	Change from SBB \$(44,697)

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	280	\$988,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	71	\$75,189
Grade 1	0.30	\$1,059	74	\$78,366
Grade 2	0.30	\$1,059	61	\$64,599
Grade 3	0.20	\$706	55	\$38,830
Grade 4	0.20	\$706	46	\$32,476
Grade 5	0.20	\$706	72	\$50,832
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	214	\$75,542
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	72	\$6,336
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	41	\$57,892
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	223	\$78,719
Incoming High Proficiency	0.10	\$353	15	\$5,295
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	11	\$9,075
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$1,911
<b>SBB Allocations Total</b>				<b>\$1,466,805</b>

2. SBB Transition Supplements		\$63,781
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$61,870

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,239	5,626.01	\$(387)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-3%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$63,781</b>



**Sharpe Elementary School**

3431 Sharpe, Memphis, TN 38111  
 Phone: (901) 416-2166 Fax: (901) 416-5022

**Grade Level:** PreK-5      **School Type:** Traditional      **Square Footage:** 47,130      **Student Capacity:** 279      **FY2018-19 Utilization:** 126%      **FCI:** 40

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	352	351	268	264	-4
Attendance Rate	94.8%	95.1%	95.1%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	78.5%	75.6%	75%	-	-
Students with Disabilities (%)	8.3%	6.1%	4.8%	-	-
English Language Learners (%)	23.2%	21.6%	28.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	29	28	-	23	23
Special Skills	4	3	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	6	3	-	5	5
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	11	7	-	6	6

**School Level Funds**

General Fund	\$2,264,108	\$2,349,193	\$2,091,473	\$2,375,697	\$284,223
Title I	\$187,672	\$141,902	\$165,747	\$150,150	-\$15,597
IDEA, Part B	\$28,899	\$10,727	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$132,081	\$195,934	\$239,851	\$291,071	\$51,220
<b>Total</b>	<b>\$2,612,762</b>	<b>\$2,697,757</b>	<b>\$2,497,072</b>	<b>\$2,816,918</b>	<b>\$319,846</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	50%	50%			
TEM 4	43%	45%			
TEM 3	7%	5%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	2	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

Total SBB Allocation		\$2,079,726
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,991,485
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$88,241
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$2,166,018
	This Year (1920)	\$2,079,726
	Total Difference	\$(86,292)
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(629,219)
	Estimated changes to the budget due to SBB transition	Change from SBB \$41,724

Detailed Breakdown				
1. SBB Allocations				\$1,991,485
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	398	\$1,404,940
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	50	\$52,950
Grade 1	0.30	\$1,059	49	\$51,891
Grade 2	0.30	\$1,059	46	\$48,714
Grade 3	0.20	\$706	47	\$33,182
Grade 4	0.20	\$706	37	\$26,122
Grade 5	0.20	\$706	35	\$24,710
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	207	\$73,071
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	70	\$6,160
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	31	\$43,772
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	241	\$85,073
Incoming High Proficiency	0.10	\$353	42	\$14,826
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	23	\$18,975
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,991,485</b>

2. SBB Transition Supplements		\$88,241
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$88,241

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,004	5,120.61	\$(117)
% Change in Dollar per Pupil		Transition Policy Dollars
2%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$88,241</b>



**Sheffield Elementary School**

4290 Chuck, Memphis, TN 38118

Phone: (901) 416-2360 Fax: (901) 416-2371

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 47000	<b>Student Capacity:</b> 453	<b>FY2018-19 Utilization:</b> 131%	<b>FCI:</b> 22
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	592	599	612	437	-175
Attendance Rate	95.2%	95.5%	95.5%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	76%	77.6%	68.6%	-	-
Students with Disabilities (%)	6.1%	4.3%	3.9%	-	-
English Language Learners (%)	23.5%	26.5%	34.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	35	38	-	33	33
Special Skills	6	4	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	3	3	-	4	4
Instructional Facilitator	2	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	10	5	-	2	2
Other	11	7	-	7	7

**School Level Funds**

General Fund	\$3,118,727	\$3,117,088	\$3,960,855	\$3,690,557	-\$270,297
Title I	\$332,888	\$342,867	\$339,523	\$298,200	-\$41,323
IDEA, Part B	\$752	\$0	\$0	\$0	\$0
School Improvement Grants (SIG)	\$29,547	\$18,931	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$167,476	\$88,405	\$149,634	\$227,722	\$78,088
<b>Total</b>	<b>\$3,649,392</b>	<b>\$3,567,293</b>	<b>\$4,450,012</b>	<b>\$4,216,480</b>	<b>-\$233,532</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	83%	32%	
TEM 5	3%	0%	
TEM 4	33%	7%	
TEM 3	47%	25%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	4	1	N/A	N/A	N/A

**Total SBB Allocation** **\$1,948,357**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,925,673
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$22,684
How has funding changed under SBB?		Last Year (1819)		\$1,806,970	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,948,357	
		Total Difference		\$141,386	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(161,109)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$136,606	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,925,673**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	379	\$1,337,870
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	77	\$81,543
Grade 1	0.30	\$1,059	81	\$85,779
Grade 2	0.30	\$1,059	73	\$77,307
Grade 3	0.20	\$706	73	\$51,538
Grade 4	0.20	\$706	76	\$53,656
Grade 5	0.20	\$706	57	\$40,242
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	312	\$110,136
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	140	\$12,320
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	42	\$59,304
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	279	\$98,487
Incoming High Proficiency	0.10	\$353	17	\$6,001
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$22,684
<b>SBB Allocations Total</b>				<b>\$1,925,673</b>

**2. SBB Transition Supplements** **\$22,684**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,081	4,780.34	\$301
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
8%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$22,684</b>



**Shelby Oaks Elementary School**

6053 Summer Avenue Memphis, TN 38134  
 Phone: (901) 416-4305 Fax: (901) 416-4311

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 74,069	<b>Student Capacity:</b> 637	<b>FY2018-19 Utilization:</b> 136%	<b>FCI:</b> 11
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	869	886	902	825	-77
Attendance Rate	95.9%	96.1%	96.1%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	61.8%	67.7%	64.9%	-	-
Students with Disabilities (%)	8.7%	9.7%	8.1%	-	-
English Language Learners (%)	12.5%	14.1%	12.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	49	50	-	53	53
Special Skills	6	5	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	8	8	-	12	12
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	3	3	-	5	5

**School Level Funds**

General Fund	\$4,843,852	\$4,834,719	\$5,089,239	\$5,013,837	-\$75,401
Title I	\$372,160	\$478,138	\$513,935	\$435,225	-\$78,710
IDEA, Part B	\$27,124	\$27,136	\$27,526	\$24,895	-\$2,630
Other Special Revenue & Federal Funds	\$38,261	\$210,685	\$221,923	\$223,008	\$1,084
<b>Total</b>	<b>\$5,281,399</b>	<b>\$5,550,679</b>	<b>\$5,852,624</b>	<b>\$5,696,966</b>	<b>-\$155,657</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	96%	88%		
TEM 5	40%	29%		
TEM 4	46%	35%		
TEM 3	11%	24%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	2	N/A	N/A	N/A
TVAAS Numeracy	3	2	N/A	N/A	N/A

**Total SBB Allocation \$2,312,514**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,312,514
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 funding changed under SBB?		Last Year (1819)		\$2,777,414	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,312,514	
		Total Difference		\$(464,899)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(225,264)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$164,320	

**Detailed Breakdown**

**1. SBB Allocations \$2,312,514**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	437	\$1,542,610
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	130	\$137,670
Grade 1	0.30	\$1,059	137	\$145,083
Grade 2	0.30	\$1,059	148	\$156,732
Grade 3	0.20	\$706	133	\$93,898
Grade 4	0.20	\$706	143	\$100,958
Grade 5	0.20	\$706	134	\$94,604
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	560	\$197,680
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	95	\$8,360
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	82	\$115,784
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	372	\$131,316
Incoming High Proficiency	0.10	\$353	18	\$6,354
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	3	\$2,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,312,514</b>

**2. SBB Transition Supplements \$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,292	4,915.78	\$376
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
8%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Sherwood Elementary School**

1156 Robin Hood Lane Memphis, TN 38111  
 Phone: (902) 416-4864 Fax: (901) 416-4869

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 94,516	<b>Student Capacity:</b> 562	<b>FY2018-19 Utilization:</b> 116%	<b>FCL:</b> 15
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	651	655	696	530	-166
Attendance Rate	94.3%	96%	96%	-	NA
Student-Teacher Ratio	1:18	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	76.8%	68.5%	76.6%	-	-
Students with Disabilities (%)	8.3%	7.7%	6.1%	-	-
English Language Learners (%)	13.5%	11%	10.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	39	38	-	34	34
Special Skills	7	6	-	6	6
Counselor	1	1	-	2	2
Educational Assistant	8	9	-	6	6
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	12	6	-	3	3
Other	4	4	-	7	7

**School Level Funds**

General Fund	\$3,635,395	\$3,775,460	\$3,976,673	\$3,601,419	-\$375,253
Title I	\$310,544	\$314,978	\$389,328	\$311,850	-\$77,478
IDEA, Part B	\$76,514	\$56,411	\$56,826	\$51,838	-\$4,988
Other Special Revenue & Federal Funds	\$120,243	\$225,531	\$229,100	\$222,579	-\$6,521
<b>Total</b>	<b>\$4,142,698</b>	<b>\$4,372,381</b>	<b>\$4,651,929</b>	<b>\$4,187,687</b>	<b>-\$464,242</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	96%		
TEM 5	38%	24%		
TEM 4	38%	45%		
TEM 3	21%	27%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,525,420**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,654,619
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(129,199)
How has funding changed under SBB?		Last Year (1819)		\$2,478,008	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,525,420	
		Total Difference		\$47,412	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$14,256	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$208,521	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,654,619**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	604	\$2,132,120
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	69	\$73,071
Grade 1	0.30	\$1,059	64	\$67,776
Grade 2	0.30	\$1,059	95	\$100,605
Grade 3	0.20	\$706	118	\$83,308
Grade 4	0.20	\$706	96	\$67,776
Grade 5	0.20	\$706	88	\$62,128
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	408	\$144,024
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	52	\$4,576
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	112	\$158,144
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	592	\$208,976
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	15	\$12,375
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,654,619</b>

**2. SBB Transition Supplements** **\$(129,199)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,395	3,835.93	\$559
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
15%		\$(129,199)
<b>SBB Total Supplements TOTAL</b>		
<b>\$(129,199)</b>		



**South Park Elementary School**

1736 Getwell Road Memphis, TN 38111  
 Phone: (901) 416-5024 Fax: (901) 416-5025

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 77,075	<b>Student Capacity:</b> 438	<b>FY2018-19 Utilization:</b> 123%	<b>FCI:</b> 4
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	60	60	60	60	-
K-12	540	552	572	468	-104
Attendance Rate	95.3%	95.2%	95.2%	-	NA
Student-Teacher Ratio	1:13	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	79.5%	78.4%	76.2%	-	-
Students with Disabilities (%)	12.8%	13.6%	9.2%	-	-
English Language Learners (%)	37.3%	34.2%	32.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	44	49	-	40	40
Special Skills	4	3	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	14	15	-	16	16
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	9	5	-	1	1
Other	9	5	-	3	3

**School Level Funds**

General Fund	\$3,715,325	\$3,708,391	\$3,955,137	\$3,710,928	-\$244,208
Title I	\$322,924	\$316,576	\$333,811	\$275,100	-\$58,711
IDEA, Part B	\$109,730	\$144,244	\$97,801	\$75,066	-\$22,735
Other Special Revenue & Federal Funds	\$299,613	\$289,649	\$338,292	\$396,477	\$58,185
<b>Total</b>	<b>\$4,447,593</b>	<b>\$4,458,862</b>	<b>\$4,725,042</b>	<b>\$4,457,572</b>	<b>-\$267,469</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	90%	81%		
TEM 5	21%	9%		
TEM 4	33%	32%		
TEM 3	36%	40%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation \$3,226,009**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,226,009
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 funding changed under SBB?		Last Year (1819)		\$3,206,938	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,226,009	
		Total Difference		\$19,071	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(80,347)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$244,335	

**Detailed Breakdown**

**1. SBB Allocations \$3,226,009**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	728	\$2,569,840
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	78	\$82,602
Grade 1	0.30	\$1,059	78	\$82,602
Grade 2	0.30	\$1,059	83	\$87,897
Grade 3	0.20	\$706	81	\$57,186
Grade 4	0.20	\$706	83	\$58,598
Grade 5	0.20	\$706	65	\$45,890
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	368	\$129,904
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	144	\$12,672
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	126	\$177,912
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	658	\$232,274
Incoming High Proficiency	0.10	\$353	10	\$3,530
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	29	\$23,925
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,226,009</b>

**2. SBB Transition Supplements \$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,431	4,095.71	\$336
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
8%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Southwind Elementary School**

8155 Meadowvale Drive, Memphis, TN 38125  
 Phone: (901) 416-2805 Fax: (901) 416-2807

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 108,000	<b>Student Capacity:</b> 937	<b>FY2018-19 Utilization:</b> 78%	<b>FCI:</b> 15
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	60	60	60	60	-
K-12	734	719	716	623	-93
Attendance Rate	95.8%	95.6%	95.6%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	46%	60.5%	49%	-	-
Students with Disabilities (%)	9.7%	8.8%	8.5%	-	-
English Language Learners (%)	5.1%	5.2%	4.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	-	-
Classroom Teacher	48	45	-	44	44
Special Skills	7	5	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	12	12	-	15	15
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	10	6	-	2	2
Other	3	4	-	6	6

**School Level Funds**

General Fund	\$4,161,820	\$4,021,119	\$4,049,189	\$4,108,514	\$59,324
Title I	\$425,275	\$249,189	\$296,870	\$310,800	\$13,929
IDEA, Part B	\$108,364	\$104,482	\$112,607	\$110,961	-\$1,645
Other Special Revenue & Federal Funds	\$89,165	\$256,083	\$268,344	\$288,525	\$20,180
<b>Total</b>	<b>\$4,784,625</b>	<b>\$4,630,874</b>	<b>\$4,727,012</b>	<b>\$4,818,801</b>	<b>\$91,788</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	37%	48%		
TEM 4	47%	35%		
TEM 3	16%	17%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation** **\$5,666,892**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$5,666,892
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 funding changed under SBB?		Last Year (1819)		\$5,707,992	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$5,666,892	
		Total Difference		\$(41,099)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(11,939)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$181,801

**Detailed Breakdown**

**1. SBB Allocations** **\$5,666,892**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,255	\$4,430,150
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	101	\$106,959
Grade 1	0.30	\$1,059	100	\$105,900
Grade 2	0.30	\$1,059	101	\$106,959
Grade 3	0.20	\$706	97	\$68,482
Grade 4	0.20	\$706	115	\$81,190
Grade 5	0.20	\$706	109	\$76,954
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	309	\$109,077
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	26	\$2,288
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	68	\$96,016
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	767	\$270,751
Incoming High Proficiency	0.10	\$353	174	\$61,422
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

**SBB Allocations Total** **\$5,666,892**

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,515	4,370.59	\$145
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b> <span style="float: right;"><b>\$0</b></span>		



**Springdale Elementary School**

880 North Hollywood Memphis, TN 38108  
 Phone: (901) 416-4883 Fax: (901) 416-9280

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 58,986	<b>Student Capacity:</b> 279	<b>FY2018-19 Utilization:</b> 92%	<b>FCI:</b> 35
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	258	241	253	242	-11
Attendance Rate	94.6%	94.1%	94.1%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	88.3%	78.8%	86.6%	-	-
Students with Disabilities (%)	10.4%	10.3%	7.2%	-	-
English Language Learners (%)	0.4%	1%	1.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	20	19	-	16	16
Special Skills	4	3	-	4	4
Counselor	1	1	-	1	1
Educational Assistant	2	1	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	9	5	-	2	2

**School Level Funds**

General Fund	\$1,998,975	\$2,270,569	\$2,241,131	\$2,074,870	-\$166,260
Title I	\$221,057	\$205,491	\$224,588	\$122,850	-\$101,738
IDEA, Part B	\$3,829	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$122,809	\$121,339	\$129,082	\$228,167	\$99,084
<b>Total</b>	<b>\$2,346,672</b>	<b>\$2,597,401</b>	<b>\$2,594,802</b>	<b>\$2,425,887</b>	<b>-\$168,914</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	100%			
TEM 5	23%	58%			
TEM 4	55%	38%			
TEM 3	18%	4%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	5	4	N/A	N/A	N/A

**Total SBB Allocation** **\$3,126,032**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,126,032
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 funding changed under SBB?		Last Year (1819)		\$3,302,614	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,126,032	
		Total Difference		\$(176,582)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(9,374)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$178,283

**Detailed Breakdown**

**1. SBB Allocations** **\$3,126,032**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	623	\$2,199,190
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	41	\$43,419
Grade 1	0.30	\$1,059	46	\$48,714
Grade 2	0.30	\$1,059	40	\$42,360
Grade 3	0.20	\$706	35	\$24,710
Grade 4	0.20	\$706	41	\$28,946
Grade 5	0.20	\$706	39	\$27,534
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	216	\$76,248
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	4	\$352
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	62	\$87,544
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	371	\$130,963
Incoming High Proficiency	0.10	\$353	99	\$34,947
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,126,032</b>

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,018	4,731.54	\$286
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Treadwell Elementary School**

3538 Given Ave. Memphis, TN 38122

Phone: (901) 416-6130 Fax: (901) 416-6132

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 55,512	<b>Student Capacity:</b> 618	<b>FY2018-19 Utilization:</b> 104%	<b>FCI:</b> 36
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	644	644	703	691	-12
Attendance Rate	95.8%	96.5%	96.5%	-	NA
Student-Teacher Ratio	1:14	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	81.9%	79.3%	74.6%	-	-
Students with Disabilities (%)	7%	5.3%	5.3%	-	-
English Language Learners (%)	23.6%	22%	22.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	45	90	-	44	44
Special Skills	8	15	-	7	7
Counselor	1	2	-	2	2
Educational Assistant	7	6	-	10	10
Instructional Facilitator	2	3	-	1	1
Librarian	1	2	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Other	10	9	-	8	8

**School Level Funds**

General Fund	\$3,461,757	\$3,747,148	\$4,375,364	\$4,298,735	-\$76,628
Title I	\$214,216	\$406,137	\$396,621	\$369,600	-\$27,021
IDEA, Part B	\$4,607	\$0	\$0	\$0	\$0
School Improvement Grants (SIG)	\$1,157,134	\$990,822	\$887,050	\$311,306	-\$575,743
Other Special Revenue & Federal Funds	\$207,832	\$189,870	\$190,871	\$327,652	\$136,780
<b>Total</b>	<b>\$5,045,547</b>	<b>\$5,333,978</b>	<b>\$5,849,907</b>	<b>\$5,307,294</b>	<b>-\$542,612</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	56%	28%		
TEM 4	33%	46%		
TEM 3	11%	26%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	2	N/A	N/A	N/A

Total SBB Allocation		\$6,690,291
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$6,909,723
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$(219,432)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$6,038,468
	This Year (1920)	\$6,690,291
	Total Difference	\$651,823
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$62,463
	Estimated changes to the budget due to SBB transition	Change from SBB \$552,409

Detailed Breakdown					
1. SBB Allocations					\$6,909,723
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	1,667	\$5,884,510	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	115	\$121,785	
Grade 1	0.30	\$1,059	109	\$115,431	
Grade 2	0.30	\$1,059	123	\$130,257	
Grade 3	0.20	\$706	131	\$92,486	
Grade 4	0.20	\$706	117	\$82,602	
Grade 5	0.20	\$706	96	\$67,776	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	533	\$188,149	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	148	\$13,024	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	148	\$208,976	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	1,504	\$530,912	
Incoming High Proficiency	0.10	\$353	2	\$706	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	38	\$31,350	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>					<b>\$6,909,723</b>

2. SBB Transition Supplements		\$(219,432)
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,145	3,681.99	\$463
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
13%		\$(219,432)
<b>SBB Total Supplements TOTAL</b>		
<b>\$(219,432)</b>		



**Vollentine Elementary School**

1682 Vollintine, Memphis, TN 38107

Phone: (901) 416-4632 Fax: (901) 416-3603

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 75,100	<b>Student Capacity:</b> 514	<b>FY2018-19 Utilization:</b> 45%	<b>FCI:</b> 14
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	232	396	284	278	-6
Attendance Rate	94.3%	96.3%	96.3%	-	NA
Student-Teacher Ratio	1:13	1:12	1:12	1:12	-

**Student Demographics**

Economically Disadvantaged (%)	81.9%	71.7%	84.4%	-	-
Students with Disabilities (%)	19.9%	18.5%	20.2%	-	-
English Language Learners (%)	0.3%	0.9%	1.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	1	1
Classroom Teacher	16	20	-	23	23
Special Skills	4	2	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	5	10	-	13	13
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	2	2	-	6	6

**School Level Funds**

General Fund	\$2,019,800	\$2,762,922	\$2,632,173	\$2,570,125	-\$62,048
Title I	\$131,424	\$115,278	\$198,117	\$173,250	-\$24,867
IDEA, Part B	\$151,353	\$289,651	\$321,987	\$298,576	-\$23,411
Other Special Revenue & Federal Funds	\$39,845	\$92,259	\$72,285	\$278,192	\$205,907
<b>Total</b>	<b>\$2,342,423</b>	<b>\$3,260,112</b>	<b>\$3,224,564</b>	<b>\$3,320,144</b>	<b>\$95,580</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	100%		
TEM 5	28%	44%		
TEM 4	33%	47%		
TEM 3	33%	9%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,103,983**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,103,983
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 funding changed under SBB?		Last Year (1819)		\$1,923,865	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,103,983	
		Total Difference		\$180,118	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$113,448	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$117,655	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,103,983**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	477	\$1,683,810
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	47	\$49,773
Grade 1	0.30	\$1,059	49	\$51,891
Grade 2	0.30	\$1,059	41	\$43,419
Grade 3	0.20	\$706	49	\$34,594
Grade 4	0.20	\$706	58	\$40,948
Grade 5	0.20	\$706	34	\$24,004
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	236	\$83,308
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	2	\$176
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	86	\$121,432
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	430	\$151,790
Incoming High Proficiency	0.10	\$353	3	\$1,059
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	22	\$18,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,103,983</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,411	4,164.21	\$247
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Wells Station Elementary School**

1610 Wells Station Road Memphis, TN 38108  
 Phone: (901) 416-2172 Fax: (901) 416-2175

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 100,258	<b>Student Capacity:</b> 747	<b>FY2018-19 Utilization:</b> 96%	<b>FCI:</b> 12
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	40	40	40	-
K-12	714	710	731	734	3
Attendance Rate	95%	95.2%	95.2%	-	NA
Student-Teacher Ratio	1:13	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	67.6%	71.2%	61.2%	-	-
Students with Disabilities (%)	8.1%	7.3%	6.9%	-	-
English Language Learners (%)	46.9%	44.9%	45.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	51	56	-	56	56
Special Skills	4	3	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	8	10	-	12	12
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	5	-	1	1
Other	12	7	-	11	11

**School Level Funds**

General Fund	\$4,950,297	\$5,002,626	\$5,206,763	\$5,386,975	\$180,212
Title I	\$353,389	\$333,868	\$433,744	\$383,880	-\$49,864
IDEA, Part B	\$61,293	\$106,845	\$118,678	\$110,304	-\$8,373
Other Special Revenue & Federal Funds	\$199,957	\$271,913	\$263,120	\$464,518	\$201,397
<b>Total</b>	<b>\$5,564,938</b>	<b>\$5,715,253</b>	<b>\$6,022,306</b>	<b>\$6,345,678</b>	<b>\$323,372</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	59%	42%		
TEM 4	37%	53%		
TEM 3	4%	5%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

Total SBB Allocation		\$2,320,451
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,320,451
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$2,305,963
	This Year (1920)	\$2,320,451
	Total Difference	\$14,488
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$28,674
	Estimated changes to the budget due to SBB transition	Change from SBB \$23,426

Detailed Breakdown				
1. SBB Allocations				\$2,320,451
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	514	\$1,814,420
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	137	\$145,083
Grade 1	0.30	\$1,059	130	\$137,670
Grade 2	0.30	\$1,059	98	\$103,782
Grade 3	0.20	\$706	135	\$95,310
Grade 4	0.20	\$706	101	\$71,306
Grade 5	0.20	\$706	133	\$93,898
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	465	\$164,145
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	320	\$28,160
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	110	\$155,320
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	490	\$172,970
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	29	\$23,925
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,320,451</b>

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,514	4,468.92	\$46
% Change in Dollar per Pupil		Transition Policy Dollars
1%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Westside Elementary School**

3347 Dawn Drive Memphis, TN 38127  
 Phone: (901) 416-3725 Fax: (901) 416-3729

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 49,474	<b>Student Capacity:</b> 423	<b>FY2018-19 Utilization:</b> 73%	<b>FCI:</b> 17
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	310	300	312	309	-3
Attendance Rate	95.5%	94.1%	94.1%	-	NA
Student-Teacher Ratio	1:16	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	86.7%	86.4%	88.3%	-	-
Students with Disabilities (%)	7.3%	8%	6%	-	-
English Language Learners (%)	3.9%	1.8%	2.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	22	21	-	18	18
Special Skills	3	2	-	2	2
Counselor	1	1	-	1	1
Educational Assistant	2	1	-	3	3
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	2	2	-	3	3

**School Level Funds**

General Fund	\$2,099,778	\$2,014,727	\$1,930,318	\$1,989,750	\$59,431
Title I	\$142,802	\$152,776	\$191,081	\$164,325	-\$26,756
IDEA, Part B	\$4,950	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$75,237	\$55,094	\$55,097	\$80,404	\$25,307
<b>Total</b>	<b>\$2,322,768</b>	<b>\$2,222,598</b>	<b>\$2,176,497</b>	<b>\$2,234,480</b>	<b>\$57,982</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	62%	39%			
TEM 4	33%	43%			
TEM 3	5%	17%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation** **\$3,759,220**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,759,220
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 funding changed under SBB?		Last Year (1819)		\$3,479,130	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,759,220	
		Total Difference		\$280,090	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(93,886)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$251,416	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,759,220**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	734	\$2,591,020
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	53	\$56,127
Grade 1	0.30	\$1,059	51	\$54,009
Grade 2	0.30	\$1,059	61	\$64,599
Grade 3	0.20	\$706	41	\$28,946
Grade 4	0.20	\$706	46	\$32,476
Grade 5	0.20	\$706	57	\$40,242
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	272	\$96,016
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	8	\$704
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	74	\$104,488
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	545	\$192,385
Incoming High Proficiency	0.10	\$353	68	\$24,004
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	8	\$6,600
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,759,220</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,122	4,779.02	\$343
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**White Station Elementary School**

4840 Chickasaw Road Memphis, TN 38117  
 Phone: (901) 416-8900 Fax: (901) 416-8911

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 76,420	<b>Student Capacity:</b> 562	<b>FY2018-19 Utilization:</b> 113%	<b>FCI:</b> 10
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	637	643	626	617	-9
Attendance Rate	96.4%	96.1%	96.1%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	31.7%	50.4%	35.9%	-	-
Students with Disabilities (%)	15.2%	14.4%	13.4%	-	-
English Language Learners (%)	9.3%	7.9%	8.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	46	43	-	41	41
Special Skills	6	4	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	11	10	-	9	9
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	9	4	-	1	1
Other	2	2	-	2	2

**School Level Funds**

General Fund	\$4,076,389	\$3,909,505	\$3,781,652	\$3,926,826	\$145,173
Title I	\$232,494	\$209,094	\$177,601	\$189,000	\$11,398
IDEA, Part B	\$151,697	\$163,964	\$174,757	\$166,037	-\$8,720
Other Special Revenue & Federal Funds	\$190	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,460,772</b>	<b>\$4,282,564</b>	<b>\$4,134,012</b>	<b>\$4,281,864</b>	<b>\$147,851</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	53%	39%		
TEM 4	36%	50%		
TEM 3	11%	11%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

Total SBB Allocation		\$1,652,303
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,652,303
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(1,144,932)
	Estimated changes to the budget due to SBB transition	Change from SBB \$64,675
		Last Year (1819) \$1,618,456 This Year (1920) \$1,652,303 Total Difference \$33,847

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	309	\$1,090,770
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	110	\$116,490
Grade 1	0.30	\$1,059	92	\$97,428
Grade 2	0.30	\$1,059	106	\$112,254
Grade 3	0.20	\$706	108	\$76,248
Grade 4	0.20	\$706	102	\$72,012
Grade 5	0.20	\$706	99	\$69,894
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	225	\$79,425
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	49	\$4,312
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	64	\$90,368
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	269	\$94,957
Incoming High Proficiency	0.10	\$353	3	\$1,059
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	1	\$825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,652,303</b>

2. SBB Transition Supplements		\$0
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,347	5,137.96	\$209
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Whitehaven Elementary STEM School**

4783 Elvis Presley Blvd. Memphis, TN 38116  
 Phone: (901) 416-7431 Fax: (901) 416-9358

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 49,885	<b>Student Capacity:</b> 433	<b>FY2018-19 Utilization:</b> 106%	<b>FCI:</b> 33
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	460	448	402	459	57
Attendance Rate	94.8%	94.4%	94.4%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	67.4%	69.1%	70.3%	-	-
Students with Disabilities (%)	6.1%	3.4%	5.8%	-	-
English Language Learners (%)	2%	2.8%	3.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	0	-	2	2
Classroom Teacher	22	28	-	25	25
Special Skills	6	4	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	3	3	-	11	11
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	3	-	1	1
Other	3	2	-	5	5

**School Level Funds**

General Fund	\$2,442,003	\$2,236,866	\$2,589,542	\$2,911,929	\$322,387
Title I	\$234,871	\$255,966	\$238,730	\$253,050	\$14,319
IDEA, Part B	\$0	\$192	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$77,431	\$186,183	\$192,912	\$222,514	\$29,602
<b>Total</b>	<b>\$2,754,306</b>	<b>\$2,679,209</b>	<b>\$3,021,184</b>	<b>\$3,387,494</b>	<b>\$366,309</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	92%	97%		
TEM 5	24%	10%		
TEM 4	32%	53%		
TEM 3	36%	33%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

Total SBB Allocation				\$7,218,920
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$7,218,920
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(1)
How has funding changed under SBB?		Last Year (1819)	\$8,319,319	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$7,218,920	
		Total Difference	\$(1,100,399)	
	Changes to enrollment impact the budget BEFORE SBB applies			
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(3,711)	
	Estimated changes to the budget due to SBB transition	Change from SBB	\$44,533	

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,836	\$6,481,080
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	64	\$67,776
Grade 1	0.30	\$1,059	70	\$74,130
Grade 2	0.30	\$1,059	86	\$91,074
Grade 3	0.20	\$706	77	\$54,362
Grade 4	0.20	\$706	91	\$64,246
Grade 5	0.20	\$706	71	\$50,126
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	327	\$115,431
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	13	\$1,144
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	89	\$125,668
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	1,050	\$370,650
Incoming High Proficiency	0.10	\$353	151	\$53,303
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	12	\$9,900
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$7,218,920</b>

2. SBB Transition Supplements		\$(1)
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$3,932	3,907.62	\$24
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$(1)</b>



**William H Brewster Elementary School**

2605 Sam Cooper Blvd. 38112  
 Phone: (901) 416-7150 Fax: (901) 416-7151

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 95,220	<b>Student Capacity:</b> 528	<b>FY2018-19 Utilization:</b> 77%	<b>FCI:</b> 1
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	409	410	406	430	24
Attendance Rate	95.4%	95.9%	95.9%	-	NA
Student-Teacher Ratio	1:14	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	76.2%	89.3%	72.4%	-	-
Students with Disabilities (%)	15.6%	14.8%	12.8%	-	-
English Language Learners (%)	16.1%	13.5%	15.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Classroom Teacher	29	34	-	30	30
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	6	8	-	6	6
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	12	6	-	5	5

**School Level Funds**

General Fund	\$2,819,195	\$2,893,849	\$2,992,758	\$2,991,534	-\$1,224
Title I	\$225,857	\$244,087	\$246,644	\$215,775	-\$30,869
IDEA, Part B	\$107,813	\$90,324	\$87,359	\$81,918	-\$5,440
Other Special Revenue & Federal Funds	\$200,507	\$193,589	\$189,662	\$413,236	\$223,574
<b>Total</b>	<b>\$3,353,374</b>	<b>\$3,421,851</b>	<b>\$3,516,423</b>	<b>\$3,702,464</b>	<b>\$186,040</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%		
TEM 5	48%	49%		
TEM 4	42%	41%		
TEM 3	10%	10%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,365,871**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,365,871
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 funding changed under SBB?		Last Year (1819)		\$2,407,337	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,365,871	
		Total Difference		\$(41,466)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$99,504	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$24,838	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,365,871**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	459	\$1,620,270
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	76	\$80,484
Grade 1	0.30	\$1,059	78	\$82,602
Grade 2	0.30	\$1,059	79	\$83,661
Grade 3	0.20	\$706	67	\$47,302
Grade 4	0.20	\$706	70	\$49,420
Grade 5	0.20	\$706	60	\$42,360
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	325	\$114,725
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	66	\$5,808
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	64	\$90,368
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	367	\$129,551
Incoming High Proficiency	0.10	\$353	18	\$6,354
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	1	\$825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,365,871</b>

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,154	5,100.29	\$54
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Willow Oaks Elementary School**

4417 Willow Rd., Memphis, TN 38117  
 Phone: (901) 416-2196 Fax: (901) 416-2198

<b>Grade Level:</b> K-5	<b>School Type:</b> Optional	<b>Square Footage:</b> 71,759	<b>Student Capacity:</b> 547	<b>FY2018-19 Utilization:</b> 121%	<b>FCI:</b> 3
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	662	653	676	738	62
Attendance Rate	95.6%	95.7%	95.7%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	70%	81%	70.2%	-	-
Students with Disabilities (%)	6%	5.8%	6.8%	-	-
English Language Learners (%)	23.2%	24.4%	26.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	43	43	-	44	44
Special Skills	6	5	-	5	5
Counselor	1	1	-	2	2
Educational Assistant	4	4	-	9	9
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	3	-	2	2
Other	11	5	-	6	6

**School Level Funds**

General Fund	\$3,959,499	\$3,879,950	\$4,149,888	\$4,187,571	\$37,682
Title I	\$420,261	\$276,359	\$381,156	\$384,825	\$3,668
IDEA, Part B	\$22,172	\$0	\$0	\$25,119	\$25,119
Other Special Revenue & Federal Funds	\$188,607	\$133,950	\$114,358	\$226,194	\$111,836
<b>Total</b>	<b>\$4,590,540</b>	<b>\$4,290,260</b>	<b>\$4,645,402</b>	<b>\$4,823,709</b>	<b>\$178,307</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	95%	
TEM 5	44%	52%	
TEM 4	35%	36%	
TEM 3	21%	7%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$6,843,211**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$6,982,865
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(139,654)
How has funding changed under SBB?		Last Year (1819)		\$6,281,886	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$6,843,211	
		Total Difference		\$561,325	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(48,166)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$565,036

**Detailed Breakdown**

**1. SBB Allocations** **\$6,982,865**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,692	\$5,972,760
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	109	\$115,431
Grade 1	0.30	\$1,059	121	\$128,139
Grade 2	0.30	\$1,059	119	\$126,021
Grade 3	0.20	\$706	139	\$98,134
Grade 4	0.20	\$706	124	\$87,544
Grade 5	0.20	\$706	126	\$88,956
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	527	\$186,031
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	190	\$16,720
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	108	\$152,496
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	1,441	\$508,673
Incoming High Proficiency	0.10	\$353	26	\$9,178
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	14	\$11,550
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$6,982,865</b>

**2. SBB Transition Supplements** **\$(139,654)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,127	3,710.51	\$416
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
11%		\$(139,654)
<b>SBB Total Supplements TOTAL</b>		<b>\$(139,654)</b>



**Winchester Elementary School**

3587 Boeingshire, Memphis, TN 38116  
 Phone: (901) 416-3152 Fax: (901) 416-3154

<b>Grade Level:</b> PreK-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 82,664	<b>Student Capacity:</b> 462	<b>FY2018-19 Utilization:</b> 143%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	40	40	40	40	-
K-12	660	690	537	599	62
Attendance Rate	94.5%	95%	95%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	83%	78.1%	83.3%	-	-
Students with Disabilities (%)	7.5%	6.7%	4.8%	-	-
English Language Learners (%)	10.6%	9.7%	7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	36	40	-	34	34
Special Skills	4	5	-	4	4
Counselor	1	1	-	2	2
Educational Assistant	5	6	-	6	6
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	2	2	-	2	2
Nutrition	6	4	-	1	1
Other	9	3	-	7	7

**School Level Funds**

General Fund	\$3,465,521	\$3,217,929	\$3,303,517	\$3,342,404	\$38,887
Title I	\$348,247	\$290,134	\$317,563	\$317,100	-\$463
IDEA, Part B	\$27,190	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$151,811	\$94,476	\$166,414	\$224,709	\$58,295
<b>Total</b>	<b>\$3,992,771</b>	<b>\$3,602,540</b>	<b>\$3,787,495</b>	<b>\$3,884,214</b>	<b>\$96,718</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	89%	90%		
Teachers with TEM 3 or above (%)	97%	95%		
TEM 5	32%	45%		
TEM 4	55%	41%		
TEM 3	10%	9%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

Total SBB Allocation		\$2,242,233	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,242,233	
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		
	Last Year (1819)	\$2,061,028	
	This Year (1920)	\$2,242,233	
	Total Difference	\$181,205	
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(421,349)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$156,957

Detailed Breakdown					
1. SBB Allocations					
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	430	\$1,517,900	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	101	\$106,959	
Grade 1	0.30	\$1,059	100	\$105,900	
Grade 2	0.30	\$1,059	95	\$100,605	
Grade 3	0.20	\$706	116	\$81,896	
Grade 4	0.20	\$706	96	\$67,776	
Grade 5	0.20	\$706	91	\$64,246	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	506	\$178,618	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	51	\$4,488	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	47	\$66,364	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	334	\$117,902	
Incoming High Proficiency	0.10	\$353	29	\$10,237	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	27	\$22,275	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,242,233</b>	

2. SBB Transition Supplements		\$0
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,214	4,849.48	\$365
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
8%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Winridge Elementary School**

3500 Ridgeway Road Memphis, TN 38115  
 Phone: (901) 416-6618 Fax: (901) 416-4467

<b>Grade Level:</b> K-5	<b>School Type:</b> Traditional	<b>Square Footage:</b> 84,214	<b>Student Capacity:</b> 638	<b>FY2018-19 Utilization:</b> 81%	<b>FCI:</b> 3
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	514	493	465	468	3
Attendance Rate	94.9%	96%	96%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	78.2%	85.1%	77.1%	-	-
Students with Disabilities (%)	12.7%	11.8%	12.9%	-	-
English Language Learners (%)	10.2%	11.8%	9.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	0	1	-	1	1
Classroom Teacher	33	35	-	30	30
Special Skills	4	3	-	3	3
Counselor	1	1	-	1	1
Educational Assistant	6	12	-	9	9
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	7	4	-	1	1
Other	12	6	-	4	4

**School Level Funds**

General Fund	\$3,491,281	\$3,274,658	\$3,089,976	\$3,296,381	\$206,405
Title I	\$231,330	\$254,059	\$284,541	\$268,275	-\$16,266
IDEA, Part B	\$119,302	\$101,653	\$112,064	\$98,072	-\$13,991
Other Special Revenue & Federal Funds	\$132,105	\$119,653	\$80,334	\$166,586	\$86,251
<b>Total</b>	<b>\$3,974,019</b>	<b>\$3,750,024</b>	<b>\$3,566,916</b>	<b>\$3,829,315</b>	<b>\$262,399</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	97%		
TEM 5	49%	43%		
TEM 4	37%	41%		
TEM 3	14%	14%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	2	N/A	N/A	N/A
TVAAS Numeracy	4	5	N/A	N/A	N/A

Total SBB Allocation		\$3,762,969
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,762,969
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 funding changed under SBB?	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$116,997
	Estimated changes to the budget due to SBB transition	Change from SBB \$245,109
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
		Last Year (1819) \$3,479,726 This Year (1920) \$3,762,969 Total Difference \$283,243

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	738	\$2,605,140
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	78	\$82,602
Grade 1	0.30	\$1,059	71	\$75,189
Grade 2	0.30	\$1,059	78	\$82,602
Grade 3	0.20	\$706	86	\$60,716
Grade 4	0.20	\$706	80	\$56,480
Grade 5	0.20	\$706	75	\$52,950
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	366	\$129,198
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	44	\$3,872
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	66	\$93,192
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	577	\$203,681
Incoming High Proficiency	0.10	\$353	37	\$13,061
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,762,969</b>

2. SBB Transition Supplements		\$0
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,099	4,766.75	\$332
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



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# MIDDLE SCHOOLS DATA



**A. Maceo Walker Middle School**

1900 East Raines Rd., Memphis, TN 38116  
 Phone: (901) 416-1030 Fax: (901) 416-1075

<b>Grade Level:</b> 6-8	<b>School Type:</b> Empowerment	<b>Square Footage:</b> 136,253	<b>Student Capacity:</b> 878	<b>FY2018-19 Utilization:</b> 75%	<b>FCI:</b> 5
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	661	651	663	716	53
Attendance Rate	92%	92.1%	92.1%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	82.7%	86.6%	79.5%	-	-
Students with Disabilities (%)	21.8%	18.9%	15.5%	-	-
English Language Learners (%)	4.2%	3.7%	2.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	40	39	-	42	42
Counselor	2	2	-	3	3
Educational Assistant	10	8	-	11	11
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	5	4	-	8	8

**School Level Funds**

General Fund	\$3,265,540	\$3,640,049	\$3,459,639	\$4,091,496	\$631,857
Title I	\$309,201	\$354,947	\$374,679	\$394,275	\$19,595
IDEA, Part B	\$177,007	\$186,815	\$202,662	\$199,289	-\$3,372
School Improvement Grants (SIG)	\$65,069	\$16,996	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$3,816,818</b>	<b>\$4,198,808</b>	<b>\$4,066,980</b>	<b>\$4,715,061</b>	<b>\$648,080</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	98%	
TEM 5	21%	51%	
TEM 4	38%	37%	
TEM 3	41%	10%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	2	5	N/A	N/A	N/A

Total SBB Allocation		\$3,162,119
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,200,094
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$(37,975)
How has funding changed under SBB?	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(257,370)
	Estimated changes to the budget due to SBB transition	Change from SBB \$261,092
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
		Last Year (1819) \$2,787,579 This Year (1920) \$3,162,119 Total Difference \$374,540

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	716	\$2,527,480
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	588	\$207,564
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	20	\$1,760
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	146	\$206,152
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	632	\$223,096
Incoming High Proficiency	0.10	\$353	7	\$2,471
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	37	\$30,525
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,200,094</b>

2. SBB Transition Supplements		\$(37,975)
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,469	4,051.71	\$418
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
10%		\$(37,975)
<b>SBB Total Supplements TOTAL</b>		<b>\$(37,975)</b>



**American Way Middle School**

3805 American Way, Memphis, TN 38118  
 Phone: (901) 416-1250 Fax: (901) 416-1251

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 140,970	<b>Student Capacity:</b> 878	<b>FY2018-19 Utilization:</b> 79%	<b>FCI:</b> 5
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	691	685	705	701	-4
Attendance Rate	94.3%	93.2%	93.2%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	73.3%	89.6%	76.8%	-	-
Students with Disabilities (%)	17.3%	14.8%	12.6%	-	-
English Language Learners (%)	14.9%	15.1%	15%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	40	42	-	43	43
Counselor	1	1	-	2	2
Educational Assistant	4	4	-	6	6
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	5	6	-	9	9

**School Level Funds**

General Fund	\$3,369,972	\$3,459,243	\$3,957,732	\$4,012,865	\$55,132
Title I	\$350,860	\$447,203	\$465,566	\$388,500	-\$77,066
IDEA, Part B	\$55,495	\$108,538	\$107,372	\$98,168	-\$9,203
School Improvement Grants (SIG)	\$58,660	\$12,404	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$38,603	\$39,719	\$70,420	\$67,006	-\$3,413
<b>Total</b>	<b>\$3,873,591</b>	<b>\$4,067,109</b>	<b>\$4,601,091</b>	<b>\$4,566,540</b>	<b>-\$34,550</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	76%	84%		
TEM 5	6%	5%		
TEM 4	39%	25%		
TEM 3	30%	55%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$3,041,660**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,041,660
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 funding changed under SBB?		Last Year (1819)	\$2,896,690		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$3,041,660		
		Total Difference	\$144,969		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$12,555	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$140,831	

**Detailed Breakdown**

**1. SBB Allocations \$3,041,660**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	701	\$2,474,530
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	542	\$191,326
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	99	\$8,712
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	85	\$120,020
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	616	\$217,448
Incoming High Proficiency	0.10	\$353	7	\$2,471
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	32	\$26,400
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,041,660</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,339	4,138.13	\$201
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
5%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Barret's Chapel K-8 School**

10280 Godwin Rd., Memphis, TN 38002  
 Phone: (901) 416-0325 Fax: (901) 829-2343

<b>Grade Level:</b> K-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 87,165	<b>Student Capacity:</b> 640	<b>FY2018-19 Utilization:</b> 98%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	630	608	565	457	-108
Attendance Rate	95%	95.6%	95.6%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	38.5%	49.4%	42.9%	-	-
Students with Disabilities (%)	27.5%	13.4%	12%	-	-
English Language Learners (%)	4.3%	2.4%	2.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	1	1
Classroom Teacher	42	40	-	33	33
Special Skills	4	3	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	6	6	-	6	6
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	5	4	-	4	4

**School Level Funds**

General Fund	\$3,755,632	\$4,864,249	\$3,651,482	\$3,551,394	-\$100,088
Title I	\$196,859	\$182,423	\$200,074	\$172,200	-\$27,874
IDEA, Part B	\$98,222	\$76,596	\$76,406	\$72,574	-\$3,832
Other Special Revenue & Federal Funds	\$284	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,050,999</b>	<b>\$5,123,269</b>	<b>\$3,927,964</b>	<b>\$3,796,168</b>	<b>-\$131,795</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	97%		
TEM 5	57%	28%		
TEM 4	34%	59%		
TEM 3	7%	10%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$2,599,388**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,108,440
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$490,948
How has funding changed under SBB?		Last Year (1819)	\$2,740,798		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,599,388		
		Total Difference	\$(141,410)		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$4,084		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$11,485		

**Detailed Breakdown**

**1. SBB Allocations \$2,108,440**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	457	\$1,613,210
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	46	\$48,714
Grade 1	0.30	\$1,059	44	\$46,596
Grade 2	0.30	\$1,059	45	\$47,655
Grade 3	0.20	\$706	41	\$28,946
Grade 4	0.20	\$706	43	\$30,358
Grade 5	0.20	\$706	47	\$33,182
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	193	\$68,129
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	11	\$968
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	47	\$66,364
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	276	\$97,428
Incoming High Proficiency	0.10	\$353	42	\$14,826
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	14	\$11,550
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,108,440</b>

**2. SBB Transition Supplements \$490,948**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$490,948

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,614	5,662.81	\$(1,049)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$490,948</b>



**Bellevue Middle School**

575 S. Bellevue, Memphis, TN 38104  
 Phone: (901) 416-4488 Fax: (901) 416-4490

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 93,972	<b>Student Capacity:</b> 543	<b>FY2018-19 Utilization:</b> 96%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	524	521	578	560	-18
Attendance Rate	97.6%	97%	97%	-	NA
Student-Teacher Ratio	1:19	1:20	1:20	1:20	-

**Student Demographics**

Economically Disadvantaged (%)	43.3%	65.5%	43.6%	-	-
Students with Disabilities (%)	3%	2.3%	2.5%	-	-
English Language Learners (%)	3.2%	1.8%	1.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	25	26	-	29	29
Special Skills	3	3	-	2	2
Counselor	1	1	-	2	2
Educational Assistant	4	2	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	4	-	1	1
Other	3	4	-	4	4

**School Level Funds**

General Fund	\$2,955,919	\$3,043,517	\$3,172,421	\$3,172,550	\$128
Title I	\$196,737	\$177,700	\$203,552	\$210,840	\$7,287
IDEA, Part B	\$21,211	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,173,869</b>	<b>\$3,221,217</b>	<b>\$3,375,973</b>	<b>\$3,383,390</b>	<b>\$7,416</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	97%	
TEM 5	19%	9%	
TEM 4	74%	63%	
TEM 3	7%	26%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,229,600**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,229,600
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 funding changed under SBB?		Last Year (1819)		\$2,247,962	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,229,600	
		Total Difference		\$(18,362)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(208,368)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$21,076	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,229,600**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	560	\$1,976,800
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	243	\$85,779
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	9	\$792
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	25	\$35,300
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	323	\$114,019
Incoming High Proficiency	0.10	\$353	46	\$16,238
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0

**SBB Allocations Total** **\$2,229,600**

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$3,981	3,943.79	\$38
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0
<b>SBB Total Supplements TOTAL</b> <span style="float: right;"><b>\$0</b></span>		



**Chickasaw Middle School**

4060 Westmont, Memphis, TN 38109  
 Phone: (901) 416-8134 Fax: (901) 416-8139

<b>Grade Level:</b> 7-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 138,044	<b>Student Capacity:</b> 623	<b>FY2018-19 Utilization:</b> 47%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	292	241	289	368	79
Attendance Rate	90.6%	91.3%	91.3%	-	NA
Student-Teacher Ratio	1:15	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	96.4%	89%	84.9%	-	-
Students with Disabilities (%)	17.5%	21.7%	13.4%	-	-
English Language Learners (%)	0%	0.3%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	21	19	-	23	23
Counselor	1	1	-	1	1
Educational Assistant	3	1	-	7	7
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	5	3	-	1	1
Other	4	4	-	2	2

**School Level Funds**

General Fund	\$1,970,348	\$2,040,041	\$1,955,145	\$2,196,051	\$240,906
Title I	\$179,764	\$174,318	\$176,702	\$187,950	\$11,247
IDEA, Part B	\$32,186	\$45,551	\$48,892	\$45,423	-\$3,469
Other Special Revenue & Federal Funds	\$1,281	\$18,849	\$1,150	\$-15,868	-\$17,018
<b>Total</b>	<b>\$2,183,580</b>	<b>\$2,278,762</b>	<b>\$2,181,891</b>	<b>\$2,413,556</b>	<b>\$231,665</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	5%	71%			
TEM 4	50%	29%			
TEM 3	45%	0%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation** **\$1,595,344**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,650,214
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(54,870)
How has funding changed under SBB?		Last Year (1819)		\$1,331,165	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,595,344	
		Total Difference		\$264,178	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$45,115	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$133,049	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,650,214**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	368	\$1,299,040
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	321	\$113,313
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	75	\$105,900
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	328	\$115,784
Incoming High Proficiency	0.10	\$353	5	\$1,765
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	16	\$13,200
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,650,214</b>

**2. SBB Transition Supplements** **\$(54,870)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,484	3,973.63	\$511
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
13%		\$(54,871)
<b>SBB Total Supplements TOTAL</b>		<b>\$(54,870)</b>



**Colonial Middle School**

1370 Colonial Rd., Memphis, TN 38117  
 Phone: (901) 416-8980 Fax: (901) 416-8996

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 153,438	<b>Student Capacity:</b> 1037	<b>FY2018-19 Utilization:</b> 102%	<b>FCI:</b> 1
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1062	1056	1073	1097	24
Attendance Rate	95.4%	95.5%	95.5%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	50.6%	71.3%	57.8%	-	-
Students with Disabilities (%)	10.2%	8.7%	7.5%	-	-
English Language Learners (%)	9.2%	9.7%	9.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	63	62	-	61	61
Special Skills	5	5	-	5	5
Counselor	3	3	-	4	4
Educational Assistant	7	8	-	7	7
Instructional Facilitator	1	2	-	4	4
Librarian	2	1	-	1	1
Bilingual Cultural Mentor	1	2	-	1	1
Nutrition	11	6	-	2	2
Other	6	6	-	7	7

**School Level Funds**

General Fund	\$6,104,786	\$6,088,406	\$6,145,159	\$6,321,852	\$176,693
Title I	\$547,476	\$481,942	\$545,946	\$549,360	\$3,413
IDEA, Part B	\$0	\$30,120	\$32,170	\$34,978	\$2,808
Perkins	\$9,583	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$114,837	\$39,330	\$0	\$0	\$0
<b>Total</b>	<b>\$6,776,684</b>	<b>\$6,639,799</b>	<b>\$6,723,276</b>	<b>\$6,906,191</b>	<b>\$182,914</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	91%	
TEM 5	48%	40%	
TEM 4	45%	43%	
TEM 3	7%	9%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$4,486,997**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,486,997
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 funding changed under SBB?		Last Year (1819)		\$4,449,571	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$4,486,997	
		Total Difference		\$37,426	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(13,168)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$128,801	

**Detailed Breakdown**

**1. SBB Allocations** **\$4,486,997**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,097	\$3,872,410
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	640	\$225,920
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	93	\$8,184
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	57	\$80,484
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	757	\$267,221
Incoming High Proficiency	0.10	\$353	59	\$20,827
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	13	\$10,725
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$4,486,997</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,090	3,972.83	\$117
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Cordova Middle School**

900 Sanga Rd., Cordova, TN 38018  
 Phone: (901) 416-2189 Fax: (901) 416-2191

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 147,873	<b>Student Capacity:</b> 1160	<b>FY2018-19 Utilization:</b> 59%	<b>FCI:</b> 14
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	686	663	709	813	104
Attendance Rate	96.7%	96.9%	96.9%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	32.1%	61%	36%	-	-
Students with Disabilities (%)	12.4%	11%	11%	-	-
English Language Learners (%)	5.3%	6.6%	4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	37	38	-	42	42
Special Skills	1	1	-	1	1
Counselor	2	2	-	3	3
Educational Assistant	4	5	-	5	5
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	4	5	-	7	7

**School Level Funds**

General Fund	\$3,579,604	\$3,652,448	\$3,737,449	\$3,989,673	\$252,223
Title I	\$228,786	\$176,695	\$204,898	\$237,720	\$32,821
IDEA, Part B	\$60,908	\$82,631	\$58,791	\$101,493	\$42,701
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,869,299</b>	<b>\$3,911,775</b>	<b>\$4,001,140</b>	<b>\$4,328,886</b>	<b>\$327,746</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	86%			
TEM 5	29%	12%			
TEM 4	43%	50%			
TEM 3	23%	24%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	2	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$3,333,994**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,333,994
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 funding changed under SBB?		Last Year (1819)		\$3,171,317	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,333,994	
		Total Difference		\$162,678	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$4,138	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$49,561	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,333,994**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	813	\$2,869,890
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	290	\$102,370
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	30	\$2,640
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	82	\$115,784
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	613	\$216,389
Incoming High Proficiency	0.10	\$353	30	\$10,590
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,333,994</b>

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				
				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,101	4,039.89	\$61
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
2%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Craigmont Middle School**

3455 Covington Pike, Memphis, TN 38128  
 Phone: (901) 416-7780 Fax: (901) 416-1454

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 148,352	<b>Student Capacity:</b> 855	<b>FY2018-19 Utilization:</b> 69%	<b>FCI:</b> 3
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	592	557	542	557	15
Attendance Rate	96.7%	95.8%	95.8%	-	NA
Student-Teacher Ratio	1:16	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	65.2%	87.9%	68.4%	-	-
Students with Disabilities (%)	16.4%	14.8%	14.4%	-	-
English Language Learners (%)	3.7%	3.3%	3.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	1	1
Classroom Teacher	38	37	-	37	37
Special Skills	3	3	-	3	3
Counselor	1	1	-	3	3
Educational Assistant	8	9	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	11	5	-	1	1
Other	4	4	-	5	5

**School Level Funds**

General Fund	\$3,673,041	\$5,366,129	\$3,503,774	\$3,679,665	\$175,890
Title I	\$292,362	\$258,448	\$371,353	\$296,625	-\$74,728
IDEA, Part B	\$104,645	\$106,588	\$108,232	\$109,966	\$1,734
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$4,070,049</b>	<b>\$5,731,166</b>	<b>\$4,013,359</b>	<b>\$4,116,256</b>	<b>\$102,896</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	84%	91%			
TEM 5	21%	9%			
TEM 4	42%	40%			
TEM 3	21%	43%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	3	N/A	N/A	N/A
TVAAS Numeracy	1	2	N/A	N/A	N/A

Total SBB Allocation				\$2,396,001
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy			\$2,396,001
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB			\$(1)
How has funding changed under SBB?		Last Year (1819)	\$2,285,965	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,396,001	
		Total Difference	\$110,035	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(39,438)
		Estimated changes to the budget due to SBB transition	Change from SBB	\$138,407

Detailed Breakdown					
1. SBB Allocations					\$2,396,001
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	557	\$1,966,210	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	0	\$-	
Grade 1	0.30	\$1,059	0	\$-	
Grade 2	0.30	\$1,059	0	\$-	
Grade 3	0.20	\$706	0	\$-	
Grade 4	0.20	\$706	0	\$-	
Grade 5	0.20	\$706	0	\$-	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	383	\$135,199	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	15	\$1,320	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	71	\$100,252	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	491	\$173,323	
Incoming High Proficiency	0.10	\$353	7	\$2,471	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	20	\$16,500	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,396,001</b>	

2. SBB Transition Supplements				\$(1)
<b>Staffing Supplement</b>				
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.				\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil	
\$4,302	4,053.13	\$248	
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>	
6%		\$0	
<b>SBB Total Supplements TOTAL</b>			<b>\$(1)</b>



**Cummings K-8 School**

1037 Cummings, Memphis, TN 38106  
 Phone: (901) 416-7810 Fax: (901) 416-7812

<b>Grade Level:</b> PreK-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 120,729	<b>Student Capacity:</b> 640	<b>FY2018-19 Utilization:</b> 65%	<b>FCI:</b> 19
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	38	38	38	38	-
K-12	418	371	533	543	10
Attendance Rate	94.3%	96.2%	96.2%	-	NA
Student-Teacher Ratio	1:13	1:12	1:12	1:12	-

**Student Demographics**

Economically Disadvantaged (%)	84.9%	83.9%	89.2%	-	-
Students with Disabilities (%)	16.3%	6.1%	6%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	35	35	-	36	36
Special Skills	4	3	-	3	3
Counselor	2	2	-	2	2
Educational Assistant	3	3	-	4	4
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	11	6	-	5	5

**School Level Funds**

General Fund	\$3,294,451	\$3,358,031	\$3,322,291	\$3,269,408	-\$52,882
Title I	\$230,599	\$242,022	\$280,740	\$265,650	-\$15,090
IDEA, Part B	\$59,403	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$202,084	\$187,280	\$187,326	\$220,163	\$32,836
<b>Total</b>	<b>\$3,786,539</b>	<b>\$3,787,334</b>	<b>\$3,790,358</b>	<b>\$3,755,221</b>	<b>-\$35,136</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	74%		
TEM 5	14%	6%		
TEM 4	57%	35%		
TEM 3	23%	32%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	2	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

Total SBB Allocation		\$3,039,284
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,677,298
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$361,986
Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		
Last Year (1819)		\$2,888,358
This Year (1920)		\$3,039,284
Total Difference		\$150,926
How has funding changed under SBB?		
Changes to enrollment impact the budget BEFORE SBB applies		
Estimated change to the budget due to Enrollment changes		Change from Enrollment \$(138,654)
Estimated changes to the budget due to SBB transition		Change from SBB \$80,080

Detailed Breakdown				
1. SBB Allocations				\$2,677,298
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	543	\$1,916,790
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	72	\$76,248
Grade 1	0.30	\$1,059	73	\$77,307
Grade 2	0.30	\$1,059	59	\$62,481
Grade 3	0.20	\$706	56	\$39,536
Grade 4	0.20	\$706	64	\$45,184
Grade 5	0.20	\$706	47	\$33,182
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	484	\$170,852
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	51	\$72,012
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	486	\$171,558
Incoming High Proficiency	0.10	\$353	32	\$11,296
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	1	\$825
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,677,298</b>

2. SBB Transition Supplements		\$361,986
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$361,986

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,931	5,449.73	\$(519)
% Change in Dollar per Pupil		Transition Policy Dollars
3%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$361,986</b>



**Dexter Middle School**

6988 Raleigh LaGrange Rd., Memphis, TN 38018  
 Phone: (901) 416-0360 Fax: (901) 373-3378

<b>Grade Level:</b> 5-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 112,072	<b>Student Capacity:</b> 998	<b>FY2018-19 Utilization:</b> 39%	<b>FCI:</b> 15
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	387	375	404	378	-26
Attendance Rate	94.6%	95.5%	95.5%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	40.5%	70.4%	43.3%	-	-
Students with Disabilities (%)	14.8%	12.1%	9.9%	-	-
English Language Learners (%)	5.7%	5.2%	5.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	28	23	-	21	21
Special Skills	2	0	-	-	-
Counselor	1	1	-	2	2
Educational Assistant	4	4	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	3	3	-	3	3

**School Level Funds**

General Fund	\$2,152,325	\$2,071,599	\$2,120,288	\$2,147,843	\$27,554
Title I	\$162,487	\$135,527	\$141,268	\$142,800	\$1,531
IDEA, Part B	\$50,892	\$27,528	\$27,854	\$29,913	\$2,059
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,365,706</b>	<b>\$2,234,655</b>	<b>\$2,289,412</b>	<b>\$2,320,556</b>	<b>\$31,144</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	96%			
TEM 5	33%	52%			
TEM 4	38%	39%			
TEM 3	17%	4%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$1,596,436**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,565,737
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$30,699
How has funding changed under SBB?		Last Year (1819)		\$1,569,405	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,596,436	
		Total Difference		\$27,031	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(91,115)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$14,475

**Detailed Breakdown**

**1. SBB Allocations** **\$1,565,737**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	378	\$1,334,340
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	166	\$58,598
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	19	\$1,672
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	40	\$56,480
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	291	\$102,723
Incoming High Proficiency	0.10	\$353	8	\$2,824
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,565,737</b>

**2. SBB Transition Supplements** **\$30,699**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$30,699

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,142	4,185.08	\$(43)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0

**SBB Total Supplements TOTAL** **\$30,699**



**Douglass K-8 School**

1650 Ash St., Memphis, TN 38108  
 Phone: (901) 416-5946 Fax: (901) 416-8085

<b>Grade Level:</b> PreK-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 93,447	<b>Student Capacity:</b> 556	<b>FY2018-19 Utilization:</b> 62%	<b>FCI:</b> 15
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	344	310	414	459	45
Attendance Rate	94.9%	94.3%	94.3%	-	NA
Student-Teacher Ratio	1:10	1:10	1:10	1:10	-

**Student Demographics**

Economically Disadvantaged (%)	81.9%	86.7%	85.6%	-	-
Students with Disabilities (%)	21.9%	9.3%	8.8%	-	-
English Language Learners (%)	14.6%	5.4%	2.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	36	36	-	31	31
Special Skills	5	3	-	3	3
Counselor	2	2	-	2	2
Educational Assistant	8	5	-	10	10
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Bilingual Cultural Mentor	1	1	-	-	-
Nutrition	5	3	-	1	1
Other	5	4	-	4	4

**School Level Funds**

General Fund	\$3,586,759	\$3,674,904	\$3,831,196	\$3,709,018	-\$122,177
Title I	\$183,950	\$182,363	\$248,265	\$233,100	-\$15,165
IDEA, Part B	\$61,564	\$28,976	\$29,466	\$52,625	\$23,158
Other Special Revenue & Federal Funds	\$228,100	\$112,235	\$78,894	\$210,810	\$131,916
<b>Total</b>	<b>\$4,060,373</b>	<b>\$3,998,479</b>	<b>\$4,187,823</b>	<b>\$4,205,554</b>	<b>\$17,731</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	100%	
TEM 5	50%	59%	
TEM 4	45%	34%	
TEM 3	3%	7%	





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	4	5	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,735,683**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,234,067
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$501,616
How has funding changed under SBB?		Last Year (1819)	\$2,758,848		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,735,683		
		Total Difference	\$(23,164)		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(8,859)	
	Estimated changes to the budget due to SBB transition	Change from SBB			\$(84,609)

**Detailed Breakdown**

**1. SBB Allocations** **\$2,234,067**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	459	\$1,620,270
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	54	\$57,186
Grade 1	0.30	\$1,059	57	\$60,363
Grade 2	0.30	\$1,059	41	\$43,419
Grade 3	0.20	\$706	48	\$33,888
Grade 4	0.20	\$706	40	\$28,240
Grade 5	0.20	\$706	38	\$26,828
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	399	\$140,847
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	11	\$968
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	64	\$90,368
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	334	\$117,902
Incoming High Proficiency	0.10	\$353	25	\$8,825
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	5	\$4,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,234,067</b>

**2. SBB Transition Supplements** **\$501,616**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$475,191

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,867	6,144.43	\$(1,277)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-4%		\$26,426
<b>SBB Total Supplements TOTAL</b>		<b>\$501,616</b>



**E. E. Jeter K-8 School**

7662 Benjestown Rd, Millington, TN 38053  
 Phone: (901) 416-2955 Fax: (901) 876-3600

<b>Grade Level:</b> K-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 70,058	<b>Student Capacity:</b> 320	<b>FY2018-19 Utilization:</b> 118%	<b>FCI:</b> 9
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	379	379	392	431	39
Attendance Rate	96.2%	95.9%	95.9%	-	NA
Student-Teacher Ratio	1:12	1:13	1:13	1:13	-

**Student Demographics**

Economically Disadvantaged (%)	29.5%	46.2%	28.4%	-	-
Students with Disabilities (%)	20.2%	13.3%	11.2%	-	-
English Language Learners (%)	2.2%	2.1%	1.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	30	30	-	28	28
Special Skills	3	2	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	4	4	-	7	7
Librarian	1	1	-	1	1
Nutrition	5	2	-	1	1
Other	4	4	-	4	4

**School Level Funds**

General Fund	\$2,884,422	\$2,832,638	\$2,906,687	\$2,961,751	\$55,063
Title I	\$153,425	\$98,826	\$82,192	\$105,000	\$22,807
IDEA, Part B	\$30,109	\$0	\$0	\$33,055	\$33,055
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,067,957</b>	<b>\$2,931,465</b>	<b>\$2,988,880</b>	<b>\$3,099,807</b>	<b>\$110,926</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	93%	
TEM 5	37%	30%	
TEM 4	47%	43%	
TEM 3	17%	20%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,728,354**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,978,190
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$750,164
How has funding changed under SBB?		Last Year (1819)		\$2,643,058	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,728,354	
		Total Difference		\$85,296	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(109,737)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$(84,382)	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,978,190**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	431	\$1,521,430
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	45	\$47,655
Grade 1	0.30	\$1,059	52	\$55,068
Grade 2	0.30	\$1,059	44	\$46,596
Grade 3	0.20	\$706	52	\$36,712
Grade 4	0.20	\$706	38	\$26,828
Grade 5	0.20	\$706	51	\$36,006
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	136	\$48,008
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	8	\$704
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	34	\$48,008
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	199	\$70,247
Incoming High Proficiency	0.10	\$353	113	\$39,889
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$45,938
<b>SBB Allocations Total</b>				<b>\$1,978,190</b>

**2. SBB Transition Supplements** **\$750,164**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$642,908

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,590	6,526.07	\$(1,936)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-5%		\$61,318
<b>SBB Total Supplements TOTAL</b>		<b>\$750,164</b>



**Geeter Middle School**

4649 Horn Lake, Memphis, TN 38109  
 Phone: (901) 416-8157 Fax: (901) 416-8160

<b>Grade Level:</b> 6-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 105,957	<b>Student Capacity:</b> 623	<b>FY2018-19 Utilization:</b> 50%	<b>FCI:</b> 8
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	309	272	225	604	379
Attendance Rate	93.4%	97%	97%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	78.3%	88.8%	87.4%	-	-
Students with Disabilities (%)	25.7%	16.1%	0.3%	-	-
English Language Learners (%)	1.2%	0.7%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	24	20	-	35	35
Special Skills	0	0	-	2	2
Counselor	1	1	-	2	2
Educational Assistant	6	5	-	7	7
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	4	3	-	6	6

**School Level Funds**

General Fund	\$2,163,182	\$1,870,221	\$2,346,578	\$3,692,229	\$1,345,650
Title I	\$146,283	\$187,111	\$352,880	\$319,200	-\$33,680
IDEA, Part B	\$168,602	\$107,451	\$115,126	\$102,737	-\$12,389
Other Special Revenue & Federal Funds	\$1,398	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$2,479,467</b>	<b>\$2,164,784</b>	<b>\$2,844,585</b>	<b>\$4,144,167</b>	<b>\$1,299,581</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	70%	
TEM 5	29%	5%	
TEM 4	48%	25%	
TEM 3	24%	40%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

Total SBB Allocation		\$3,032,678
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,967,065
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$65,613
How has funding changed under SBB?		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(175,692)
	Estimated changes to the budget due to SBB transition	Change from SBB \$(93,794)

Detailed Breakdown				
1. SBB Allocations				\$2,967,065
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	603	\$2,128,590
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	60	\$63,540
Grade 1	0.30	\$1,059	58	\$61,422
Grade 2	0.30	\$1,059	64	\$67,776
Grade 3	0.20	\$706	51	\$36,006
Grade 4	0.20	\$706	58	\$40,948
Grade 5	0.20	\$706	44	\$31,064
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	532	\$187,796
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	99	\$139,788
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	558	\$196,974
Incoming High Proficiency	0.10	\$353	12	\$4,236
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,967,065</b>

2. SBB Transition Supplements		\$65,613
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,921	5,184.86	\$(264)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-5%		\$65,613
<b>SBB Total Supplements TOTAL</b>		<b>\$65,613</b>



**Georgian Hills Middle School**

3925 Denver Rd., Memphis, TN 38127  
 Phone: (901) 416-3740 Fax: (901) 416-6500

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 87,069	<b>Student Capacity:</b> 374	<b>FY2018-19 Utilization:</b> 79%	<b>FCI:</b> 9
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	295	272	309	274	-35
Attendance Rate	95.2%	93.6%	93.6%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	85.9%	60.1%	86.3%	-	-
Students with Disabilities (%)	18.9%	19.4%	21.6%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	20	20	-	21	21
Counselor	1	1	-	1	1
Educational Assistant	4	4	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	2	1	-	1	1
Other	3	4	-	3	3

**School Level Funds**

General Fund	\$1,788,170	\$2,016,298	\$2,209,026	\$2,119,981	-\$89,045
Title I	\$207,255	\$218,990	\$158,551	\$168,000	\$9,448
IDEA, Part B	\$97,925	\$102,560	\$103,866	\$133,743	\$29,876
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$2,093,352</b>	<b>\$2,337,849</b>	<b>\$2,501,445</b>	<b>\$2,451,724</b>	<b>-\$49,720</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	74%	72%			
TEM 5	5%	0%			
TEM 4	5%	6%			
TEM 3	63%	67%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$1,438,690**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,268,510
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$170,180
How has funding changed under SBB?		Last Year (1819)	\$1,602,274		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$1,438,690		
		Total Difference	\$(163,583)		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$70,847	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$(44,496)	

**Detailed Breakdown**

**1. SBB Allocations \$1,268,510**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	274	\$967,220
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	245	\$86,485
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	76	\$107,312
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	257	\$90,721
Incoming High Proficiency	0.10	\$353	2	\$706
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,268,510</b>

**2. SBB Transition Supplements \$170,180**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$131,750

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,630	5,413.09	\$(783)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-6%		\$38,430
<b>SBB Total Supplements TOTAL</b>		<b>\$170,180</b>



**Germantown Middle School**

7925 C.D. Smith Rd., Germantown, TN 38138  
 Phone: (901) 416-0950 Fax: (901) 416-0952

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 80,000	<b>Student Capacity:</b> 807	<b>FY2018-19 Utilization:</b> 78%	<b>FCI:</b> 15
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	656	656	744	710	-34
Attendance Rate	98.3%	97.8%	97.8%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	28.6%	49.5%	32.7%	-	-
Students with Disabilities (%)	11.2%	8.3%	6.6%	-	-
English Language Learners (%)	3.3%	3.2%	2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	38	37	-	39	39
Special Skills	3	3	-	3	3
Counselor	1	1	-	2	2
Educational Assistant	7	7	-	9	9
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	7	3	-	2	2
Other	4	5	-	6	6

**School Level Funds**

General Fund	\$3,416,870	\$3,598,008	\$3,913,490	\$3,835,467	-\$78,023
Title I	\$229,266	\$196,161	\$174,262	\$196,560	\$22,298
IDEA, Part B	\$136,004	\$205,543	\$228,473	\$221,161	-\$7,311
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,782,141</b>	<b>\$3,999,713</b>	<b>\$4,316,226</b>	<b>\$4,253,188</b>	<b>-\$63,037</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	98%	
TEM 5	3%	37%	
TEM 4	47%	33%	
TEM 3	44%	28%	





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,945,079**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,834,052
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$111,027
How has funding changed under SBB?		Last Year (1819)		\$2,895,812	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,945,079	
		Total Difference		\$49,267	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$74,149	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$45,183	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,834,052**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	710	\$2,506,300
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	228	\$80,484
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	14	\$1,232
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	38	\$53,656
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	437	\$154,261
Incoming High Proficiency	0.10	\$353	67	\$23,651
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	16	\$13,200
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,834,052</b>

**2. SBB Transition Supplements** **\$111,027**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$111,027

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$3,992	4,084.36	\$(93)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
2%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$111,027</b>



**Grandview Heights Middle School**

2342 Clifton, Memphis, TN 38127  
 Phone: (901) 416-3940 Fax: (901) 416-3923

**Grade Level:** 6-8      **School Type:** iZone      **Square Footage:** 65,810      **Student Capacity:** 623      **FY2018-19 Utilization:** 79%      **FCI:** 12

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	494	411	399	486	87
Attendance Rate	91.2%	91%	91%	-	NA
Student-Teacher Ratio	1:13	1:12	1:12	1:12	-

**Student Demographics**

Economically Disadvantaged (%)	86.3%	89%	88.1%	-	-
Students with Disabilities (%)	21.6%	22.7%	16.1%	-	-
English Language Learners (%)	0%	0.2%	0.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	40	70	-	28	28
Counselor	1	2	-	2	2
Educational Assistant	7	10	-	9	9
Instructional Facilitator	2	4	-	3	3
Librarian	1	2	-	1	1
Nutrition	7	7	-	2	2
Other	6	10	-	8	8

**School Level Funds**

General Fund	\$2,655,462	\$2,355,162	\$2,521,877	\$3,039,908	\$518,030
Title I	\$266,641	\$285,064	\$270,547	\$250,425	-\$20,122
IDEA, Part B	\$147,324	\$189,566	\$225,849	\$196,437	-\$29,411
School Improvement Grants (SIG)	\$1,213,533	\$1,214,946	\$288,139	\$252,281	-\$35,858
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$42,000	\$12,000
<b>Total</b>	<b>\$4,282,961</b>	<b>\$4,044,739</b>	<b>\$3,336,414</b>	<b>\$3,781,052</b>	<b>\$444,637</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	79%	98%			
TEM 5	15%	40%			
TEM 4	30%	30%			
TEM 3	33%	28%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	2	N/A	N/A	N/A

Total SBB Allocation		\$2,206,817		
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,206,817		
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 funding changed under SBB?	Last Year (1819)	\$1,913,735		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,206,817	
		Total Difference	\$293,082	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(34,083)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$176,085	

Detailed Breakdown				
1. SBB Allocations				\$2,206,817
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	486	\$1,715,580
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	433	\$152,849
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	2	\$176
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	111	\$156,732
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	434	\$153,202
Incoming High Proficiency	0.10	\$353	7	\$2,471
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	30	\$24,750
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,206,817</b>

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,541	4,178.46	\$362
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
9%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Hamilton Middle School**

1478 Wilson St, Memphis, TN 38106  
 Phone: (901) 416-7832 Fax: (901) 416-3314

**Grade Level:** 6-8      **School Type:** iZone      **Square Footage:** 136,797      **Student Capacity:** 1197      **FY2018-19 Utilization:** 22%      **FCL:** 14

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	267	251	257	202	-55
Attendance Rate	89%	88.2%	88.2%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	90.2%	92.2%	86.2%	-	-
Students with Disabilities (%)	19.9%	19.1%	12.9%	-	-
English Language Learners (%)	0%	0.4%	1.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	22	18	-	18	18
Counselor	1	1	-	1	1
Educational Assistant	4	3	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	-	-
Nutrition	7	3	-	1	1
Other	6	4	-	5	5

**School Level Funds**

General Fund	\$1,999,297	\$2,237,854	\$1,870,393	\$1,805,673	-\$64,719
Title I	\$188,031	\$107,188	\$152,462	\$120,225	-\$32,237
IDEA, Part B	\$93,301	\$98,302	\$86,831	\$54,604	-\$32,226
Other Special Revenue & Federal Funds	\$587	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,281,218</b>	<b>\$2,443,345</b>	<b>\$2,109,687</b>	<b>\$1,980,503</b>	<b>-\$129,183</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	70%			
TEM 5	16%	10%			
TEM 4	74%	25%			
TEM 3	11%	35%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$1,356,952**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$933,009
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$423,943
How has funding changed under SBB?		Last Year (1819)		\$1,326,458	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,356,952	
		Total Difference		\$30,494	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(14,302)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$133,461

**Detailed Breakdown**

**1. SBB Allocations** **\$933,009**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	202	\$713,060
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	176	\$62,128
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	3	\$264
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	57	\$80,484
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	195	\$68,835
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	9	\$7,425
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$933,009</b>

**2. SBB Transition Supplements** **\$423,943**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$423,943

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,619	6,056.89	\$(1,438)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
11%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$423,943</b>



**Havenview Middle School**

1481 Hester, Memphis, TN 38116

Phone: (901) 416-3092 Fax: (901) 416-3093

<b>Grade Level:</b> 6-8	<b>School Type:</b> Empowerment/Optional	<b>Square Footage:</b> 104,745	<b>Student Capacity:</b> 827	<b>FY2018-19 Utilization:</b> 86%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	712	672	721	714	-7
Attendance Rate	96.7%	92.7%	92.7%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	68.6%	88.7%	66.9%	-	-
Students with Disabilities (%)	18.8%	13.5%	11.6%	-	-
English Language Learners (%)	0.5%	0.1%	0.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	38	41	-	38	38
Special Skills	1	1	-	1	1
Counselor	1	3	-	3	3
Educational Assistant	2	2	-	2	2
Instructional Facilitator	2	5	-	5	5
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	5	6	-	7	7

**School Level Funds**

General Fund	\$4,169,824	\$4,247,095	\$4,162,459	\$3,812,822	-\$349,636
Title I	\$348,084	\$360,772	\$392,126	\$339,150	-\$52,976
IDEA, Part B	\$47,164	\$50,002	\$46,015	\$50,217	\$4,202
Other Special Revenue & Federal Funds	\$0	\$8,740	\$11,259	\$18,000	\$6,740
<b>Total</b>	<b>\$4,565,074</b>	<b>\$4,666,611</b>	<b>\$4,611,860</b>	<b>\$4,220,190</b>	<b>-\$391,670</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	81%	86%			
TEM 5	16%	23%			
TEM 4	27%	41%			
TEM 3	38%	23%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

Total SBB Allocation		\$3,053,553
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,001,840
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$51,713
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$2,975,915
	This Year (1920)	\$3,053,553
	Total Difference	\$77,638
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(56,578)
	Estimated changes to the budget due to SBB transition	Change from SBB \$126,827

Detailed Breakdown				
1. SBB Allocations				\$3,001,840
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	714	\$2,520,420
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	473	\$166,969
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	59	\$83,308
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	624	\$220,272
Incoming High Proficiency	0.10	\$353	15	\$5,295
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	5	\$4,125
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,001,840</b>

2. SBB Transition Supplements		\$51,713
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$51,712

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,204	4,099.06	\$105
% Change in Dollar per Pupil		Transition Policy Dollars
4%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$51,713</b>



**Hickory Ridge Middle School**

3920 Ridgeway Rd., Memphis, TN 38115  
 Phone: (901) 416-9337 Fax: (901) 416-9210

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 139,685	<b>Student Capacity:</b> 803	<b>FY2018-19 Utilization:</b> 108%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	867	841	819	876	57
Attendance Rate	96.3%	95.1%	95.1%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	63.9%	83.9%	70.5%	-	-
Students with Disabilities (%)	13.5%	12%	9.9%	-	-
English Language Learners (%)	9%	9.3%	6.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	51	50	-	48	48
Special Skills	1	1	-	1	1
Counselor	3	3	-	5	5
Educational Assistant	3	3	-	2	2
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	5	5	-	8	8

**School Level Funds**

General Fund	\$4,413,004	\$4,455,648	\$4,286,049	\$4,752,835	\$466,785
Title I	\$478,756	\$508,917	\$473,101	\$464,625	-\$8,476
IDEA, Part B	\$81,878	\$57,630	\$58,867	\$55,191	-\$3,675
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$4,973,640</b>	<b>\$5,022,196</b>	<b>\$4,818,018</b>	<b>\$5,272,652</b>	<b>\$454,633</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	98%			
TEM 5	6%	19%			
TEM 4	59%	51%			
TEM 3	33%	28%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

Total SBB Allocation		\$3,738,331		
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,738,331		
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 funding changed under SBB?	Last Year (1819)	\$3,505,186		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$3,738,331	
		Total Difference	\$233,145	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(56,902)
		Estimated changes to the budget due to SBB transition	Change from SBB	\$213,023

Detailed Breakdown				
1. SBB Allocations				
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	876	\$3,092,280
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	627	\$221,331
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	53	\$4,664
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	93	\$131,316
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	763	\$269,339
Incoming High Proficiency	0.10	\$353	13	\$4,589
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	17	\$14,025
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>			<b>\$3,738,331</b>	

2. SBB Transition Supplements		\$0
Staffing Supplement		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,268	4,024.32	\$243
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$0</b>



**Highland Oaks Middle School**

5600 Meadowbriar Trail, Memphis, TN 38125  
 Phone: (901) 416-0340 Fax: (901) 432-0345

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 120,000	<b>Student Capacity:</b> 1021	<b>FY2018-19 Utilization:</b> 76%	<b>FCI:</b> 1
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	781	753	645	715	70
Attendance Rate	95.9%	99.3%	99.3%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	44.7%	68.6%	47.3%	-	-
Students with Disabilities (%)	15.5%	12.7%	11.1%	-	-
English Language Learners (%)	3.7%	3%	4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	40	41	-	38	38
Special Skills	3	3	-	-	-
Counselor	2	2	-	2	2
Educational Assistant	3	3	-	3	3
Instructional Facilitator	1	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	9	5	-	1	1
Other	7	5	-	7	7

**School Level Funds**

General Fund	\$3,476,135	\$3,440,717	\$3,230,178	\$3,508,375	\$278,196
Title I	\$294,926	\$268,034	\$272,176	\$285,600	\$13,423
IDEA, Part B	\$60,912	\$32,105	\$32,706	\$52,746	\$20,040
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,831,974</b>	<b>\$3,740,857</b>	<b>\$3,535,062</b>	<b>\$3,846,722</b>	<b>\$311,660</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	98%	
TEM 5	5%	45%	
TEM 4	76%	39%	
TEM 3	14%	14%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

Total SBB Allocation		\$2,981,585	
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,964,287	
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$17,298	
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		
	Last Year (1819)	\$3,026,221	
	This Year (1920)	\$2,981,585	
	Total Difference	\$(44,637)	
	Changes to enrollment impact the budget BEFORE SBB applies		
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(207,553)
	Estimated changes to the budget due to SBB transition	Change from SBB	\$17,546

Detailed Breakdown				
1. SBB Allocations				\$2,964,287
SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	715	\$2,523,950
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	335	\$118,255
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	29	\$2,552
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	63	\$88,956
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	590	\$208,270
Incoming High Proficiency	0.10	\$353	20	\$7,060
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,964,287</b>

2. SBB Transition Supplements		\$17,298
<b>Staffing Supplement</b>		
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.		\$17,298

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,146	4,145.51	\$0
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$17,298</b>



**John P. Freeman K-8 Optional School**

5250 Tulane Rd., Memphis, TN 38109

Phone: (901) 416-3156 Fax: (901) 416-3127

<b>Grade Level:</b> K-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 98,000	<b>Student Capacity:</b> 685	<b>FY2018-19 Utilization:</b> 79%	<b>FCI:</b> 30
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	544	539	610	662	52
Attendance Rate	97.9%	97.6%	97.6%	-	NA
Student-Teacher Ratio	1:18	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	35%	76.6%	42.1%	-	-
Students with Disabilities (%)	2.9%	10.4%	1.2%	-	-
English Language Learners (%)	0.3%	29.6%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	33	31	-	37	37
Special Skills	9	5	-	5	5
Counselor	2	2	-	2	2
Educational Assistant	2	1	-	4	4
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	4	4	-	6	6

**School Level Funds**

General Fund	\$3,668,967	\$3,711,402	\$3,944,049	\$4,038,838	\$94,788
Title I	\$172,216	\$226,770	\$186,400	\$217,560	\$31,160
Other Special Revenue & Federal Funds	\$189	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,841,374</b>	<b>\$3,938,172</b>	<b>\$4,130,449</b>	<b>\$4,256,398</b>	<b>\$125,948</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	95%	
TEM 5	46%	33%	
TEM 4	30%	60%	
TEM 3	24%	2%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	3	5	N/A	N/A	N/A

**Total SBB Allocation** **\$3,160,180**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,924,621
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$235,559
How has funding changed under SBB?		Last Year (1819)		\$3,110,277	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$3,160,180	
		Total Difference		\$49,902	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(102,967)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$(97,738)

**Detailed Breakdown**

**1. SBB Allocations** **\$2,924,621**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	662	\$2,336,860
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	77	\$81,543
Grade 1	0.30	\$1,059	56	\$59,304
Grade 2	0.30	\$1,059	64	\$67,776
Grade 3	0.20	\$706	68	\$48,008
Grade 4	0.20	\$706	66	\$46,596
Grade 5	0.20	\$706	80	\$56,480
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	279	\$98,487
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	2	\$176
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	4	\$5,648
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	228	\$80,484
Incoming High Proficiency	0.10	\$353	121	\$42,713
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,924,621</b>

**2. SBB Transition Supplements** **\$235,559**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$194,602

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,418	4,921.33	\$(503)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-4%		\$40,957
<b>SBB Total Supplements TOTAL</b>		<b>\$235,559</b>



**Kate Bond Middle School**

2737 Kate Bond Rd., Memphis, TN 38133  
 Phone: (901) 416-0640 Fax: (901) 416-0634

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 165,749	<b>Student Capacity:</b> 1108	<b>FY2018-19 Utilization:</b> 102%	<b>FCI:</b> 2
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1130	1110	1125	1090	-35
Attendance Rate	96.2%	95.1%	95.1%	-	NA
Student-Teacher Ratio	1:17	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	41.5%	70.3%	45.2%	-	-
Students with Disabilities (%)	13.4%	13.1%	10.9%	-	-
English Language Learners (%)	13.7%	11.6%	10.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	69	68	-	70	70
Special Skills	1	1	-	1	1
Counselor	3	3	-	4	4
Educational Assistant	8	9	-	14	14
Instructional Facilitator	3	3	-	3	3
Librarian	2	2	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	9	5	-	3	3
Other	7	7	-	6	6

**School Level Funds**

General Fund	\$5,888,822	\$5,795,518	\$6,254,576	\$6,129,349	-\$125,227
Title I	\$456,649	\$413,710	\$462,900	\$449,400	-\$13,500
IDEA, Part B	\$154,481	\$142,029	\$147,337	\$162,434	\$15,096
Other Special Revenue & Federal Funds	\$0	\$10,700	\$0	\$0	\$0
<b>Total</b>	<b>\$6,499,953</b>	<b>\$6,361,959</b>	<b>\$6,864,814</b>	<b>\$6,741,183</b>	<b>-\$123,630</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	97%			
TEM 5	13%	31%			
TEM 4	51%	54%			
TEM 3	31%	11%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

Total SBB Allocation		\$4,492,994
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$4,492,994
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 funding changed under SBB?		Last Year (1819) \$4,630,649
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920) \$4,492,994
		Total Difference \$(137,655)
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(38,343)
	Estimated changes to the budget due to SBB transition	Change from SBB \$134,265

**Detailed Breakdown**

1. SBB Allocations		\$4,492,994			
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	1,090	\$3,847,700	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	0	\$-	
Grade 1	0.30	\$1,059	0	\$-	
Grade 2	0.30	\$1,059	0	\$-	
Grade 3	0.20	\$706	0	\$-	
Grade 4	0.20	\$706	0	\$-	
Grade 5	0.20	\$706	0	\$-	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	490	\$172,970	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	112	\$9,856	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	94	\$132,728	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	811	\$286,283	
Incoming High Proficiency	0.10	\$353	43	\$15,179	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	33	\$27,225	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,492,994</b>	

**2. SBB Transition Supplements** \$0

Staffing Supplement	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .	\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,122	3,998.83	\$123
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Kingsbury Middle School**

1276 N. Graham, Memphis, TN 38122  
 Phone: (901) 416-6040 Fax: (901) 416-6058

<b>Grade Level:</b> 7-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 219,210	<b>Student Capacity:</b> 403	<b>FY2018-19 Utilization:</b> 152%	<b>FCI:</b> 7
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	612	599	601	639	38
Attendance Rate	93.4%	94.2%	94.2%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	66.7%	93.9%	66.8%	-	-
Students with Disabilities (%)	17.8%	16.6%	12.4%	-	-
English Language Learners (%)	30.9%	27.6%	25.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	38	38	-	40	40
Counselor	1	1	-	2	2
Educational Assistant	2	2	-	2	2
Instructional Facilitator	2	2	-	3	3
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Other	5	4	-	6	6

**School Level Funds**

General Fund	\$2,756,449	\$2,783,386	\$2,872,340	\$3,399,127	\$526,787
Title I	\$349,348	\$266,404	\$323,237	\$345,975	\$22,737
IDEA, Part B	\$44,287	\$47,133	\$55,501	\$45,423	-\$10,078
Other Special Revenue & Federal Funds	\$71,317	\$45,249	\$46,425	\$66,484	\$20,058
<b>Total</b>	<b>\$3,221,404</b>	<b>\$3,142,174</b>	<b>\$3,297,504</b>	<b>\$3,857,010</b>	<b>\$559,505</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	100%	
TEM 5	9%	36%	
TEM 4	50%	48%	
TEM 3	34%	17%	





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

<b>Total SBB Allocation</b>		<b>\$2,700,806</b>
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$2,700,806
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	
	Last Year (1819)	\$2,500,768
	This Year (1920)	\$2,700,806
	Total Difference	\$200,038
	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$32,689
	Estimated changes to the budget due to SBB transition	Change from SBB \$156,234

**Detailed Breakdown**

<b>1. SBB Allocations</b>		<b>\$2,700,806</b>			
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	639	\$2,255,670	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	0	\$-	
Grade 1	0.30	\$1,059	0	\$-	
Grade 2	0.30	\$1,059	0	\$-	
Grade 3	0.20	\$706	0	\$-	
Grade 4	0.20	\$706	0	\$-	
Grade 5	0.20	\$706	0	\$-	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	434	\$153,202	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	156	\$13,728	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	53	\$74,836	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	526	\$185,678	
Incoming High Proficiency	0.10	\$353	18	\$6,354	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	13	\$10,725	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$2,700,806</b>	

**2. SBB Transition Supplements** **\$0**

<b>Staffing Supplement</b>	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .	\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,227	3,982.12	\$244
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Mt Pisgah Middle School**

1444 Pisgah Rd, Cordova, TN 38016  
 Phone: (901) 756-2386

<b>Grade Level:</b> 5-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 125,900	<b>Student Capacity:</b> 1197	<b>FY2018-19 Utilization:</b> 42%	<b>FCI:</b> 3
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	499	481	469	569	100
Attendance Rate	97.2%	95.9%	95.9%	-	NA
Student-Teacher Ratio	1:18	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	25%	34.9%	29.8%	-	-
Students with Disabilities (%)	11.4%	10.6%	8.8%	-	-
English Language Learners (%)	2%	2.1%	2.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	26	28	-	29	29
Special Skills	0	1	-	1	1
Counselor	1	1	-	2	2
Educational Assistant	0	0	-	1	1
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	3	3	-	5	5

**School Level Funds**

General Fund	\$2,449,131	\$2,504,225	\$2,470,339	\$2,739,611	\$269,271
Title I	\$118,108	\$120,126	\$103,942	\$116,760	\$12,817
IDEA, Part B	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,567,239</b>	<b>\$2,624,351</b>	<b>\$2,574,282</b>	<b>\$2,856,371</b>	<b>\$282,088</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	86%			
TEM 5	48%	14%			
TEM 4	52%	50%			
TEM 3	0%	21%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$1,772,348**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,890,690
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(118,342)
How has funding changed under SBB?		Last Year (1819)		\$1,659,116	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,772,348	
		Total Difference		\$113,232	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(149,663)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$146,341

**Detailed Breakdown**

**1. SBB Allocations** **\$1,890,690**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	442	\$1,560,260
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	173	\$61,069
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	17	\$1,496
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	42	\$59,304
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	379	\$133,787
Incoming High Proficiency	0.10	\$353	2	\$706
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	19	\$15,675
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,890,690</b>

**2. SBB Transition Supplements** **\$(118,342)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,278	3,678.75	\$599
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
16%		\$(118,342)
<b>SBB Total Supplements TOTAL</b>		<b>\$(118,342)</b>



**Oakhaven Middle School**

3125 Ladbrook Rd., Memphis, TN 38118  
 Phone: (901) 416-2380 Fax: (901) 416-9780

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 152,940	<b>Student Capacity:</b> 324	<b>FY2018-19 Utilization:</b> 98%	<b>FCI:</b> 11
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	319	285	327	313	-14
Attendance Rate	95.4%	94.7%	94.7%	-	NA
Student-Teacher Ratio	1:19	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	73%	75.4%	77.9%	-	-
Students with Disabilities (%)	14.6%	10.8%	9.5%	-	-
English Language Learners (%)	6.3%	5.2%	6.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	18	16	-	15	15
Counselor	1	1	-	1	1
Educational Assistant	1	1	-	3	3
Instructional Facilitator	1	1	-	3	3
Librarian	1	1	-	-	-
Other	11	6	-	3	3

**School Level Funds**

General Fund	\$1,855,119	\$1,754,528	\$1,758,340	\$1,880,351	\$122,010
Title I	\$128,494	\$188,226	\$173,853	\$151,725	-\$22,128
IDEA, Part B	\$26,969	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,010,583</b>	<b>\$1,942,755</b>	<b>\$1,932,194</b>	<b>\$2,032,076</b>	<b>\$99,882</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	61%			
TEM 5	19%	0%			
TEM 4	56%	39%			
TEM 3	13%	22%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

Total SBB Allocation		\$1,699,470
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$1,616,509
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB	\$82,961
<p>How has funding changed under SBB?</p> <p>Changes to enrollment impact the budget BEFORE SBB applies</p> <p>Estimated change to the budget due to Enrollment changes</p> <p>Estimated changes to the budget due to SBB transition</p>		<p>Last Year (1819) \$1,618,657</p> <p>This Year (1920) \$1,699,470</p> <p>Total Difference \$80,812</p> <p>Change from Enrollment \$30,874</p> <p>Change from SBB \$49,939</p>

**Detailed Breakdown**

1. SBB Allocations					\$1,616,509
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	374	\$1,320,220	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	0	\$-	
Grade 1	0.30	\$1,059	0	\$-	
Grade 2	0.30	\$1,059	0	\$-	
Grade 3	0.20	\$706	0	\$-	
Grade 4	0.20	\$706	0	\$-	
Grade 5	0.20	\$706	0	\$-	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	248	\$87,544	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	23	\$2,024	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	54	\$76,248	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	357	\$126,021	
Incoming High Proficiency	0.10	\$353	0	\$-	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	0	\$-	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$1,616,509</b>	

**2. SBB Transition Supplements** \$82,961

Staffing Supplement	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.	\$82,961

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,322	4,410.51	\$(88)
% Change in Dollar per Pupil		Transition Policy Dollars
3%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$82,961</b>



**Ridgeway Middle School**

6333 Quince Road Memphis, TN 38018  
 Phone: (901) 416-1588 Fax: (901) 416-1545

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 143,000	<b>Student Capacity:</b> 855	<b>FY2018-19 Utilization:</b> 78%	<b>FCI:</b> 6
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	669	661	703	762	59
Attendance Rate	96.8%	95.6%	95.6%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	45.5%	72.5%	52.8%	-	-
Students with Disabilities (%)	11.3%	12.1%	8.7%	-	-
English Language Learners (%)	2.3%	2.2%	2.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	34	36	-	38	38
Special Skills	4	4	-	3	3
Counselor	1	1	-	3	3
Educational Assistant	4	7	-	3	3
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	10	6	-	1	1
Other	5	4	-	6	6

**School Level Funds**

General Fund	\$3,285,502	\$3,395,997	\$3,428,795	\$3,410,890	-\$17,905
Title I	\$320,630	\$234,988	\$312,237	\$332,640	\$20,402
IDEA, Part B	\$164,512	\$115,636	\$119,561	\$84,805	-\$34,755
Other Special Revenue & Federal Funds	\$0	\$0	\$20,000	\$0	-\$20,000
<b>Total</b>	<b>\$3,770,644</b>	<b>\$3,746,622</b>	<b>\$3,880,593</b>	<b>\$3,828,335</b>	<b>-\$52,257</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	88%			
TEM 5	3%	9%			
TEM 4	67%	34%			
TEM 3	18%	44%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation** **\$4,184,066**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,063,743
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$120,323
How has funding changed under SBB?		Last Year (1819)		\$4,003,055	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$4,184,066	
		Total Difference		\$181,011	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(119,527)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$79,851	

**Detailed Breakdown**

**1. SBB Allocations** **\$4,063,743**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	852	\$3,007,560
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	405	\$142,965
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	15	\$1,320
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	43	\$60,716
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	257	\$90,721
Incoming High Proficiency	0.10	\$353	267	\$94,251
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$120,324
<b>SBB Allocations Total</b>				<b>\$4,063,743</b>

**2. SBB Transition Supplements** **\$120,323**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,770	4,817.15	\$(47)

% Change in Dollar per Pupil	Transition Policy Dollars
2%	\$0

**SBB Total Supplements TOTAL** **\$120,323**



**Riverview K-8 School**

241 Majuba Ave, Memphis, TN 38109  
 Phone: (901) 416-7340

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
K-8	iZone	150,850	540	92%	15

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	0	0	-	-	-
K-12	500	424	392	368	-24
Attendance Rate	94.1%	93.5%	93.5%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	83.7%	79%	85.7%	-	-
Students with Disabilities (%)	31.6%	15.5%	14.3%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	1	1
Classroom Teacher	34	33	-	31	31
Special Skills	3	2	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	8	9	-	7	7
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	4	4	-	4	4

**School Level Funds**

General Fund	\$3,156,000	\$3,447,638	\$3,304,882	\$3,172,170	-\$132,712
Title I	\$275,365	\$263,511	\$265,122	\$213,150	-\$51,972
IDEA, Part B	\$141,483	\$152,052	\$144,651	\$134,185	-\$10,465
Other Special Revenue & Federal Funds	\$309,802	\$40,929	\$84,760	\$64,633	-\$20,126
<b>Total</b>	<b>\$3,882,651</b>	<b>\$3,904,132</b>	<b>\$3,799,416</b>	<b>\$3,584,139</b>	<b>-\$215,277</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	93%	97%		
TEM 5	17%	47%		
TEM 4	48%	39%		
TEM 3	28%	11%		





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	2	5	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$4,654,261**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,654,261
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 funding changed under SBB?		Last Year (1819)		\$4,597,819	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$4,654,261	
		Total Difference		\$56,442	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(179,666)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$175,969	

**Detailed Breakdown**

**1. SBB Allocations** **\$4,654,261**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,124	\$3,967,720
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	36	\$38,124
Grade 1	0.30	\$1,059	35	\$37,065
Grade 2	0.30	\$1,059	28	\$29,652
Grade 3	0.20	\$706	34	\$24,004
Grade 4	0.20	\$706	27	\$19,062
Grade 5	0.20	\$706	32	\$22,592
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	323	\$114,019
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	69	\$97,428
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	1,049	\$370,297
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	26	\$21,450
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$4,654,261</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,141	3,984.25	\$157
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Sherwood Middle School**

3480 Rhodes Avenue Memphis, TN 38111  
 Phone: (901) 416-4870 Fax: (901) 416-4881

<b>Grade Level:</b> 6-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 141,952	<b>Student Capacity:</b> 895	<b>FY2018-19 Utilization:</b> 92%	<b>FCI:</b> 20
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	821	778	750	728	-22
Attendance Rate	92.7%	93.7%	93.7%	-	NA
Student-Teacher Ratio	1:16	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	80%	88.7%	80.7%	-	-
Students with Disabilities (%)	17.2%	13.5%	12.8%	-	-
English Language Learners (%)	5.6%	6.6%	8.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	3	2	-	2	2
Classroom Teacher	59	52	-	49	49
Counselor	2	2	-	3	3
Educational Assistant	11	11	-	13	13
Instructional Facilitator	1	2	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	0	0	-	1	1
Nutrition	8	5	-	2	2
Other	6	5	-	7	7

**School Level Funds**

General Fund	\$4,741,304	\$4,899,593	\$4,488,340	\$4,662,037	\$173,696
Title I	\$520,922	\$445,104	\$454,015	\$411,075	-\$42,940
IDEA, Part B	\$228,460	\$215,853	\$203,935	\$215,743	\$11,808
Other Special Revenue & Federal Funds	\$197,711	\$0	\$30,000	\$75,615	\$45,615
<b>Total</b>	<b>\$5,688,398</b>	<b>\$5,560,551</b>	<b>\$5,176,291</b>	<b>\$5,364,471</b>	<b>\$188,180</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	98%	100%			
TEM 5	13%	18%			
TEM 4	79%	54%			
TEM 3	6%	28%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

Total SBB Allocation		\$4,212,626						
1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$4,212,626						
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 funding changed under SBB?	Changes to enrollment impact the budget BEFORE SBB applies							
	Estimated change to the budget due to Enrollment changes	Change from Enrollment (\$222,900)						
	Estimated changes to the budget due to SBB transition	Change from SBB (\$292,132)						
	<table border="0"> <tr> <td>Last Year (1819)</td> <td>\$3,906,237</td> </tr> <tr> <td>This Year (1920)</td> <td>\$4,212,626</td> </tr> <tr> <td><b>Total Difference</b></td> <td><b>\$306,388</b></td> </tr> </table>	Last Year (1819)	\$3,906,237	This Year (1920)	\$4,212,626	<b>Total Difference</b>	<b>\$306,388</b>	
	Last Year (1819)	\$3,906,237						
This Year (1920)	\$4,212,626							
<b>Total Difference</b>	<b>\$306,388</b>							
Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)								

**Detailed Breakdown**

1. SBB Allocations		\$4,212,626			
SBB Weights	Weight	Amount per Student	Enrollment	Total	
<b>Base Weight</b>					
All Students	1	\$3,530	825	\$2,912,250	
<b>Grade Weights</b>					
Grade K	0.30	\$1,059	0	\$-	
Grade 1	0.30	\$1,059	0	\$-	
Grade 2	0.30	\$1,059	0	\$-	
Grade 3	0.20	\$706	0	\$-	
Grade 4	0.20	\$706	0	\$-	
Grade 5	0.20	\$706	0	\$-	
<b>Poverty Weight</b>					
Poverty (Direct Certified)	0.10	\$353	603	\$212,859	
<b>ELL Weight</b>					
ELL Weight	0.03	\$88	56	\$4,928	
<b>Mobility Weights</b>					
Mobility	0.40	\$1,412	75	\$105,900	
<b>Academic Performance Weights</b>					
Incoming Low Proficiency	0.10	\$353	699	\$246,747	
Incoming High Proficiency	0.10	\$353	31	\$10,943	
<b>Increments for Locked Students</b>					
SWD Self-Contained	0.23	\$825	2	\$1,650	
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.					\$0
<b>SBB Allocations Total</b>				<b>\$4,212,626</b>	

**2. SBB Transition Supplements** \$0

Staffing Supplement	
This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios.	\$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil				
\$5,106	4,752.11	\$354				
<table border="1"> <thead> <tr> <th>% Change in Dollar per Pupil</th> <th>Transition Policy Dollars</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">7%</td> <td style="text-align: center;">\$0</td> </tr> </tbody> </table>		% Change in Dollar per Pupil	Transition Policy Dollars	7%	\$0	
% Change in Dollar per Pupil	Transition Policy Dollars					
7%	\$0					
<b>SBB Total Supplements TOTAL</b>						
<b>\$0</b>						



**Snowden K-8 School**

1870 N. Parkway, Memphis, TN 31812  
 Phone: (901) 416-4621 Fax: (901) 416-4620

<b>Grade Level:</b> PreK-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 199,849	<b>Student Capacity:</b> 1268	<b>FY2018-19 Utilization:</b> 109%	<b>FCI:</b> 17
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

Pre-K	20	20	20	20	-
K-12	1382	1336	1323	1255	-68
Attendance Rate	95.8%	95.7%	95.7%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	49.3%	62.2%	49%	-	-
Students with Disabilities (%)	12%	5.9%	5.4%	-	-
English Language Learners (%)	8.8%	4.6%	3.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	4	3	-	3	3
Classroom Teacher	80	77	-	70	70
Special Skills	12	9	-	9	9
Counselor	3	3	-	4	4
Educational Assistant	10	8	-	8	8
Instructional Facilitator	2	2	-	2	2
Librarian	2	2	-	2	2
Nutrition	10	6	-	1	1
Other	7	6	-	6	6

**School Level Funds**

General Fund	\$7,611,787	\$7,370,686	\$7,050,304	\$7,113,243	\$62,939
Title I	\$519,084	\$538,329	\$623,583	\$512,400	-\$111,183
IDEA, Part B	\$22,293	\$48,606	\$20,850	\$0	-\$20,850
Other Special Revenue & Federal Funds	\$68,068	\$116,538	\$100,729	\$100,624	-\$104
<b>Total</b>	<b>\$8,221,234</b>	<b>\$8,074,161</b>	<b>\$7,795,468</b>	<b>\$7,726,267</b>	<b>-\$69,200</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	100%		
TEM 5	51%	60%		
TEM 4	36%	31%		
TEM 3	12%	9%		



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	3	5	N/A	N/A	N/A
TVAAS Numeracy	1	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,734,564**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,734,564
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 funding changed under SBB?		Last Year (1819)		\$2,848,763	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,734,564	
		Total Difference		\$(114,199)	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$41,023	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$90,353	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,734,564**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	530	\$1,870,900
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	90	\$95,310
Grade 1	0.30	\$1,059	93	\$98,487
Grade 2	0.30	\$1,059	114	\$120,726
Grade 3	0.20	\$706	126	\$88,956
Grade 4	0.20	\$706	125	\$88,250
Grade 5	0.20	\$706	130	\$91,780
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	625	\$220,625
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	41	\$3,608
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	74	\$104,488
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	402	\$141,906
Incoming High Proficiency	0.10	\$353	30	\$10,590
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	3	\$2,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,734,564</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,160	4,989.08	\$170
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Treadwell Middle School**

920 N. Highland Memphis, TN 38122  
 Phone: (901) 416-6100 Fax: (901) 416-6133

<b>Grade Level:</b> 6-8	<b>School Type:</b> iZone	<b>Square Footage:</b> 145,870	<b>Student Capacity:</b> 598	<b>FY2018-19 Utilization:</b> 64%	<b>FCI:</b> 10
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	382	389	478	477	-1
Attendance Rate	93.5%	92.4%	92.4%	-	NA
Student-Teacher Ratio	1:15	1:16	1:16	1:16	-

**Student Demographics**

Economically Disadvantaged (%)	68.4%	83.4%	67.6%	-	-
Students with Disabilities (%)	14.7%	13.6%	15.7%	-	-
English Language Learners (%)	22.5%	23.3%	21.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	27	26	-	30	30
Counselor	1	1	-	2	2
Educational Assistant	4	3	-	3	3
Instructional Facilitator	1	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	0	1	-	1	1
Nutrition	15	8	-	3	3
Other	4	3	-	4	4

**School Level Funds**

General Fund	\$2,296,646	\$2,562,711	\$2,681,645	\$2,992,082	\$310,437
Title I	\$192,507	\$217,244	\$273,634	\$269,325	-\$4,309
IDEA, Part B	\$49,641	\$48,221	\$50,634	\$77,794	\$27,159
Other Special Revenue & Federal Funds	\$139,794	\$21,602	\$9,781	\$91,697	\$81,915
<b>Total</b>	<b>\$2,678,589</b>	<b>\$2,849,779</b>	<b>\$3,015,695</b>	<b>\$3,430,899</b>	<b>\$415,203</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	100%			
TEM 5	48%	38%			
TEM 4	39%	41%			
TEM 3	13%	21%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	3	N/A	N/A	N/A
TVAAS Numeracy	1	5	N/A	N/A	N/A

**Total SBB Allocation** **\$1,401,250**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,251,985
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$149,265
How has funding changed under SBB?		Last Year (1819)		\$1,456,527	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$1,401,250	
		Total Difference		\$(55,276)	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$(8,938)
		Estimated changes to the budget due to SBB transition	Change from SBB		\$(43,338)

**Detailed Breakdown**

**1. SBB Allocations** **\$1,251,985**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	242	\$854,260
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	340	\$120,020
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	85	\$7,480
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	33	\$46,596
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	98	\$34,594
Incoming High Proficiency	0.10	\$353	65	\$22,945
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,251,985</b>

**2. SBB Transition Supplements** **\$149,265**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$120,667

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,173	5,969.37	\$(796)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
-5%		\$28,598
<b>SBB Total Supplements TOTAL</b>		<b>\$149,265</b>



**White Station Middle School**

5465 Mason Road Memphis, TN 38120  
 Phone: (901) 416-2184 Fax: (901) 416-2187

<b>Grade Level:</b> 6-8	<b>School Type:</b> Optional	<b>Square Footage:</b> 144,411	<b>Student Capacity:</b> 878	<b>FY2018-19 Utilization:</b> 147%	<b>FCI:</b> 2
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1289	1273	1261	1228	-33
Attendance Rate	96.5%	95.8%	95.8%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	23%	45.5%	26.2%	-	-
Students with Disabilities (%)	11.5%	10%	8.7%	-	-
English Language Learners (%)	4.5%	3.6%	3.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	3	3	-	3	3
Classroom Teacher	74	75	-	74	74
Special Skills	5	5	-	5	5
Counselor	3	3	-	4	4
Educational Assistant	11	12	-	10	10
Instructional Facilitator	1	1	-	1	1
Librarian	2	2	-	2	2
Nutrition	8	4	-	1	1
Other	6	6	-	5	5

**School Level Funds**

General Fund	\$7,228,219	\$7,332,394	\$7,214,571	\$7,138,039	-\$76,532
Title I	\$226,918	\$301,248	\$288,940	\$290,640	\$1,699
IDEA, Part B	\$150,239	\$219,284	\$248,102	\$275,392	\$27,290
Other Special Revenue & Federal Funds	\$-7	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$7,605,369</b>	<b>\$7,852,927</b>	<b>\$7,751,615</b>	<b>\$7,704,071</b>	<b>-\$47,543</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	100%			
TEM 5	83%	67%			
TEM 4	12%	32%			
TEM 3	4%	1%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	5	4	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation** **\$3,057,000**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,023,904
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$33,096
How has funding changed under SBB?		Last Year (1819)	\$3,028,283		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$3,057,000		
		Total Difference	\$28,717		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(66,304)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$38,502	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,023,904**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	617	\$2,178,010
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	333	\$117,549
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	38	\$3,344
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	28	\$39,536
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	344	\$121,432
Incoming High Proficiency	0.10	\$353	96	\$33,888
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	27	\$22,275
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,023,904</b>

**2. SBB Transition Supplements** **\$33,096**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$33,097

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,901	4,892.22	\$9
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0

**SBB Total Supplements TOTAL** **\$33,096**



**Woodstock Middle School**

5885 Woodstock Cuba Rd., Memphis, TN 38053  
 Phone: (901) 416-4180 Fax: (901) 416-4182

<b>Grade Level:</b> 6-8	<b>School Type:</b> Traditional	<b>Square Footage:</b> 84,850	<b>Student Capacity:</b> 773	<b>FY2018-19 Utilization:</b> 36%	<b>FCI:</b> 16
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	275	266	259	301	42
Attendance Rate	94.1%	99.9%	99.9%	-	NA
Student-Teacher Ratio	1:14	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	82.3%	71.6%	78.4%	-	-
Students with Disabilities (%)	19.2%	16.3%	18%	-	-
English Language Learners (%)	1.4%	1.6%	1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	21	18	-	18	18
Counselor	1	1	-	1	1
Educational Assistant	3	2	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	4	5	-	6	6

**School Level Funds**

General Fund	\$1,895,297	\$1,922,899	\$2,012,685	\$1,755,121	-\$257,563
Title I	\$127,790	\$157,692	\$149,570	\$155,925	\$6,354
Perkins	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$2,023,087</b>	<b>\$2,080,591</b>	<b>\$2,192,256</b>	<b>\$1,941,046</b>	<b>-\$251,209</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	85%	78%			
TEM 5	10%	6%			
TEM 4	40%	22%			
TEM 3	35%	50%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,448,256**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,448,256
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 funding changed under SBB?		Last Year (1819)		\$2,302,328	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)		\$2,448,256	
		Total Difference		\$145,928	
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(14,504)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$194,094	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,448,256**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	468	\$1,652,040
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	238	\$84,014
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	5	\$440
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	65	\$91,780
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	332	\$117,196
Incoming High Proficiency	0.10	\$353	49	\$17,297
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	30	\$24,750
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$2,448,256</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,231	4,816.59	\$415
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
9%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



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# HIGH SCHOOLS DATA



**B T Washington High School**

715 S. Lauderdale, Memphis, TN 38126  
 Phone: (901) 416-7240 Fax: (901) 416-7228

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 202,918	<b>Student Capacity:</b> 548	<b>FY2018-19 Utilization:</b> 104%	<b>FCI:</b> 9
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	573	544	462	436	-26
Attendance Rate	90.4%	88.3%	88.3%	-	NA
Student-Teacher Ratio	1:15	1:14	1:14	1:14	-

**Student Demographics**

Economically Disadvantaged (%)	83.8%	92.9%	87%	-	-
Students with Disabilities (%)	20.2%	16.9%	15.7%	-	-
English Language Learners (%)	0%	0%	0%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	1	1
Classroom Teacher	41	38	-	35	35
Counselor	2	2	-	2	2
Educational Assistant	4	4	-	6	6
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	11	6	-	2	2
Other	7	7	-	8	8

**School Level Funds**

General Fund	\$3,470,940	\$3,369,845	\$3,376,947	\$3,582,971	\$206,024
Title I	\$302,542	\$317,261	\$290,918	\$254,625	-\$36,293
IDEA, Part B	\$66,997	\$82,898	\$84,223	\$81,938	-\$2,285
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$3,840,480</b>	<b>\$3,770,005</b>	<b>\$3,752,089</b>	<b>\$3,919,534</b>	<b>\$167,445</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	98%	
TEM 5	57%	37%	
TEM 4	29%	24%	
TEM 3	9%	37%	

**Postsecondary Readiness**

Graduation Rate	90.5%	0%	
Average ACT Composite Score	13.90	0.00	
ACT21+ (%)	3.4%	1.1%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	78.4%	25.8%	N/A	N/A	N/A
TNReady Algebra II (%)	69.8%	47.8%	N/A	N/A	N/A
TNReady Biology I (%)	45.5%	41.8%	N/A	N/A	N/A
TNReady Chemistry (%)	27.9%	42.4%	N/A	N/A	N/A
TNReady English I (%)	36.3%	1.9%	N/A	N/A	N/A
TNReady English II (%)	24.8%	4.5%	N/A	N/A	N/A
TNReady English III (%)	10.3%	6.3%	N/A	N/A	N/A
TVAAS Literacy	1	3	N/A	N/A	N/A
TVAAS Numeracy	5	5	N/A	N/A	N/A

**Total SBB Allocation** **\$2,586,029**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,932,218
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$653,811
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$2,520,952		
		This Year (1920)	\$2,586,029		
		Total Difference	\$65,077		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$169,678	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$110,499	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,932,218**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	436	\$1,539,080
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	383	\$135,199
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	74	\$104,488
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	376	\$132,728
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	24	\$19,800
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$1,932,218</b>

**2. SBB Transition Supplements** **\$653,811**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$653,811

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,432	5,677.82	\$(1,246)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
4%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$653,811</b>



**Bolton High School**

7323 Brunswick Rd., Memphis, TN 38002  
 Phone: (901) 416-1435 Fax: (901) 829-2435

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Optional	293,200	2019	65%	9

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1318	1167	994	848	-146
Attendance Rate	95.4%	91%	91%	-	NA
Student-Teacher Ratio	1:18	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	34.6%	39.5%	40.6%	-	-
Students with Disabilities (%)	14.5%	14.6%	15.6%	-	-
English Language Learners (%)	1.1%	1.2%	1.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	4	3	-	2	2
Classroom Teacher	86	73	-	55	55
Special Skills	2	1	-	1	1
Counselor	5	5	-	3	3
Educational Assistant	11	10	-	9	9
Instructional Facilitator	2	1	-	2	2
Librarian	2	1	-	1	1
Nutrition	13	6	-	4	4
Other	7	7	-	8	8

**School Level Funds**

General Fund	\$6,850,870	\$6,206,832	\$6,073,073	\$5,496,223	-\$576,850
Title I	\$434,149	\$389,733	\$339,443	\$306,600	-\$32,843
IDEA, Part B	\$113,495	\$142,849	\$150,139	\$151,100	\$960
Other Special Revenue & Federal Funds	\$0	\$14,300	\$20,000	\$25,000	\$5,000
<b>Total</b>	<b>\$7,398,516</b>	<b>\$6,753,716</b>	<b>\$6,582,655</b>	<b>\$5,978,923</b>	<b>-\$603,732</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	86%	94%	
TEM 5	6%	22%	
TEM 4	39%	49%	
TEM 3	41%	23%	

**Postsecondary Readiness**

Graduation Rate	85%	0%	
Average ACT Composite Score	19.30	0.00	
ACT21+ (%)	26.3%	33%	





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	42.1%	1.6%	N/A	N/A	N/A
TNReady Algebra II (%)	26%	5%	N/A	N/A	N/A
TNReady Biology I (%)	49.3%	32.8%	N/A	N/A	N/A
TNReady Chemistry (%)	31%	15.8%	N/A	N/A	N/A
TNReady English I (%)	68.3%	13%	N/A	N/A	N/A
TNReady English II (%)	52.3%	23.5%	N/A	N/A	N/A
TNReady English III (%)	21.9%	20.5%	N/A	N/A	N/A
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$3,519,893**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,519,893
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$3,667,516		
		This Year (1920)	\$3,519,893		
		Total Difference	\$(147,623)		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$332,779	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$109,746	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,519,893**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	848	\$2,993,440
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	348	\$122,844
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	8	\$704
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	76	\$107,312
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	767	\$270,751
Incoming High Proficiency	0.10	\$353	3	\$1,059
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	28	\$23,100
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				
<b>\$3,519,893</b>				

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,151	4,021.40	\$129
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
3%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Central High School**

306 S. Bellevue, Memphis, TN 38104  
 Phone: (901) 416-4500 Fax: (901) 416-4506

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 283,230	<b>Student Capacity:</b> 1447	<b>FY2018-19 Utilization:</b> 109%	<b>FCI:</b> 4
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1578	1563	1487	1432	-55
Attendance Rate	93.6%	96.8%	96.8%	-	NA
Student-Teacher Ratio	1:20	1:20	1:20	1:20	-

**Student Demographics**

Economically Disadvantaged (%)	45.3%	73.5%	48.2%	-	-
Students with Disabilities (%)	7.6%	7.4%	7.3%	-	-
English Language Learners (%)	3%	4%	3.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	4	4	-	4	4
Classroom Teacher	77	77	-	72	72
Special Skills	5	4	-	6	6
Counselor	5	5	-	5	5
Educational Assistant	6	9	-	8	8
Instructional Facilitator	2	2	-	3	3
Librarian	2	2	-	2	2
Nutrition	12	6	-	1	1
Other	9	9	-	12	12

**School Level Funds**

General Fund	\$7,741,659	\$7,451,224	\$7,837,902	\$7,888,740	\$50,837
Title I	\$828,791	\$629,013	\$591,565	\$608,160	\$16,594
IDEA, Part B	\$119,339	\$118,979	\$134,308	\$102,326	-\$31,981
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$8,689,790</b>	<b>\$8,199,218</b>	<b>\$8,563,776</b>	<b>\$8,599,226</b>	<b>\$35,450</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	97%	
TEM 5	60%	34%	
TEM 4	31%	51%	
TEM 3	6%	12%	

**Postsecondary Readiness**

Graduation Rate	89.7%	0%	
Average ACT Composite Score	19.30	0.00	
ACT21+ (%)	22.7%	35.3%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	71.6%	2.3%	N/A	N/A	N/A
TNReady Algebra II (%)	39%	13.8%	N/A	N/A	N/A
TNReady Biology I (%)	50%	52.5%	N/A	N/A	N/A
TNReady Chemistry (%)	28.4%	23.2%	N/A	N/A	N/A
TNReady English I (%)	68.5%	22.6%	N/A	N/A	N/A
TNReady English II (%)	61.5%	25.5%	N/A	N/A	N/A
TNReady English III (%)	35.3%	26%	N/A	N/A	N/A
TVAAS Literacy	3	5	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$5,901,397**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$5,901,397
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 funding changed under SBB?		Last Year (1819)	\$5,895,535		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$5,901,397		
		Total Difference	\$5,861		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$99,414		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$204,766		

**Detailed Breakdown**

**1. SBB Allocations** **\$5,901,397**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,432	\$5,054,960
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	702	\$247,806
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	46	\$4,048
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	87	\$122,844
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	1,274	\$449,722
Incoming High Proficiency	0.10	\$353	2	\$706
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	24	\$19,800
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$5,901,397</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,121	3,978.09	\$143
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Cordova High School**

1800 Berryhill Rd., Cordova, TN 38018  
 Phone: (901) 416-4540 Fax: (901) 416-4545

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Traditional	278,000	2151	106%	8

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	2285	2289	2332	2268	-64
Attendance Rate	93.8%	95.7%	95.7%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	31.9%	64.4%	36.8%	-	-
Students with Disabilities (%)	11.6%	12.4%	11.8%	-	-
English Language Learners (%)	6%	7%	7.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	5	5	-	6	6
Classroom Teacher	102	119	-	127	127
Special Skills	1	1	-	1	1
Counselor	5	5	-	7	7
Educational Assistant	13	16	-	23	23
Instructional Facilitator	2	2	-	2	2
Librarian	3	2	-	2	2
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	12	7	-	3	3
Other	13	12	-	16	16

**School Level Funds**

General Fund	\$10,010,060	\$10,347,837	\$11,267,600	\$11,732,263	\$464,662
Title I	\$739,954	\$794,093	\$635,700	\$714,000	\$78,299
IDEA, Part B	\$132,617	\$167,056	\$202,875	\$129,923	-\$72,951
Other Special Revenue & Federal Funds	\$37,882	\$37,966	\$38,506	\$35,662	-\$2,843
<b>Total</b>	<b>\$10,920,515</b>	<b>\$11,346,953</b>	<b>\$12,144,682</b>	<b>\$12,611,850</b>	<b>\$467,167</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	88%	
TEM 5	26%	13%	
TEM 4	48%	41%	
TEM 3	21%	35%	

**Postsecondary Readiness**

Graduation Rate	87.2%	0%	
Average ACT Composite Score	17.50	0.00	
ACT21+ (%)	19.8%	20.9%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	52%	2.3%	N/A	N/A	N/A
TNReady Algebra II (%)	30.8%	5.7%	N/A	N/A	N/A
TNReady Biology I (%)	42.3%	35.4%	N/A	N/A	N/A
TNReady Chemistry (%)	12.9%	17.8%	N/A	N/A	N/A
TNReady English I (%)	62.9%	19.4%	N/A	N/A	N/A
TNReady English II (%)	56.1%	25.2%	N/A	N/A	N/A
TNReady English III (%)	22.6%	17.9%	N/A	N/A	N/A
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$9,107,020**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$9,343,863
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(236,843)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$8,336,645		
		This Year (1920)	\$9,107,020		
		Total Difference	\$770,375		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$30,878	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$751,956	

**Detailed Breakdown**

**1. SBB Allocations** **\$9,343,863**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	2,268	\$8,006,040
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	851	\$300,403
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	183	\$16,104
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	187	\$264,044
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	2,037	\$719,061
Incoming High Proficiency	0.10	\$353	5	\$1,765
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	43	\$35,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$9,343,863</b>

**2. SBB Transition Supplements** **\$(236,843)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,120	3,683.89	\$436
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
12%		\$(236,843)
<b>SBB Total Supplements TOTAL</b> <span style="float: left;"><b>\$(236,843)</b></span>		



**Craigmont High School**

3333 Covington Pike, Memphis, TN 38128  
 Phone: (901) 416-4312 Fax: (901) 416-7675

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Optional	324,517	1234	74%	4

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	918	860	824	840	16
Attendance Rate	92.8%	89.9%	89.9%	-	NA
Student-Teacher Ratio	1:20	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	54.3%	83.4%	64.3%	-	-
Students with Disabilities (%)	13.8%	13.7%	14.8%	-	-
English Language Learners (%)	2.4%	2.5%	2.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	48	46	-	51	51
Special Skills	1	1	-	1	1
Counselor	3	3	-	3	3
Educational Assistant	10	9	-	8	8
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	8	8	-	10	10

**School Level Funds**

General Fund	\$4,604,306	\$4,594,128	\$4,828,798	\$5,153,870	\$325,072
Title I	\$445,643	\$400,779	\$454,874	\$426,825	-\$28,049
IDEA, Part B	\$54,310	\$50,440	\$51,305	\$47,594	-\$3,710
<b>Total</b>	<b>\$5,104,261</b>	<b>\$5,045,349</b>	<b>\$5,334,978</b>	<b>\$5,628,290</b>	<b>\$293,311</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	86%	77%	
TEM 5	14%	12%	
TEM 4	39%	37%	
TEM 3	33%	29%	

**Postsecondary Readiness**

Graduation Rate	88.2%	0%	
Average ACT Composite Score	16.00	0.00	
ACT21+ (%)	8.2%	12.5%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	56.4%	2.3%	N/A	N/A	N/A
TNReady Algebra II (%)	26.7%	5%	N/A	N/A	N/A
TNReady Biology I (%)	25.2%	17.6%	N/A	N/A	N/A
TNReady Chemistry (%)	2.6%	4%	N/A	N/A	N/A
TNReady English I (%)	54.9%	7.4%	N/A	N/A	N/A
TNReady English II (%)	37.3%	18.1%	N/A	N/A	N/A
TNReady English III (%)	18%	16.7%	N/A	N/A	N/A
TVAAS Literacy	4	2	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$3,600,622**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,600,622
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$3,515,353		
		This Year (1920)	\$3,600,622		
		Total Difference	\$85,269		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(45,423)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$186,869	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,600,622**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	840	\$2,965,200
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	543	\$191,679
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	24	\$2,112
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	97	\$136,964
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	803	\$283,459
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	25	\$20,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$3,600,622</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,286	4,063.99	\$222
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
5%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Douglass High School**

3200 Mt. Olive Road, Memphis, TN 38108  
 Phone: (901) 416-0990 Fax: (901) 416-9887

**Grade Level:** 9-12      **School Type:** iZone      **Square Footage:** 146,568      **Student Capacity:** 757      **FY2018-19 Utilization:** 67%      **FCI:** 1

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	506	482	528	557	29
Attendance Rate	93.2%	90%	90%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	76.1%	86.9%	78%	-	-
Students with Disabilities (%)	17.6%	15.4%	18.2%	-	-
English Language Learners (%)	2%	2.9%	3.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	31	29	-	33	33
Special Skills	2	2	-	2	2
Counselor	2	2	-	2	2
Educational Assistant	6	5	-	6	6
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	10	3	-	1	1
Other	7	7	-	7	7

**School Level Funds**

General Fund	\$3,047,581	\$3,182,848	\$3,421,739	\$3,897,995	\$476,256
Title I	\$354,127	\$366,276	\$305,528	\$295,050	-\$10,478
IDEA, Part B	\$156,646	\$113,659	\$107,104	\$104,298	-\$2,805
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$3,558,355</b>	<b>\$3,662,785</b>	<b>\$3,864,371</b>	<b>\$4,327,343</b>	<b>\$462,972</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	100%	88%			
TEM 5	70%	12%			
TEM 4	21%	52%			
TEM 3	9%	24%			

**Postsecondary Readiness**

Graduation Rate	75.8%	0%			
Average ACT Composite Score	15.80	0.00			
ACT21+ (%)	3.8%	5.3%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	47.3%	18.2%	N/A	N/A	N/A
TNReady Algebra II (%)	23.7%	0.9%	N/A	N/A	N/A
TNReady Biology I (%)	36%	4.3%	N/A	N/A	N/A
TNReady Chemistry (%)	2.6%	3%	N/A	N/A	N/A
TNReady English I (%)	52.3%	7.6%	N/A	N/A	N/A
TNReady English II (%)	38.9%	9.6%	N/A	N/A	N/A
TNReady English III (%)	17.6%	7.7%	N/A	N/A	N/A
TVAAS Literacy	4	1	N/A	N/A	N/A
TVAAS Numeracy	5	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,250,892**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,452,721
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(201,829)
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$1,990,890		
		This Year (1920)	\$2,250,892		
		Total Difference	\$260,002		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(47,043)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$185,853	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,452,721**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	557	\$1,966,210
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	438	\$154,614
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	21	\$1,848
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	90	\$127,080
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	516	\$182,148
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	25	\$20,625
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$2,452,721</b>

**2. SBB Transition Supplements** **\$(201,829)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,403	3,707.43	\$696
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
19%		\$(201,829)
<b>SBB Total Supplements TOTAL</b> <span style="float: left;"><b>\$(201,829)</b></span>		



**East High School**

3206 Poplar, Memphis, TN 38111  
 Phone: (901) 416-6160 Fax: (901) 416-6161

<b>Grade Level:</b> 9-12	<b>School Type:</b> Optional	<b>Square Footage:</b> 189,493	<b>Student Capacity:</b> 1338	<b>FY2018-19 Utilization:</b> 39%	<b>FCI:</b> 8
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	517	436	351	371	20
Attendance Rate	87.4%	90.6%	90.6%	-	NA
Student-Teacher Ratio	1:24	1:12	1:12	1:12	-

**Student Demographics**

Economically Disadvantaged (%)	69.1%	76.4%	47%	-	-
Students with Disabilities (%)	14.2%	11%	7.3%	-	-
English Language Learners (%)	4.2%	4.2%	3.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	2	2
Classroom Teacher	23	22	-	35	35
Special Skills	1	1	-	1	1
Counselor	3	2	-	1	1
Educational Assistant	1	1	-	1	1
Instructional Facilitator	2	2	-	1	1
Librarian	1	1	-	1	1
Nutrition	6	3	-	1	1
Other	7	7	-	9	9

**School Level Funds**

General Fund	\$3,181,472	\$3,566,460	\$3,650,058	\$3,447,242	-\$202,816
Title I	\$219,106	\$330,412	\$180,846	\$149,520	-\$31,326
IDEA, Part B	\$33,307	\$31,689	\$32,320	\$29,690	-\$2,630
Other Special Revenue & Federal Funds	\$15,186	\$-291	\$404	\$0	-\$404
<b>Total</b>	<b>\$3,449,073</b>	<b>\$3,928,271</b>	<b>\$3,863,630</b>	<b>\$3,626,452</b>	<b>-\$237,178</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	73%	95%	
TEM 5	26%	30%	
TEM 4	41%	41%	
TEM 3	11%	25%	

**Postsecondary Readiness**

Graduation Rate	79.7%	0%	
Average ACT Composite Score	16.60	0.00	
ACT21+ (%)	4.7%	10.8%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	43.3%	0%	N/A	N/A	N/A
TNReady Algebra II (%)	21.8%	0.8%	N/A	N/A	N/A
TNReady Biology I (%)	17.4%	18.3%	N/A	N/A	N/A
TNReady Chemistry (%)	9.3%	1.6%	N/A	N/A	N/A
TNReady English I (%)	34.1%	6.7%	N/A	N/A	N/A
TNReady English II (%)	37.1%	14.2%	N/A	N/A	N/A
TNReady English III (%)	10.2%	7.6%	N/A	N/A	N/A
TVAAS Literacy	2	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,704,017**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,487,856
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$1,216,161
		Last Year (1819)	\$2,795,160		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,704,017		
How has funding changed under SBB?		Total Difference	\$(91,143)		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$119,668		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(83,629)		

**Detailed Breakdown**

**1. SBB Allocations** **\$1,487,856**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	371	\$1,309,630
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	177	\$62,481
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	13	\$1,144
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	21	\$29,652
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	217	\$76,601
Incoming High Proficiency	0.10	\$353	12	\$4,236
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	3	\$2,475
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$1,487,856</b>

**2. SBB Transition Supplements** **\$1,216,161**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$356,549

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,010	7,513.87	\$(3,503)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	-34%	\$859,612
<b>SBB Total Supplements TOTAL</b>		<b>\$1,216,161</b>



**Germantown High School**

7653 Old Poplar Pike, Germantown, TN 38138  
 Phone: (901) 416-0971 Fax: (901) 416-0963

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Optional	272,375	2028	101%	14

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	2048	2047	1992	1883	-109
Attendance Rate	95.3%	95.4%	95.4%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	19.2%	38.8%	23%	-	-
Students with Disabilities (%)	8.9%	8.6%	8.6%	-	-
English Language Learners (%)	1.3%	2.3%	2.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	5	5	-	6	6
Classroom Teacher	106	106	-	105	105
Special Skills	1	1	-	1	1
Counselor	5	5	-	6	6
Educational Assistant	11	11	-	10	10
Instructional Facilitator	1	2	-	1	1
Librarian	2	2	-	2	2
Nutrition	10	6	-	4	4
Other	17	17	-	17	17

**School Level Funds**

General Fund	\$10,010,134	\$10,219,483	\$10,185,169	\$10,414,261	\$229,092
Title I	\$560,578	\$75,019	\$0	\$382,200	\$382,200
IDEA, Part B	\$228,153	\$235,673	\$266,900	\$203,374	-\$63,526
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$10,798,865</b>	<b>\$10,530,176</b>	<b>\$10,452,069</b>	<b>\$10,999,835</b>	<b>\$547,765</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	100%	
TEM 5	72%	47%	
TEM 4	25%	39%	
TEM 3	3%	14%	

**Postsecondary Readiness**

Graduation Rate	96%	0%	
Average ACT Composite Score	21.00	0.00	
ACT21+ (%)	46.5%	47.6%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	71.1%	8.5%	N/A	N/A	N/A
TNReady Algebra II (%)	53.3%	25.7%	N/A	N/A	N/A
TNReady Biology I (%)	74.5%	58%	N/A	N/A	N/A
TNReady Chemistry (%)	42%	43.9%	N/A	N/A	N/A
TNReady English I (%)	74.8%	28.6%	N/A	N/A	N/A
TNReady English II (%)	74.6%	47.9%	N/A	N/A	N/A
TNReady English III (%)	48.2%	36.4%	N/A	N/A	N/A
TVAAS Literacy	5	2	N/A	N/A	N/A
TVAAS Numeracy	3	3	N/A	N/A	N/A

**Total SBB Allocation** **\$7,506,947**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$7,506,947
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
		Last Year (1819)	\$7,342,134		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$7,506,947		
How has funding changed under SBB?		Total Difference	\$164,813		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$61,444		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$373,181		

**Detailed Breakdown**

**1. SBB Allocations** **\$7,506,947**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,883	\$6,646,990
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	434	\$153,202
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	45	\$3,960
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	88	\$124,256
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	1,521	\$536,913
Incoming High Proficiency	0.10	\$353	22	\$7,766
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	40	\$33,000
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$7,506,947</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$3,987	3,788.51	\$198
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
5%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Hamilton High School**

1363 Person, Memphis, TN 38106  
 Phone: (901) 416-7838 Fax: (901) 416-7829

<b>Grade Level:</b> 9-12	<b>School Type:</b> iZone	<b>Square Footage:</b> 336,151	<b>Student Capacity:</b> 1234	<b>FY2018-19 Utilization:</b> 61%	<b>FCI:</b> 9
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	758	741	579	611	32
Attendance Rate	85.8%	82.3%	82.3%	-	NA
Student-Teacher Ratio	1:15	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	80.6%	89.4%	82.2%	-	-
Students with Disabilities (%)	19.5%	18.7%	23%	-	-
English Language Learners (%)	0.3%	0.3%	0.3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	44	94	-	47	47
Counselor	1	4	-	2	2
Educational Assistant	6	15	-	13	13
Instructional Facilitator	1	4	-	2	2
Librarian	1	1	-	1	1
Nutrition	7	6	-	2	2
Other	11	19	-	10	10

**School Level Funds**

General Fund	\$4,066,432	\$4,045,731	\$4,202,522	\$4,571,461	\$368,939
Title I	\$374,542	\$333,981	\$353,494	\$326,550	-\$26,944
IDEA, Part B	\$192,651	\$208,662	\$226,046	\$247,372	\$21,326
School Improvement Grants (SIG)	\$1,310,441	\$1,147,055	\$498,918	\$182,733	-\$316,184
Other Special Revenue & Federal Funds	\$0	\$85,547	\$129,610	\$125,821	-\$3,788
<b>Total</b>	<b>\$5,944,067</b>	<b>\$5,820,978</b>	<b>\$5,410,591</b>	<b>\$5,453,939</b>	<b>\$43,347</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	79%	
TEM 5	21%	4%	
TEM 4	39%	21%	
TEM 3	33%	54%	

**Postsecondary Readiness**

Graduation Rate	72.7%	0%	
Average ACT Composite Score	14.20	0.00	
ACT21+ (%)	0.7%	0%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	49.5%	0.5%	N/A	N/A	N/A
TNReady Algebra II (%)	34.2%	0.7%	N/A	N/A	N/A
TNReady Biology I (%)	17.3%	24.4%	N/A	N/A	N/A
TNReady Chemistry (%)	6.9%	0%	N/A	N/A	N/A
TNReady English I (%)	26.2%	4.2%	N/A	N/A	N/A
TNReady English II (%)	18.8%	7%	N/A	N/A	N/A
TNReady English III (%)	6.8%	6.1%	N/A	N/A	N/A
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,476,820**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,740,866
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(264,046)
			Last Year (1819)	\$2,339,254	
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)		This Year (1920)	\$2,476,820	
How has funding changed under SBB?			Total Difference	\$137,566	
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment		\$26,095	
	Estimated changes to the budget due to SBB transition	Change from SBB		\$204,508	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,740,866**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	611	\$2,156,830
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	506	\$178,618
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	1	\$88
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	110	\$155,320
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	599	\$211,447
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	46	\$37,950
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$0
<b>SBB Allocations Total</b>				<b>\$2,740,866</b>

**2. SBB Transition Supplements** **\$(264,046)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,486	3,719.01	\$767
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
21%		\$(264,045)
<b>SBB Total Supplements TOTAL</b>		
<b>\$(264,046)</b>		



**Kingsbury High School**

1270 N. Graham, Memphis, TN 38122

Phone: (901) 416-6060 Fax: (901) 416-6061

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Optional	219,210	1122	114%	7

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1277	1365	1451	1232	-219
Attendance Rate	92.5%	87.8%	87.8%	-	NA
Student-Teacher Ratio	1:18	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	47.1%	83.7%	53.1%	-	-
Students with Disabilities (%)	13.4%	14%	14.5%	-	-
English Language Learners (%)	22.6%	26.1%	24.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	3	-	4	4
Classroom Teacher	61	70	-	72	72
Special Skills	1	1	-	1	1
Counselor	4	4	-	5	5
Educational Assistant	9	12	-	9	9
Instructional Facilitator	2	2	-	3	3
Librarian	2	2	-	1	1
Bilingual Cultural Mentor	3	3	-	2	2
Nutrition	12	6	-	3	3
Other	11	11	-	16	16

**School Level Funds**

General Fund	\$6,227,678	\$6,708,035	\$7,363,826	\$6,962,120	-\$401,706
Title I	\$563,656	\$694,223	\$553,699	\$589,680	\$35,980
IDEA, Part B	\$168,249	\$118,843	\$134,180	\$135,549	\$1,368
Other Special Revenue & Federal Funds	\$167,381	\$100,625	\$317,186	\$548,606	\$231,420
<b>Total</b>	<b>\$7,126,965</b>	<b>\$7,621,728</b>	<b>\$8,368,892</b>	<b>\$8,235,956</b>	<b>-\$132,936</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	97%	81%	
TEM 5	17%	14%	
TEM 4	35%	26%	
TEM 3	45%	42%	

**Postsecondary Readiness**

Graduation Rate	70.4%	0%	
Average ACT Composite Score	16.40	0.00	
ACT21+ (%)	13.8%	13.2%	





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	46.4%	3.2%	N/A	N/A	N/A
TNReady Algebra II (%)	32.2%	2.2%	N/A	N/A	N/A
TNReady Biology I (%)	36.3%	23.4%	N/A	N/A	N/A
TNReady Chemistry (%)	15.6%	14.3%	N/A	N/A	N/A
TNReady English I (%)	42.5%	9.5%	N/A	N/A	N/A
TNReady English II (%)	44.5%	16.5%	N/A	N/A	N/A
TNReady English III (%)	22.3%	17.8%	N/A	N/A	N/A
TVAAS Literacy	4	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$5,094,203**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$5,094,203
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$5,212,954		
		This Year (1920)	\$5,094,203		
		Total Difference	\$(118,751)		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$59,755	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$49,145	

**Detailed Breakdown**

**1. SBB Allocations** **\$5,094,203**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,232	\$4,348,960
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	662	\$233,686
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	295	\$25,960
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	129	\$182,148
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	1,105	\$390,065
Incoming High Proficiency	0.10	\$353	5	\$1,765
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	-109	\$(89,925)
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				
<b>\$5,094,203</b>				

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,135	4,095.01	\$40
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
1%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Kirby High School**

4080 Kirby Parkway, Memphis, TN 38115  
 Phone: (901) 416-1960 Fax: (901) 416-1968

<b>Grade Level:</b> 9-12	<b>School Type:</b> Traditional	<b>Square Footage:</b> 206,224	<b>Student Capacity:</b> 1332	<b>FY2018-19 Utilization:</b> 81%	<b>FCI:</b> 11
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School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1073	1003	819	780	-39
Attendance Rate	90.4%	87.2%	87.2%	-	NA
Student-Teacher Ratio	1:19	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	56.4%	82.1%	64.4%	-	-
Students with Disabilities (%)	18.8%	16.5%	16.1%	-	-
English Language Learners (%)	5.4%	6.7%	6.6%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	57	56	-	52	52
Counselor	4	4	-	3	3
Educational Assistant	8	7	-	11	11
Instructional Facilitator	2	2	-	2	2
Librarian	1	1	-	1	1
Nutrition	9	5	-	2	2
Other	12	12	-	11	11

**School Level Funds**

General Fund	\$5,263,516	\$5,088,887	\$4,764,141	\$5,611,519	\$847,378
Title I	\$555,062	\$491,434	\$442,933	\$418,950	-\$23,983
IDEA, Part B	\$168,269	\$157,133	\$159,061	\$155,544	-\$3,516
Total	\$5,986,848	\$5,737,455	\$5,366,136	\$6,186,014	\$819,878

**Teacher Quality**

Teachers with TEM 3 or above (%)	93%	83%	
TEM 5	30%	5%	
TEM 4	47%	38%	
TEM 3	16%	40%	

**Postsecondary Readiness**

Graduation Rate	73.2%	0%	
Average ACT Composite Score	15.60	0.00	
ACT21+ (%)	4.5%	8.4%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	67.1%	2.2%	N/A	N/A	N/A
TNReady Algebra II (%)	34.5%	1.5%	N/A	N/A	N/A
TNReady Biology I (%)	37%	21.6%	N/A	N/A	N/A
TNReady Chemistry (%)	12%	6.2%	N/A	N/A	N/A
TNReady English I (%)	43.5%	3.3%	N/A	N/A	N/A
TNReady English II (%)	40.7%	14.3%	N/A	N/A	N/A
TNReady English III (%)	18.5%	10.9%	N/A	N/A	N/A
TVAAS Literacy	3	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$3,264,834**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,421,926
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(157,092)
		Last Year (1819)	\$3,241,026		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$3,264,834		
How has funding changed under SBB?		Total Difference	\$23,808		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(93,253)		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$269,573		

**Detailed Breakdown**

**1. SBB Allocations** **\$3,421,926**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	780	\$2,753,400
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	492	\$173,676
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	59	\$5,192
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	156	\$220,272
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	703	\$248,159
Incoming High Proficiency	0.10	\$353	9	\$3,177
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	21	\$17,325
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$3,421,926</b>

**2. SBB Transition Supplements** **\$(157,092)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,387	3,840.08	\$547
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
14%		\$(157,092)
<b>SBB Total Supplements TOTAL</b> <span style="float: left;"><b>\$(157,092)</b></span>		



**Manassas High School**

1111 Manassas, Memphis, TN 38107  
 Phone: (901) 416-3244 Fax: (901) 416-3248

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Traditional	139,338	659	77%	1

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	509	512	478	400	-78
Attendance Rate	88.1%	90.3%	90.3%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	75.9%	75.9%	80.1%	-	-
Students with Disabilities (%)	24.5%	21.2%	20.6%	-	-
English Language Learners (%)	0.9%	1%	1.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	2	-	1	1
Classroom Teacher	27	30	-	30	30
Counselor	2	2	-	1	1
Educational Assistant	9	8	-	9	9
Instructional Facilitator	1	2	-	4	4
Librarian	1	1	-	1	1
Nutrition	8	5	-	1	1
Other	7	8	-	8	8

**School Level Funds**

General Fund	\$3,383,482	\$3,082,530	\$3,052,584	\$3,155,778	\$103,194
Title I	\$276,541	\$342,975	\$281,783	\$226,800	-\$54,983
IDEA, Part B	\$51,246	\$152,024	\$173,128	\$182,377	\$9,248
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$63,174	\$33,174
<b>Total</b>	<b>\$3,711,269</b>	<b>\$3,577,531</b>	<b>\$3,537,496</b>	<b>\$3,628,130</b>	<b>\$90,633</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	84%	72%	
TEM 5	36%	6%	
TEM 4	28%	25%	
TEM 3	20%	42%	

**Postsecondary Readiness**

Graduation Rate	76.3%	0%	
Average ACT Composite Score	14.50	0.00	
ACT21+ (%)	2.1%	4.2%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	49.4%	2.2%	N/A	N/A	N/A
TNReady Algebra II (%)	25.9%	0%	N/A	N/A	N/A
TNReady Biology I (%)	45.4%	10.2%	N/A	N/A	N/A
TNReady Chemistry (%)	2.5%	0%	N/A	N/A	N/A
TNReady English I (%)	31.6%	8.4%	N/A	N/A	N/A
TNReady English II (%)	29.2%	10.2%	N/A	N/A	N/A
TNReady English III (%)	18.2%	11.2%	N/A	N/A	N/A
TVAAS Literacy	3	3	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$1,966,596**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,966,596
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
		Last Year (1819)	\$1,838,111		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$1,966,596		
How has funding changed under SBB?		Total Difference	\$128,485		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(11,247)		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(8,280)		

**Detailed Breakdown**

**1. SBB Allocations \$1,966,596**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	361	\$1,274,330
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	331	\$116,843
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	4	\$352
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	94	\$132,728
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	326	\$115,078
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	12	\$9,900
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$1,966,596</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios .

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,448	5,470.57	\$(23)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
0%		\$0
<b>SBB Total Supplements TOTAL \$0</b>		



**Melrose High School**

2870 Deadrick, Memphis, TN 38114  
 Phone: (901) 416-5974 Fax: (901) 416-5984

**Grade Level:** 9-12      **School Type:** iZone      **Square Footage:** 280,000      **Student Capacity:** 1123      **FY2018-19 Utilization:** 53%      **FCI:** 17

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	595	575	547	803	256
Attendance Rate	90.2%	89.5%	89.5%	-	NA
Student-Teacher Ratio	1:17	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	86.6%	91.2%	77.8%	-	-
Students with Disabilities (%)	17.1%	18%	18.3%	-	-
English Language Learners (%)	0.7%	0.5%	0.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	1	-	2	2
Classroom Teacher	39	72	-	35	35
Counselor	1	2	-	3	3
Educational Assistant	3	5	-	2	2
Instructional Facilitator	2	3	-	1	1
Librarian	1	2	-	1	1
Nutrition	9	4	-	1	1
Other	9	13	-	7	7

**School Level Funds**

General Fund	\$3,064,179	\$3,056,349	\$3,286,891	\$3,541,848	\$254,957
Title I	\$304,727	\$341,789	\$317,305	\$305,550	-\$11,755
School Improvement Grants (SIG)	\$843,967	\$741,006	\$304,440	\$193,084	-\$111,355
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$4,212,873</b>	<b>\$4,139,145</b>	<b>\$3,938,637</b>	<b>\$4,070,483</b>	<b>\$131,846</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	95%	87%			
TEM 5	32%	24%			
TEM 4	49%	24%			
TEM 3	14%	39%			

**Postsecondary Readiness**

Graduation Rate	69.7%	0%			
Average ACT Composite Score	15.60	0.00			
ACT21+ (%)	4.3%	4%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	56.7%	1.6%	N/A	N/A	N/A
TNReady Algebra II (%)	23.8%	5%	N/A	N/A	N/A
TNReady Biology I (%)	28.1%	35.5%	N/A	N/A	N/A
TNReady Chemistry (%)	7.9%	7.7%	N/A	N/A	N/A
TNReady English I (%)	33.1%	3.8%	N/A	N/A	N/A
TNReady English II (%)	26.7%	6.4%	N/A	N/A	N/A
TNReady English III (%)	8.7%	7%	N/A	N/A	N/A
TVAAS Literacy	3	2	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$1,594,830**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,389,262
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$205,568
How has funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$1,461,087		
		This Year (1920)	\$1,594,830		
		Total Difference	\$133,743		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$ (9,656)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$84,904	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,389,262**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	371	\$1,309,630
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	493	\$174,029
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	13	\$1,144
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	2	\$2,824
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	58	\$20,474
Incoming High Proficiency	0.10	\$353	130	\$45,890
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$1,389,262</b>

**2. SBB Transition Supplements** **\$205,568**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$205,567

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$3,745	4,069.88	\$(325)
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$205,568</b>		



**Mitchell High School**

658 Mitchell, Memphis, TN 38109  
 Phone: (901) 416-8174 Fax: (901) 416-8176

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	iZone	117,630	951	55%	5

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	527	506	437	442	5
Attendance Rate	90%	88.9%	88.9%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	68%	70.4%	74.9%	-	-
Students with Disabilities (%)	17%	15.8%	17.5%	-	-
English Language Learners (%)	0.7%	0.5%	0.5%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	28	28	-	25	25
Counselor	1	1	-	2	2
Educational Assistant	4	5	-	6	6
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	4	2	-	1	1
Other	17	12	-	9	9

**School Level Funds**

General Fund	\$3,072,752	\$3,253,803	\$3,081,760	\$3,110,522	\$28,761
Title I	\$347,617	\$321,954	\$331,423	\$232,575	-\$98,848
IDEA, Part B	\$40,641	\$51,424	\$51,781	\$50,256	-\$1,524
Perkins	\$17,161	\$0	\$0	\$0	\$0
School Improvement Grants (SIG)	\$0	\$0	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$26,890	\$29,495	\$74,483	\$44,987
<b>Total</b>	<b>\$3,478,173</b>	<b>\$3,654,073</b>	<b>\$3,494,460</b>	<b>\$3,467,836</b>	<b>-\$26,623</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	100%			
TEM 5	12%	32%			
TEM 4	54%	59%			
TEM 3	23%	9%			

**Postsecondary Readiness**

Graduation Rate	76%	0%			
Average ACT Composite Score	15.10	0.00			
ACT21+ (%)	2.9%	4.8%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	42.8%	0%	N/A	N/A	N/A
TNReady Algebra II (%)	24.8%	6.6%	N/A	N/A	N/A
TNReady Biology I (%)	35.5%	14%	N/A	N/A	N/A
TNReady Chemistry (%)	6.3%	1.3%	N/A	N/A	N/A
TNReady English I (%)	37.2%	1.8%	N/A	N/A	N/A
TNReady English II (%)	34.8%	12.2%	N/A	N/A	N/A
TNReady English III (%)	12.3%	0.9%	N/A	N/A	N/A
TVAAS Literacy	1	4	N/A	N/A	N/A
TVAAS Numeracy	3	4	N/A	N/A	N/A

**Total SBB Allocation** **\$2,906,741**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,430,932
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(524,191)
		Last Year (1819)	\$1,873,025		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,906,741		
How has funding changed under SBB?		Total Difference	\$1,033,717		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$136,764		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$240,006		

**Detailed Breakdown**

**1. SBB Allocations** **\$3,430,932**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	803	\$2,834,590
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	339	\$119,667
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	2	\$176
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	116	\$163,792
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	340.00	\$353	662	\$233,686
Incoming High Proficiency	340.00	\$353	24	\$8,472
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	18	\$14,850
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$3,430,932</b>

**2. SBB Transition Supplements** **\$(524,191)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,273	3,320.97	\$952
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
29%		\$(524,191)
<b>SBB Total Supplements TOTAL</b> <span style="float: left;"><b>\$(524,191)</b></span>		



**Oakhaven High School**

3125 Ladbrook Rd., Memphis, TN 38118  
 Phone: (901) 416-2300 Fax: (901) 416-2301

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Traditional	152,940	534	68%	11

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	362	350	341	374	33
Attendance Rate	94%	90.8%	90.8%	-	NA
Student-Teacher Ratio	1:16	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	67.2%	85.8%	70.7%	-	-
Students with Disabilities (%)	13.3%	13.9%	13.7%	-	-
English Language Learners (%)	2.9%	2.1%	3.2%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	22	21	-	23	23
Counselor	1	1	-	1	1
Educational Assistant	1	1	-	2	2
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	6	6	-	6	6

**School Level Funds**

General Fund	\$2,164,644	\$2,135,576	\$1,976,153	\$2,160,445	\$184,291
Title I	\$176,485	\$211,202	\$192,994	\$172,200	-\$20,794
IDEA, Part B	\$5,793	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$2,346,924</b>	<b>\$2,346,778</b>	<b>\$2,169,147</b>	<b>\$2,332,645</b>	<b>\$163,497</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	55%	72%	
TEM 5	0%	4%	
TEM 4	20%	20%	
TEM 3	35%	48%	

**Postsecondary Readiness**

Graduation Rate	84.6%	0%	
Average ACT Composite Score	14.90	0.00	
ACT21+ (%)	6%	2.5%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	53.2%	0%	N/A	N/A	N/A
TNReady Algebra II (%)	54.9%	0%	N/A	N/A	N/A
TNReady Biology I (%)	39.1%	32%	N/A	N/A	N/A
TNReady Chemistry (%)	15.9%	9.3%	N/A	N/A	N/A
TNReady English I (%)	39.6%	5.4%	N/A	N/A	N/A
TNReady English II (%)	32.6%	9.1%	N/A	N/A	N/A
TNReady English III (%)	7.7%	7.7%	N/A	N/A	N/A
TVAAS Literacy	3	4	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,809,615**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,809,615
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$2,760,382		
		This Year (1920)	\$2,809,615		
		Total Difference	\$49,233		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$76,308	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$146,946	

**Detailed Breakdown**

**1. SBB Allocations** **\$2,809,615**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	545	\$1,923,850
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	262	\$92,486
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	9	\$792
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	61	\$86,132
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	439	\$154,967
Incoming High Proficiency	0.10	\$353	13	\$4,589
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$2,809,615</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,155	4,885.63	\$270
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
6%		\$0
<b>SBB Total Supplements TOTAL</b> <span style="float: left;"><b>\$0</b></span>		



**Overton High School**

1770 Lanier, Memphis, TN 38117

Phone: (901) 416-2136 Fax: (901) 416-2135

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Optional	177,940	1289	93%	8

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1197	1206	1140	1097	-43
Attendance Rate	92%	90.7%	90.7%	-	NA
Student-Teacher Ratio	1:19	1:19	1:19	1:19	-

**Student Demographics**

Economically Disadvantaged (%)	47%	74.4%	53.2%	-	-
Students with Disabilities (%)	10.8%	10.7%	9.8%	-	-
English Language Learners (%)	9.1%	8.6%	12.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	3	2	-	3	3
Classroom Teacher	63	62	-	68	68
Special Skills	4	3	-	4	4
Counselor	3	3	-	4	4
Educational Assistant	5	5	-	6	6
Instructional Facilitator	2	2	-	2	2
Librarian	2	1	-	1	1
Bilingual Cultural Mentor	0	0	-	1	1
Nutrition	8	4	-	2	2
Other	10	10	-	9	9

**School Level Funds**

General Fund	\$5,858,719	\$6,203,614	\$6,078,623	\$6,452,895	\$374,272
Title I	\$570,613	\$501,317	\$486,337	\$506,520	\$20,182
IDEA, Part B	\$68,863	\$83,683	\$79,879	\$102,497	\$22,618
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$6,498,196</b>	<b>\$6,788,615</b>	<b>\$6,644,840</b>	<b>\$7,061,913</b>	<b>\$417,073</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	95%	
TEM 5	60%	32%	
TEM 4	25%	39%	
TEM 3	13%	24%	

**Postsecondary Readiness**

Graduation Rate	81.3%	0%	
Average ACT Composite Score	17.40	0.00	
ACT21+ (%)	18%	19%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	43.6%	2.4%	N/A	N/A	N/A
TNReady Algebra II (%)	51.2%	6.2%	N/A	N/A	N/A
TNReady Biology I (%)	48.3%	47.8%	N/A	N/A	N/A
TNReady Chemistry (%)	23%	18.6%	N/A	N/A	N/A
TNReady English I (%)	56.8%	16.2%	N/A	N/A	N/A
TNReady English II (%)	52.1%	29.4%	N/A	N/A	N/A
TNReady English III (%)	28.3%	20.7%	N/A	N/A	N/A
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$1,689,252**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,610,365
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$78,887
How has funding changed under SBB?		Last Year (1819)	\$1,671,840		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$1,689,252		
		Total Difference	\$17,413		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(77,984)	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$167,636	

**Detailed Breakdown**

**1. SBB Allocations** **\$1,610,365**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	314	\$1,108,420
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	593	\$209,329
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	112	\$9,856
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	29	\$40,948
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	229	\$80,837
Incoming High Proficiency	0.10	\$353	23	\$8,119
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$78,887
<b>SBB Allocations Total</b>				<b>\$1,610,365</b>

**2. SBB Transition Supplements** **\$78,887**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,129	4,845.91	\$283
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
11%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$78,887</b>



**Raleigh Egypt High School**

3970 Voltaire, Memphis, TN 38128  
 Phone: (901) 416-4108 Fax: (901) 416-4143

**Grade Level:** 6-12      **School Type:** iZone      **Square Footage:** 145,850      **Student Capacity:** 1095      **FY2018-19 Utilization:** 83%      **FCI:** 18

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	911	831	1049	986	-63
Attendance Rate	90%	86.9%	86.9%	-	NA
Student-Teacher Ratio	1:15	1:15	1:15	1:15	-

**Student Demographics**

Economically Disadvantaged (%)	72.8%	89.2%	76.2%	-	-
Students with Disabilities (%)	15.7%	17.8%	14.2%	-	-
English Language Learners (%)	3.9%	2.3%	3%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	3	-	3	3
Classroom Teacher	40	59	-	57	57
Counselor	3	4	-	3	3
Educational Assistant	3	6	-	10	10
Instructional Facilitator	1	2	-	4	4
Librarian	1	1	-	2	2
Nutrition	5	3	-	1	1
Other	15	10	-	11	11

**School Level Funds**

General Fund	\$5,377,618	\$6,100,378	\$6,147,876	\$6,213,177	\$65,300
Title I	\$433,082	\$497,063	\$662,821	\$538,650	-\$124,171
IDEA, Part B	\$75,969	\$150,923	\$156,625	\$103,074	-\$53,550
School Improvement Grants (SIG)	\$77,711	\$18,684	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$41,196	\$70,380	\$67,107	-\$3,273
<b>Total</b>	<b>\$5,964,382</b>	<b>\$6,808,246</b>	<b>\$7,037,704</b>	<b>\$6,922,008</b>	<b>-\$115,695</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	85%	90%	
TEM 5	13%	28%	
TEM 4	23%	40%	
TEM 3	49%	22%	

**Postsecondary Readiness**

Graduation Rate	67.6%	0%	
Average ACT Composite Score	15.10	0.00	
ACT21+ (%)	5.2%	3.3%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	73.7%	3.1%	N/A	N/A	N/A
TNReady Algebra II (%)	44.9%	3.1%	N/A	N/A	N/A
TNReady Biology I (%)	20.8%	8%	N/A	N/A	N/A
TNReady Chemistry (%)	4.6%	4.2%	N/A	N/A	N/A
TNReady English I (%)	32.9%	5.5%	N/A	N/A	N/A
TNReady English II (%)	26.4%	17.3%	N/A	N/A	N/A
TNReady English III (%)	15.3%	12.7%	N/A	N/A	N/A
TVAAS Literacy	3	5	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,400,306**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,420,486
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$(20,180)
		Last Year (1819)	\$2,206,882		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,400,306		
How has funding changed under SBB?		Total Difference	\$193,424		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$101,160		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$198,190		

**Detailed Breakdown**

**1. SBB Allocations** **\$2,420,486**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	462	\$1,630,860
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	-	\$0
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	-	\$0
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	75	\$105,900
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	371	\$130,963
Incoming High Proficiency	0.10	\$353	36	\$12,708
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	2	\$1,650
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$2,420,486</b>

**2. SBB Transition Supplements** **\$(20,180)**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,239	4,766.48	\$473
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
10%		\$(20,180)
<b>SBB Total Supplements TOTAL</b>		<b>\$(20,180)</b>



**Ridgeway High School**

2009 Ridgeway Rd, Memphis, TN 38119  
 Phone: (901) 416-8820 Fax: (901) 416-1545

**Grade Level:** 9-12      **School Type:** Optional      **Square Footage:** 247,000      **Student Capacity:** 1330      **FY2018-19 Utilization:** 94%      **FCI:** 6

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1246	1262	1342	1124	-218
Attendance Rate	93.4%	88.5%	88.5%	-	NA
Student-Teacher Ratio	1:20	1:20	1:20	1:20	-

**Student Demographics**

Economically Disadvantaged (%)	41.5%	67.3%	48.3%	-	-
Students with Disabilities (%)	9.7%	10.1%	9.9%	-	-
English Language Learners (%)	1.5%	1.3%	1.4%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	3	4	-	4	4
Classroom Teacher	56	61	-	62	62
Special Skills	3	2	-	1	1
Counselor	4	4	-	5	5
Educational Assistant	6	6	-	8	8
Instructional Facilitator	2	2	-	2	2
Librarian	2	1	-	1	1
Nutrition	10	5	-	1	1
Other	7	7	-	9	9

**School Level Funds**

General Fund	\$6,094,428	\$6,035,722	\$6,396,731	\$6,133,610	-\$263,120
Title I	\$557,811	\$510,317	\$375,947	\$472,080	\$96,132
IDEA, Part B	\$50,572	\$146,763	\$164,721	\$180,563	\$15,841
Other Special Revenue & Federal Funds	\$47,288	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$6,750,101</b>	<b>\$6,692,802</b>	<b>\$6,937,400</b>	<b>\$6,786,253</b>	<b>-\$151,147</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	87%	89%			
TEM 5	19%	28%			
TEM 4	45%	43%			
TEM 3	23%	19%			

**Postsecondary Readiness**

Graduation Rate	82.2%	0%			
Average ACT Composite Score	17.30	0.00			
ACT21+ (%)	14.6%	17.7%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	47.4%	2.3%	N/A	N/A	N/A
TNReady Algebra II (%)	30.2%	4.6%	N/A	N/A	N/A
TNReady Biology I (%)	34.6%	29.4%	N/A	N/A	N/A
TNReady Chemistry (%)	14.9%	3.4%	N/A	N/A	N/A
TNReady English I (%)	64.4%	7.9%	N/A	N/A	N/A
TNReady English II (%)	51.1%	23.1%	N/A	N/A	N/A
TNReady English III (%)	13.7%	13.9%	N/A	N/A	N/A
TVAAS Literacy	3	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$2,056,414**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,056,414
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 funding changed under SBB?		Last Year (1819)	\$1,704,198		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,056,414		
		Total Difference	\$352,216		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$70,029		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$139,702		

**Detailed Breakdown**

**1. SBB Allocations** **\$2,056,414**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	469	\$1,655,570
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	555	\$195,915
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	14	\$1,232
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	79	\$111,548
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	424	\$149,672
Incoming High Proficiency	0.10	\$353	4	\$1,412
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	10	\$8,250
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				
<b>\$2,056,414</b>				

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,385	4,086.81	\$298
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Sheffield High School**

4315 Sheffield Avenue Memphis, TN 38118  
 Phone: (901) 416-2370 Fax: (901) 416-2407

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCL:</b>
9-12	iZone	193,236	991	76%	11

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	757	754	720	604	-116
Attendance Rate	89.5%	85.4%	85.4%	-	NA
Student-Teacher Ratio	1:18	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	58.9%	86.4%	61.3%	-	-
Students with Disabilities (%)	12.7%	15.3%	14.4%	-	-
English Language Learners (%)	17.4%	19%	21.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	2	2
Classroom Teacher	42	41	-	40	40
Counselor	2	2	-	2	2
Educational Assistant	4	5	-	7	7
Instructional Facilitator	2	1	-	2	2
Librarian	1	1	-	1	1
Bilingual Cultural Mentor	1	1	-	1	1
Nutrition	8	4	-	1	1
Other	8	10	-	9	9

**School Level Funds**

General Fund	\$3,928,676	\$3,872,137	\$4,059,311	\$4,128,499	\$69,188
Title I	\$420,270	\$371,317	\$397,444	\$342,720	-\$54,724
IDEA, Part B	\$50,012	\$62,126	\$50,953	\$100,150	\$49,196
Other Special Revenue & Federal Funds	\$34,432	\$34,378	\$65,017	\$62,114	-\$2,903
<b>Total</b>	<b>\$4,433,392</b>	<b>\$4,339,959</b>	<b>\$4,572,727</b>	<b>\$4,633,483</b>	<b>\$60,756</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	88%	72%	
TEM 5	30%	11%	
TEM 4	40%	26%	
TEM 3	18%	36%	

**Postsecondary Readiness**

Graduation Rate	69.3%	0%	
Average ACT Composite Score	14.30	0.00	
ACT21+ (%)	2%	2.6%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	53.8%	1.1%	N/A	N/A	N/A
TNReady Algebra II (%)	25.5%	0.7%	N/A	N/A	N/A
TNReady Biology I (%)	34.8%	17.2%	N/A	N/A	N/A
TNReady Chemistry (%)	21.3%	3.9%	N/A	N/A	N/A
TNReady English I (%)	31.8%	5.3%	N/A	N/A	N/A
TNReady English II (%)	37.1%	11.6%	N/A	N/A	N/A
TNReady English III (%)	12.3%	7.9%	N/A	N/A	N/A
TVAAS Literacy	2	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$1,493,276**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,409,754
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$83,522
		Last Year (1819)	\$1,575,414		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$1,493,276		
How has funding changed under SBB?		Total Difference	\$(82,137)		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(204,552)		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$120,639		

**Detailed Breakdown**

**1. SBB Allocations** **\$1,409,754**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	264	\$931,920
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	367	\$129,551
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	144	\$12,672
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	46	\$64,952
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	243	\$85,779
Incoming High Proficiency	0.10	\$353	3	\$1,059
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	9	\$7,425
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				\$58,137
<b>SBB Allocations Total</b>				<b>\$1,409,754</b>

**2. SBB Transition Supplements** **\$83,522**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$25,385

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,340	5,199.39	\$141
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
9%		\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$83,522</b>



**Southwind High School**

7900 East Shelby Dr., Memphis, TN 38125  
 Phone: (901) 416-3250 Fax: (901) 752-2898

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Traditional	326,926	2155	69%	1

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1487	1459	1501	1667	166
Attendance Rate	93.3%	92%	92%	-	NA
Student-Teacher Ratio	1:19	1:18	1:18	1:18	-

**Student Demographics**

Economically Disadvantaged (%)	35.8%	68.9%	41.4%	-	-
Students with Disabilities (%)	12.2%	11.5%	10.5%	-	-
English Language Learners (%)	2.6%	3.6%	3.1%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	4	4	-	5	5
Classroom Teacher	81	79	-	87	87
Counselor	5	5	-	5	5
Educational Assistant	11	10	-	10	10
Instructional Facilitator	1	1	-	3	3
Librarian	2	2	-	2	2
Nutrition	10	6	-	3	3
Other	7	7	-	12	12

**School Level Funds**

General Fund	\$7,286,585	\$7,463,542	\$7,607,056	\$8,177,705	\$570,648
Title I	\$527,588	\$618,854	\$469,479	\$581,280	\$111,800
IDEA, Part B	\$100,426	\$106,072	\$151,034	\$140,178	-\$10,856
Other Special Revenue & Federal Funds	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$7,914,600</b>	<b>\$8,188,469</b>	<b>\$8,227,570</b>	<b>\$8,899,163</b>	<b>\$671,593</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	86%	
TEM 5	21%	22%	
TEM 4	58%	46%	
TEM 3	20%	18%	

**Postsecondary Readiness**

Graduation Rate	79.3%	0%	
Average ACT Composite Score	17.20	0.00	
ACT21+ (%)	12%	17.5%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	69.6%	1.1%	N/A	N/A	N/A
TNReady Algebra II (%)	41.4%	6.7%	N/A	N/A	N/A
TNReady Biology I (%)	35%	27.3%	N/A	N/A	N/A
TNReady Chemistry (%)	29.4%	22.7%	N/A	N/A	N/A
TNReady English I (%)	57.3%	11.2%	N/A	N/A	N/A
TNReady English II (%)	51.5%	20.1%	N/A	N/A	N/A
TNReady English III (%)	30.5%	23.9%	N/A	N/A	N/A
TVAAS Literacy	3	1	N/A	N/A	N/A
TVAAS Numeracy	1	3	N/A	N/A	N/A

**Total SBB Allocation** **\$2,455,625**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$2,455,625
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
		Last Year (1819)	\$2,430,491		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$2,455,625		
How has funding changed under SBB?		Total Difference	\$25,134		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$-		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$105,481		

**Detailed Breakdown**

**1. SBB Allocations** **\$2,455,625**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	468	\$1,652,040
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	699	\$246,747
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	58	\$5,104
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	56	\$79,072
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	409	\$144,377
Incoming High Proficiency	0.10	\$353	10	\$3,530
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	22	\$18,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				
<b>\$2,455,625</b>				

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,247	5,021.67	\$225
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Trezevant High School**

3350 Trezevant, Memphis, TN 38127

Phone: (901) 416-3760 Fax: (901) 416-3761

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	iZone	269,765	1414	44%	19

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	625	580	498	514	16
Attendance Rate	84.7%	84.3%	84.3%	-	NA
Student-Teacher Ratio	1:18	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	77%	89.1%	83.3%	-	-
Students with Disabilities (%)	19.1%	19.5%	19%	-	-
English Language Learners (%)	0.3%	0.2%	0.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	3	2	-	2	2
Classroom Teacher	36	69	-	33	33
Counselor	2	4	-	1	1
Educational Assistant	9	16	-	7	7
Instructional Facilitator	1	4	-	1	1
Librarian	1	2	-	1	1
Nutrition	12	7	-	3	3
Other	8	16	-	9	9

**School Level Funds**

General Fund	\$3,300,083	\$3,233,083	\$3,433,816	\$3,565,128	\$131,312
Title I	\$250,726	\$297,630	\$295,564	\$279,825	-\$15,739
IDEA, Part B	\$130,641	\$135,722	\$143,418	\$161,986	\$18,567
School Improvement Grants (SIG)	\$1,079,411	\$1,236,899	\$550,365	\$291,870	-\$258,495
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$4,760,863</b>	<b>\$4,903,337</b>	<b>\$4,453,165</b>	<b>\$4,328,810</b>	<b>-\$124,354</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	89%	61%	
TEM 5	18%	0%	
TEM 4	50%	2%	
TEM 3	21%	59%	

**Postsecondary Readiness**

Graduation Rate	64.4%	0%	
Average ACT Composite Score	14.70	0.00	
ACT21+ (%)	2.3%	2.8%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	30.2%	1.1%	N/A	N/A	N/A
TNReady Algebra II (%)	32.7%	0%	N/A	N/A	N/A
TNReady Biology I (%)	21.9%	5.6%	N/A	N/A	N/A
TNReady Chemistry (%)	4.1%	1.5%	N/A	N/A	N/A
TNReady English I (%)	23%	0.6%	N/A	N/A	N/A
TNReady English II (%)	21.1%	3.4%	N/A	N/A	N/A
TNReady English III (%)	7%	2.3%	N/A	N/A	N/A
TVAAS Literacy	1	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$3,616,559**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy	\$3,616,559
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
	Last Year (1819)	\$3,349,913
	This Year (1920)	\$3,616,559
	Total Difference	\$266,646
How has funding changed under SBB?	Changes to enrollment impact the budget BEFORE SBB applies	
	Estimated change to the budget due to Enrollment changes	Change from Enrollment \$(93,817)
	Estimated changes to the budget due to SBB transition	Change from SBB \$266,646

**Detailed Breakdown**

**1. SBB Allocations** **\$3,616,559**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	691	\$2,439,230
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	431	\$152,143
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	3	\$264
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	102	\$144,024
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	593	\$209,329
Incoming High Proficiency	0.10	\$353	33	\$11,649
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				
<b>\$3,616,559</b>				

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,234	4,847.92	\$386
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
8%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$0</b>		



**Westwood High School**

4480 Westmont Avenue Memphis, TN 38109  
 Phone: (901) 416-8000 Fax: (901) 416-8027

**Grade Level:** 9-12      **School Type:** iZone      **Square Footage:** 181,342      **Student Capacity:** 1003      **FY2018-19 Utilization:** 33%      **FCI:** 42

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	332	279	342	333	-9
Attendance Rate	87.7%	84.3%	84.3%	-	NA
Student-Teacher Ratio	1:13	1:11	1:11	1:11	-

**Student Demographics**

Economically Disadvantaged (%)	85.8%	77.7%	76.5%	-	-
Students with Disabilities (%)	23.3%	22%	24.3%	-	-
English Language Learners (%)	0%	0.3%	0.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	1	1	-	1	1
Classroom Teacher	27	25	-	23	23
Counselor	1	1	-	2	2
Educational Assistant	6	5	-	5	5
Instructional Facilitator	1	1	-	1	1
Librarian	1	1	-	1	1
Nutrition	5	3	-	1	1
Other	13	8	-	8	8

**School Level Funds**

General Fund	\$2,627,155	\$2,924,668	\$3,142,495	\$2,690,137	-\$452,357
Title I	\$268,686	\$274,690	\$275,210	\$195,300	-\$79,910
IDEA, Part B	\$103,587	\$85,817	\$84,500	\$108,810	\$24,310
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$2,999,430</b>	<b>\$3,285,176</b>	<b>\$3,532,205</b>	<b>\$3,024,248</b>	<b>-\$507,956</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	90%	66%			
TEM 5	5%	7%			
TEM 4	43%	7%			
TEM 3	43%	52%			

**Postsecondary Readiness**

Graduation Rate	77.9%	0%			
Average ACT Composite Score	14.60	0.00			
ACT21+ (%)	3.4%	3.5%			





School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	50%	2%	N/A	N/A	N/A
TNReady Algebra II (%)	22.4%	0%	N/A	N/A	N/A
TNReady Biology I (%)	26.9%	21.4%	N/A	N/A	N/A
TNReady Chemistry (%)	6.8%	2.6%	N/A	N/A	N/A
TNReady English I (%)	45.2%	3%	N/A	N/A	N/A
TNReady English II (%)	27.4%	13%	N/A	N/A	N/A
TNReady English III (%)	11.9%	16%	N/A	N/A	N/A
TVAAS Literacy	2	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation \$3,970,656**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,970,656
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
		Last Year (1819)	\$3,669,416		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$3,970,656		
How has funding changed under SBB?		Total Difference	\$301,240		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(9,784)		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$315,743		

**Detailed Breakdown**

**1. SBB Allocations \$3,970,656**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	756	\$2,668,680
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	259	\$91,427
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	3	\$264
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	121	\$170,852
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	509	\$179,677
Incoming High Proficiency	0.10	\$353	54	\$19,062
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	55	\$45,375
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
				\$0
<b>SBB Allocations Total</b>				<b>\$3,970,656</b>

**2. SBB Transition Supplements \$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,252	4,834.54	\$418
% Change in Dollar per Pupil		Transition Policy Dollars
9%		\$0
<b>SBB Total Supplements TOTAL \$0</b>		



**White Station High School**

514 S. Perkins Memphis, TN 38117

Phone: (901) 416-8880 Fax: (901) 416-8911

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Optional	247,624	1991	109%	9

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	2175	2170	2166	1836	-330
Attendance Rate	95.2%	97.1%	97.1%	-	NA
Student-Teacher Ratio	1:19	1:20	1:20	1:20	-

**Student Demographics**

Economically Disadvantaged (%)	24%	48.7%	26.4%	-	-
Students with Disabilities (%)	9.2%	8.9%	9.1%	-	-
English Language Learners (%)	1.7%	3.1%	3.7%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	5	5	-	5	5
Classroom Teacher	111	112	-	111	111
Special Skills	5	5	-	6	6
Counselor	5	5	-	6	6
Educational Assistant	5	6	-	11	11
Instructional Facilitator	2	3	-	3	3
Librarian	2	2	-	2	2
Nutrition	11	7	-	2	2
Plant/Maintenance	1	1	-	1	1
Other	13	13	-	19	19

**School Level Funds**

General Fund	\$10,689,711	\$11,009,810	\$10,975,210	\$11,203,074	\$227,864
Title I	\$715,864	\$438,595	\$513,446	\$483,840	-\$29,606
IDEA, Part B	\$126,171	\$216,530	\$241,327	\$429,070	\$187,742
Other Special Revenue & Federal Funds	\$0	\$1,876	\$0	\$0	\$0
<b>Total</b>	<b>\$11,531,748</b>	<b>\$11,666,813</b>	<b>\$11,729,985</b>	<b>\$12,115,984</b>	<b>\$385,999</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	99%	98%	
TEM 5	83%	33%	
TEM 4	14%	53%	
TEM 3	2%	11%	

**Postsecondary Readiness**

Graduation Rate	85.1%	0%	
Average ACT Composite Score	23.70	0.00	
ACT21+ (%)	55.2%	65.3%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	57.2%	19.1%	N/A	N/A	N/A
TNReady Algebra II (%)	73.9%	41.1%	N/A	N/A	N/A
TNReady Biology I (%)	74.8%	64.8%	N/A	N/A	N/A
TNReady Chemistry (%)	61.2%	70%	N/A	N/A	N/A
TNReady English I (%)	77.7%	46.8%	N/A	N/A	N/A
TNReady English II (%)	76.7%	56.6%	N/A	N/A	N/A
TNReady English III (%)	55.7%	46.5%	N/A	N/A	N/A
TVAAS Literacy	5	1	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

**Total SBB Allocation \$1,619,484**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$1,495,447
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$124,037
		Last Year (1819)	\$1,739,356		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$1,619,484		
How has funding changed under SBB?		Total Difference	\$(119,872)		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$(124,792)		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$(25,986)		

**Detailed Breakdown**

**1. SBB Allocations \$1,495,447**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	333	\$1,175,490
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	486	\$171,558
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	64	\$5,632
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	64	\$90,368
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	318	\$112,254
Incoming High Proficiency	0.10	\$353	0	\$-
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	30	\$24,750
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services.				
<b>SBB Allocations Total</b>				<b>\$1,495,447</b>

**2. SBB Transition Supplements \$124,037**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios . \$124,037

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$4,491	4,941.35	\$(451)
	<b>% Change in Dollar per Pupil</b>	<b>Transition Policy Dollars</b>
	-2%	\$0
<b>SBB Total Supplements TOTAL</b>		<b>\$124,037</b>



**Whitehaven High School**

4851 Elvis Presley Blvd. Memphis, TN 38116  
 Phone: (901) 416-3000 Fax: (901) 416-3058

**Grade Level:** 9-12      **School Type:** Empowerment/Optional      **Square Footage:** 212,776      **Student Capacity:** 1465      **FY2018-19 Utilization:** 120%      **FCI:** 8

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	1763	1716	1648	1692	44
Attendance Rate	96.3%	91%	91%	-	NA
Student-Teacher Ratio	1:20	1:20	1:20	1:20	-

**Student Demographics**

Economically Disadvantaged (%)	48%	77.1%	54.1%	-	-
Students with Disabilities (%)	10.8%	11.9%	11%	-	-
English Language Learners (%)	0.4%	0.5%	0.8%	-	-

**Key School Positions - All Funding Sources**

Principal	1	0	-	-	-
Vice/Assistant Principal	5	5	-	6	6
Classroom Teacher	92	87	-	87	87
Special Skills	3	3	-	3	3
Counselor	5	5	-	5	5
Educational Assistant	3	2	-	5	5
Instructional Facilitator	2	2	-	3	3
Librarian	2	2	-	2	2
Nutrition	15	8	-	2	2
Other	14	13	-	15	15

**School Level Funds**

General Fund	\$8,305,616	\$8,240,348	\$8,404,978	\$8,794,822	\$389,844
Title I	\$991,854	\$727,395	\$654,373	\$750,120	\$95,747
IDEA, Part B	\$27,960	\$28,173	\$28,640	\$27,547	-\$1,093
Other Special Revenue & Federal Funds	\$7	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$9,325,439</b>	<b>\$8,995,918</b>	<b>\$9,087,991</b>	<b>\$9,572,489</b>	<b>\$484,498</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	87%	97%			
TEM 5	17%	39%			
TEM 4	36%	40%			
TEM 3	34%	17%			

**Postsecondary Readiness**

Graduation Rate	91.7%	0%			
Average ACT Composite Score	17.60	0.00			
ACT21+ (%)	16.2%	21.2%			



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	62.9%	5.8%	N/A	N/A	N/A
TNReady Algebra II (%)	49.7%	14.7%	N/A	N/A	N/A
TNReady Biology I (%)	44.6%	32.4%	N/A	N/A	N/A
TNReady Chemistry (%)	26.6%	17.4%	N/A	N/A	N/A
TNReady English I (%)	58.8%	13.1%	N/A	N/A	N/A
TNReady English II (%)	55.7%	27.3%	N/A	N/A	N/A
TNReady English III (%)	29.2%	22.8%	N/A	N/A	N/A
TVAAS Literacy	5	5	N/A	N/A	N/A
TVAAS Numeracy	5	1	N/A	N/A	N/A

**Total SBB Allocation** **\$4,977,674**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$4,840,714
2. SBB Transition Supplements	Dollars either given or withheld as part of a district-wide strategy to maintain stability during the transition to SBB				\$136,960
		Last Year (1819)	\$4,913,699		
	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	This Year (1920)	\$4,977,674		
How has funding changed under SBB?		Total Difference	\$63,975		
	Changes to enrollment impact the budget BEFORE SBB applies				
	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$38,134		
	Estimated changes to the budget due to SBB transition	Change from SBB	\$188,768		

**Detailed Breakdown**

**1. SBB Allocations** **\$4,840,714**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	1,228	\$4,334,840
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	927	\$327,231
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	13	\$1,144
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	62	\$87,544
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	557	\$196,621
Incoming High Proficiency	0.10	\$353	234	\$82,602
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	22	\$18,150
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$4,840,714</b>

**2. SBB Transition Supplements** **\$136,960**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$136,960

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$3,942	3,899.76	\$42
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
4%		\$0
<b>SBB Total Supplements TOTAL</b>		
<b>\$136,960</b>		



**Wooddale High School**

5151 Scottsdale Memphis, TN 38118  
 Phone: (901) 416-2440 Fax: (901) 416-2476

<b>Grade Level:</b>	<b>School Type:</b>	<b>Square Footage:</b>	<b>Student Capacity:</b>	<b>FY2018-19 Utilization:</b>	<b>FCI:</b>
9-12	Optional	263,513	1234	71%	5

School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
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**Enrollment**

K-12	872	778	662	485	-177
Attendance Rate	89%	88.3%	88.3%	-	NA
Student-Teacher Ratio	1:17	1:17	1:17	1:17	-

**Student Demographics**

Economically Disadvantaged (%)	60.2%	85.9%	65.6%	-	-
Students with Disabilities (%)	16.9%	16.2%	15.7%	-	-
English Language Learners (%)	8.6%	8.2%	8.9%	-	-

**Key School Positions - All Funding Sources**

Principal	1	1	-	1	1
Vice/Assistant Principal	2	2	-	3	3
Classroom Teacher	60	51	-	34	34
Special Skills	1	1	-	-	-
Counselor	3	4	-	2	2
Educational Assistant	7	6	-	6	6
Instructional Facilitator	1	1	-	3	3
Librarian	2	1	-	1	1
Nutrition	11	6	-	2	2
Other	9	8	-	9	9

**School Level Funds**

General Fund	\$4,816,092	\$4,693,547	\$4,577,093	\$4,078,771	-\$498,322
Title I	\$406,307	\$550,324	\$479,024	\$315,525	-\$163,499
IDEA, Part B	\$176,788	\$148,708	\$153,750	\$109,444	-\$44,305
School Improvement Grants (SIG)	\$61,441	\$743	\$0	\$0	\$0
Other Special Revenue & Federal Funds	\$0	\$0	\$30,000	\$30,000	\$0
<b>Total</b>	<b>\$5,460,629</b>	<b>\$5,393,323</b>	<b>\$5,239,868</b>	<b>\$4,533,741</b>	<b>-\$706,126</b>

**Teacher Quality**

Teachers with TEM 3 or above (%)	94%	65%	
TEM 5	17%	6%	
TEM 4	35%	15%	
TEM 3	42%	44%	

**Postsecondary Readiness**

Graduation Rate	57.5%	0%	
Average ACT Composite Score	15.30	0.00	
ACT21+ (%)	7.1%	5.2%	



School Measure	FY2016-17 Actuals	FY2017-18 Actuals	FY2018-19 Amended	FY2019-20 Budget	FY19 vs. FY20 Variance
TNReady Algebra I (%)	47.9%	2.7%	N/A	N/A	N/A
TNReady Algebra II (%)	24.7%	5.2%	N/A	N/A	N/A
TNReady Biology I (%)	29.9%	18.3%	N/A	N/A	N/A
TNReady Chemistry (%)	13.9%	9.6%	N/A	N/A	N/A
TNReady English I (%)	36.9%	4.4%	N/A	N/A	N/A
TNReady English II (%)	30.2%	12.5%	N/A	N/A	N/A
TNReady English III (%)	0%	18.1%	N/A	N/A	N/A
TVAAS Literacy	3	1	N/A	N/A	N/A
TVAAS Numeracy	1	1	N/A	N/A	N/A

**Total SBB Allocation** **\$3,188,285**

1. SBB Allocations	Dollars allocated to the school through the SBB formula and baseline policy				\$3,188,285
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 funding changed under SBB?	Note that this comparison only looks at "unlocked dollars" (i.e. dollars that are now part of the SBB Allocation)	Last Year (1819)	\$2,880,646		
		This Year (1920)	\$3,188,285		
		Total Difference	\$307,639		
	Changes to enrollment impact the budget BEFORE SBB applies	Estimated change to the budget due to Enrollment changes	Change from Enrollment	\$48,839	
		Estimated changes to the budget due to SBB transition	Change from SBB	\$208,135	

**Detailed Breakdown**

**1. SBB Allocations** **\$3,188,285**

SBB Weights	Weight	Amount per Student	Enrollment	Total
<b>Base Weight</b>				
All Students	1	\$3,530	599	\$2,114,470
<b>Grade Weights</b>				
Grade K	0.30	\$1,059	0	\$-
Grade 1	0.30	\$1,059	0	\$-
Grade 2	0.30	\$1,059	0	\$-
Grade 3	0.20	\$706	0	\$-
Grade 4	0.20	\$706	0	\$-
Grade 5	0.20	\$706	0	\$-
<b>Poverty Weight</b>				
Poverty (Direct Certified)	0.10	\$353	321	\$113,313
<b>ELL Weight</b>				
ELL Weight	0.03	\$88	46	\$4,048
<b>Mobility Weights</b>				
Mobility	0.40	\$1,412	128	\$180,736
<b>Academic Performance Weights</b>				
Incoming Low Proficiency	0.10	\$353	482	\$170,146
Incoming High Proficiency	0.10	\$353	32	\$11,296
<b>Increments for Locked Students</b>				
SWD Self-Contained	0.23	\$825	0	\$-
Baseline Supplement: This supplement ensures that all schools have sufficient resources to cover a "base" set of services to meet state requirements (i.e. class size minimums, staffing requirements, etc.). Schools not receiving the supplement are already above the "base" set of services. <span style="float: right;">\$0</span>				
<b>SBB Allocations Total</b>				<b>\$3,188,285</b>

**2. SBB Transition Supplements** **\$0**

**Staffing Supplement**

This is an additional temporary supplement that SCS is offering this year to support a smoother transition into SBB. This supplement ensures that all schools have sufficient resources to cover SCS's previously used staffing ratios. Schools not receiving this supplement are already able to cover staffing ratios. \$0

Dollar per Pupil Next Year (2019-2020)	Dollar per Pupil This Year (2017-2018)	Difference in Dollar per Pupil
\$5,323	4,975.21	\$347
<b>% Change in Dollar per Pupil</b>		<b>Transition Policy Dollars</b>
7%		\$0
<b>SBB Total Supplements TOTAL</b> <span style="float: left;"><b>\$0</b></span>		



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#### IV. DEBT RETIREMENT SCHEDULE

##### Outstanding Debt

Shelby County Schools does not have legal authority to issue general obligation debt and relies upon Shelby County Government for financing its capital needs.

Shelby County Schools does not have any long-term debt obligations.



V. PROPERTY CLASSIFICATIONS AND ASSESSED PROPERTY VALUE

i. Assessed Value and Estimated Actual Value of Taxable Property

**Shelby County, Tennessee**

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Fiscal Year	Tax Year	Residential Property (b)	Commercial Property (b)	Personal Property (b)	Public Utilities (a)
2010 (d)	2009	10,954,449,590	6,285,548,950	1,468,617,700	948,762,385
2011	2010	10,794,438,245	6,116,755,995	1,388,887,495	1,012,006,455
2012	2011	10,721,303,794	5,828,574,575	1,380,179,795	1,069,425,931
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	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

(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 2006, 2010, 2014, and 2018 amounts.



**Revenue Capacity Information  
Assessed and Estimated Value of Taxable Property  
Last Ten Fiscal Years**

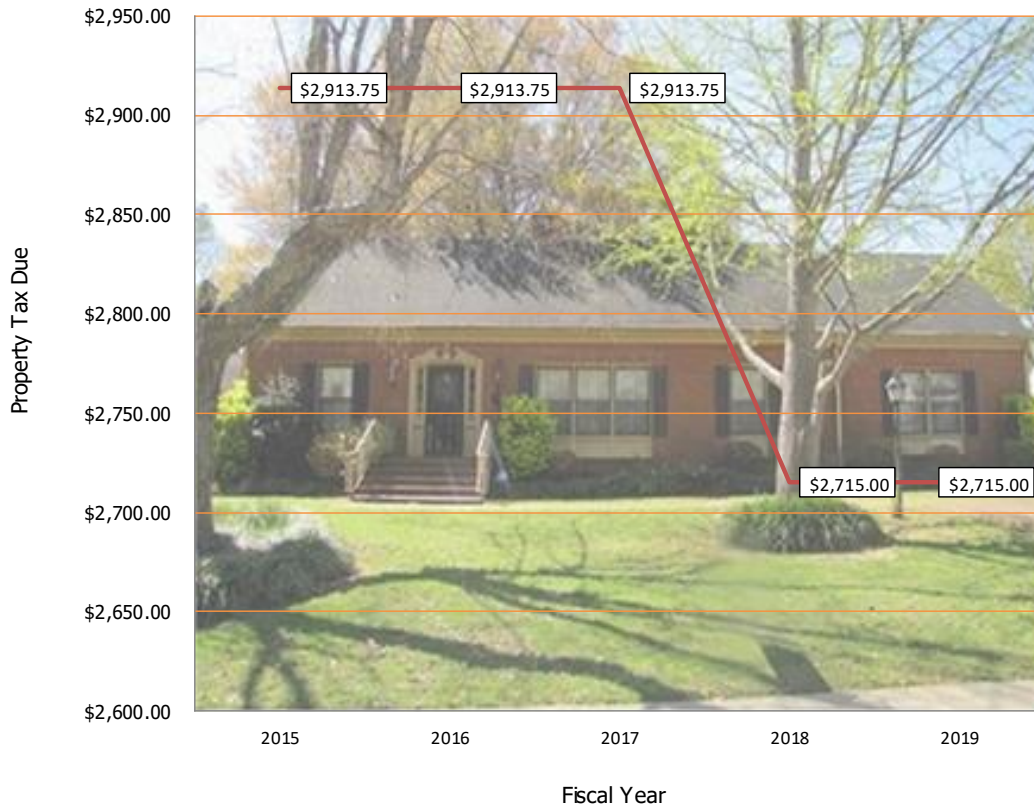
Total Taxable Assessed Value	Total Direct Tax Rate	Estimated Actual Taxable Value	Assessed Value as a Percentage of Actual Value (c)
19,657,378,625	4.02	66,374,654,928	29.62%
19,312,088,190	4.02	65,216,500,736	29.61%
18,999,484,095	4.02	64,287,973,983	29.55%
18,847,860,547	4.02	63,834,911,731	29.53%
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%



ii. Impact on Taxpayers

	Fiscal Year				
	<u>2015</u>	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>
Market value of a home	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
Appraised % of market value	25%	25%	25%	25%	25%
Taxable value	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500	\$ 37,500
Property tax rate assessed					
City of Memphis	\$ 3.40	\$ 3.40	\$ 3.40	\$ 3.19	\$ 3.19
Shelby County	4.37	4.37	4.37	4.05	4.05
Total Combined Tax Rate	<u>\$ 7.77</u>	<u>\$ 7.77</u>	<u>\$ 7.77</u>	<u>\$ 7.24</u>	<u>\$ 7.24</u>
Property tax due	\$2,913.75	\$2,913.75	\$ 2,913.75	\$2,715.00	\$2,715.00
Property tax increase (decrease) from prior year	\$ (3.75)	\$ -	\$ -	\$ (198.75)	\$ -

**Property Tax on \$150,000 Home in Shelby County**





iii. Principal Property Tax Payers

Shelby County, Tennessee

**Revenue Capacity Information**  
**Principal Property Tax Payers - Current and Nine Years Ago**  
**June 30, 2019**

Name of Taxpayer	Fiscal 2019 Assessments			Fiscal 2010 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)	\$ 765,612,812	1	3.76%	\$ 292,055,300	1	1.61%
AT&T Mobility LLC	78,004,720	2	0.38%			
Lightman Michael A (and affiliated LPs)	76,025,610	3	0.37%			
G&I VII Retail Carriage LLC (and related divs)	71,885,120	4	0.35%			
Kroger Companies	71,710,615	5	0.35%			
Exter Property Group	65,229,640	6	0.32%			
AMISUB (SFH) Inc.	65,138,115	7	0.32%	143,247,400	4	0.79%
Galleria at Wolfchase, LLC	64,520,470	8	0.32%	155,656,600	2	0.86%
Boyle Investment Co.	50,422,765	9	0.25%			
Baptist Memorial Hospital	49,680,675	10	0.24%	153,278,600	3	
Cargill Inc.				101,103,700	5	0.56%
Smith & Nephew Inc.				93,120,000	6	0.51%
Carriage Avenue LLC				89,135,100	7	0.49%
Kellogg USA Inc.				75,379,400	8	0.42%
Shopping Center Associates (PSO)				65,146,900	9	0.36%
IPC Crescent Center LLC				60,441,100	10	0.33%
<b>Total Assessed Valuation of Top Ten Taxpayers</b>	<b>1,358,230,542</b>		<b>6.67%</b>	<b>1,228,564,100</b>		<b>5.08%</b>
<b>Balance of Assessed Valuation</b>	<b>19,012,831,799</b>		<b>93.33%</b>	<b>16,860,740,029</b>		<b>94.92%</b>
<b>Total Assessed Valuation</b>	<b>\$ 20,371,062,341</b>		<b>100.00%</b>	<b>\$ 18,089,304,129</b>		<b>100.00%</b>

Source: Shelby County Assessor and Trustee Offices



**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	Original Taxes	Collected within the Fiscal Year of the Levy		Collections	Total Collections to Date				
		Amount	Percentage of Original Levy		Amount	Percentage of Adjusted Levy			
Ended June 30,	Tax Year	Levied for the Fiscal Year	Amount	Percentage of Original Levy	in Subsequent Years	Adjusted Tax Levy	Amount	of Adjusted Levy	of Original Levy
2010	(a) 2009	791,055,910	719,276,815	90.93%	34,602,482	755,375,587	753,879,296	99.80%	95.30%
2011	2010	776,865,051	713,667,892	91.87%	30,082,163	746,009,104	743,750,055	99.70%	95.74%
2012	2011	764,302,988	710,934,070	93.02%	30,868,232	744,536,619	741,802,302	99.63%	97.06%
2013	2012	760,525,341	713,245,234	93.78%	27,743,011	743,724,194	740,988,244	99.63%	97.43%
2014	(a) 2013	798,327,814	741,958,610	92.94%	25,003,137	770,157,952	766,961,747	99.58%	96.07%
2015	2014	783,507,158	750,097,124	95.74%	20,881,852	774,912,437	770,978,976	99.49%	98.40%
2016	2015	784,554,974	754,081,040	96.12%	19,870,625	778,589,869	773,951,665	99.40%	98.65%
2017	2016	791,094,783	761,608,732	96.27%	19,721,851	787,301,062	781,330,583	99.24%	98.77%
2018	2017	832,173,142	797,712,672	95.86%	15,264,591	823,036,890	813,441,752	98.83%	97.75%
2019	2018	825,220,824	797,867,575	96.69%	N/A	821,656,618	797,867,575	97.10%	96.69%

(a) The effect of property reappraisals are reflected in FY 2010, 2014, and 2018 amounts.  
Source: Shelby County Trustee Offices.

**ii. Tax Rate Trends**

**Shelby County, Tennessee**

**Revenue Capacity Information  
Property Tax Levies and Collections  
Last Ten Fiscal Years**

	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
<b>County Direct Rates</b>										
General Funds	1.23	1.33	1.36	1.36	1.45	1.45	1.45	1.45	1.43	1.49
Education (a)	1.98	1.90	1.91	1.91	2.14	2.14	2.14	2.14	1.99	1.94
Debt Service	0.81	0.79	0.75	0.75	0.79	0.78	0.78	0.78	0.69	0.62
<b>Total Direct Rate</b>	<b>4.02</b>	<b>4.02</b>	<b>4.02</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>Rural School Bonds (b)</b>	0.05	0.04	0.04	0.04	0.04	0.04	0.00	0.00	0.00	0.00
<b>City &amp; Town Rates</b>										
Memphis (c)	3.25	3.20	3.20	3.19	3.11	3.40	3.40	3.40	3.27	3.20
Arlington	1.00	1.00	1.00	1.00	1.15	1.15	1.15	1.15	1.15	1.15
Bartlett	1.54	1.49	1.49	1.49	1.49	1.62	1.62	1.62	1.83	1.83
Collierville	1.28	1.18	1.18	1.43	1.43	1.53	1.53	1.78	1.63	1.83
Germantown	1.54	1.43	1.43	1.49	1.49	1.93	1.93	1.93	1.97	1.95
Lakeland (d)	0.00	0.00	0.00	0.00	0.85	0.85	0.85	1.40	1.25	1.25
Millington	1.23	1.23	1.23	1.23	1.23	1.53	1.53	1.53	1.53	1.53

- (a) Direct rates apply to all property within Shelby County.
- (b) The portion of property taxes designated for education is allocated among the Shelby County Board of Education and the municipal school districts based on average daily attendance.
- (c) Beginning in 2003 an additional tax rate was established to fund Rural School Bonds and was applied only to taxpayers living outside of the Memphis (about 30% of the county population). That rate was discontinued effective July 1, 2014.
- (d) Overlapping rates those that apply only to property owners within the named municipality. These rates are in addition to the Direct rate for those areas.
- (e) Approximately 70% (or over two-thirds) of the County's population resides in the City of Memphis.
- (f) Prior to FY 2014 the City of Lakeland did not have a property tax.



**VII. STATISTICAL AND OTHER INFORMATION**

**i. Income Per Capita**

<u>Fiscal Year</u>	<u>Population</u>	<u>Personal Income</u>	<u>Per Capita Income</u>	<u>Unemployment Rate</u>
2009	920,685	\$ 36,928,724	\$ 40,110	6.7%
2010	922,541	\$ 35,471,764	\$ 38,450	10.5%
2011	928,652	\$ 36,711,896	\$ 39,532	9.8%
2012	933,011	\$ 38,439,044	\$ 41,199	9.2%
2013	938,965	\$ 40,257,876	\$ 42,875	8.2%
2014	938,091	\$ 39,873,746	\$ 42,505	7.8%
2015	937,162	\$ 40,897,269	\$ 43,639	6.5%
2016	936,131	\$ 42,104,984	44,978	5.8%
2017	934,603	\$ 43,210,184	46,234	4.8%
2018	-	N/A	N/A	3.7%

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 2017.

**ii. Principal Employers**

**Shelby County, Tennessee**

**Demographic and Economic Information  
 Principal Employers  
 Current Year and Nine Years Ago**

<u>Employer</u>	<u>2019</u>			<u>2010</u>		
	<u>Employees</u>	<u>Rank</u>	<u>Percentage of Total Employment</u>	<u>Employees</u>	<u>Rank</u>	<u>Percentage of Total Employment</u>
FedEx Corp	30,000	1	4.73%	31,000	1	5.61%
Shelby County Schools (a)	15,500	2	2.44%	5,200	10	0.94%
Tennessee State Government	15,400	3	2.43%	9,000	4	1.63%
United States Government	13,400	4	2.11%	15,500	3	2.80%
Methodist Le Bonheur Healthcare	13,183	5	2.08%	8,025	5	1.45%
City of Memphis	8,200	6	1.29%	7,231	6	1.31%
Baptist Memorial Health Care Corp.	7,313	7	1.15%	6,845	7	
Naval Support Activity Mid-South	6,500	8	1.02%			0.00%
Wal-Mart Stores Inc.	6,280	9	0.99%	6,000	9	1.09%
The Kroger Company	6,198	10	0.98%			
Memphis City Schools (a)				15,991	2	2.89%
Shelby County Government				6,336	8	1.15%
<b>Total</b>	<b>121,974</b>		<b>19.21%</b>	<b>111,128</b>		<b>20.11%</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 2009 and 2018 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 2018, from the TN Department of Labor & Workforce Development-Employment Security Division, is used as a surrogate for the 2019 figure, which is not expected to be available until 2020.\*

Total Employment:	2018	634,900
	2010	552,720



iii. School Lunch Program

SHELBY COUNTY SCHOOLS				
	<u>2019</u>	<u>2018</u>	<u>2017</u>	<u>2016</u>
Charge per lunch to students				
Paid Elementary	\$0.00	\$0.00	\$0.00	\$0.00
Paid Secondary	\$0.00	\$0.00	\$0.00	\$0.00
Paid High School	\$0.00	\$0.00	\$0.00	\$0.00
Reduced	\$0.00	\$0.00	\$0.00	\$0.00
Charge per lunch to adults	\$3.75	\$3.75	\$2.00	\$2.00
Number of days served	180	175	179	179
Number of free lunches served	14,435,594	13,979,805	14,504,635	15,067,418
Percent of total lunches served	100.00%	100.00%	100.00%	100.00%
Average number of free lunches served daily	80,198	79,885	81,031	84,176
Number of paid lunches served at reduced price	0	0	0	0
Percent of total lunches served	0.00%	0.00%	0.00%	0.00%
Number of paid lunches served at regular price	0	0	0	0
Percent of total lunches served	0.00%	0.00%	0.00%	0.00%
Average number of paid lunches served daily:				
At reduced price	0	0	0	0
At regular price	0	0	0	0
Total number of lunches served	14,435,594	13,979,805	14,504,635	15,067,418
Average number of lunches served daily	80,198	79,885	81,030	84,176
Weighted FTE Average Daily Attendance				139,755

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 a breakfast and a 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.

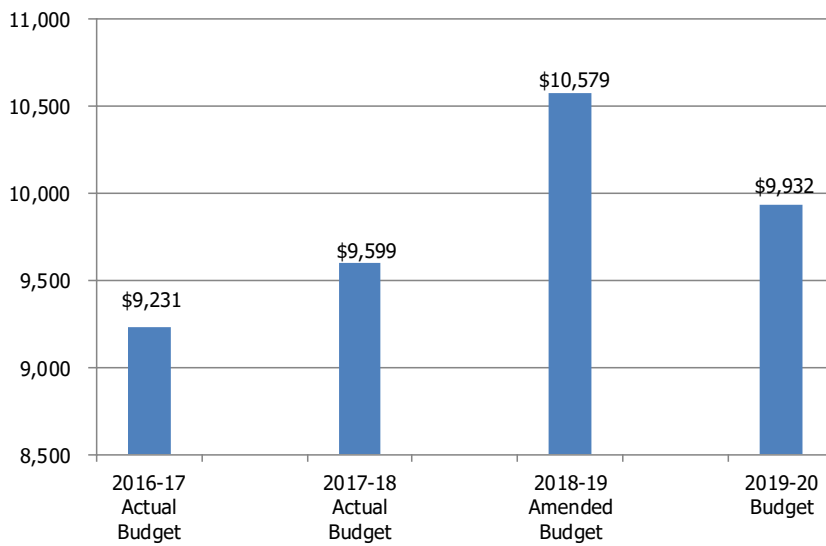




iv. General Fund Expenditure Per Pupil

	<b>2016-17 Actual Budget</b>	<b>2017-18 Actual Budget</b>	<b>2018-19 Amended Budget</b>	<b>2019-20 Budget</b>
(A) Expenditure	\$ 953,670,278	\$ 997,243,039	\$ 1,089,795,392	\$ 1,040,572,577
(B) 40 Day Enrollment	103,311	103,892	103,015	104,770
(A/B) Expenditure per Pupil	\$ 9,231	\$ 9,599	\$ 10,579	\$ 9,932

**Expenditure Per Pupil**





## VIII. DISTRICT PERFORMANCE OBJECTIVES

### Key Findings

The KPIs for October report on achievement in math and English/Language Arts (ELA) and gaps in achievement by student subgroups, such as race/ethnicity and economically disadvantaged (ED). Additional indicators address student growth and overall school improvement, measured by TVAAS growth scores, and the four-year cohort graduation rate. While achievement results measure success, regardless of a student's growth score, and vice versa, the two together provide a more comprehensive account of a student's performance. This month's KPIs are aligned to both Priority 1 and Priority 2 of Destination 2025: Strengthen Early Literacy and Improve Post-Secondary Readiness.

- In 2018, SCS earned a TVAAS composite score of 2. This improvement from 2017 indicates that more students are closer to growing at or above the expected amount each year.
- Overall, 58% of schools earned a Level 3 or above TVAAS composite score in 2018, an increase from 36% in 2017.
- Since 2017, 47% of district-managed schools have improved their TVAAS composite scores, and 17% (20 schools) showed the largest amount of growth possible, improving from Level 1 to Level 5.
- Forty-seven percent of schools demonstrated improvements in success rate since 2017, and 14% of schools, majority elementary, made proficiency gains of five points or more.
- TNReady proficiency rates improved in ELA from 20% to 22% and in math from 21% to 23%. Below rates also improved from 2017 to 2018, decreasing in ELA from 34% to 31% and modestly in math from 42.9% to 42.7%.
- TNReady end of course (EOC) proficiency rates in math increased by two percentage points in 2018; however, ELA proficiency rates decreased by four percentage points. This change over time is mirrored by the State.
- Gaps in achievement exist across race/ethnicity and ED for all ELA and math subjects and grades. Success rates of non-Black/Hispanic/Native American (non-BHNA) students and non-ED students exceeded those of their BHNA and ED peers both within and between schools.
- At both the District and State levels, achievement gaps across race/ethnicity and ED decreased from 2017 to 2018 in EOC ELA subjects.
- The cohort graduation rate dropped slightly from 79.6% in 2017 to 79.1% in 2018; however, SCS continues to meet the target rates set by Destination 2025. Graduation rate improvements across race/ethnicity subgroups varied. Black students showed an increase in graduation rate from 2017 to 2018 while rates for white and Hispanic students decreased.

### TVAAS Growth Rates

The TVAAS assessment system measures year-to-year student growth and is calculated by comparing a student's performance to that of his peers who performed similarly on past assessments. Because TVAAS compares the performance of students to the performance of their peers who are receiving the same standards of instruction at the same time, an improvement or decline in TVAAS scores is not influenced by any overall change in proficiency.

In 2018, SCS earned a composite TVAAS score of 2. This improvement from 2017 indicates that more students are closer to growing at or above the expected amount each year (designated by a Level 3 score)



Figure 1: 2018 School TVAAS Composites by Grade Band

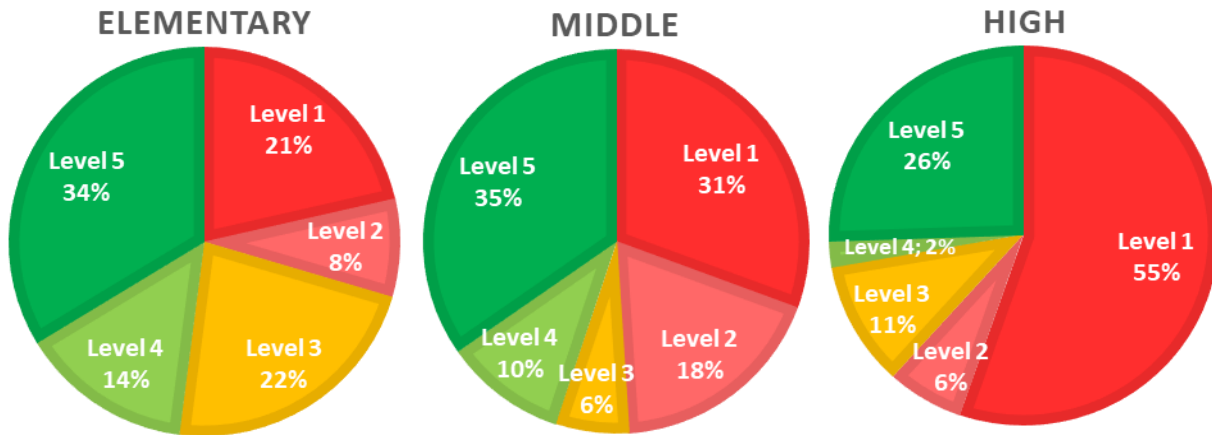


Figure 1 shows that 70% of elementary schools, 51% of middle schools, and 38% of high schools earned a Level 3 or above composite score in 2018. This translates to an increase from 2017 of 29 percentage points for elementary schools, 25 for middle schools, and TWO for high schools. Overall, the percentage of schools that earned a Level 3 and above increased 22 percentage points from 36% in 2017 to 58% in 2018. In individual subjects, SCS earned a Level 3 and above across nine subjects and grade bands, which are shown in Table 1.

Table 1: 2018 TVAAS Level 3 and Above by Subject and Grade

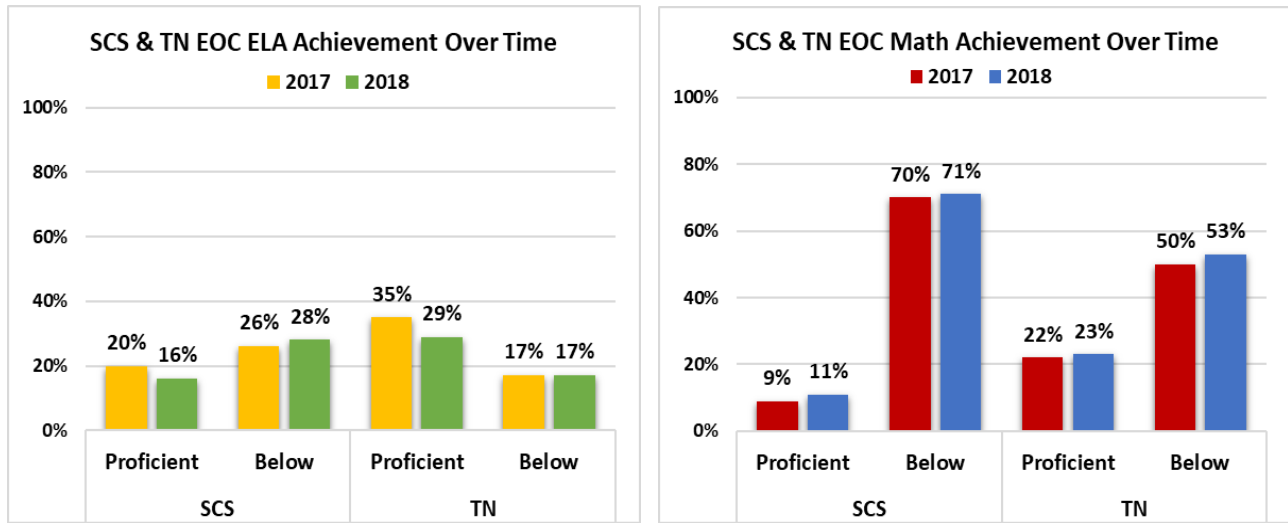
Subject	Grade	TVAAS Level
Social Studies	6	Level 3
Biology I	9-12	Level 3
English I	9-12	Level 3
Integrated Math I	9-12	Level 3
Math	3, 5, 7	Level 4
Social Studies	7	Level 5
ELA	3-8	Level 5
Science	5-8	Level 5
Integrated Math II-III	9-12	Level 5

**Trends in TNReady Proficiency Rates**

Proficiency rates are determined by the percentage of students achieving on-track or mastered scores on the TNReady assessments. Although the District saw improvement in high school math proficiency in 2018, high school ELA proficiency decreased by four percentage points from 20% in 2017 to 16% in 2018. As illustrated in Figure 2, the District’s improvement in math and decline in ELA proficiencies are mirrored by the State. Additionally, the percentage of students who did not achieve on-track or mastered scores is represented by the below rate. Both SCS and Tennessee saw an increase in the below rates for math and ELA, excluding the State’s below rate for ELA which remained stagnant at 17%.

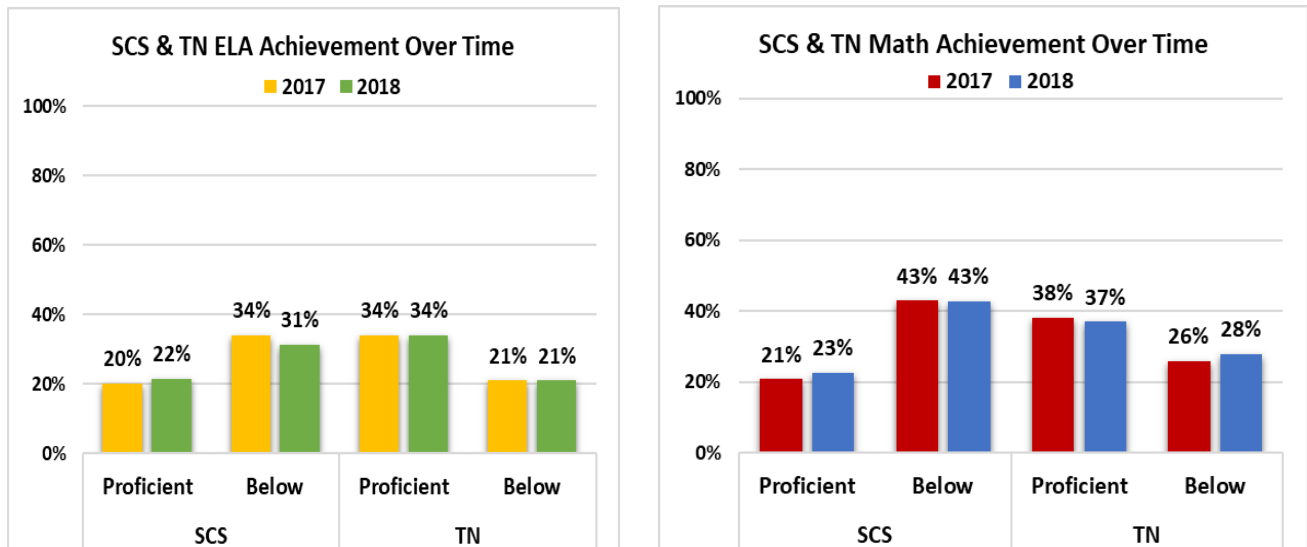


Figure 2: District and State Achievement Over Time in EOC Math and ELA



As Figure 3 shows, SCS elementary and middle schools demonstrated improvements in both proficiency rates and below rates from 2017 to 2018. Although the state’s proficiency rates for students in grades 3-8 decreased in math and remained the same in ELA, SCS proficiency increased 2 percentage points in both ELA (20% to 22%) and math (21% to 23%). Additionally, SCS below rates decreased from 34% to 31% in ELA and decreased modestly from 42.9% to 42.7% in math, contrasting the increase in the State’s below rate for math.

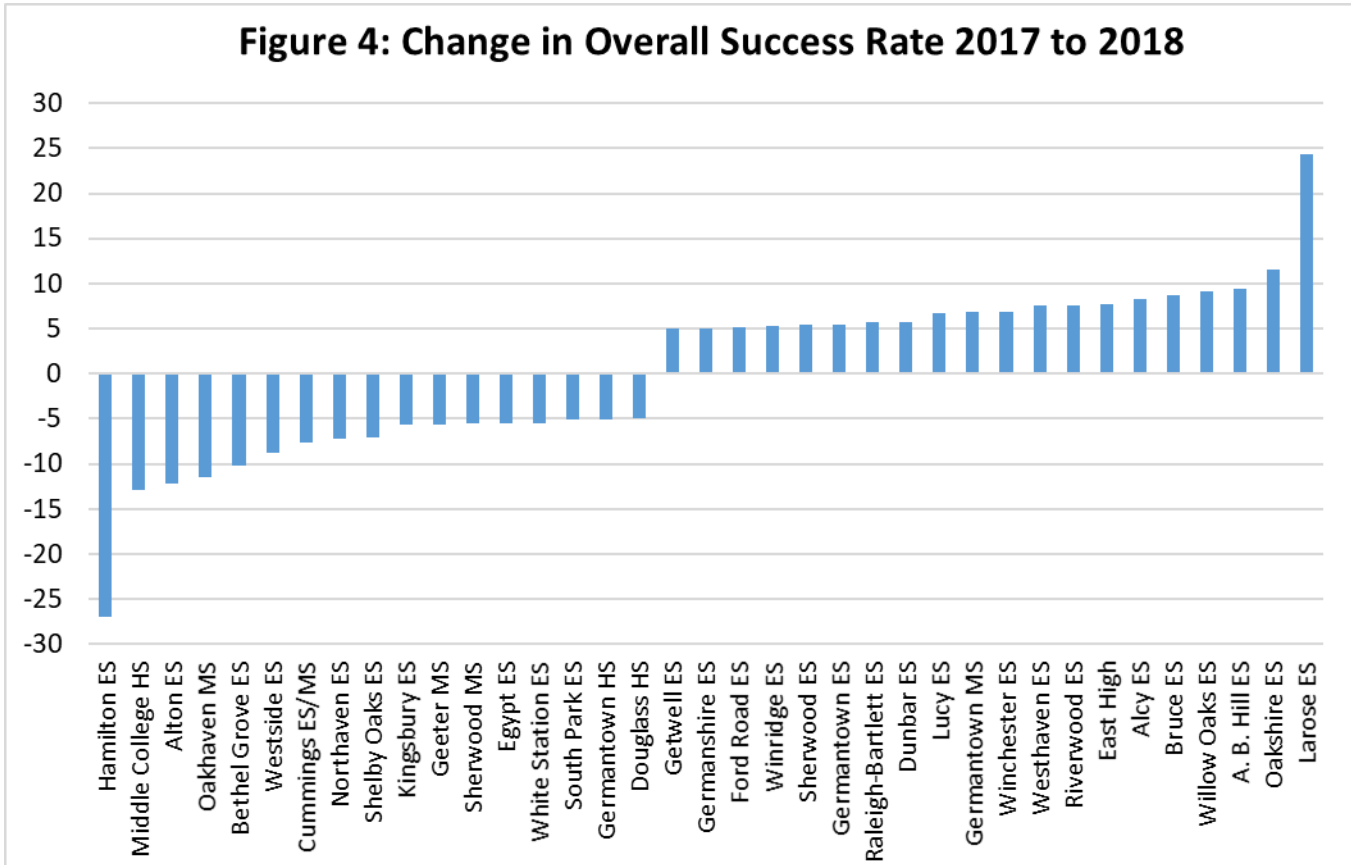
Figure 3: District and State Achievement Over Time in Grades 3-8 Math and ELA



Sixty-seven schools (47%) improved their success rates from 2017 to 2018, and 14% of schools, majority elementary, made proficiency gains of five points or more. The change in overall success rate for those schools is shown in figure 4 below.



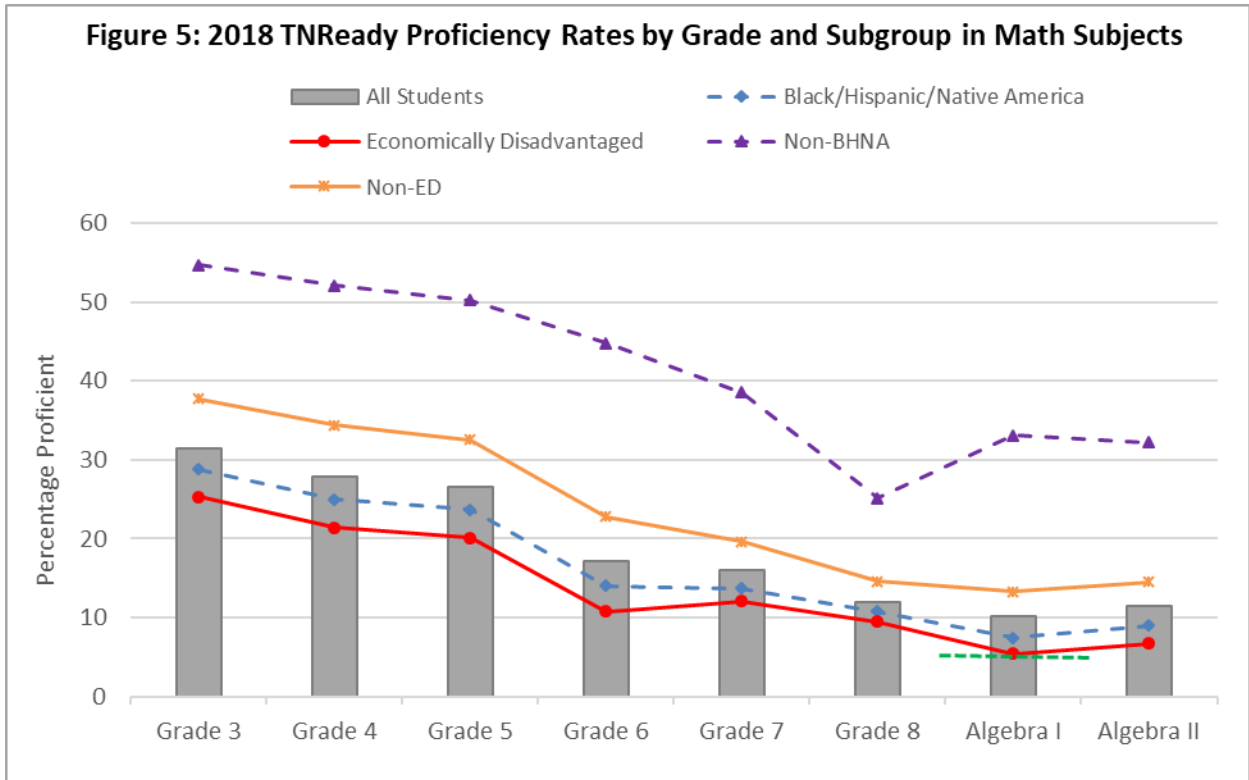
**Figure 4: Change in Overall Success Rate 2017 to 2018**



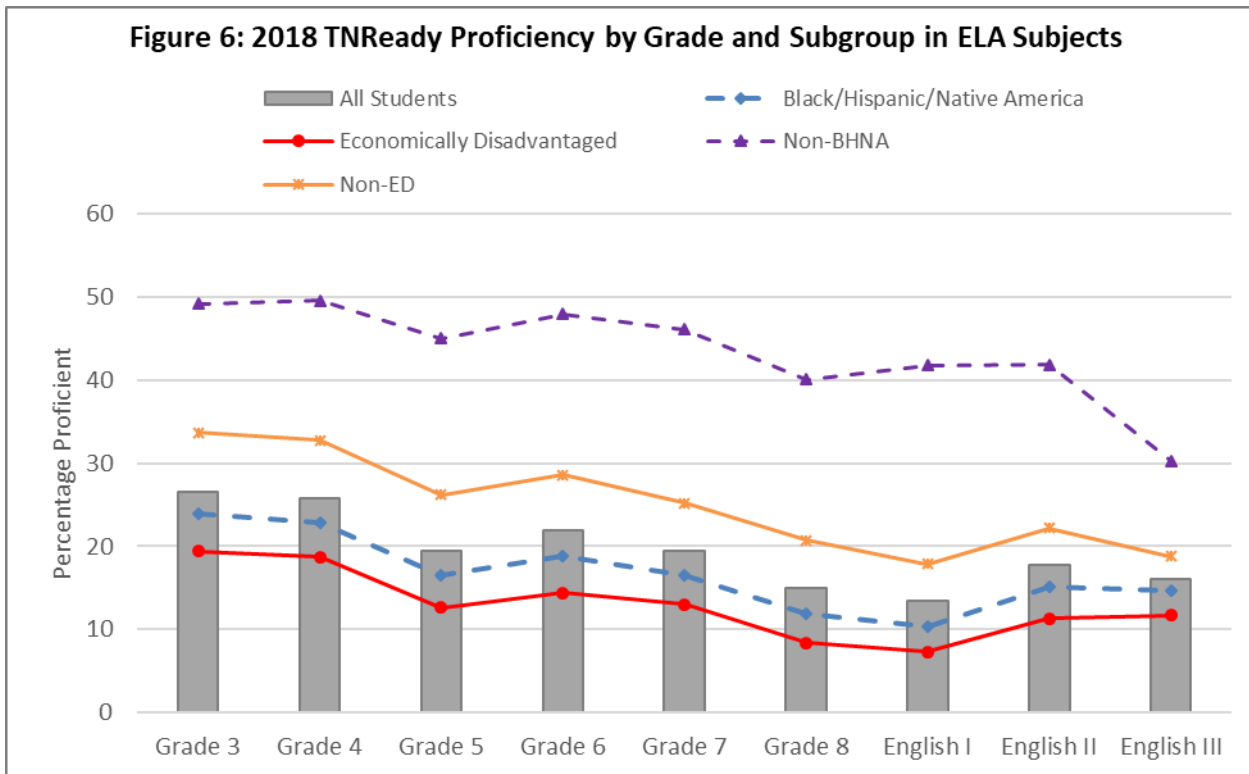
**TNReady Proficiency Rates by Subgroup**

Achievement gaps across race/ethnicity and ED persisted in all math and ELA subjects and grade levels in 2018. As Figures 5 and 6 illustrate, proficiency rates for Black/Hispanic/Native American (BHNA) students and ED students were lower than those for all students in each subject and grade; however, proficiency rates for non-BHNA and non-ED student exceeded those of all students in each subject and grade. The widest gaps in achievement in math were found between ED and non-BHNA students in grade 4, gap of -31 percentage points; grade 5, gap of -30; and grade 6, gap of -34. The widest achievement gaps in ELA were found between ED and non-BHNA students in grade 6, gap of -35; grade 7, gap of -33; and English II, gap of -35. These results mirror the achievement gaps seen in 2017.

\*Note that 7<sup>th</sup> and 8<sup>th</sup> graders who took Algebra I (759 students) are included in the calculations for overall proficiency rate. When these students are removed to examine the rate for only high school students, the Algebra I proficiency rate drops from 10% to 5%. Because the majority of students in Algebra I were in 8<sup>th</sup> or 9<sup>th</sup> grade, and 47% of 8<sup>th</sup> graders were proficient compared to only 6% of 9<sup>th</sup> graders, emphasis should be placed on increasing interventions and improving the outcomes of our 9<sup>th</sup> grade Algebra I students.



\*Algebra I rate without 7<sup>th</sup> and 8<sup>th</sup> graders -----

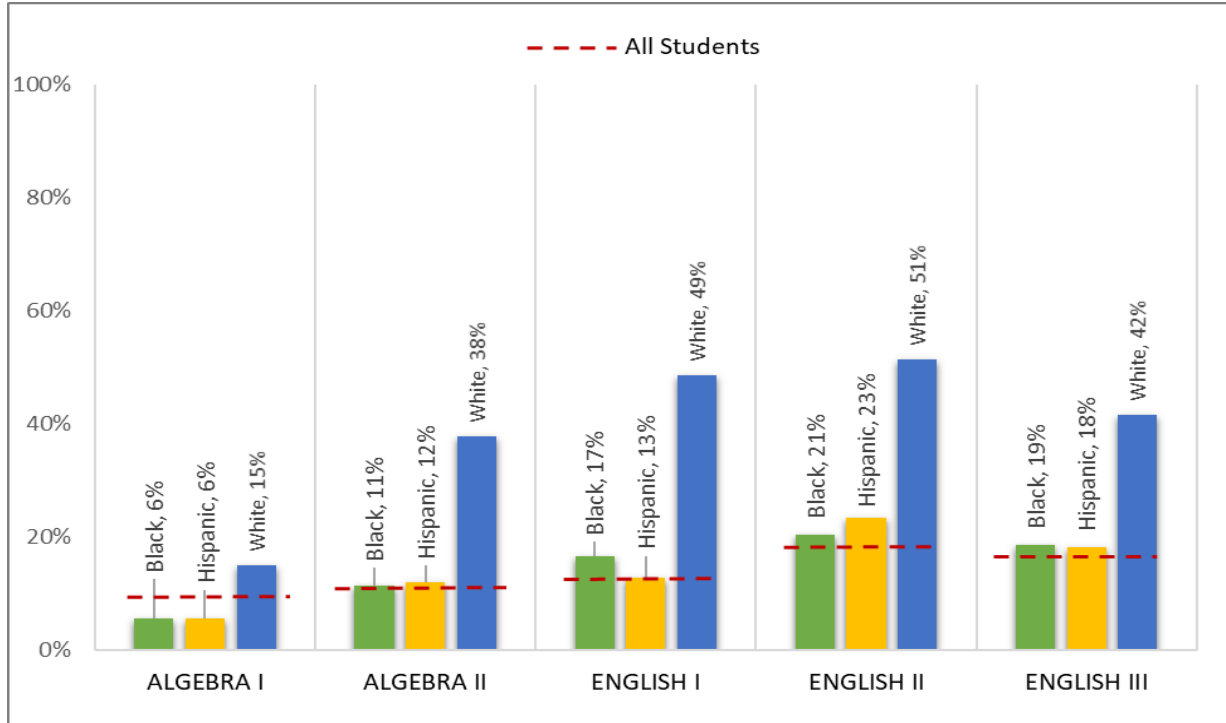




To examine the achievement gaps across race/ethnicity further, RPM isolated proficiency rates for a subset of high schools with the highest concentration of non-BHNA students. These seven schools<sup>1</sup> account for 36% of total high school enrollment, yet account for 88% of white student enrollment and 55% of Hispanic student enrollment. Figure 7 reports subgroup proficiency rates for the subset, and Figure 8 reports proficiency rates for schools not in that subset. Notably, in the subset of schools, proficiency rates for black and Hispanic students increase to meet or exceed the overall proficiency rates in Algebra II and English I-III. This is not a trend seen in the schools outside of this subset, in which proficiency rates remain lower than overall rates for black students across all subjects and in Algebra I and English I for Hispanic students.

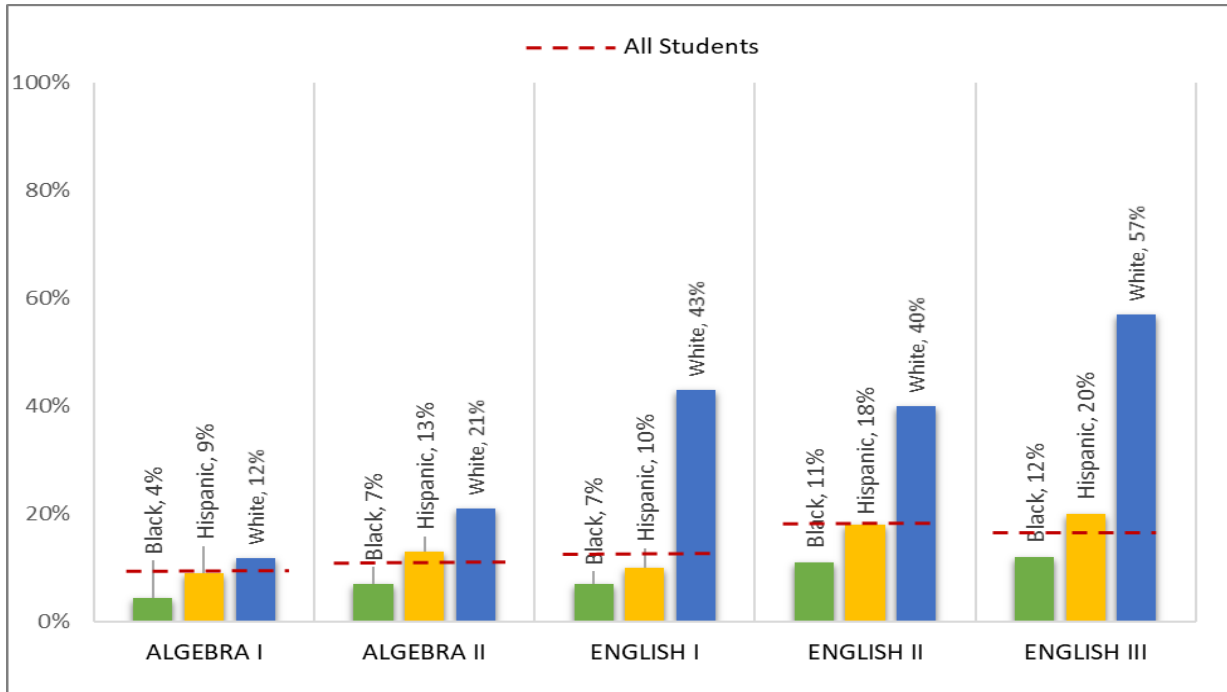
Examining this subset by students who are economically disadvantaged yields similar results, as this subset represents 32% of the District’s ED high school students. ED status is determined by factoring in both family income and family size. The following figures show that achievement gaps for ED and race/ethnicity are more pronounced in the subset than in schools not in the subset for all subjects, excluding the race/ethnicity gap in English I and English III. This suggests that some progress has been made in closing the race/ethnicity gap in those two subjects since 2017. Further, in schools outside of the subset, proficiency rates for both ED and non-ED students were lower than the overall proficiency rates in each subject. In the subset of schools, however, proficiency rates for non-ED students surpassed the overall proficiency rates in every subject, except Algebra I. This exploration of race/ethnicity and ED at the school level reveals that achievement gaps in TNReady subjects are reflected both within and between schools in SCS.

Figure 7: TNReady Proficiency Rates by Race/Ethnicity & Subject for School Subset



<sup>1</sup>This subset includes Bolton, Central, Cordova, Germantown, Kingsbury, Overton, and White Station High Schools.

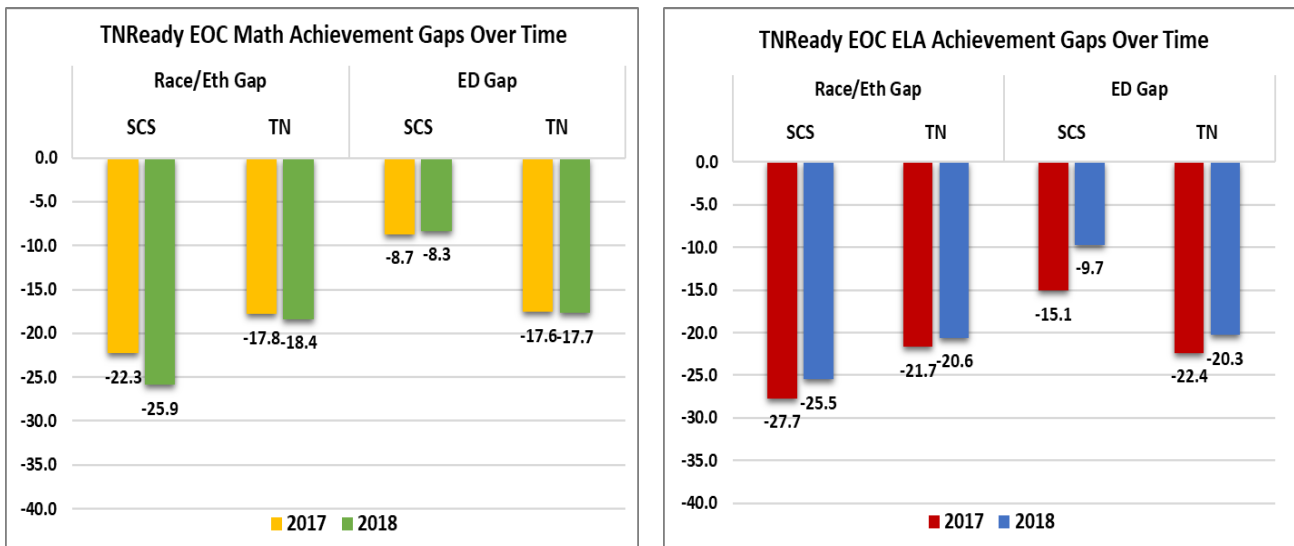
Figure 8: TNReady Proficiency Rates by Race/Ethnicity & Subject for Schools NOT in Subset



State and District Achievement Gaps

Gaps in achievement across race/ethnicity and ED exists at both the district and state level. From 2017 to 2018, SCS and the State worked to decrease the achievement gaps in ELA subjects, with SCS showing the most substantial change by decreasing the achievement gap for ED by 5.4 percentage points from -15.1 to -9.7. In EOC math subjects, both Tennessee and SCS saw an increase in the achievement gap across race/ethnicity. SCS showed a modest decrease (-0.4 percentage points) in the ED gap in math from 2017 to 2018.

Figure 9: State and District Achievement Gaps Over Time in EOC Subjects



Trends in Cohort Graduation Rate

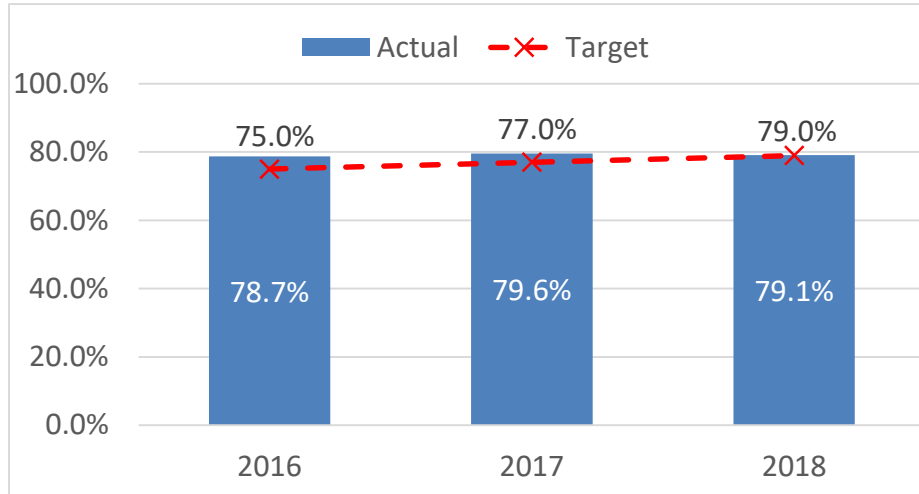
The cohort graduation rate measures the proportion of students who attain a regular high school diploma within four years (plus the last summer if needed) of starting ninth grade. SCS's cohort graduation rate increased steadily from





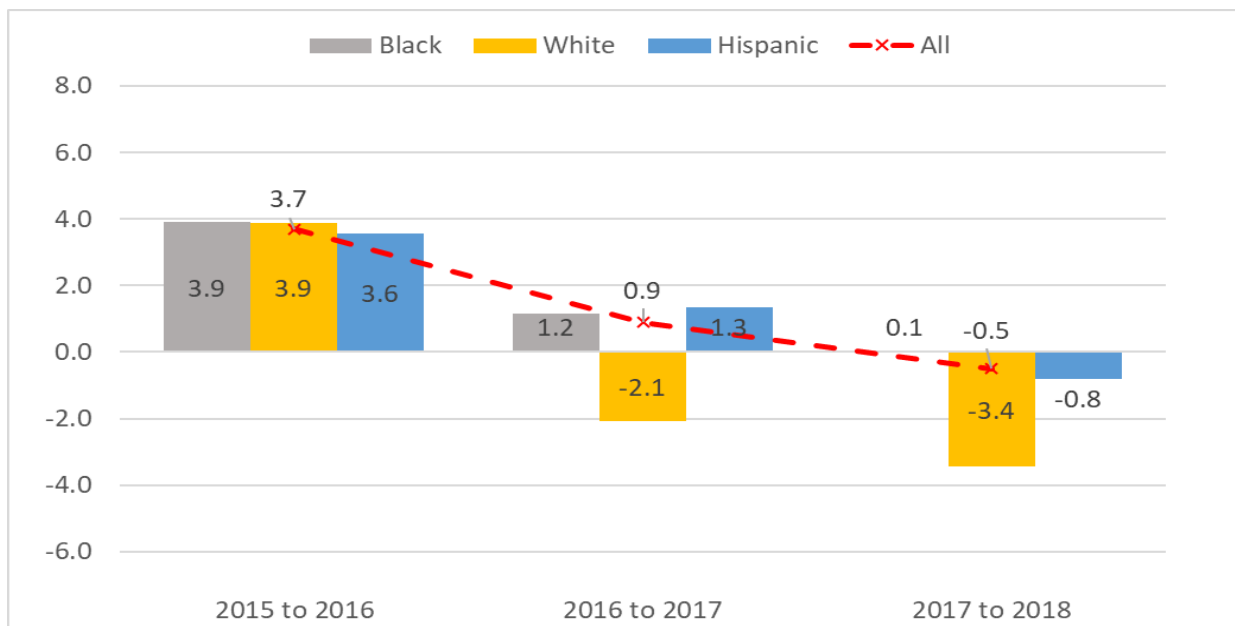
74.6% in 2014 to 79.6% in 2017. Although the rate modestly decreased to 79.1% in 2018, SCS continues to meet the target goals set by Destination 2025.

Figure 10: Trends in Graduation Rate – D2025 Target vs. Actual



Examining the cohort graduation rate by race/ethnicity subgroups reveals that black students had the highest graduation rate (80.5%) in 2018, and Hispanic students had the lowest graduation rate (70.9%). The graduation rate for white students was 73.8%, but this subgroup had the greatest decline in graduation rate, dropping -3.4 percentage points from 2017 to 2018. As Figure 11 shows, the graduation rate for the Hispanic subgroup also decreased from 2017 to 2018, while the rate for the black subgroup showed a slight increase of 0.1 percentage points.

Figure 11: Annual Change in Graduation Rate by Race/Eth Subgroup



Recommendations



Based on the KPI data presented in 2017, the district made recommendations to advance progress towards reaching the goals of Destination 2025.

2017 Recommendations	Progress Made Since Then
Support all schools in implementing a rigorous curriculum	<ul style="list-style-type: none"> <li>➤ The District continues to focus on the four cornerstones of high quality instruction (Instructional Core, Instructional Practice Guides, Instructional Leadership Teams, and Cycles of Professional Learning) to ensure teachers are equipped to enact rigorous instruction through the use of curriculum implementation.</li> <li>➤ SCS was one of four districts to receive national recognition from the Center for American Progress for adopting highly rated instructional materials across the board.</li> </ul>
Continue to identify and intervene with students who are falling behind on credits and coursework early	<ul style="list-style-type: none"> <li>➤ Programs such as Project Graduation and Grade Results provide classroom and online opportunities for students to earn the credits they need to graduate on time and recover failing grades by demonstrating mastery on skills and standards they may have struggled with in previous coursework.</li> <li>➤ All schools now have access to student early warning data for grades 1-12 to identify and intervene with those at risk for not graduating on time.</li> </ul>
Continue to support student-based budgeting that will allocate school resources according to student need	<ul style="list-style-type: none"> <li>➤ All schools now receive funding allocations weighted for student need including weightings specifically for high- and low-performing schools.</li> <li>➤ Six schools are currently implementing new instructional designs based on strategic budgeting and the District is identifying 12-15 schools for cohort 2 based on performance.</li> </ul>
Identify and share best practices from schools that showed high TVAAS growth and/or increases in success rate	<ul style="list-style-type: none"> <li>➤ The Office of School Leadership Development utilizes high-performing principals to provide ongoing PD on best practices and instructional strategies during Leadership Development Week and ILD zone meetings.</li> </ul>

**IX. SURVEYS****i. Students' Teacher Ratings**

Each year, SCS students complete a student perception survey to assess their classroom experiences and teachers' instructional practices. The Tripod survey provides overall ratings for each teacher as well as scores for each of the seven Tripod domains on a scale of 1 – 5. The scores used to calculate the means were the scores for educators across both Fall and Spring. These would be the scores that were ultimately reported for educators in their evaluations. Mean scores for SCS teachers in Spring 2018 are provided below.

<b>Tripod Domain</b>	<b>Mean Score</b>	<b>Description</b>
Overall	3.32	Composite rating for all seven Student Perception survey domains (Scored on a 5-point scale)
Classroom Management	3.09	Foster orderly, respectful, and on-task classroom behavior
Captivate	3.24	Spark and maintain student interest in learning
Care	3.26	Demonstrate warmth and provide emotional support
Challenge	3.46	Press for efforts and rigorous thinking
Clarify	3.35	Explain clearly, check for understanding and resolve confusion
Confer	3.41	Encourage and value students' ideas and input
Consolidate	3.41	Help students integrate and synthesize key ideas



ii. Climate Survey

SHELBY COUNTY SCHOOLS 2017-18 SCHOOL CLIMATE SURVEY FOR PARENTS

Shelby County Schools  
2017-2018 School Parent Feedback Survey  
N = 2370

1. How would you rate the SCS District’s efforts to keep parents informed of important information?	Percent of Parents Who Responded
I am very informed (I receive updates and can easily find information when I need it)	62
I am somewhat informed (I Receive some updates but usually have to find information on my own)	28
I am not very informed (I rarely receive updates and have a hard time finding information on my own)	7
I am totally uninformed (I do not receive updates and do not/cannot access information on my own)	2

2. When seeking information about SCS, what source(s) do you use most often?	Percent of Parents Who Responded
SCS Website	73
SCS Social Media (Facebook, Twitter, Instagram)	40
88.5FM or C19TV	24
Calling/Emailing the District	57
Local School Office	47
Principal/Teacher	53
Other School Parents	33
Friends/Family	37
Local Print News	45
Local TV News	39
I don’t know where to find information	42

3. When receiving information from SCS, what is your preferred method of contact?	Percent of Parents Who Responded
Phone Call	61
Text Message	67
Email	55
In Person (school meetings, teacher conferences, etc.)	55
School newsletter	69
Social media	79

4. When you have a question or concern, how are you most likely to contact SCS?	Percent of Parents Who Responded
Main SCS Phone (416-5300_	26
Send an email: SCSHelp@scsk12.org	5
Call or visit a school	58
Visit Board of Education or admin building	2
Visit Parent Welcome Center	1
Contact SCS via social media (Facebook/Twitter)	1
I have not tried to contact SCS	5



Shelby County Schools  
2017-2018 School Parent Feedback Survey (continued)  
N = 2370

5. How easy is it to find what you are looking for on the SCS website?	Percent of Parents Who Responded
Very easy (1-2 clicks from the homepage)	30
Somewhat easy (3-5 clicks)	50
Difficult (6+ clicks)	14
I don't use the website	6

6. Where have you seen or heard SCS advertisements?	Percent of Parents Who Responded
Billboards	41
Radio	41
Social Media	44
Newspaper/Magazine	11
TV	34
Website	55
Movie Theater Screens	2
Buses/Bus Stops	11

7. Have you used our new School Performance Scorecard to view and compare academic	Percent of Parents Who Responded
Yes	29
No	71

8. How often have you visited our SCS Newsroom for news and information?	Percent of Parents Who Responded
I visit frequently	10
I visit a few times per month	17
I have visited once or twice	32
I have never visited the SCS Newsroom	41

9. Would you be interested in a parent newsletter that you could subscribe to for news, events, student activities, parent involvement opportunities and more?	Percent of Parents Who Responded
Yes, very interested	61
Somewhat interested	25
No interested	14

10. How often do you attend PTO/PTA meetings or events at your child's school?	Percent of Parents Who Responded
Never	22
1 -3 times a year	54
4 or more times a year	24



Shelby County Schools  
2017-2018 School Parent Feedback Survey (continued)  
N = 2370

11. What are the factors that may prevent you from attending PTO/PTA events?	Percent of Parents Who Responded
I don't have access to transportation	4
My work schedule conflicts with meetings	54
I don't have access to childcare	5
I am too busy	9
I don't know when PTO/PTA meetings are scheduled	15
None	19

12. What time(s) of day would work best for you to attend meetings at your child's school?	Percent of Parents Who Responded
Morning during the school day	17
Afternoon during the school day	8
3 or 3:30 p.m.	6
4 or 4:30 p.m.	10
5 or 5:30 p.m.	20
6 or 6:30 p.m.	25
7 p.m. or later	12

13. If you are unable to attend PTO/PTA meetings, what is the best way to receive updates?	Percent of Parents Who Responded
Email	52
Newsletter	7
Social Media (Facebook, Twitter, Instagram, etc.)	3
Phone Call	9
Text Message	30

14. Please rate your agreement with the following statements:	Percent of Parents Who Responded			
	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I feel that the District supports my child's needs.	29	44	15	12
I feel that my child's schools support his/her needs.	41	35	11	13
Discipline at my child's school is under control.	41	34	11	13
My child's school has a safe, supportive learning environment.	47	33	11	9



**Shelby County Schools  
2017-2018 School Parent Feedback Survey (continued)  
N = 2370**

15. SCS is committed to providing families with high-quality service. Please provide feedback on how your service experience has been with your child's school this year:	Percent of Parents Who Responded		
	Yes	Sometimes/Somewhat	No
Have school staff been welcoming in assisting you?	66	27	7
Have school staff been prompt in assisting you?	61	29	11
Have school staff treated you with respect?	77	18	5
Were school staff knowledgeable in assisting you or finding someone who could assist you?	69	24	7
Have school staff adequately addressed your needs or concerns?	59	29	12
Has the school environment been orderly when you have visited?	74	19	7

16. When you have questions or concerns, do you know who to contact at the school?	Percent of Parents Who Responded
Yes	74
Sometimes/Somewhat	20
No	6

17. Overall, how satisfied are you with the quality of customer service you have experienced at your child's school?	Percent of Parents Who Responded
Highly Satisfied	52
Somewhat Satisfied	31
Somewhat Dissatisfied	10
Highly Dissatisfied	7

18. Please indicate if you attended any of the following this school year:	Percent of Parents Who Attended
School Open Houses	80
Parent-Teacher Conferences	83
Annual Title I Parent Meetings	49

19. Were you given the opportunity to participate in school committees (for example, Textbook Committee, School Improvement Plan Committee, etc.)?	Percent of Parents Who Responded
Yes, and I was able to participate	18
Yes, I was informed about school committees, but I was not able to participate	39
No, I was not informed of any school committees	43



Shelby County Schools  
2017-2018 School Parent Feedback Survey (continued)  
N = 2370

20. Areas where you think the school should invest its resources in the coming year:	Number of Times Selected
Buy and use educational materials and resources for helping your child achieve at higher levels	1089
Help you understand what your child needs to learn and be able to do at his/her grade level.	846
Help your child improve his/her achievement by providing assistance or tutoring with homework assignments.	1005
Provide parent training to make sense of test results such as the TNReady or End of Course tests to help your child learn.	577
Pay for training the principals, teachers, and school staff in ways of communicating and working with parents and students.	739
Teach your child about school violence, safety issues, and conflict awareness.	606
Provide training for teachers and staff on ways of working with special needs students.	473
Provide training for teachers and staff on ways of working with non-English speaking students.	275





X. RESOLUTION APPROVING SCS FISCAL YEAR 2019-20 BUDGET

Item #: 4

Moved by: BROOKS

Prepared by: Qur'an Folsom

Seconded by: JONES

Reviewed by: Marcy Ingram

RESOLUTION APPROVING THE SHELBY COUNTY BOARD OF EDUCATION OPERATING AND CAPITAL IMPROVEMENT BUDGETS FOR FISCAL YEAR 2020 IN THE AMOUNT OF \$1,444,192,434 AS ADOPTED BY THE SHELBY COUNTY BOARD OF EDUCATION. SPONSORED BY COMMISSIONER MICHAEL WHALEY.

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WHEREAS, The Shelby County Board of Education adopted the Fiscal Year 2020 Operating Budget of the Shelby County Board of Education on June 25, 2019, as summarized in Exhibit A, which is attached hereto and incorporated herein by reference; and

WHEREAS, The Operating Budget of the Shelby County Board of Education for Fiscal Year 2020 was reviewed by the Budget Committee of the Shelby County Board of Commissioners on June 27, 2019; and

WHEREAS, Tennessee Code Annotated, Sections 49-2-201(1) and 49-2-203(a)(10)(A)(i) require the Shelby County Board of Education to submit the Board's approved annual budget to the Shelby County Board of Commissioners for ratification and inclusion in the county's operating budget ; and

WHEREAS, The Shelby County Board of Commissioners has appropriated \$427,259,000.00 as the total amount of operating funding for Education for Fiscal Year 2020, as approved in the Shelby County Government Operating Budget adopted on June 22, 2019, to be allocated to the various school systems within Shelby County on the basis of the Average Daily Attendance (ADA) ratio; and



WHEREAS, The Shelby County Board of Commissioners has appropriated \$51,087,404.00 as the total amount of capital improvement funding for Education for Fiscal Year 2020, as approved in the Shelby County Government Capital Improvement Budget adopted on June 24, 2019 and as amended on June 27, 2019, to be allocated to the various school systems within Shelby County on the basis of the Average Daily Attendance (ADA) ratio; and

WHEREAS, The Capital Projects included in the Shelby County Board of Education budget for Fiscal Year 2020 must be and were approved and appropriated by the Shelby County Board of Commissioners on June 27, 2019; and

WHEREAS, Tennessee Code Annotated, Section 49-2-301(b)(1)(V)(ii) requires that any change in the expenditure of money as provided for by the budget shall first be ratified by the local school board and the appropriate legislative body.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF COUNTY COMMISSIONERS OF SHELBY COUNTY, TENNESSEE, That the Operating Budget of the Shelby County Board of Education for Fiscal Year 2020 is approved in the total amount of \$1,444,192,434.00 as summarized in Exhibit A.

BE IT FURTHER RESOLVED, That total funding from Shelby County Government to the Shelby County Board of Education for school operations shall not exceed the amount calculated on the basis of actual Average Daily Attendance (ADA), currently budgeted in the estimated amount of \$329,373,963.00.

BE IT FURTHER RESOLVED, That an additional one-time funding, contingent upon State Department of Education approval, in the amount of \$2,200,000.00 was approved by the Board of Commissioners on June 27, 2019, for a project that focuses



upon coding and literacy for a full total allocation for the Shelby County Board of Education not to exceed \$331,573,963.00.

BE IT FURTHER RESOLVED, That the Planned Uses of Fund Balance, as presented in the attached Exhibit A, are hereby approved.

BE IT FURTHER RESOLVED, That a copy of this Resolution and the attached Exhibit A are to be placed on file and incorporated into the Minutes of this meeting of the Shelby County Board of Commissioners as evidence of this action.

BE IT FURTHER RESOLVED, That this Resolution shall become effective in accordance with the Shelby County Charter, Article II, Section 2.06(B).



Lee Harris  
County Mayor

Date: 7/15/2019

ATTEST:

  
Clerk of County Commission

ADOPTED: June 27, 2019



**RESOLUTION APPROVING THE SHELBY COUNTY BOARD OF EDUCATION'S  
FISCAL YEAR 2019-20 FINAL PROPOSED BUDGET**

WHEREAS, T.C.A. § 49-2-301(W)(i) provides that the budget shall set forth in itemized form the amount necessary to operate the schools for the scholastic year beginning on July 1, following, or on such date as provided for by charter or private legislative act;

WHEREAS, Pursuant to the Shelby County Board of Education Policy Manual, Section 2001, the Shelby County Superintendent presented a Proposed Budget to the Shelby County Board of Education showing the amount necessary to carry out the functions of the District's public school system for the coming fiscal year;

WHEREAS, the District's Proposed Budget was prepared using zero/goal based budgeting and aligned to the District's mission Destination 2025, the 80%/90%/100% strategic plan; which by 2025, 80-percent of our children will graduate from high school college or career ready, our school district will have a 90-percent graduation rate and 100-percent of our students who graduate will enroll in a post-secondary opportunity;

WHEREAS, the Board of Education reviewed the Proposed General Fund Budget for Shelby County Schools and recommends it be approved to fund the District's Proposed General Fund Budget for Fiscal Year 2019-20 in Exhibit A;

WHEREAS, the Superintendent is recommending that Planned Use of Fund Balance in the amount of \$10,000,000 be appropriated to balance the Fiscal Year 2019-20 Proposed General Fund Budget;

WHEREAS, the Board of Education reviewed the proposed budgets for other funds within Shelby County Schools and recommends the following for Fiscal Year 2019-20: the expenditure budget be approved to fund the Capital Projects Fund; the expenditure budget be approved to fund the Non-Federal Programs Fund; the expenditure budget be approved to fund the Federal Programs Fund; the expenditure budget be approved to fund the Nutrition Services Fund; and the expenditure budget be approved to fund the Internal Service Funds;

WHEREAS, the Superintendent is recommending that planned use of fund balance in the amount of \$5,867,644 be appropriated to balance the Fiscal Year 2019-20 Proposed Non-Federal Programs Fund Budget.

WHEREAS, the Superintendent is recommending that planned use of fund balance in the amount of \$9,613,132 be appropriated to balance the Fiscal Year 2019-20 Proposed Nutrition Services Programs Budget.

NOW THEREFORE BE IT RESOLVED that the Board of Education approves the Fiscal Year 2019-20 Proposed General Fund Budget in the amount of \$1,040,572,577 for submission to the Shelby County Board of Commissioners.

BE IT FURTHER RESOLVED that Shelby County Schools shall receive additional non-recurring funds of \$2,200,000 by close of Fiscal Year 2020 from the Shelby County Board of Commissioners.



BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$10,000,000 to balance the Fiscal Year 2019-20 Proposed General Fund Budget.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2019-20 Proposed Capital Projects Fund Budget in the amount of \$105,053,935, which includes the \$40,000,000 CIP appropriations in FY 2019-2020.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2019-20 Proposed Non-Federal Programs Fund Budget in the amount of \$35,823,682.

BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$5,867,644 to balance the Fiscal Year 2019-20 Proposed Non-Federal Programs Fund Budget.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2019-20 Proposed Nutrition Services Programs Fund Budget in the amount of \$96,090,640.

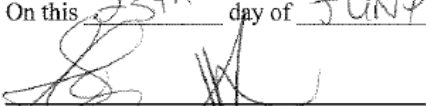
BE IT FURTHER RESOLVED that the Board of Education approves the use of Planned Use of Fund Balance in the amount of \$9,613,132 to balance the Fiscal Year 2019-20 Proposed Nutrition Services Programs Fund Budget.


BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2019-20 Proposed Federal Programs Fund Budget in the amount of \$162,658,623.

BE IT FURTHER RESOLVED that the Board of Education approves the Fiscal Year 2019-20 Proposed Internal Service Funds Budget in the amount of \$3,992,977.

BE IT FURTHER RESOLVED that the Board of Education approves the Shelby County Schools' Final Proposed Operating Budget for all funds of \$1,444,192,434 for Fiscal Year 2019-20 as recommended in Exhibit A.

On this 25<sup>th</sup> day of JUNE 2019.

  
Shante K. Avant, Chair  
Shelby County Board of Education

  
Dr. Joris M. Ray, Superintendent  
Shelby County Board of Education  
Secretary to the Board



SHELBY COUNTY SCHOOLS  
FY2019-20  
ADOPTED BUDGET - ALL FUNDS COMBINED

REVENUES / SOURCE OF FUNDS	GENERAL FUND	CAPITAL IMPROVEMENT PROGRAM	SPECIAL REVENUE NON-FEDERAL	NUTRITION SERVICES	FEDERAL PROGRAMS	INTERNAL SERVICE	TOTAL FUNDS
County	\$ 472,918,230	\$ 105,053,935	\$ -	\$ -	\$ -	\$ -	\$ 577,972,164
City of Memphis	1,333,333	-	-	-	-	-	1,333,333
State	535,809,901	-	13,225,561	630,000	-	-	549,565,462
Federal	12,358,499	-	-	83,506,966	162,658,623	-	258,524,088
Other Local Sources	8,152,614	-	16,430,477	2,340,542	-	3,992,977	30,916,610
Planned Use of Fund Balance	10,000,000	-	5,867,644	9,613,132	-	-	25,480,776
<b>TOTAL SOURCE OF FUNDS</b>	<b>\$ 1,040,572,577</b>	<b>\$ 105,053,935</b>	<b>\$ 35,823,682</b>	<b>\$ 96,090,640</b>	<b>\$ 162,658,623</b>	<b>\$ 3,992,977</b>	<b>\$ 1,444,192,434</b>
<b>EXPENDITURES</b>							
Instruction	\$ 496,451,449	\$ -	\$ 1,476,544	\$ -	\$ -	\$ 716,265	\$ 570,225,013
Instructional Support	39,817,169	-	758,610	-	51,480,250	8,592	92,064,622
Education Technology	14,235,606	-	-	-	-	-	14,235,606
Student Support	69,515,985	-	80,885	-	9,862,338	60,122	79,519,349
Office of Principal	64,703,868	-	52,814	-	-	-	64,756,683
General Administration	16,624,695	-	-	-	348	-	16,625,043
Fiscal Services	9,731,249	-	-	-	-	-	9,731,249
Other Support Services	13,069,210	-	-	-	-	64,266	13,133,476
Transportation	26,000,663	-	-	-	3,957,000	389,637	30,347,300
Plant Services	87,632,142	-	1,350,995	-	-	2,754,095	91,737,232
Community Service	8,730,686	-	32,103,834	-	25,777,912	-	66,612,432
Charter Schools	161,170,764	-	-	-	-	-	161,170,764
Retiree Benefits	32,889,091	-	-	-	-	-	32,889,091
Food Service	-	-	-	96,090,640	-	-	96,090,640
Indirect Cost/Transfers In and Out	-	-	-	-	-	-	-
Interest	-	-	-	-	-	-	-
Capital outlay	-	105,053,935	-	-	-	-	105,053,935
<b>TOTAL EXPENDITURES</b>	<b>\$ 1,040,572,577</b>	<b>\$ 105,053,935</b>	<b>\$ 35,823,682</b>	<b>\$ 96,090,640</b>	<b>\$ 162,658,623</b>	<b>\$ 3,992,977</b>	<b>\$ 1,444,192,434</b>





**XI. POSITION CONTROL AT FUND LEVEL \***

\* Note: Position Control Actuals (for fiscal years 2017 and 2018) may differ from other reports in this budget book based on reorganizations and depending on the points in time of data retrieval.

**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY DEPARTMENT  
GENERAL FUNDS**

	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMICS</b>						
Academic Advisor - CCTE	-	-	-	2.00	2.00	-
Academic Schools Support Manager	3.00	2.00	2.00	3.00	1.00	(2.00)
Admin Assistant for Assistant Superintendent	3.00	1.00	1.00	1.00	1.00	-
Administrative Assistant	1.00	-	-	1.00	1.00	-
Administrative Assistant Curriculum & Instruction	-	-	1.00	1.00	1.00	-
Administrative Assistant for Alternative Schools	1.00	-	-	-	-	-
Administrative Assistant for CTE	1.00	-	-	-	-	-
Administrative Assistant for Director of Coordinat	1.00	-	-	-	-	-
Administrative Assistant for Director of School Op	1.00	-	-	-	-	-
Administrative Assistant for Exceptional Children	4.00	-	-	-	-	-
Administrative Assistant for Pre-K	-	-	-	1.00	2.00	1.00
Administrative Assistant for Pre-K	-	-	1.00	-	-	-
Administrative Assistant for Regional Offices	1.00	-	-	-	-	-
Administrative Assistant for School Operations	1.00	-	-	-	-	-
Administrative Assistant Performance Management a	-	-	1.00	1.00	1.00	-
Administrative Assistant, Curriculum & Instruction	1.00	1.00	-	-	-	-
Administrative Assistant, Performance Management a	1.00	1.00	-	-	-	-
Adult Vocational/Apprenticeship Advisor	1.00	-	-	-	-	-
Advisor	-	-	-	3.00	3.00	-
Advisor School Operations	1.00	-	-	-	-	-
Alternative Educ Spec - 10 MOS	2.00	-	-	-	-	-
Alternative Educ Specialist	6.00	-	-	-	-	-
Alternative Schools Analyst	1.00	-	-	-	-	-
Alternative Schools Transition Analyst	1.00	-	-	-	-	-
Analyst Academic Ops and School Supt Compliance	1.00	-	-	-	-	-
AP Advisor	1.00	-	-	-	-	-
Arts Advisor	1.00	1.00	1.00	1.00	1.00	-
Assessment Advisor	-	-	-	4.00	1.00	(3.00)
Assistant for Health Services/School Nursing Manag	1.00	-	-	-	-	-
Assistant for Mental Health Center Services Manage	1.00	-	-	-	-	-
Assistant Principal High	118.00	-	-	-	-	-
Assistant Principal-Elementary/Middle	51.00	-	-	-	-	-
Assistant Principal-Vocational	2.00	1.00	-	-	-	-
Assistant Superintendent Academic Office	1.00	1.00	-	1.00	-	(1.00)
Assistant Superintendent Academic Operations	1.00	-	-	-	-	-
Assistant Superintendent of Academic Programs	-	-	1.00	-	-	-
Assistant Superintendent of Priority Schools	-	-	1.00	1.00	1.00	-
Assistant Superintendent Schools	1.00	-	-	-	-	-
Assistant to the CAO	1.00	1.00	-	-	-	-
Behavioral Specialist	4.00	-	-	-	1.00	1.00
Behavioral Support/Student Leadership Manager	1.00	-	-	-	-	-
Bilingual Cultural Mentor	14.00	-	-	-	-	-
Bilingual Cultural Mentor II	1.00	-	-	-	-	-
Bilingual Mentor/Counselor	9.00	-	-	-	-	-
Budget Analyst - Part Time	-	-	-	0.40	-	(0.40)
Budget Assistant for Curriculum	1.00	1.00	1.00	-	-	-
Budget Specialist	1.00	1.00	1.00	-	-	-
Budget Specialist for Curriculum	-	-	-	1.00	1.00	-
Business Manager Chief of Schools	-	-	-	1.00	1.00	-
Call Center Assistant	5.00	-	-	-	-	-
Call Center Manager	2.00	-	-	-	-	-
Case Worker	1.00	-	-	-	-	-
CCTE Elementary Advisor	-	-	-	1.00	1.00	-
Chief Academic Officer	1.00	1.00	1.00	1.00	1.00	-
Child Care Administrator	1.00	-	-	-	-	-
Classroom Teacher Con Home Ec	45.00	45.00	37.50	37.00	34.00	(3.00)
Classroom Teacher ESL	247.00	-	-	-	-	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMICS</b>						
Classroom Teacher K-3	85.00	-	-	1.00	1.00	-
Classroom Teacher K-5	2110.00					
Classroom Teacher K-8	177.25					
Classroom Teacher Pre K	-	-	15.00	-	-	-
Classroom Teacher Pre K	-	-	-	29.00	29.00	-
Classroom Teacher Secondary	1910.00	-	2.60	9.00	8.00	(1.00)
Classroom Teacher Special ED	1035.35					
Classroom Teacher Special Skills	477.10	44.50	37.50	37.00	37.50	0.50
Classroom Teacher-Vocational	174.00	174.00	150.70	202.00	169.00	(33.00)
Clerical Assistant	270.00	1.00	-	-	-	-
Clerical Assistant – CSH	1.00					
Clerical Assistant Office of Schools	-	-	-	1.00	1.00	-
Clerical Assistant Textbook	-	-	-	1.00	1.00	-
Clerk for Exceptional Children	3.00					
Clinic/Health Promotion Manager	1.00					
Coordinated School Health Manager	1.00					
Coordinated School Health Program Assistant	1.00					
Counseling Services Manager (ES)	1.00					
Counseling Services Manager (HS)	1.00					
Counseling Services Manager (MS)	1.00					
Counselor Alcohol / Drug	5.00					
Course Design Associate	-	-	-	1.00	-	(1.00)
Curriculum Support Manager	-	-	1.00	-	-	-
Curriculum Development Advisor	-	-	3.00	-	-	-
Data Analyst	2.00					
Data Processing Associate	1.00					
Director (I) of Exceptional Children	1.00					
Director Early Childhood	-	1.00	1.00	1.00	0.10	(0.90)
Director Early Childhood	1.00					
Director English language Learners	-	-	1.00	-	-	-
Director II Career & Technical Education (CTE)	-	-	-	1.00	1.00	-
Director II of Instructional Support	-	-	1.00	-	-	-
Director iZone Instructional Support	-	-	-	1.00	-	(1.00)
Director of Alternative Schools	1.00					
Director of Career & Technical Education	1.00	1.00	1.00	1.00	1.00	-
Director of Coordinated School Health	1.00					
Director of Curriculum & Instruction	1.00	1.00	1.00	1.00	1.00	-
Director of Exceptional Children	1.00					
Director of Leadership Development	2.00					
Director of Optional Schools	1.00					
Director of Professional Development Support & Co	1.00	1.00	1.00	1.00	1.00	-
Director of School Operations	1.00					
District/Charge Nurse	4.00					
Dual Enrollment/Post Secondary Specialist	1.00					
Early Childhood Educational Assistant	-	-	4.00	15.00	15.00	-
Early Childhood Educational Assistant	-	-	11.00	-	-	-
Early College Advisor	-	-	-	1.00	-	(1.00)
EASY IEP Support Specialist	2.00					
Educational Assistant	14.00	-	-	14.00	18.00	4.00
Educational Asst - Early Childhood	5.00					
Educational Asst - Elementary	169.00	-	-	-	1.00	1.00
Educational Asst - Instructional	3.00	-	17.00	14.00	14.00	-
Educational Asst - Special ED	274.00					
Educational Asst-Instructional	8.00					
Educational Support Manager	1.00	1.00	1.00	1.00	1.00	-
Employee Health Clerk	1.00					
Environmental Health & Safety Compliance Advisor	-	-	-	-	1.00	1.00
ESL Advisor	1.00	1.00	-	-	-	-
Exceptional Children Advisor	17.00					
Executive Assistant	-	-	1.00	-	-	-
Executive Assistant to the Chief Academic Officer	1.00	1.00	1.00	-	-	-
Executive Director - Early Childhood	-	-	-	-	1.00	1.00
Extended Day Pool (Stipend)	-	-	1.00	-	-	-
Family Resource Center Associate	2.00					





	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMICS</b>						
Financial Analyst Fiscal Services	-	-	1.00	1.00	2.00	1.00
Financial Analyst for Student Support	1.00	-	-	-	-	-
Financial Support Specialist	-	-	-	-	1.00	1.00
Grant Analyst - Academics	-	-	1.00	-	-	-
Grant Manager	1.00	1.00	1.00	-	-	-
Health Services/School Nursing Manager	1.00	-	-	-	-	-
Health Technician	15.00	-	-	-	-	-
High School Initiatives Advisor	1.00	1.00	1.00	1.00	-	(1.00)
Highly Specialied Advisor - Academics	-	-	-	-	1.00	1.00
Highly Specialized Advisor	-	-	-	-	1.00	1.00
HPELW Advisor	1.00	1.00	1.00	1.00	1.00	-
Humanities Manager	1.00	1.00	1.00	1.00	1.00	-
In-School Suspension Assistant	4.00	-	-	-	-	-
Instructional Advisor Arts	2.00	2.00	-	2.00	2.00	-
Instructional Advisor HPELW	1.00	1.00	1.00	1.00	1.00	-
Instructional Advisor Pre-K	4.00	4.00	5.00	6.00	7.00	1.00
Instructional Advisor World Language	1.00	1.00	-	1.00	1.00	-
Instructional Curriculum Coach	2.00	-	-	14.00	14.00	-
Instructional Facilitator	6.00	-	2.00	-	-	-
Instructional Leadership Director	11.00	-	-	-	-	-
Instructional Leadership Director iZone	-	-	-	1.00	1.00	-
Instructional Support Advisor	-	-	20.00	6.00	7.00	1.00
Instructional Support Analyst	-	-	-	-	1.00	1.00
Instructional Support Analyst 1	3.00	2.00	1.00	1.00	1.00	-
Instructional Support Manager	2.00	2.00	2.00	-	-	-
Internal Auditor	1.00	-	-	-	-	-
IT Instructional Specialists	5.00	5.00	5.00	5.00	5.00	-
IT Manager-Instructional Technology	1.00	1.00	1.00	1.00	1.00	-
IT Support Advisor	1.00	-	-	-	-	-
I-Zone Clerk	-	-	-	1.00	1.00	-
Librarian	174.00	2.00	2.00	2.00	2.00	-
Library Services Advisor	1.00	1.00	1.00	1.00	1.00	-
Licensed Practical Nurse	45.00	-	-	-	-	-
Literacy Advisor	1.00	1.00	1.00	1.00	1.00	-
Manager Academic Ops and School Support Compliance	1.00	-	-	-	-	-
Manager Alternative Schools	1.00	-	-	-	-	-
Manager Early Childhood	-	-	1.00	1.00	1.00	-
Manager of Curriculum	-	-	-	1.00	1.00	-
Manager Professional Development	-	-	-	4.00	4.00	-
Manager, Early Childhood	1.00	1.00	-	-	-	-
Mathematics Advisor	1.00	1.00	1.00	1.00	1.00	-
Mental Health Center Services Manager	1.00	-	-	-	-	-
Middle Grades Manager - CTE	-	-	-	1.00	1.00	-
MIS Data Specialists	1.00	1.00	1.00	-	1.00	1.00
Musical Instrument Repair Tech	-	-	-	4.00	3.00	(1.00)
New Teacher Associate	1.00	1.00	-	-	-	-
Nursing Supervisor	1.00	-	-	-	-	-
Office Associate	1.00	1.00	1.00	1.00	1.00	-
Operations Manager	-	-	-	3.00	1.00	(2.00)
Optional Schools Assistant	1.00	-	-	-	-	-
Part time Certified Tutor	-	-	-	1.00	2.00	1.00
Part Time Instructor Adult Ed	1.00	-	-	-	-	-
Partnership Manager - CTE	-	-	-	1.00	1.00	-
Physical and Occupational Therapist	21.00	-	-	-	-	-
Pre-K Manager	1.00	1.00	-	-	-	-
Principal Coaching Advisor	1.00	-	-	-	-	-
Principal-Elementary	87.00	-	-	-	-	-
Principal-K-8	5.00	-	-	-	-	-
Principal-Middle	29.00	-	-	-	-	-
Principal-Senior	29.00	-	-	-	-	-
Private School & Compliance Advisor	1.00	-	-	-	-	-
Professional Counselor	263.00	-	-	-	-	-
Professional Development	-	-	-	2.00	-	(2.00)
Professional Development & Evaluation Clerk	1.00	1.00	1.00	1.00	1.00	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMICS</b>						
Professional Development Specialist	-	-	3.00	-	-	-
Program Director Office of Schools	-	-	-	-	1.00	1.00
Program/Project Assistant for Optional Schools	1.00	-	-	-	-	-
Project Specialist - CCTE	-	-	-	1.00	1.00	-
Psychologist	40.00	-	-	-	-	-
Psychology Intern	1.00	-	-	-	-	-
Receptionist	3.00	-	1.00	-	-	-
Records Clerk	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 for STEM	1.00	1.00	-	1.00	1.00	-
Records Clerk II	5.00	-	-	-	-	-
Reflective Practice Analyst	1.00	1.00	2.00	2.00	2.00	-
Regional Manager of Exceptional Children	4.00	-	-	-	-	-
Registered Nurse	19.00	-	-	-	-	-
Registered Nurse-Clinical Lead	3.00	-	-	-	-	-
Research Analyst	1.00	-	-	-	-	-
Research Analyst (Coord. School Health)	1.00	-	-	-	-	-
Research and Analytics Advisor - CCTE	-	-	-	1.00	1.00	-
Resource Specialist-Special ED	4.00	-	-	-	-	-
Response to Intervention Specialist	-	-	3.00	-	-	-
RTI Advisor	-	-	-	1.00	7.00	6.00
RTI Analyst	-	-	-	1.00	1.00	-
RTI Assistant	-	-	-	1.00	-	(1.00)
RTI Specialist	-	-	-	-	1.00	1.00
School Operations Academic Manager	2.00	1.00	1.00	1.00	1.00	-
School Secretary	165.00	5.00	5.00	4.00	4.00	-
Science Advisor	1.00	1.00	1.00	1.00	1.00	-
Secondary Classroom Teacher	-	-	3.00	-	-	-
Senior Accountant	-	-	1.00	1.00	1.00	-
SIM Data Specialist	-	-	-	1.00	-	(1.00)
Social Studies Advisor	1.00	1.00	1.00	1.00	1.00	-
Social Worker	88.00	-	-	-	-	-
Special Instruction	2.00	-	-	-	-	-
Special Project Assistant	2.00	-	-	-	-	-
Special project Coordinator	0.00	-	1.00	-	-	-
Special Project Coordinator - Coordinated School H	6.00	-	-	-	-	-
Specialty Principal	9.00	-	-	-	-	-
Specialty Principal - Special Education	3.00	-	-	-	-	-
Specialty Principal - VoTech	5.00	4.00	4.00	2.00	2.00	-
Specialty Principal/Alternative	1.00	-	-	-	-	-
Spec-Prevention/Intervention	1.00	-	-	-	-	-
STEM Manager	1.00	1.00	1.00	1.00	1.00	-
STEM Manager - CCTE	-	-	-	1.00	1.00	-
Student Data Analyst	1.00	1.00	1.00	-	-	-
Supervising Psychologist(Coord. School Health)	5.00	-	-	-	-	-
Supervising Psychologist(Exceptional Children)	2.00	-	-	-	-	-
Systems Analyst	1.00	-	-	-	-	-
Teacher	2.00	-	-	-	-	-
Teacher and Leader Development Manager	1.00	1.00	1.00	-	-	-
Teacher and Leadership Effectiveness Manager	1.00	-	-	-	-	-
Teacher Effectiveness Advisor	1.00	-	-	-	-	-
Teacher In Training	-	-	-	1.00	-	(1.00)
Textbook Advisor	1.00	1.00	1.00	-	-	-
Textbook Manager	-	-	-	1.00	1.00	-
Vice Principal	11.00	-	-	2.00	2.00	-
Work-Based Learning Coordinator - CCTE	-	-	-	1.00	1.00	-
World Language Advisor	1.00	1.00	-	-	-	-
<b>ACADEMICS TOTAL</b>	<b>8452.70</b>	<b>338.50</b>	<b>386.30</b>	<b>490.40</b>	<b>460.60</b>	<b>(29.80)</b>



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMICS - SCHOOL BASED FORMULA</b>						
Assistant Principal High	-	115.00	107.00	114.00	114.00	-
Assistant Principal-Elementary/Middle	-	48.00	47.50	66.00	66.00	-
Behavioral Specialist	-	-	-	19.00	23.00	4.00
Bilingual Mentor/Counselor	-	-	-	1.00	1.00	-
Campus Monitor	-	-	-	2.50	3.00	0.50
Classroom Teacher K-3	-	85.00	77.50	97.90	91.00	(6.90)
Classroom Teacher K-5	-	2,101.00	2,022.50	1,961.90	1,927.00	(34.90)
Classroom Teacher K-8	-	177.30	166.00	168.00	172.00	4.00
Classroom Teacher Pre K	-	-	-	1.00	1.00	-
Classroom Teacher Secondary	-	1,806.00	1,704.00	1,720.10	1,764.90	44.80
Classroom Teacher Special ED	-	1.00	1.00	1.00	1.00	-
Classroom Teacher Special Skills	-	366.10	346.70	333.50	327.60	(5.90)
Clerical Assistant	-	258.00	249.00	256.00	258.00	2.00
Clerical Assistant (Part-Time)	-	-	-	0.50	1.00	0.50
Computer Lab Assistant	-	-	-	3.00	4.00	1.00
Counseling Services Manager (ES)	-	1.00	-	-	-	-
Counseling Services Manager (HS)	-	1.00	-	-	-	-
Counseling Services Manager (MS)	-	1.00	-	-	-	-
Dean of Students	-	-	-	-	3.00	3.00
Education Assistant - Interventionist	-	-	-	2.00	1.00	(1.00)
Educational Assistant	-	4.00	3.00	26.00	35.00	9.00
Educational Asst - Elementary	-	169.00	172.00	227.80	256.00	28.20
Executive Principal T-STEM	-	-	-	1.00	1.00	-
Executive Principal-Empowerment Zone	-	-	1.00	1.00	1.00	-
Family Engagement Specialist	-	-	-	6.00	4.00	(2.00)
Family Engagement Specialist (part-time)	-	-	-	-	1.00	1.00
IB Coordinator	-	-	1.00	-	-	-
In-School Suspension Assistant	-	-	-	80.00	72.00	(8.00)
Instructional Curriculum Coach	-	-	3.00	16.00	15.00	(1.00)
Instructional Facilitator	-	-	-	8.00	25.00	17.00
Instructional Math/Literacy Coach	-	-	-	-	1.00	1.00
Interventionist	-	-	-	25.00	39.00	14.00
Librarian	-	169.00	153.40	146.00	139.00	(7.00)
Part time Certified Tutor	-	-	-	3.50	-	(3.50)
Part-time Educational Assistant	-	-	-	-	1.00	1.00
Principal On Assignment	-	-	-	-	1.00	1.00
Principal-Elementary	-	87.00	84.00	83.00	82.00	(1.00)
Principal-K-8	-	5.00	5.00	5.00	5.00	-
Principal-Middle	-	29.00	27.00	27.00	28.00	1.00
Principal-Senior	-	29.00	24.00	24.00	24.00	-
Professional Counselor	-	242.00	232.00	-	-	-
Professional School Counselor	-	-	-	280.00	268.00	(12.00)
Reading Specialist	-	-	-	29.00	-	(29.00)
School Compliance Coordinator	-	-	-	-	3.00	3.00
School Compliance Financial Assistant	-	-	-	7.00	7.00	-
School Secretary	-	153.00	143.00	134.00	131.00	(3.00)
Secondary Classroom Teacher	-	-	2.00	-	-	-
Senior Reading Advisor	-	-	-	-	17.00	17.00
Special Instruction	-	2.00	2.00	1.00	1.00	-
Special Project Assistant	-	1.00	1.00	-	-	-
Special Project Assistant (Beh. Sup. / Stud. Leade	-	-	-	1.00	1.00	-
Specialty Principal	-	2.00	2.00	2.00	2.00	-
Study Hall Monitor	-	-	-	20.00	24.00	4.00
Teacher Assistant	-	-	-	5.00	-	(5.00)
Teacher In Training	-	-	-	42.00	-	(42.00)
Vice Principal	-	11.00	11.00	15.00	16.00	1.00
Whitehaven Empowerment Zone - Director	-	-	-	1.00	1.00	-
<b>ACADEMICS - SCHOOL BASED FORMULA TOTAL</b>	<b>0.00</b>	<b>5,863.40</b>	<b>5,587.60</b>	<b>5,963.70</b>	<b>5,959.50</b>	<b>(4.20)</b>
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
504 Clerical Assistant	-	-	-	1.00	1.00	-
504 Compliance Advisor	-	-	-	3.00	7.00	4.00
504 Compliance Assistant	-	-	-	4.00	8.00	4.00



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
504 Compliance Associate	-	-	-	5.00	5.00	-
Academic Schools Support Manager	-	-	-	-	1.00	1.00
Admin Assistant for Assistant Superintendent	-	1.00	1.00	1.00	1.00	-
Administrative Assistant	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Alternative Schools	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Athletics Manager	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for CTE	-	1.00	-	-	-	-
Administrative Assistant for Director of Attendanc	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of Coordinat	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of School Op	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Director of Student S	-	1.00	1.00	-	-	-
Administrative Assistant for Manager of ROTC	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for School Operations	-	1.00	1.00	1.00	1.00	-
Adult Vocational/Apprenticeship Advisor	-	1.00	-	-	-	-
Advisor Academic Records Compliance	-	-	-	-	4.00	4.00
Advisor School Operations	-	1.00	1.00	1.00	-	(1.00)
Alternative Educ Spec - 10 MOS	-	2.00	1.00	1.00	2.00	1.00
Alternative Educ Specialist	-	6.00	5.00	4.00	5.00	1.00
Alternative Educ Specialist 10-Mos	-	-	1.00	-	-	-
Alternative Schools Analyst	-	1.00	2.00	2.00	2.00	-
Alternative Schools Transition Analyst	-	1.00	1.00	1.00	1.00	-
Analyst Academic Ops and School Supt Compliance	-	1.00	-	-	1.00	1.00
AP Advisor	-	1.00	1.00	1.00	1.00	-
Assistant - Advanced Academics	-	-	-	-	1.00	1.00
Assistant for Health Services/School Nursing Manag	-	1.00	1.00	1.00	1.00	-
Assistant for Mental Health Center Services Manage	-	1.00	1.00	1.00	1.00	-
Assistant Principal High	-	3.00	3.00	3.00	3.00	-
Assistant Principal-Elementary/Middle	-	3.00	3.00	3.00	3.00	-
Assistant Principal-Vocational	-	1.00	-	-	-	-
Assistant Superintendent Academic Operations	-	1.00	1.00	1.00	1.00	-
Athletics Head Trainer	-	1.00	1.00	1.00	1.00	-
Athletics Manager	-	1.00	1.00	1.00	1.00	-
Athletics Specialist	-	1.00	2.00	2.00	2.00	-
Athletics Trainer	-	1.00	1.00	1.00	1.00	-
Attendance & Discipline Specialist	-	-	1.00	-	-	-
Attendance and Discipline Analyst	-	5.00	5.00	6.00	6.00	-
Attendance and Discipline Assistant	-	3.00	3.00	3.00	3.00	-
Attendance and Discipline Receptionist	-	2.00	2.00	2.00	2.00	-
Attendance Discipline and Hearing Official	-	11.00	11.00	11.00	7.00	(4.00)
Behavior Analyst	-	-	2.00	1.00	1.00	-
Behavioral Specialist	-	-	8.00	27.00	27.00	-
Behavioral Support/Student Leadership Manager	-	1.00	1.00	1.00	1.00	-
Bilingual Cultural Counselor	-	-	-	-	4.00	4.00
Bilingual Cultural Mentor	-	14.00	14.00	28.00	32.00	4.00
Bilingual Cultural Mentor II	-	1.00	1.00	1.00	1.00	-
Bilingual Mentor/Counselor	-	9.00	8.00	8.00	4.00	(4.00)
Budget Analyst - Virtual School	-	-	-	-	1.00	1.00
Call Center Assistant	-	5.00	5.00	7.00	-	(7.00)
Call Center Manager	-	2.00	1.00	-	-	-
Call Center Representative	-	-	2.00	-	-	-
Campus Monitor	-	-	72.00	42.60	57.30	14.70
Case Worker	-	1.00	1.00	1.00	1.00	-
Chief of Academic Operations & School Support	-	-	-	-	1.00	1.00
Child Care Administrator	-	1.00	1.00	1.00	1.00	-
Classroom Teacher	-	-	3.00	-	-	-
Classroom Teacher - Project Graduation	-	-	-	24.60	1.00	(23.60)
Classroom Teacher ESL	-	247.00	242.80	255.50	256.50	1.00
Classroom Teacher K-5	-	9.00	7.00	7.00	8.00	1.00
Classroom Teacher K-8	-	-	1.00	1.00	1.00	-
Classroom Teacher Secondary	-	112.00	107.00	108.00	113.00	5.00



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
Classroom Teacher Special ED	-	3.00	3.00	3.00	3.00	-
Classroom Teacher Special Skills	-	66.50	61.90	58.50	60.00	1.50
Clerical Assistant	-	9.00	7.00	9.00	12.00	3.00
Clerical Assistant (Part-Time)	-	-	30.00	1.50	1.00	(0.50)
Clerical Assistant CSH	-	1.00	1.00	1.00	1.00	-
Clinic/Health Promotion Manager	-	1.00	1.00	1.00	1.00	-
Command Sgt. Major	-	1.00	1.00	1.00	1.00	-
Computer Lab Assistant	-	-	-	-	1.00	1.00
Coordinated School Health Manager	-	1.00	1.00	1.00	1.00	-
Coordinated School Health Program Assistant	-	1.00	1.00	1.00	1.00	-
Counseling Services Manager (ES)	-	-	1.00	1.00	1.00	-
Counseling Services Manager (HS)	-	-	1.00	1.00	1.00	-
Counseling Services Manager (MS)	-	-	1.00	1.00	1.00	-
Counselor Alcohol / Drug	-	5.00	5.00	5.00	3.00	(2.00)
Course Design Associate	-	-	2.00	1.00	-	(1.00)
Data Processing Associate	-	1.00	1.00	1.00	1.00	-
Data Specialist Enrollment	-	-	-	2.00	2.00	-
Director II of Schools and Student Support	-	1.00	-	-	-	-
Director of Alternative Schools	-	1.00	1.00	1.00	1.00	-
Director of Attendance & Discipline	-	1.00	1.00	1.00	1.00	-
Director of Coordinated School Health	-	1.00	-	-	-	-
Director of Optional Schools	-	1.00	1.00	1.00	1.00	-
Director of School Compliance	-	-	1.00	1.00	1.00	-
Director of School Operations	-	1.00	1.00	1.00	1.00	-
Director of Student Support	-	1.00	1.00	-	-	-
Director Virtual Schools and Online Learning	-	1.00	1.00	1.00	1.00	-
District Receptionist	-	-	-	1.00	1.00	-
District/Charge Nurse	-	4.00	4.00	4.00	4.00	-
Dual Enrollment Advisor	-	-	1.00	1.00	1.00	-
Dual Enrollment/Post Secondary Specialist	-	1.00	-	-	-	-
Educational Assistant	-	10.00	8.00	8.00	10.00	2.00
Educational Asst - Early Childhood	-	5.00	5.00	5.00	5.00	-
Educational Asst - Instructional	-	3.00	3.00	3.00	3.00	-
Educational Asst - Special ED	-	8.00	11.00	11.00	3.00	(8.00)
Educational Asst-Instructional	-	8.00	7.00	7.00	3.00	(4.00)
ELOP Assistant (School Age Child Care)	-	-	-	0.50	-	(0.50)
Employee Health Clerk	-	1.00	-	-	-	-
Enrollment Support Assistant	-	1.00	1.00	1.00	-	(1.00)
ESL Director	-	-	-	1.00	1.00	-
Executive Director of Schools and Student Support	-	-	1.00	1.00	1.00	-
Executive Assistant to Chief Acad Ops & Sch Supp	-	-	-	-	1.00	1.00
Executive Assistant to Chief of Student Services	-	1.00	1.00	-	-	-
Executive Assistant to the Chief Academic Officer	-	1.00	1.00	1.00	1.00	-
Extended Learning Specialist	-	1.00	1.00	1.00	1.00	-
Family Resource Center Associate	-	2.00	2.00	2.00	2.00	-
Family Resource Center Specialist	-	-	-	1.00	-	(1.00)
Financial Analyst for Student Support	-	1.00	1.00	1.00	1.00	-
Guidance Counselor	-	-	1.00	-	-	-
Health Services/School Nursing Manager	-	1.00	1.00	1.00	1.00	-
Health Technician	-	15.00	13.00	11.00	11.00	-
In-School Suspension Assistant	-	70.00	65.00	1.00	6.00	5.00
Instructional Advisor ESL	-	-	-	1.00	-	(1.00)
Instructional Curriculum Coach	-	2.00	2.00	3.00	3.00	-
Instructional Curriculum Coach Math	-	-	1.00	-	-	-
Instructional Facilitator	-	7.00	6.00	5.00	5.00	-
Internal Auditor	-	1.00	-	-	-	-
Interventionist	-	-	-	-	1.00	1.00
Learning Management Support Advisor	-	2.00	2.00	2.00	-	(2.00)
Learning Support Specialist	-	-	-	2.00	4.00	2.00
Learning Support Specialist ELA	-	-	1.00	-	-	-
Learning Support Specialist Foreign Languages	-	-	1.00	-	-	-
Learning Support Specialist Math	-	-	1.00	-	-	-
Learning Support Specialist Science	-	1.00	1.00	-	-	-
Learning Support Specialist Social Studies	-	-	1.00	-	-	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
Librarian	-	3.00	2.00	1.00	1.00	-
Licensed Practical Nurse	-	7.00	6.00	6.00	6.00	-
Manager - 504	-	-	-	-	1.00	1.00
Manager - Equity and Discipline	-	-	-	-	1.00	1.00
Manager - Registration	-	-	-	-	1.00	1.00
Manager Academic Ops and School Support	-	-	-	1.00	1.00	-
Manager Academic Ops and School Support Compliance	-	1.00	1.00	1.00	1.00	-
Manager Alternative Schools	-	1.00	1.00	1.00	1.00	-
Manager of ROTC	-	1.00	1.00	1.00	1.00	-
Manager Virtual School Academics	-	1.00	1.00	1.00	-	(1.00)
Manager Virtual School Operations	-	1.00	1.00	1.00	1.00	-
Mental Health Center Services Manager	-	1.00	-	-	-	-
Newcomer Program Advisor	-	-	-	1.00	1.00	-
Nursing Supervisor	-	1.00	-	-	-	-
Optional Schools Assistant	-	1.00	1.00	1.00	1.00	-
Part time Certified Tutor	-	-	-	33.50	2.00	(31.50)
Part Time Instructor Adult Ed	-	1.00	-	-	-	-
Part-time Bilingual Mentor	-	-	-	4.00	1.00	(3.00)
Part-time Certified ESL Tester	-	-	-	2.50	1.00	(1.50)
Part-time Homebound Teacher	-	8.00	4.00	1.90	2.00	0.10
Part-time Online Teacher	-	1.00	-	0.50	1.00	0.50
Part-time Online Tutor	-	1.00	-	5.00	1.00	(4.00)
Part-time Social Worker	-	-	-	-	1.30	1.30
Pool Bilingual Cultural Mentors	-	-	1.00	-	-	-
Pool Classroom Teachers	-	-	1.00	-	-	-
Pool Clerical staff (Financial Sec.,intake, gen office, assessment)	-	-	1.00	-	-	-
Professional Counselor	-	21.00	8.00	-	-	-
Professional School Counselor	-	-	1.00	10.00	11.00	1.00
Program/Project Assistant for Optional Schools	-	1.00	1.00	1.00	1.00	-
Project Graduation Advisor	-	-	1.00	-	-	-
Project Graduation Manager	-	-	1.00	1.00	1.00	-
Project Manager	-	-	1.00	-	-	-
Project Stand Advisor	-	-	-	-	1.00	1.00
Psychologist	-	11.00	10.00	10.00	8.00	(2.00)
Receptionist	-	1.00	1.00	1.00	1.00	-
Records Clerk	-	1.00	2.00	1.00	1.00	-
Records Clerk II	-	5.00	4.00	3.00	4.00	1.00
Registered Nurse	-	13.00	5.00	5.00	5.00	-
Research Analyst	-	1.00	0.30	-	-	-
Research Analyst (Coord. School Health)	-	1.00	1.00	1.00	1.00	-
ROTC Instructor	-	51.00	41.30	41.00	41.00	-
ROTC Logistics Management Specialist	-	1.00	1.00	1.00	1.00	-
School Compliance Advisor	-	-	-	-	1.00	1.00
School Compliance Associate	-	-	2.00	2.00	2.00	-
School Compliance Specialist	-	-	1.00	1.00	1.00	-
School Operations Academic Manager	-	1.00	2.00	2.00	2.00	-
School Operations Manager	-	-	-	1.00	1.00	-
SCHOOL REDESIGN MANAGER	-	-	1.00	1.00	1.00	-
School Secretary	-	5.00	4.00	4.00	4.00	-
Senior Dual Enrollment Advisor	-	-	-	-	1.00	1.00
Senior Manager Health Services	-	-	1.00	1.00	1.00	-
SENIOR MANAGER MENTAL HEALTH CENTER	-	-	1.00	1.00	1.00	-
Senior Manager of Customer Services	-	-	-	1.00	-	(1.00)
Site Administrator - Alternative Schools	-	-	30.00	3.00	1.00	(2.00)
Social Work Supervisor	-	-	-	1.00	1.00	-
Social Worker	-	87.00	67.00	73.00	71.00	(2.00)
Spec-Prevention/Intervention	-	1.00	1.00	-	-	-
Special Project Assistant	-	2.00	2.00	2.00	2.00	-
Special Project Assistant (Beh. Sup. / Stud. Leade	-	1.00	1.00	-	-	-
Special Project Coordinator - Coordinated School H	-	6.00	6.00	6.00	6.00	-
Specialty Principal	-	7.00	7.00	6.00	8.00	2.00
Specialty Principal - Special Education	-	1.00	1.00	1.00	1.00	-
Specialty Principal - VoTech	-	1.00	-	-	-	-
Specialty Principal/Alternative	-	1.00	1.00	1.00	1.00	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT</b>						
Sr Technology Project Admin	-	1.00	-	-	-	-
Statistical Analyst	-	1.00	1.00	-	-	-
Student Leadership Advisor	-	-	-	1.00	1.00	-
Student Recruitment Advisor	-	-	-	3.00	-	(3.00)
Student Recruitment Specialist	-	-	-	1.00	-	(1.00)
Study Hall Monitor	-	30.00	25.00	2.00	1.00	(1.00)
Supervising Psychologist(Coord. School Health)	-	5.00	5.00	4.00	4.00	-
Systems Analyst	-	1.00	1.00	1.00	-	(1.00)
Teacher In Training	-	-	-	10.00	1.00	(9.00)
Teacher On Assignment	-	1.00	1.00	1.00	1.00	-
Training NCO	-	1.00	1.00	1.00	1.00	-
Transcript Analyst	-	-	2.00	4.00	-	(4.00)
Virtual School College and Career Counselor	-	-	-	-	1.00	1.00
Virtual School Vice Principal	-	1.00	-	-	-	-
<b>ACADEMIC OPERATIONS AND STUDENT SUPPORT TOTAL</b>	<b>0.00</b>	<b>995.50</b>	<b>1,066.30</b>	<b>1,024.60</b>	<b>975.10</b>	<b>(49.50)</b>
<b>BOARD OF EDUCATION</b>						
Board Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Board Clerical Assistant	-	-	-	-	1.00	1.00
Board Member	9.00	9.00	9.00	9.00	9.00	-
Intern Central Office	1.00	1.00	-	-	-	-
Interns - Board Office	-	-	-	-	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	-
<b>BOARD OF EDUCATION TOTAL</b>	<b>13.00</b>	<b>13.00</b>	<b>12.00</b>	<b>12.00</b>	<b>14.00</b>	<b>2.00</b>
<b>CHIEF OF COMMUNICATIONS</b>						
Administrative Assistant Broadcast	-	-	-	1.00	1.00	-
Administrative Assistant for Communications	1.00	1.00	1.00	-	-	-
Administrative Assistant for Parent & Community En	1.00	-	-	-	-	-
Audio/Visual Production Tech	2.00	2.00	2.00	2.00	2.00	-
Bilingual Communications Analyst	-	-	-	1.00	1.00	-
Bilingual Communications Associate	-	-	1.00	-	-	-
Broadcast Engineer	-	1.00	1.00	1.00	1.00	-
Broadcast Production Advisor	1.00	1.00	1.00	-	-	-
Broadcast Production Associate	1.00	1.00	1.00	2.00	2.00	-
Broadcasting Specialist	1.00	1.00	1.00	1.00	1.00	-
Business Manager	-	-	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	-
Clerk for Communications/TV	1.00	1.00	1.00	-	-	-
Communication Manager Public Information Officer	1.00	1.00	1.00	1.00	1.00	-
Communication Specialist	2.00	2.00	1.00	1.00	1.00	-
Communications Advisor	-	-	1.00	1.00	1.00	-
Community Engagement Specialist	2.00	-	-	-	-	-
Deputy Chief of Communications	-	-	-	-	1.00	1.00
Development Specialist	-	-	-	1.00	1.00	-
Director, Family and Community Engagement	1.00	-	-	-	-	-
District Receptionist	1.00	1.00	1.00	1.00	-	(1.00)
Exec. Assist. to the Chief of Communications	-	-	-	1.00	1.00	-
Executive Communications Strategist	-	-	-	1.00	1.00	-
Executive Director of Communications	1.00	1.00	-	-	-	-
External Communications Analyst	1.00	1.00	-	-	-	-
General Manager	1.00	1.00	1.00	1.00	1.00	-
Grant Writer Advisor	1.00	-	-	-	-	-
Graphics Advisor	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	1.00	1.00	1.00	-
Internal Communications Manager	1.00	1.00	1.00	1.00	1.00	-
Manager, Community Outreach and Programming	1.00	-	-	-	-	-
Manager, Family and School Support	1.00	-	-	-	-	-
Marketing Manager - Communications	1.00	1.00	1.00	-	-	-
<b>MEDIA RELATIONS ASSOCIATE</b>						
Multimedia Specialist	-	-	-	1.00	1.00	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>CHIEF OF COMMUNICATIONS</b>						
News Content Analyst	-	-	-	1.00	1.00	-
Radio Broadcast Associate	-	-	-	2.00	2.00	-
Special Projects Communications Manager	-	-	-	1.00	1.00	-
Teacher Resource Center Clerk	1.00	1.00	1.00	1.00	1.00	-
Video Coordinator	4.00	4.00	3.00	3.00	3.00	-
Web Services Advisor	-	-	-	1.00	1.00	-
Web Support Specialist	-	-	1.00	1.00	1.00	-
Webmaster	1.00	1.00	1.00	-	-	-
<b>CHIEF OF COMMUNICATIONS TOTAL</b>	<b>33.00</b>	<b>27.00</b>	<b>29.00</b>	<b>34.00</b>	<b>33.00</b>	<b>(1.00)</b>
<b>CHIEF OF SCHOOLS</b>						
Literacy Interventionist	-	-	10.00	-	-	-
Literacy Interventionist (Raleigh Egypt)	-	-	1.00	-	-	-
Math Interventionist	-	-	10.00	-	-	-
Math Interventionist (Raleigh Egypt)	-	-	1.00	-	-	-
Academic Schools Support Manager	-	1.00	-	1.00	1.00	-
Admin Assistant for Assistant Superintendent	-	1.00	-	1.00	1.00	-
Administrative Assistant	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Exceptional Children	-	4.00	4.00	4.00	4.00	-
Administrative Assistant for Regional Offices	-	1.00	-	-	-	-
Advisor	-	-	-	1.00	-	(1.00)
Art Teacher	-	-	1.00	-	-	-
Assistant - Residential Training Center	-	-	-	-	2.00	2.00
Assistant Superintendent Schools	-	1.00	1.00	1.00	2.00	1.00
Band Teacher	-	-	1.00	-	-	-
Behavioral Specialist	-	4.00	29.00	4.00	3.00	(1.00)
Chief of Schools	-	-	1.00	1.00	1.00	-
Classroom Teacher K-5	-	-	-	2.00	-	(2.00)
Classroom Teacher Secondary	-	-	0.60	2.00	-	(2.00)
Classroom Teacher Special ED	-	1,034.40	961.30	942.20	944.20	2.00
Clerical Assistant	-	2.00	2.00	2.00	2.00	-
Clerk for Exceptional Children	-	3.00	3.00	3.00	3.00	-
Consulting Teacher	-	-	-	-	2.00	2.00
Data Analyst	-	1.00	-	-	-	-
Deputy Superintendent of Academics	-	-	-	-	1.00	1.00
Director	-	-	-	1.00	1.00	-
Director (I) of Exceptional Children	-	1.00	1.00	1.00	1.00	-
DIRECTOR II	-	-	1.00	-	-	-
Director of Exceptional Children	-	1.00	-	1.00	2.00	1.00
Director of Leadership Development	-	2.00	1.00	1.00	1.00	-
Director of School Improvement	-	-	1.00	-	-	-
Director of School Improvement & Accountability	-	-	1.00	-	-	-
EASY IEP Support Specialist	-	2.00	2.00	2.00	2.00	-
Educational Assistant	-	-	14.00	2.00	-	(2.00)
Educational Asst - Elementary	-	-	-	1.00	1.00	-
Educational Asst - Special ED	-	274.00	182.50	249.50	242.00	(7.50)
Elementary Teacher	-	-	2.00	-	-	-
Exceptional Children Advisor	-	17.00	16.00	18.00	-	(18.00)
Exceptional Children Advisor SPED	-	-	-	-	19.00	19.00
Executive Assistant-Chief of Schools	-	-	1.00	1.00	1.00	-
Exploratory Teacher	-	-	1.00	-	-	-
Extended Day	-	-	4.00	-	-	-
Family Engagement Specialist	-	-	-	1.00	-	(1.00)
Graduation Coach	-	-	-	2.00	-	(2.00)
Guidance Counselor	-	-	19.00	-	-	-
Highly Specialized Advisor	-	-	5.00	5.00	8.00	3.00
Instructional Curriculum Coach	-	-	-	1.00	-	(1.00)
Instructional Facilitator	-	-	4.00	-	-	-
Instructional Leadership Director	-	11.00	18.00	13.00	11.00	(2.00)
Instructional Leadership Director iZone	-	-	-	1.00	1.00	-
Instructional Math/Literacy Coach	-	-	-	1.00	2.00	1.00
Instructional Science Coach	-	-	3.00	-	-	-
Instructional Support Analyst 1	-	-	-	1.00	1.00	-
Interventionist	-	-	1.00	-	-	-





	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>CHIEF OF SCHOOLS</b>						
Interventionist - Literacy	-	-	1.00	-	-	-
Interventionist - Math	-	-	1.00	-	-	-
IT Support Advisor	-	1.00	1.00	1.00	1.00	-
Leadership Development Advisor	-	-	1.00	-	-	-
Licensed Practical Nurse	-	38.00	45.00	42.00	42.00	-
Literacy Interventionist	-	-	1.00	-	-	-
Manager of Academic Leadership Support	-	-	1.00	-	-	-
Math Intervention Teacher	-	-	1.00	-	-	-
Parent Liason	-	-	1.00	-	-	-
Part time Certified Tutor	-	-	-	6.50	6.00	(0.50)
Part-time clerical	-	-	1.00	-	-	-
Part-time salaries	-	-	1.00	-	-	-
Part-time teachers	-	-	2.00	-	-	-
Physical and Occupational Therapist	-	21.00	12.00	12.00	12.00	-
PLC Advisor	-	-	-	-	1.00	1.00
Principal Coaching Advisor	-	1.00	-	-	-	-
Private School & Compliance Advisor	-	1.00	1.00	1.00	1.00	-
Psychologist	-	29.00	27.00	26.00	30.00	4.00
Psychology Intern	-	1.00	4.00	4.00	4.00	-
Reading Intervention Teacher	-	-	1.00	-	-	-
Receptionist	-	2.00	1.00	1.00	1.00	-
Regional Manager of Exceptional Children	-	4.00	4.00	4.00	4.00	-
Registered Nurse	-	6.00	3.00	2.00	2.00	-
Registered Nurse-Clinical Lead	-	3.00	3.00	4.00	5.00	1.00
Resource Specialist-Special ED	-	4.00	4.00	3.00	1.00	(2.00)
RTI Advisor	-	-	-	6.00	-	(6.00)
Sceince Teacher	-	-	2.00	-	-	-
School Improvement Inst. Advisor	-	-	12.00	-	-	-
School Secretary	-	2.00	2.00	2.00	2.00	-
Science Teacher	-	-	1.00	-	-	-
Social Worker	-	1.00	1.00	1.00	1.00	-
Special Project Coordinator	-	-	1.00	1.00	1.00	-
Specialty Principal - Special Education	-	2.00	2.00	2.00	2.00	-
STEM Teacher	-	-	1.00	-	-	-
Stipends	-	-	11.00	-	-	-
Supervising Psychologist(Exceptional Children)	-	2.00	2.00	2.00	2.00	-
Teacher	-	2.00	2.00	2.00	2.00	-
Teacher Assistant	-	-	21.00	3.00	-	(3.00)
Teacher In Training	-	-	-	11.00	-	(11.00)
Transition Specialist	-	-	-	0.40	0.40	-
Writing Lab Teacher	-	-	1.00	-	-	-
<b>CHIEF OF SCHOOLS TOTAL</b>	<b>0.00</b>	<b>1,481.40</b>	<b>1,480.40</b>	<b>1,404.60</b>	<b>1,380.60</b>	<b>(24.00)</b>
<b>CHIEF OF STAFF</b>						
Administrative Assistant for Policy	1.00	-	-	-	-	-
Assistant Chief of Staff	-	-	1.00	1.00	1.00	-
Chief of Staff	1.00	1.00	1.00	1.00	1.00	-
Director of Policy	1.00	-	-	-	-	-
Executive Assistant to the Chief of Staff	1.00	1.00	1.00	1.00	-	(1.00)
Highly Specialized Strategic Planning Advisor	-	-	1.00	-	-	-
Hybrid Teacher	-	-	1.00	1.00	-	(1.00)
Policy Development Advisor	2.00	-	-	-	-	-
Senior Executive Coordinator	-	-	-	-	1.00	1.00
<b>CHIEF OF STAFF TOTAL</b>	<b>6.00</b>	<b>2.00</b>	<b>5.00</b>	<b>4.00</b>	<b>3.00</b>	<b>(1.00)</b>
<b>FINANCE</b>						
Accountant	-	-	2.00	4.00	3.00	(1.00)
Accounting Associate	2.00	2.00	1.00	1.00	1.00	-
Accounting Specialist	-	-	2.00	-	-	-
Accounts Payable Associate	7.00	7.00	5.00	5.00	5.00	-
Accounts Payable Director	-	-	-	-	1.00	1.00
Accounts Payable Specialist	-	-	1.00	1.00	1.00	-
Administrative Assistant for Federal Programs Dire	-	-	-	-	1.00	1.00
Budget Advisor School Finance	-	-	1.00	2.00	2.00	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>FINANCE</b>						
Budget Analyst	-	-	2.00	2.00	2.00	-
Budget Analyst (Part-Time)	-	-	1.00	-	-	-
Budget Associate	1.00	1.00	-	1.00	-	(1.00)
Chief Financial Officer	1.00	1.00	1.00	1.00	1.00	-
Deputy Chief Financial Officer	1.00	1.00	1.00	1.00	1.00	-
Deputy Superintendent Strategic Operations & Support	-	-	-	-	1.00	1.00
Director Accounting and Budget	-	-	1.00	-	-	-
Director AP Payroll & Finance Operations	-	-	1.00	1.00	-	(1.00)
Director II-State & Federal Grants	-	-	-	1.00	1.00	-
Director of Accounting & Reporting	1.00	1.00	-	1.00	1.00	-
Director of Budget & Fiscal Planning	1.00	1.00	-	1.00	1.00	-
Director of Payroll	1.00	1.00	-	-	1.00	1.00
Director of Strategic Operations and Innovation	-	-	-	-	1.00	1.00
Director School Support /Fiscal Compliance	-	-	-	1.00	1.00	-
Director Special Projects	-	-	1.00	1.00	1.00	-
Executive Assistant to the CFO	-	-	-	1.00	-	(1.00)
Financial Analyst (Federal Programs)	-	-	-	1.00	-	(1.00)
Financial Systems Advisor	-	-	-	1.00	-	(1.00)
Fiscal Assistant	1.00	1.00	2.00	1.00	1.00	-
Intern - Payroll	-	-	-	-	1.00	1.00
Manager of Accounting & Reporting	2.00	2.00	1.00	1.00	2.00	1.00
Manager of Accounts Payable	1.00	1.00	1.00	1.00	1.00	-
Manager of Budget	2.00	2.00	1.00	2.00	2.00	-
Part-Time Director AP Payroll & Finance Ops	-	-	-	1.00	-	(1.00)
Part-Time Payroll Manager	-	-	-	1.00	-	(1.00)
Payroll Accountant	-	-	-	-	2.00	2.00
Payroll Analyst	-	-	-	1.00	-	(1.00)
Payroll Associate	5.00	5.00	5.00	5.00	5.00	-
Payroll Manager	1.00	1.00	1.00	1.00	2.00	1.00
Payroll Specialist	1.00	1.00	1.00	1.00	-	(1.00)
Senior Accountant (Accounting)	5.00	5.00	2.00	2.00	3.00	1.00
Senior Accountant (Budget)	2.00	2.00	-	-	-	-
Senior Accountant (Student Activity & Financial Oper)	-	-	1.00	1.00	1.00	-
Senior Budget Analyst	-	-	3.00	2.00	3.00	1.00
<b>FINANCE TOTAL</b>	<b>35.00</b>	<b>35.00</b>	<b>38.00</b>	<b>47.00</b>	<b>49.00</b>	<b>2.00</b>
<b>GENERAL COUNSEL</b>						
Administrative Assistant for Policy	-	1.00	1.00	1.00	1.00	-
Administrative Assistant for Risk Management Manag	1.00	1.00	-	-	-	-
Associate Counsel	2.00	2.00	-	-	-	-
Associate General Counsel	-	-	5.00	4.00	5.00	1.00
Associate General Counsel Business Transactions	-	-	-	1.00	-	(1.00)
Chief General Counsel	-	-	1.00	1.00	1.00	-
Contract Advisor	1.00	1.00	-	-	-	-
Data Assistant	1.00	1.00	-	-	-	-
Deputy General Counsel	-	-	1.00	1.00	1.00	-
Director of Contract Management & Compliance	1.00	1.00	-	-	-	-
Director of Policy	-	1.00	1.00	-	-	-
Executive Legal Assistant	1.00	1.00	1.00	1.00	1.00	-
Federal Programs Advisor	-	-	-	1.00	-	(1.00)
General Counsel	1.00	1.00	-	-	-	-
Interns - General Counsel	-	-	-	-	6.00	6.00
Legal Assistant	-	-	1.00	1.00	1.00	-
Legal Secretary	1.00	1.00	1.00	1.00	1.00	-
Policy Development Advisor	-	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/Inspec	1.00	1.00	1.00	1.00	1.00	-
Special Project Assistant - Employee Accidents	1.00	1.00	1.00	1.00	1.00	-
Special Project Coordinator	-	-	-	1.00	-	(1.00)
Sr. Associate Counsel	2.00	2.00	-	-	-	-
Technology and Communications Advisor	1.00	-	-	-	-	-
Title IX Advisor	-	-	-	-	1.00	1.00
Title IX Associate	-	-	-	-	0.60	0.60
<b>GENERAL COUNSEL TOTAL</b>	<b>16.00</b>	<b>19.00</b>	<b>18.00</b>	<b>19.00</b>	<b>24.60</b>	<b>5.60</b>



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>HUMAN CAPITAL AND TALENT MANAGEMENT</b>						
Administrative Assistant	1.00	1.00	-	-	-	-
Administrative Assistant Director and Employee Se	1.00	1.00	1.00	1.00	-	(1.00)
Assocaite, Compliance CNC	1.00	1.00	-	-	-	-
Associate Employee Evaluation and Support	1.00	1.00	1.00	1.00	1.00	-
Chief of Human Resources	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher Secondary	-	-	6.00	-	-	-
Communications and Customer Services Analyst	1.00	1.00	-	-	-	-
Compensation Advisor	2.00	2.00	3.00	1.00	1.00	-
Compensation Analyst	2.00	2.00	1.00	1.00	1.00	-
Compensation Associate	1.00	-	-	-	-	-
Compensation Manager	1.00	1.00	-	-	1.00	1.00
Compensation Specialist	-	-	1.00	1.00	1.00	-
Compliance Associate	-	-	1.00	1.00	1.00	-
Customer Service Rep Human Resources	1.00	1.00	1.00	2.00	2.00	-
Data Analyst	-	1.00	-	-	-	-
Deputy Chief for Human Resources	-	-	-	-	1.00	1.00
Deputy Chief of Instructional Talent	-	-	-	-	1.00	1.00
Dir. Employee Rel & Performance Sup	-	-	1.00	-	-	-
Director of HR Operations and Strategy	1.00	1.00	-	-	-	-
Director of Human Capital Office	1.00	1.00	1.00	1.00	1.00	-
Director of Instructional Talent	-	-	-	-	1.00	1.00
Director of Labor Empl Rel / Perf Mgmt & Sup	-	-	-	1.00	1.00	-
Director of Labor Relations	1.00	1.00	-	-	-	-
Employee Connect Clerk	4.00	4.00	4.00	3.00	3.00	-
Employee Connect Manager	1.00	1.00	1.00	1.00	1.00	-
Employee Enterprise Associate	3.00	3.00	3.00	3.00	3.00	-
Employee Enterprise Clerk	1.00	1.00	-	-	-	-
Employee Enterprise Manager	1.00	1.00	1.00	1.00	1.00	-
Employee Relations Advisor	-	-	-	1.00	2.00	1.00
Employee Relations Specialist	-	-	-	1.00	1.00	-
Employee Systems Specialist	1.00	1.00	1.00	1.00	-	(1.00)
Executive Assistant Human Resources	1.00	1.00	1.00	1.00	1.00	-
HR Business Partner	-	-	1.00	-	-	-
HR Business Partner Instructional	4.00	4.00	2.00	3.00	4.00	1.00
HR Business Partner Non-Instructional	1.00	1.00	3.00	2.00	2.00	-
HR Strategic Project Advisor	-	-	-	-	1.00	1.00
HR Talent Associate Instructional	-	-	2.00	2.00	2.00	-
HR Talent Associate, Instructional	3.00	3.00	-	-	-	-
HR Talent Associate, Non-Instructional	1.00	1.00	-	-	-	-
HR Talent Specialist Instructional	3.00	3.00	5.00	5.00	3.00	(2.00)
HR Talent Specialist Non-Instructional	1.00	1.00	1.00	1.00	2.00	1.00
Human Capital Analyst	1.00	1.00	-	-	-	-
Instructional Support Analyst 1	-	1.00	-	-	-	-
Investigator	-	-	-	1.00	-	(1.00)
Labor EEOC Associate	1.00	1.00	-	-	-	-
Labor EEOC Specialist	-	-	1.00	-	-	-
Lead Labor Relations Advisor	-	-	1.00	1.00	1.00	-
Manager Instructional Evaluation & Effectiveness	1.00	1.00	1.00	-	-	-
Manager Non-Instructional Evaluation & Employee D	1.00	1.00	1.00	1.00	-	(1.00)
Manager of Labor Relations	-	-	1.00	1.00	1.00	-
Manager of Recruitment & Staffing	1.00	1.00	1.00	1.00	1.00	-
Non-Instructional Advisor	1.00	1.00	-	-	-	-
Non-Instructional Evaluation Specialist	1.00	1.00	1.00	1.00	1.00	-
Part time Certified Tutor	-	-	-	1.50	2.70	1.20
Part-Time Talent Acquisition Recruiter	-	-	-	1.00	2.00	1.00
Pending Placement Teacher K-12	7.00	7.00	-	-	-	-
Recruitment Assistant, Talent Acquisition	2.00	2.00	-	-	-	-
Selector Talent Acquisition	3.00	3.00	2.00	2.00	1.00	(1.00)
Senior Compensation Advisor	-	-	1.00	2.00	2.00	-
Senior Compensation Manager	1.00	-	1.00	1.00	-	(1.00)
Senior Employee Relations Advisor	-	-	-	-	1.00	1.00
Senior HR Data Analyst	-	-	-	1.00	1.00	-
Specialist HR Employee Services	1.00	1.00	1.00	1.00	1.00	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>HUMAN CAPITAL AND TALENT MANAGEMENT</b>						
Sr. HR Business Strategist & Consultant	-	-	-	1.00	1.00	-
Strategic Planning Analyst	1.00	1.00	-	-	-	-
Talent Acquisition Advisor	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Associate	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Manager	1.00	1.00	1.00	1.00	1.00	-
Talent Acquisition Recruiter	-	-	2.00	2.00	3.00	1.00
Teacher and Leader Effectiveness Advisor	1.00	1.00	2.00	2.00	2.00	-
Teacher and Leadership Effectiveness Manager	-	1.00	1.00	1.00	1.00	-
Teacher Effectiveness Advisor	-	1.00	1.00	1.00	1.00	-
Teacher Evaluation Analyst	1.00	1.00	1.00	1.00	1.00	-
Technology and Communications Advisor	-	1.00	1.00	1.00	1.00	-
<b>HUMAN CAPITAL AND TALENT MANAGEMENT TOTAL</b>	<b>68.00</b>	<b>71.00</b>	<b>66.00</b>	<b>63.50</b>	<b>67.70</b>	<b>4.20</b>
<b>INFORMATION TECHNOLOGY</b>						
Assistant to the Project Management Office	1.00	1.00	-	-	-	-
Business Advisor	2.00	2.00	1.00	-	-	-
Chief Information Officer	1.00	1.00	1.00	1.00	1.00	-
Database Advisor (ERP)	1.00	1.00	1.00	1.00	1.00	-
Director of Business Relationships & Customer Serv	1.00	1.00	1.00	1.00	1.00	-
Director-Project Management Office	1.00	1.00	-	-	-	-
Educational Technology Manager	1.00	1.00	-	-	-	-
ERP Functional Advisor	-	-	-	-	6.00	6.00
ERP Functional Manager	-	-	-	-	1.00	1.00
ERP Security Administrator	-	-	-	-	1.00	1.00
ERP Technology Development Manager	-	-	-	-	1.00	1.00
ERP Training Advisor	-	-	-	-	1.00	1.00
Executive Director- Information Technology	-	-	-	-	1.00	1.00
Highly Specialized Strategic Planning Advisor	-	-	1.00	1.00	1.00	-
Information Assurance Officer	1.00	1.00	1.00	-	-	-
Interim Executive Director- Information Technology	1.00	1.00	1.00	1.00	-	(1.00)
IT - Advisor Budget E-Rate	1.00	1.00	1.00	-	-	-
IT Budget and E-Rate Specialist	1.00	1.00	1.00	-	-	-
IT Business Analyst	-	-	-	1.00	1.00	-
IT Business Technology Advisor	-	-	-	1.00	1.00	-
IT Database Advisor	3.00	3.00	3.00	3.00	2.00	(1.00)
IT Departmental Assistant	2.00	2.00	2.00	2.00	2.00	-
IT Enterprise Email Analyst	2.00	2.00	2.00	2.00	-	(2.00)
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	1.00	1.00	1.00	-	(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	4.00	4.00	4.00	-
IT Report Analyst	3.00	3.00	3.00	3.00	2.00	(1.00)
IT Security Manager	-	-	-	-	1.00	1.00
IT Senior System Administrator	-	-	-	-	3.00	3.00
IT Support Analyst	59.00	59.00	47.00	43.00	43.00	-
IT Support Associate	-	-	12.00	12.00	12.00	-
IT Systems Administrator Analyst	1.00	1.00	2.00	2.00	2.00	-
IT Systems Security Analyst	-	-	-	1.00	-	(1.00)
Manager Project Management Office	1.00	1.00	-	1.00	1.00	-
Network Analyst	5.00	5.00	5.00	5.00	5.00	-
Process Advisor	1.00	1.00	2.00	-	1.00	1.00
Programmer Advisor ERP	2.00	2.00	2.00	2.00	1.00	(1.00)
Project Advisor	3.00	3.00	2.00	-	-	-
Project Analyst	1.00	1.00	-	-	-	-
Project Manager	-	-	-	2.00	4.00	2.00
Report Analyst (ERP)	1.00	1.00	1.00	1.00	1.00	-
Service Desk Associate	10.00	10.00	10.00	8.00	8.00	-
Service Desk Manager	-	-	-	1.00	1.00	-
System Administrator	3.00	3.00	3.00	3.00	3.00	-
Telecom Analyst	4.00	4.00	4.00	4.00	4.00	-
<b>INFORMATION TECHNOLOGY TOTAL</b>	<b>124.00</b>	<b>124.00</b>	<b>120.00</b>	<b>113.00</b>	<b>123.00</b>	<b>10.00</b>



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>INTERNAL AUDIT</b>						
Administrative Assistant to MWBE Director	-	-	-	-	1.00	1.00
Associate Internal Auditor	1.00	1.00	4.00	4.00	4.00	-
Audit Director	-	-	1.00	1.00	1.00	-
Audit Supervisor	-	-	2.00	2.00	2.00	-
Chief Internal Auditor	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	1.00	-
Internal Audit Manager	1.00	1.00	-	-	-	-
Internal Auditor	3.00	3.00	3.00	3.00	3.00	-
MWBE Director	-	-	-	-	1.00	1.00
MWBE Specialist	-	-	-	-	2.00	2.00
Senior Internal Auditor (Operations)	1.00	1.00	-	-	-	-
Senior Internal Auditor (School Support Accounting)	1.00	1.00	-	-	-	-
Senior Internal Auditor Investigator	-	-	-	1.00	1.00	-
<b>INTERNAL AUDIT TOTAL</b>	<b>9.00</b>	<b>9.00</b>	<b>13.00</b>	<b>14.00</b>	<b>18.00</b>	<b>4.00</b>
<b>BUSINESS OPERATIONS</b>						
Academic Sourcing Manager	-	-	-	1.00	1.00	-
Administrative Assistant	1.00	1.00	-	1.00	1.00	-
Administrative Assistant for Director of Facilities	1.00	1.00	-	-	-	-
Administrative Assistant for Director of Transportation	1.00	1.00	1.00	-	-	-
Administrative Assistant to Director of Procurement	1.00	1.00	1.00	-	-	-
Administrative Specialist	-	-	-	1.00	1.00	-
Advisor Highly Specialized Business Operations	1.00	1.00	-	-	-	-
Asbestos Supervisor	1.00	1.00	1.00	1.00	1.00	-
Asset Management Clerical	-	-	1.00	1.00	-	(1.00)
Asset Management Manager	-	-	1.00	1.00	1.00	-
Assistant Zone Supervisor Plant Manager	-	-	-	4.00	3.00	(1.00)
Associate Fixed Asset	-	-	-	-	2.00	2.00
Associate General Counsel	-	-	-	1.00	-	(1.00)
Bus Monitor	-	-	7.00	-	-	-
Business Manager of Operations	-	-	-	1.00	1.00	-
Buyer	-	-	-	-	3.00	3.00
Buyer Facilities Construction	-	-	-	1.00	-	(1.00)
Buyer for Procurement	5.00	5.00	5.00	-	-	-
Buyer Information Technology	-	-	-	1.00	-	(1.00)
CAD Drafter	-	-	-	-	1.00	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	-	(1.00)
Clerical Assistant-Fast Lane Transactional Strategic	1.00	1.00	1.00	1.00	-	(1.00)
Compliance Advisor	-	-	-	-	3.00	3.00
Compliance Specialist	1.00	1.00	1.00	1.00	2.00	1.00
Computer Systems Specialist	1.00	1.00	1.00	-	-	-
Construction Manager	-	-	-	2.00	2.00	-
Contract Administrator	-	-	-	-	1.00	1.00
Contract Advisor	-	-	-	2.00	3.00	1.00
Contract Manager	-	-	-	1.00	-	(1.00)
Crewperson	20.00	20.00	15.00	14.00	14.00	-
Customer Service Associate	-	-	-	1.00	1.00	-
Customer Service Representative Transportation	2.00	2.00	1.00	-	-	-
Data Info Specialist	1.00	1.00	1.00	1.00	1.00	-
Demographer	-	-	-	1.00	1.00	-
Deputy of Business Operations	-	-	1.00	-	-	-
Diesel Mechanic Certified	-	-	-	1.00	1.00	-
Director of Construction	-	-	-	1.00	1.00	-
Director of Custodial and Grounds	1.00	1.00	1.00	1.00	1.00	-
Director of Facilities	1.00	1.00	-	-	-	-
Director of Facilities Maintenance	-	-	-	1.00	1.00	-
Director of Facility Planning	-	-	-	1.00	1.00	-
Director of General Services	1.00	1.00	1.00	-	-	-
Director of Grounds	-	-	-	1.00	-	(1.00)
Director of Plant Managers	-	-	-	1.00	-	(1.00)



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>BUSINESS OPERATIONS</b>						
Director of Procurement	1.00	1.00	1.00	1.00	1.00	-
Director of Transportation	1.00	1.00	1.00	-	1.00	1.00
Director Planning	-	-	1.00	-	-	-
Draftsman	1.00	1.00	1.00	1.00	1.00	-
Energy Manager	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief of Business Opera	-	-	-	1.00	1.00	-
Executive Director Enterprise Initiatives	-	-	-	1.00	-	(1.00)
Executive Director of Business Operations	-	-	-	1.00	1.00	-
Executive Director of Facilities	-	-	1.00	1.00	1.00	-
FAC Specialist	2.00	2.00	2.00	-	-	-
Facilities Construction Sourcing Manager	-	-	-	1.00	1.00	-
Facility Planning Advisor	1.00	1.00	-	-	-	-
Facility Planning and Property Management Analyst	-	-	1.00	1.00	1.00	-
Fast Lane Transactional Team Transactional Assista	2.00	2.00	2.00	-	-	-
Financial Analyst (Facilities)	1.00	1.00	1.00	1.00	1.00	-
Fire and Life Safety Compliance Specialist	-	-	-	1.00	1.00	-
Front Desk Clerical Support	1.00	1.00	-	-	-	-
General Services Manager	-	-	-	1.00	1.00	-
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	1.00	1.00	-
Heavy Equipment Operator	2.00	2.00	1.00	2.00	2.00	-
HVAC Mechanic II	5.00	5.00	-	-	-	-
Information Technology Sourcing Manager	-	-	-	1.00	1.00	-
Interventionist	-	-	-	1.00	-	(1.00)
Inventory Clerk	7.00	7.00	6.00	5.00	5.00	-
Lead Mechanic I Certified	1.00	1.00	1.00	1.00	1.00	-
Low Voltage Advisor	1.00	1.00	1.00	1.00	-	(1.00)
Low Voltage Supervisor	-	-	-	-	1.00	1.00
Mail Clerk	1.00	1.00	1.00	1.00	1.00	-
Maint Tech I - Sheet Metal Worker	3.00	3.00	3.00	3.00	3.00	-
Maint Tech II - Carpenter	16.00	16.00	14.00	13.00	15.00	2.00
Maint Tech II - Carpenter/Welder	3.00	3.00	3.00	3.00	3.00	-
Maint Tech III - Bricklayer	3.00	3.00	3.00	2.00	2.00	-
Maint Tech III - Painter	8.00	8.00	7.00	7.00	7.00	-
Maint Tech III - Plasterer	1.00	1.00	1.00	1.00	1.00	-
Maint Tech IV - Roofer	8.00	8.00	6.00	6.00	6.00	-
Maintenance Technician-Electrician	-	-	18.00	17.00	17.00	-
Maintenance Technician-HVAC	-	-	27.00	27.00	27.00	-
Maintenance Technician-Plumber	-	-	12.00	12.00	12.00	-
Manager of Major Construction	1.00	1.00	1.00	-	-	-
Manager of Minor Construction	1.00	1.00	1.00	-	-	-
Manager Planning	1.00	1.00	-	1.00	1.00	-
Manager, Quality Control-Business Ops	1.00	1.00	-	-	-	-
Master Electrician	1.00	1.00	1.00	1.00	1.00	-
Master HVAC	1.00	1.00	-	1.00	1.00	-
Master Maint Tech-Electrician	25.00	25.00	1.00	1.00	1.00	-
Master Maint Tech-HVAC	25.00	25.00	1.00	1.00	1.00	-
Master Maint Tech-Plumber	14.00	14.00	-	-	-	-
Master of Plumbing	1.00	1.00	1.00	1.00	1.00	-
Mechanic I - Certified	5.00	5.00	3.00	3.00	3.00	-
Minor Projects/ASD Supervisor	1.00	1.00	1.00	1.00	1.00	-
Musical Instrument Repair Tech	2.00	2.00	2.00	-	-	-
MWBE Manager	-	-	-	1.00	-	(1.00)
MWBE Specialist	-	-	-	2.00	-	(2.00)
Network Installation Analyst	3.00	3.00	3.00	3.00	3.00	-
Operations Specialist Facilities/Warehousing	-	-	-	1.00	1.00	-
Painting Supervisor	1.00	1.00	-	-	-	-
Pest Control Manager	1.00	1.00	1.00	1.00	1.00	-
Pest Control Technician I	5.00	5.00	4.00	4.00	6.00	2.00
Pest Control Technician II	2.00	2.00	2.00	2.00	2.00	-
Plant Manager	133.00	133.00	119.00	124.00	135.00	11.00
Plant Manager II	-	-	-	-	2.00	2.00
PMO Manager	-	-	-	1.00	1.00	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>BUSINESS OPERATIONS</b>						
Procurement Manager	1.00	1.00	1.00	-	-	-
Project Facilitator I	2.00	2.00	1.00	1.00	-	(1.00)
Project Facilitator II	2.00	2.00	2.00	1.00	1.00	-
Project Management Lead	1.00	1.00	1.00	2.00	2.00	-
Project Manager	-	-	-	3.00	1.00	(2.00)
Record Clerk	4.00	4.00	4.00	4.00	4.00	-
Route Manager (Gen Ed or SPED)	1.00	1.00	-	-	-	-
Routing Specialist (Gen Ed SPED)	2.00	2.00	2.00	2.00	2.00	-
Senior Buyer	-	-	-	-	3.00	3.00
Senior Buyer Academics	-	-	-	1.00	-	(1.00)
Senior Buyer Facilities Construction	-	-	-	1.00	-	(1.00)
Senior Buyer Information Technology	-	-	-	1.00	-	(1.00)
Small Engine Mechanic	1.00	1.00	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	1.00	-
Technician - Asbestos Abatement I	2.00	2.00	2.00	1.00	1.00	-
Technician - Asbestos Abatement II	8.00	8.00	7.00	6.00	6.00	-
Technician - Asbestos Abatement III	4.00	4.00	4.00	4.00	4.00	-
Technician - Electronics II	3.00	3.00	2.00	3.00	3.00	-
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	2.00	2.00	1.00	1.00	1.00	-
Transportation Specialist	1.00	1.00	-	-	-	-
Truck Driver	2.00	2.00	1.00	-	1.00	1.00
Truck Driver II	2.00	2.00	2.00	2.00	2.00	-
Truck Driver-Maintenance	26.00	26.00	22.00	23.00	23.00	-
Vendor Assistant	-	-	-	-	1.00	1.00
Vendor Coordinator	-	-	-	1.00	-	(1.00)
Warehouse Clerk	1.00	1.00	1.00	-	1.00	1.00
Warehouse First Line Supervisor	3.00	3.00	4.00	3.00	3.00	-
Zone 1-4 HVAC Supervisor	3.00	3.00	3.00	3.00	3.00	-
Zone 1-4 Manager	3.00	3.00	2.00	3.00	3.00	-
Zone 1-4 Supervisor - Custodial & Grounds	4.00	4.00	4.00	4.00	5.00	1.00
Zone 1A-4B Supervisor	6.00	6.00	5.00	6.00	6.00	-
Zone Supervisor Plant Manager Org	-	-	-	4.00	-	(4.00)
<b>BUSINESS OPERATIONS TOTAL</b>	<b>430.00</b>	<b>430.00</b>	<b>381.00</b>	<b>406.00</b>	<b>416.00</b>	<b>10.00</b>
<b>OTHER USES</b>						
Broadcast Engineer	1.00	-	-	-	-	-
Camps- ACT, Alternative	-	-	-	-	-	-
Communication Specialist	1.00	-	-	-	-	-
Excess Pool for 1Q (137 Teachers)	-	-	-	-	-	-
National Board Teachers (Stipends)	-	-	-	-	-	-
Retirement Rate Change	-	-	-	-	-	-
Stay Paid Bonuses	-	-	-	-	-	-
Strategic Compensation (Principals)	-	-	-	-	-	-
Strategic Compensation (Teachers)	-	-	-	-	-	-
Student Recruitment	-	-	-	-	-	-
Vacancy Savings	-	-	-	-	-	-
Alarm/CCTV Installation Analyst	-	-	-	1.00	-	(1.00)
Business Advisor	-	-	-	1.00	-	(1.00)
Classroom Teacher ESL	-	-	13.00	-	-	-
Classroom Teacher Secondary	-	-	-	4.00	-	(4.00)
Financial Analyst Fiscal Services	-	-	-	1.00	-	(1.00)
IT Support Analyst	-	-	-	3.00	-	(3.00)
Part time Certified Tutor	-	-	-	-	6.00	6.00
Process Advisor	-	-	-	2.00	-	(2.00)
Project Advisor	-	-	-	2.00	-	(2.00)
Service Desk Associate	-	-	-	1.00	-	(1.00)
Special Project Advisor	-	-	-	1.00	-	(1.00)
Vacancy Savings (Used for 2 Finance positions)	-	-	1.00	-	-	-
Video Coordinator	1.00	-	-	-	-	-
<b>OTHER USES TOTAL</b>	<b>3.00</b>	<b>-</b>	<b>14.00</b>	<b>16.00</b>	<b>6.00</b>	<b>(10.00)</b>



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>STRATEGY &amp; PERFORMANCE MANAGEMENT</b>						
Accountant Charter School	-	-	-	-	1.00	1.00
Advisor Academic Quality & Accountability	-	-	1.00	1.00	1.00	-
Advisor Research & Perf Imprvt	1.00	1.00	1.00	-	-	-
Advisor School Development	-	-	1.00	1.00	1.00	-
Advisor School Governance and Compliance	-	-	-	1.00	1.00	-
Advisor SPED Charter Schools	-	-	-	-	3.00	3.00
Analytics Advisor	-	-	-	1.00	3.00	2.00
Assessment & Accountability Assistant	1.00	1.00	1.00	1.00	1.00	-
Assessment Advisor	2.00	2.00	2.00	2.00	2.00	-
Assessment and Accountability Analyst	1.00	1.00	1.00	1.00	1.00	-
Assessment Specialist	1.00	1.00	2.00	2.00	2.00	-
Business Process Analyst	-	-	-	-	1.00	1.00
Charter Planning/Authorization Advisor	1.00	1.00	-	-	-	-
Charter School Specialist Organizational Quality	-	-	1.00	1.00	1.00	-
Charter School Specialist Recruitment&Development	-	-	-	1.00	-	(1.00)
Charter School Specialist School Recruitment & Development	-	-	1.00	-	-	-
Charter Support Specialist	1.00	1.00	-	-	-	-
Chief Innovation Officer	-	1.00	1.00	1.00	1.00	-
Chief of Strategy & Performance Management	1.00	-	-	-	-	-
Classroom Teacher K-3	2.00	2.00	-	-	-	-
Classroom Teacher Secondary	12.00	12.00	-	-	-	-
Continuous Improvement Advisor	-	-	-	-	1.00	1.00
Data Analyst	2.00	2.00	2.00	2.00	2.00	-
Database Engineer	-	-	-	-	1.00	1.00
Director II, Planning & Accountability	1.00	1.00	-	-	-	-
Director of Assessment & Accountability	1.00	1.00	1.00	1.00	1.00	-
Director of Charter Schools	1.00	1.00	1.00	1.00	1.00	-
Director of Performance Management	1.00	1.00	1.00	1.00	1.00	-
Director of Research, Planning & Improvement	1.00	1.00	-	-	-	-
Director of Student Information Management	1.00	1.00	1.00	1.00	1.00	-
Director Virtual Schools and Online Learning	1.00	-	-	-	-	-
Emergency Management Specialist	-	-	-	-	1.00	1.00
Enrollment Support Assistant	1.00	-	-	-	-	-
Executive Assistant to the Chief Innovation Office	1.00	1.00	1.00	-	1.00	1.00
Executive Assistant to the Chief of Strategy	-	-	-	1.00	-	(1.00)
Executive Director of Planning & Accountability	-	-	1.00	1.00	1.00	-
GED Testing Associate	1.00	1.00	1.00	1.00	1.00	-
Highly Specialized Advisor Strategy & Innovation	1.00	1.00	1.00	1.00	1.00	-
Highly Specialized Human Capital Advisor	1.00	1.00	-	-	-	-
Highly Specialized Shared Services Advisor	1.00	1.00	-	-	-	-
I-Zone Clerk	1.00	1.00	-	-	-	-
Instructional Advisor ESL	-	-	-	-	2.00	2.00
Instructional Curriculum Coach	15.00	15.00	-	-	-	-
Instructional Leadership Director – iZone	1.00	1.00	-	-	-	-
Learning Management Support Advisor	2.00	-	-	-	-	-
Learning Support Specialist, Science	1.00	-	-	-	-	-
Manager Decision Analytics & Information Mgmt	-	-	-	1.00	1.00	-
Manager Organizational Quality	-	-	1.00	1.00	1.00	-
Manager Research	-	-	1.00	1.00	1.00	-
Manager Virtual School Academics	1.00	-	-	-	-	-
Manager Virtual School Operations	1.00	-	-	-	-	-
Part-time SIM Data Worker	-	-	-	-	5.00	5.00
Performance Management Advisor	2.00	2.00	2.00	-	-	-
Performance Management Manager	1.00	1.00	1.00	-	-	-
Part-time Online Teacher	1.00	-	-	-	-	-
Part-time Online Tutor	1.00	-	-	-	-	-
Professional Development Advisor, Literacy	1.00	1.00	-	-	-	-
Professional Development Advisor-Math	1.00	1.00	-	-	-	-
Professional Development Advisor-Science	1.00	1.00	-	-	-	-
Records Assistant	4.00	4.00	4.00	4.00	4.00	-
Regional Superintendent, I-Zone	1.00	1.00	-	-	-	-
Research Advisor	-	-	-	-	1.00	1.00
Research Associate	-	-	-	-	1.00	1.00





	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>STRATEGY &amp; PERFORMANCE MANAGEMENT</b>						
RTI Advisor	-	-	-	-	2.00	2.00
Senior Manager Decision Analytics Information	-	-	-	1.00	1.00	-
SIM Data Specialist	8.00	8.00	8.00	10.00	10.00	-
SIM Team Leader	3.00	3.00	3.00	3.00	3.00	-
Student Records Manager	1.00	1.00	1.00	1.00	1.00	-
Student Safety Manager Charter Oversight	-	-	-	1.00	-	(1.00)
Virtual School Vice Principal	1.00	-	-	-	-	-
<b>STRATEGY &amp; PERFORMANCE MANAGEMENT TOTAL</b>	<b>86.00</b>	<b>76.00</b>	<b>43.00</b>	<b>46.00</b>	<b>65.00</b>	<b>19.00</b>
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS</b>						
Administrative Assistant for Parent & Community En	-	1.00	1.00	1.00	-	(1.00)
Advisor Family Partnership and School Support	-	-	-	4.00	5.00	1.00
Call Center Assistant	-	-	-	-	7.00	7.00
Chief of Community Engagement	-	-	-	-	1.00	1.00
Clerical Assistant Family Partnerships	-	-	-	1.00	1.00	-
Comm. Engagement Contracts & Accountability Mgr.	-	-	-	-	1.00	1.00
Community Engagement Specialist	-	2.00	2.00	4.00	3.00	(1.00)
Coordinator - Special Projects	-	-	-	-	1.00	1.00
Director Family and Community Engagement	-	1.00	1.00	1.00	1.00	-
District Receptionist	-	-	-	-	1.00	1.00
Family Engagement Specialist	-	-	30.00	20.00	19.00	(1.00)
Grant Writer Advisor	-	1.00	1.00	1.00	1.00	-
High School Initiatives Advisor	-	-	-	-	1.00	1.00
Manager Community Engagement	-	-	-	1.00	2.00	1.00
Manager Community Outreach and Programming	-	1.00	1.00	-	-	-
Manager Family and School Support	-	1.00	1.00	1.00	1.00	-
Senior Manager of Customer Services	-	-	-	-	1.00	1.00
Specialist Multicultural Family	-	-	-	2.00	1.00	(1.00)
Student Recruitment Advisor	-	-	-	-	4.00	4.00
Student Recruitment Specialist	-	-	-	-	1.00	1.00
<b>STUDENT FAMILY AND COMMUNITY AFFAIRS TOTAL</b>	<b>0.00</b>	<b>7.00</b>	<b>37.00</b>	<b>36.00</b>	<b>52.00</b>	<b>16.00</b>
<b>STUDENT SERVICES</b>						
Administrative Assistant	1.00	-	-	-	-	-
Administrative Assistant for Athletics Manager	1.00	-	-	-	-	-
Administrative Assistant for Director of Attendanc	1.00	-	-	-	-	-
Administrative Assistant for Director of Student S	1.00	-	-	-	-	-
Administrative Assistant for Manager of ROTC	1.00	-	-	-	-	-
Admin Assistant to School & Safety Manager	1.00	1.00	1.00	-	1.00	1.00
Alarm/CCTV Assistant	4.00	4.00	4.00	-	-	-
Alarm/CCTV Installation Analyst	-	-	-	-	4.00	4.00
Alarm/CCTV Technical Associate	-	-	-	4.00	-	(4.00)
Alarm/CCTV Technician	1.00	1.00	1.00	-	-	-
Athletics Head Trainer	1.00	-	-	-	-	-
Athletics Manager	1.00	-	-	-	-	-
Athletics Specialist	1.00	-	-	-	-	-
Athletics Trainer	1.00	-	-	-	-	-
Attendance and Discipline Analyst	5.00	-	-	-	-	-
Attendance and Discipline Assistant	3.00	-	-	-	-	-
Attendance and Discipline Receptionist	2.00	-	-	-	-	-
Attendance, Discipline, and Hearing Official	11.00	-	-	-	-	-
Behavioral Specialist	1.00	1.00	-	-	-	-
Campus Monitor	-	-	-	0.60	-	(0.60)
Carryover Position	-	-	1.00	-	-	-
Case Advocate	-	-	-	-	4.00	4.00
CCTV Manager	-	-	-	1.00	1.00	-
CCTV Monitor	-	-	-	4.00	4.00	-
Chief of Safety Security & Student Support	1.00	1.00	1.00	1.00	1.00	-
Classroom Teacher Secondary	8.00	-	-	-	-	-
Classroom Teacher Special ED	3.00	-	-	-	-	-
Command Sgt. Major	1.00	-	-	-	-	-
Coordinator Fleet	-	-	-	-	1.00	1.00
Criminal Investigative Manager	2.00	2.00	2.00	2.00	-	(2.00)
Director II of Schools and Student Support	1.00	-	-	-	-	-



	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>STUDENT SERVICES</b>						
Director of Attendance & Discipline	1.00					
Data Info Specialist	1.00	1.00	1.00	1.00	2.00	1.00
Director of Safety	-	-	-	-	1.00	1.00
Director of Safety & Security	1.00	1.00	1.00	1.00	-	(1.00)
Director of Security	-	-	-	-	1.00	1.00
Director of Student Support	1.00					
Educational Asst - Special ED	8.00					
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
Executive Director of Safety & Security	-	-	-	-	1.00	1.00
Executive Assistant to Chief of Student Services	1.00					
Executive Assistant to the Chief Academic Officer	1.00					
Extended Learning Specialist	1.00					
Fingerprint/Background Analyst	-	-	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)	5.00	5.00	5.00	5.00	5.00	-
In-School Suspension Assistant	66.00					
Instructional Facilitator	1.00					
Major	-	-	-	-	2.00	2.00
Manager of ROTC	1.00					
Mobile Security Officer	99.00	99.00	99.00	128.00	128.00	-
Part time Certified Tutor	-	-	-	0.50	-	(0.50)
Part-time Homebound Teacher	8.00					
Records Clerk	-	-	-	-	2.00	2.00
Records Clerk to Truancy Manager	4.00	4.00	4.00	6.00	6.00	-
ROTC Instructor	51.00					
ROTC Logistics Management Specialist	1.00					
Safety and Security Financial Analyst	-	-	-	-	1.00	1.00
Safety and Security Guard	-	-	-	-	9.00	9.00
Safety and Security Senior Advisor	1.00	1.00	1.00	1.00	-	(1.00)
Security Advisor	-	-	1.00	1.00	1.00	-
Security Financial Analyst	-	-	-	-	-	-
Security Supervisor	1.00	1.00	-	-	-	-
Security System Operator	6.00	6.00	6.00	6.00	6.00	-
Security Systems Operator PART TIME	5.00	5.00	5.00	4.00	5.00	1.00
Sergeant	2.00	2.00	2.00	4.00	5.00	1.00
SHAPE Advisor	-	-	1.00	1.00	1.00	-
SHAPE Program Special Projects Specialist	1.00	1.00	-	-	-	-
Special Project Advisor	1.00	1.00	1.00	2.00	2.00	-
Special Project Assistant	2.00	1.00	1.00	1.00	1.00	-
Special Project Assistant (Beh. Sup. / Stud. Leade	1.00					
Special Project Coordinator I	-	-	-	-	4.00	4.00
Sr Technology Project Admin	1.00					
Statistical Analyst	1.00					
Student Safety Manager	1.00	1.00	1.00	1.00	1.00	-
Study Hall Monitor	30.00					
Systems Analyst	-	-	-	-	1.00	1.00
Teacher On Assignment	1.00					
Training NCO	1.00					
Truancy Attendance Specialist	2.00	2.00	2.00	2.00	2.00	-
Truancy Attendance Teacher	3.00	3.00	3.00	3.00	3.00	-
Truancy Case Advocate Assistant	-	-	-	4.00	-	(4.00)
<b>STUDENT SERVICES TOTAL</b>	<b>368.00</b>	<b>148.00</b>	<b>150.00</b>	<b>189.10</b>	<b>212.00</b>	<b>22.90</b>
<b>SUPERINTENDENT</b>						
Executive Assistant II	-	-	-	-	1.00	1.00
Executive Assistant to the Superintendent	1.00	1.00	-	-	-	-
Receptionist for Superintendent	1.00	1.00	1.00	1.00	-	(1.00)
Receptionist II for Superintendent	-	-	-	-	1.00	1.00
Senior Executive Coordinator	-	-	1.00	1.00	-	(1.00)
Senior Executive Coordinator II	-	-	-	-	1.00	1.00
Superintendent	1.00	1.00	1.00	1.00	1.00	-
<b>SUPERINTENDENT TOTAL</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>3.00</b>	<b>4.00</b>	<b>1.00</b>
<b>Grand Total:</b>	<b>9646.70</b>	<b>9,642.80</b>	<b>9,449.60</b>	<b>9,885.90</b>	<b>9,863.10</b>	<b>(22.80)</b>



**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY PROJECT  
NON-FEDERAL PROGRAMS**

Job Description	2015-16 Budget	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>D025 School Age Childcare</b>						
Classroom Teacher			1.00			-
ELOP (School Age Childcare) Assistant	3.00	3.00	103.64	2.00	3.00	1.00
ELOP Monitor	10.00	10.00			8.00	8.00
ELOP Monitor SUBSTITUTES	0.50	0.50			0.50	0.50
ELOP Supervisor (School Age Childcare)			48.23			-
ELOP Tutor			7.50			-
Financial Analyst for Student Support	1.00	1.00		1.00	1.00	-
Program Administrator	1.00	1.00		2.00	2.00	-
Receptionist				2.00	2.00	-
School Age Child Care Manager	1.00	1.00		1.00	1.00	-
Special Project Assistant (School Age Childcare)			1.00			-
<b>D025 School Age Childcare Total</b>	<b>16.50</b>	<b>16.50</b>	<b>161.37</b>	<b>8.00</b>	<b>17.50</b>	<b>9.50</b>
<b>D055 Teacher and Leader Effectiveness</b>						
Administrative Assistant	-	-	-	-	-	-
Classroom Observer	20.00	-	-	-	-	-
Classroom Teacher Secondary	6.00	-	-	-	-	-
Compensation Advisor	-	-	-	-	-	-
Compensation Analyst	-	-	-	-	-	-
Data Analyst	-	-	-	-	-	-
Instructional Leadership Director, Northeast	2.00	-	-	-	-	-
Instructional Support Analyst 1	-	-	-	-	-	-
Instructional Support Manager	-	-	-	-	-	-
Labor Relations Advisor	2.00	-	-	-	-	-
Performance Management Manager	-	-	-	-	-	-
Professional Development & Evaluation Clerk	-	-	-	-	-	-
Reflective Practice Analyst	-	-	-	-	-	-
Strategic Compensation Advisor	-	-	-	-	-	-
Teacher and Leader Development Manager	-	-	-	-	-	-
Teacher and Leader Effectiveness Advisor	1.00	1.00	-	-	-	-
Teacher Evaluation Analyst	1.00	1.00	-	-	-	-
<b>D055 Teacher and Leader Effectiveness Total</b>	<b>32.00</b>	<b>2.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D065 TVA ENERNOC Demand Response Program</b>						
Project Leader - Green Schools	1.00	1.00	1.00	1.00	-	(1.00)
<b>D065 TVA ENERNOC Demand Response Program 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>D085 After School Childcare</b>						
Classroom Teacher				1.00		(1.00)
Classroom Teacher K-3	1.00	1.00			1.00	1.00
ELOP Assistant (School Age Childcare)	108.98	104.32	13.00		16.93	16.93
ELOP Supervisor (School Age Child Care)	48.49	48.49		23.63	23.26	(0.37)
ELOP Childcare Assistant SUBSTITUTES					34.65	34.65
ELOP Site Leader					2.52	2.52
ELOP Tutor	8.50	3.00				-
Financial Analyst for Student Support			1.00			-
Program Administrator			1.00			-
Receptionist	-	2.00				-
School Age Child Care Manager			1.00			-
Special Project Assistant (School Age Child Care)	1.00	1.00				-
<b>D085 After School Childcare Total</b>	<b>167.97</b>	<b>159.81</b>	<b>16.00</b>	<b>24.63</b>	<b>78.36</b>	<b>53.73</b>
<b>D225 After-School Snacks</b>						
ELOP Monitor					2.00	2.00
Receptionist					1.00	1.00
<b>D225 After-School Snacks Total</b>					<b>3.00</b>	<b>3.00</b>
<b>D435 LEAP Program</b>						
ELOP (School Age Childcare) Assistant			6.67	-	-	-
ELOP Assistant (School Age Child Care)	16.49	10.45		-	-	-
ELOP Monitor				-	-	-



Job Description	2015-16 Budget	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>D435 LEAP Program</b>						
ELOP Monitor SUBSTITUTES				-	-	-
ELOP Supervisor (School Age Child Care)	5.04	4.41		-	-	-
ELOP Supervisor (School Age Childcare)			2.52	-	-	-
ELOP Tutor	6.00	-	1.50	-	-	-
Financial Analyst for Student Support				-	-	-
Program Administrator	-	1.00	1.00	-	-	-
Project Manager	1.00	-	1.00	-	-	-
Receptionist	2.00	-	2.00	-	-	-
School Age Child Care Manager				-	-	-
<b>D435 LEAP Program Total</b>	<b>30.53</b>	<b>15.86</b>	<b>14.69</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>D525 Pre-K</b>						
Administrative Assistant for Pre-K	1.00	1.00	1.00	1.00	1.00	-
Assistant Pre-K	-	-				-
Assistant Pre-K Program			1.00	1.00	1.00	-
Classroom Teacher K-3	-	-				-
Classroom Teacher K-5	-	-		1.00	1.00	-
Classroom Teacher-Pre K	82.00	82.00	79.70	80.00	80.00	-
Clerical Assistant	1.00	1.00		2.00	2.00	-
Educational Asst - Early Childhood	-	-	10.00	6.00	6.00	-
Grant Fiscal Associate	-	-				-
Grant Fiscal Associate Pre-K			1.00	1.00	1.00	-
Instructional Advisor Pre-K			2.00	1.00	1.00	-
Instructional Advisor, Pre-K	3.00	3.00				-
Manager Early Childhood			2.00	2.00	3.00	1.00
Manager Early Childhood	2.00	2.00				-
Manager Grant Fiscal	-	-	0.33	0.50	0.50	-
Program/Project Assistant for Pre-K	1.00	1.00				-
Records Clerk for Pre-K	1.00	1.00				-
Senior Accountant	1.00	1.00				-
Classroom Teacher Pre K						-
<b>D525 Pre-K Total</b>	<b>92.00</b>	<b>92.00</b>	<b>97.03</b>	<b>95.50</b>	<b>96.50</b>	<b>1.00</b>
<b>D555 Research &amp; Evaluation</b>						
Assessment Specialist	1.00	1.00				-
Research Analyst	1.00	1.00	1.00			-
Research Assistant	1.00	1.00				-
Research Associate	-	-	1.00	1.00	-	(1.00)
Senior Research Advisor				1.00	-	(1.00)
<b>D555 Research &amp; Evaluation Total</b>	<b>3.00</b>	<b>3.00</b>	<b>2.00</b>	<b>2.00</b>	<b>-</b>	<b>(2.00)</b>
<b>D765 Shelby County Government Pre-K</b>						
Classroom Teacher-Pre K	14.00	14.00	13.00	13.00	13.00	-
Educational Asst - Early Childhood	14.00	14.00	13.00	12.00	12.00	-
Instructional Advisor Pre-K			1.00	1.00	1.00	-
Instructional Advisor, Pre-K	1.00	1.00				-
Classroom Teacher Pre-K						-
Educational Assistant				1.00	1.00	-
<b>D765 Shelby County Government Pre-K Total</b>	<b>29.00</b>	<b>29.00</b>	<b>27.00</b>	<b>27.00</b>	<b>27.00</b>	<b>-</b>
<b>D770 Memphis Education Fund</b>						
Assistant Principal-Elementary/Middle					1.00	1.00
Classroom Teacher K-5					3.00	3.00
Classroom Teacher Secondary				1.00	4.00	3.00
Classroom Teacher Special ED					3.00	3.00
Clerical Assistant				1.00		(1.00)
Educational Assistant					2.00	2.00
In-School Suspension Assistant					1.00	1.00
Instructional Leadership Director	-	-	1.00			-
Instructional Support Advisor	-	-	6.00	5.00	1.00	(4.00)
Instructional Support Manager	-	-	1.00	1.00		(1.00)
Manager Literacy Instructional Support	1.00	1.00	1.00	1.00	1.00	-
Manager Mathematics Instructional Support	1.00	1.00	1.00	1.00	1.00	-
Manager Science Instructional Support	1.00	1.00	1.00	1.00	1.00	-



Job Description	2015-16 Budget	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>D770 Memphis Education Fund</b>						-
Instructional Curriculum Coach				1.00		(1.00)
Teacher In Training				2.00		(2.00)
<b>D770 Memphis Education Fund Total</b>	<b>3.00</b>	<b>3.00</b>	<b>11.00</b>	<b>14.00</b>	<b>18.00</b>	<b>4.00</b>
<b>D795 SPED Medicaid Reimbursement</b>						-
Medicaid Specialist	1.00	1.00	1.00	1.00	1.00	-
Nurse Practitioner				1.00	1.00	-
<b>D795 SPED Medicaid Reimbursement 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>D960 Lottery for Education Afterschool Programs (LEAPS)</b>						-
ELOP Assistant (School Age Child Care)					21.00	21.00
ELOP Supervisor (School Age Child Care)					7.00	7.00
ELOP Tutor					27.00	27.00
Part time Certified Tutor					1.00	1.00
<b>D960 Lottery for Education Afterschool Programs (LEAPS) Total</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>	<b>56.00</b>	<b>56.00</b>
<b>D961 Urban Strategies</b>						-
Family Engagement Specialist				3.00		(3.00)
Student & Community Relations Advisor					1.00	1.00
Student & Community Resource Associate				1.00	3.00	2.00
<b>D961 Urban Strategies Total</b>				<b>4.00</b>	<b>4.00</b>	<b>-</b>
<b>D9506 Pre-K Expansion (PDG)</b>						-
Associate Fiscal Pre K					1.0	1.00
Classroom Teacher Pre K					38.0	38.00
Early Childhood Educational Assistant					2.0	2.00
Educational Asst - Early Childhood					36.0	36.00
Finance Clerk II					0.0	-
Instructional Advisor Pre-K					1.0	1.00
Part time Certified Tutor					0.0	-
<b>D9506 Pre-K Expansion (PDG) Total</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	<b>-</b>	<b>78.00</b>	<b>78.00</b>
<b>Grand Total</b>	<b>376.00</b>	<b>323.17</b>	<b>331.09</b>	<b>178.13</b>	<b>380.36</b>	<b>49.27</b>



**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
NUTRITION SERVICES**

Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
Accountant	-	-	-	-	1.00	1.00
Accountant - Senior	3.00	3.00	4.00	4.00	3.00	(1.00)
Accounting Associate	-	-	1.00	-	-	-
Admin Assistant for Dir of Nutrition Operations	1.00	1.00	1.00	1.00	1.00	-
Admin Assistant for Dir of Nutrition Services	1.00	1.00	1.00	1.00	1.00	-
Admin Assistant for Dir of Nutrition Support	-	-	-	-	-	-
Administrative Secretary I	1.00	1.00	-	1.00	1.00	-
Analyst, Distribution	1.00	-	-	2.00	2.00	-
Analyst, Planning and Logistics	1.00	-	-	1.00	1.00	-
Assocaite, Compliance CNC	2.00	-	-	2.00	10.00	8.00
Associate, Planning and Logistics	1.00	-	-	1.00	1.00	-
Associate, Warehouse & Distribution Inventory	1.00	-	1.00	1.00	1.00	-
Buyer	1.00	1.00	1.00	1.00	1.00	-
Cafeteria Equip Repair Spec	-	-	1.00	-	-	-
Catering Assistant	-	-	1.00	-	2.00	2.00
Central Kitchen Manager	1.00	1.00	1.00	-	-	-
Clerical Assistant	1.00	1.00	1.00	1.00	-	(1.00)
Clerical Assistant (Part-Time)	0.50	0.50	0.50	-	-	-
Clerk for Distribution	1.00	1.00	1.00	1.00	2.00	1.00
Clerk for Distribution (File)	-	1.00	1.00	-	-	-
Clerk for Planning and Procurement	4.00	4.00	1.00	4.00	4.00	-
Clerk Nutrition Services	8.00	9.00	9.00	8.00	-	(8.00)
Compliance Associate	-	1.00	1.00	-	-	-
Compliance Associate - Special Programs	-	1.00	1.00	-	-	-
Compliance Programming, Education and Training Man	-	-	-	-	-	-
Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
Culinary Specialist	2.00	2.00	2.00	2.00	2.00	-
Data Processing Specialist	-	-	1.00	-	-	-
Data Warehouse Analyst	-	-	-	-	1.00	1.00
Dietitian	2.00	3.00	3.00	3.00	3.00	-
Director of Central Nutrition Operations	-	1.00	1.00	-	-	-
Director of Nutrition	1.00	1.00	1.00	1.00	1.00	-
Director of Nutrition Finance	1.00	-	-	1.00	1.00	-
Director of Nutrition Logistics & Supply Chain	-	-	1.00	-	-	-
Director of Nutrition Operations	1.00	1.00	-	1.00	1.00	-
Director of Nutrition Support	-	-	-	-	-	-
Distribution Analyst	-	1.00	1.00	-	-	-
Distribution Area Supervisor Shipping (Logistics)	-	1.00	1.00	-	-	-
Distribution Area Supervisor Support (Inventory)	-	1.00	1.00	-	-	-
Distribution Area Supervisor Warehouse Ops	-	1.00	1.00	-	-	-
Distribution Manager	1.00	1.00	1.00	1.00	1.00	-
Employee Enterprise Associate	-	-	-	-	-	-
Equipment Maintenance Specialist	3.00	3.00	3.00	3.00	3.00	-
Equipment Operations Assistant	1.00	1.00	1.00	1.00	1.00	-
Equipment Operations Manager	-	1.00	1.00	-	-	-
Equipment Operations Supervisor	1.00	1.00	1.00	1.00	1.00	-
Executive Assistant to the Chief of Business Opera	-	-	-	-	-	-
Farm Education Program Manager	-	-	-	1.00	1.00	-
Farm Manager	2.00	2.00	2.00	1.00	1.00	-
First Line Supervisor Operations	-	-	-	1.00	1.00	-
Floating Clerk Nutrition Services	1.00	1.00	1.00	1.00	1.00	-
Food Quality Control Specialist	2.00	2.00	2.00	2.00	2.00	-



Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
Food Quality Control Supervisor	-	1.00	1.00	-	-	-
Food Quality Control Technician	-	-	-	1.00	1.00	-
Food Safety Specialist	1.00	1.00	1.00	1.00	1.00	-
Fork Lift Operator	7.00	10.00	10.00	10.00	10.00	-
Functional Advisor Nutrition Services					1.00	1.00
Functional Manager Nutrition Services					1.00	1.00
HR Business Partner (CNC)			1.00	-	-	-
HR Business Partner (Non-instructional)				1.00	1.00	-
HR Manager	-	1.00	1.00	1.00	-	(1.00)
HR Talent Associate (Non-instructional)	-	1.00	-	-	-	-
HR Talent Specialist (Non-instructional)	-	1.00	-	-	-	-
HR Talent Specialist, Non-Instructional	1.00	-	-	-	-	-
Human Resources Manager	1.00	-	-	-	1.00	1.00
Human Resources Supervisor	-	-	-	-	-	-
Information Technology Manager	1.00	1.00	1.00	1.00	1.00	-
Inventory Associate	-	1.00	1.00	-	-	-
Inventory Clerk	4.00	6.00	6.00	6.00	6.00	-
IT Field Technician	1.00	1.00	1.00	1.00	1.00	-
Lead Nutrition Production Assistant	7.00	7.00	7.00	-	-	-
Logistics Analyst	-	1.00	1.00	-	-	-
Logistics Associate	-	1.00	1.00	-	-	-
Logistics Specialist	-	-	-	-	-	-
Lunchroom Monitor	12.25	12.25	12.25	13.00	13.80	0.80
Manager, Equipment Operations	1.00	-	-	1.00	1.00	-
Manager, Quality Control-Business Ops	-	1.00	1.00	1.00	1.00	-
Meal Planning Analyst	-	-	-	-	-	-
Mechanic	-	1.00	1.00	1.00	-	(1.00)
Mechanic I - Certified					1.00	1.00
Menu Planning Associate	1.00	1.00	1.00	1.00	1.00	-
Menu Planning Manager			1.00	1.00	1.00	-
Network Specialist	5.00	5.00	5.00	5.00	5.00	-
Nutrition First Line Supervisor (Charter Driver)	-	1.00	1.00	-	-	-
Nutrition Production Support				19.00	19.00	-
Nutrition Service Analyst	1.00	1.00	1.00	1.00	1.00	-
Nutrition Service Mobile Support				39.52	45.00	5.48
Nutrition Service Nutrition Instructor	2.00	2.00	2.00	2.00	2.00	-
Nutrition Services Area Mgr	9.00	9.00	9.00	10.00	10.00	-
Nutrition Service Support					667.90	667.90
Nutrition Service SUBSTITUTE					100.00	100.00
Operations Specialist, Facilities/Warehousing	-	-	-	-	-	-
Part-time Certified Tutor				1.00	-	(1.00)
Planning and Analysis Manager	1.00	1.00	1.00	-	1.00	1.00
Planning and Analysis Associate				1.00	3.00	2.00
Planning and Procurement Manager	1.00	1.00	1.00	1.00	-	(1.00)
Plant Manager	-	1.00	1.00	1.00	1.00	-
Production Assistant	60.00	60.00	60.00	-	-	-
Quality Technician CNC			2.00	2.00	2.00	-
Receptionist for Nutrition Office	1.00	1.00	1.00	1.00	1.00	-
Recycling Operator	1.00	1.00	1.00	-	-	-
Refrigeration Repair Technician	4.00	4.00	4.00	4.00	4.00	-
Safety and Security Guard					6.00	6.00
Sanitation Technician	-	-	-	-	-	-
School Nutrition Technician	594.89	593.90	609.67	660.21	-	(660.21)
School Nutrition Technician II	33.68	38.08	38.08	2.76	-	(2.76)
School Operations Manager	1.00	1.00	1.00	1.00	1.00	-
SEMS Personnel Clerk II	-	-	-	-	-	-
Senior Buyer	-	1.00	1.00	1.00	1.00	-



**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
NUTRITION SERVICES**

Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
Sergeant					1.00	
Substitute Truck Driver Nutrition	-	-	-	-		-
Supervisor Trainee, School Nutrition	-	-	-	-		-
Supervisor, Distribution Area (Inventory Control)	1.00	-	-	1.00	1.00	-
Supervisor, Distribution Area (Shipping)	1.00	-	-	1.00	1.00	-
Supervisor, Distribution Area (Warehouse Ops)	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	2.00	2.00	-
Supervisor, School Nutrition	44.00	-	-	29.00	29.00	-
Supervisor, School Nutrition I	-	24.00	24.00	-		-
Supervisor, School Nutrition II	100.00	100.00	100.00	99.00	99.00	-
Supervisor, School Nutrition III	68.00	68.00	68.00	68.00	68.00	-
Supervisor, School Nutrition IV	9.00	9.00	9.00	9.00	9.00	-
Supply Chain Manager				1.00	1.00	-
Talent Acquisition Associate	1.00	-	-	1.00	2.00	1.00
Talent Associate (Non-instructional)			1.00	-		-
Talent Specialist (Non-instructional)			1.00	-		-
Technician, Sanitation	2.00	-	-	-	2.00	2.00
Training & Food Safety Manager	1.00	1.00	1.00	2.00	1.00	(1.00)
Truck Driver II	22.00	28.00	28.00	21.00	21.00	-
Warehouse Clerk	-	-	-	-		-
Warehouse First Line Assistant	1.00	1.00	2.00	1.00	1.00	-
Warehouse First Line Supervisor	1.00	-	-	-	1.00	1.00
Warehouse First Line Supervisor - 2nd Shift	-	1.00	1.00	1.00		(1.00)
Warehouse Lead	3.00	3.00	3.00	4.00	4.00	-
Warehouse Sanitation Technician	-	4.00	4.00	2.00		(2.00)
Warehouse Worker	20.00	22.00	22.00	22.00	22.00	-
<b>Grand Total</b>	<b>1,077.32</b>	<b>1,083.73</b>	<b>1,106.50</b>	<b>1,108.49</b>	<b>1,232.70</b>	<b>124.21</b>





**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY BY PROJECT  
FEDERAL PROGRAMS**

Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>0016 Consolidated Administration</b>						
Associate Federal Programs Data Associate				1.00	1.00	-
Clerical Assistant (Family & Community Engagement)	1.00	1.00	1.00			-
Director of Federal Programs	1.00	1.00	1.00			-
Director of Grants Program				1.00	1.00	-
Director, School Support /Fiscal Compliance	1.00	1.00	1.00			-
Family Engagement Specialist	4.00	4.00	4.00	1.00		(1.00)
Federal Programs Advisor - Grants & Special Popula					1.00	1.00
Federal Programs Advisor - School Support/Fiscal C				1.00		(1.00)
Federal Programs Advisor - School Support/Program				3.00	3.00	-
Federal Programs Advisor (Programs)				3.00	3.00	-
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	-
Federal Programs Inventory Assistant	2.00	2.00	2.00	2.00	2.00	-
Federal Programs Inventory Associate	1.00	1.00	1.00	2.00	2.00	-
Federal Programs Manager	2.00	2.00	3.00	3.00	3.00	-
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	-
Grants Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Grants Planning & Budget Director	-	-	1.00			-
Instructional Facilitator				2.00	2.00	-
Licensure and Compliance Specialist	1.00	1.00	1.00	1.00	1.00	-
Manager Grants and Special Populations Compliance				1.00	1.00	-
Program Compliance Administrative Assistant	1.00	1.00	1.00	1.00	1.00	-
Senior Accountant					1.00	-
Research Analyst	1.00	1.00	1.00			-
Research Associate	1.00	1.00	1.00	1.00	1.00	-
<b>0016 Consolidated Administration Total</b>	<b>22.00</b>	<b>22.00</b>	<b>24.00</b>	<b>31.00</b>	<b>31.00</b>	<b>-</b>
<b>0210 Title I, Part A School Imp. 1003 (a) Focus Schools</b>						
Bilingual Cultural Mentor	2.00	2.00	-	-	-	-
Classroom Teacher K-5	-	-	1.00	-	-	-
Educational Asst - Instructional	6.00	6.00	-	-	-	-
<b>0210 Title I, Part A School Imp. 1003 (a) Focus Schools Total</b>	<b>8.00</b>	<b>8.00</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1005 Title I, Part A, Improving Academic Achievement</b>						
Assocaite, Compliance CNC	1.00	-	-	-	-	-
Associate Federal Programs Data Associate	1.00	1.00	1.00			-
Attendance Discipline and Hearing Official					1.00	1.00
Behavioral Specialist				3.00	13.00	10.00
Bilingual Cultural Counselor					1.00	1.00
Bilingual Cultural Mentor				4.00	2.00	(2.00)
Campus Monitor					1.00	1.00
Certified Tutor	1.00	1.00	1.00			-
Classroom Teacher 4-6	3.00	3.00	1.00	1.00	1.00	-
Classroom Teacher ESL	0.50	0.50	3.00			-
Classroom Teacher K-3	1.00	1.00	-			-
Classroom Teacher K-5	45.00	41.00	14.00	24.00	4.00	(20.00)
Classroom Teacher K-8				3.00	2.00	(1.00)
Classroom Teacher Secondary	62.00	58.00	72.50	82.79	3.00	(79.79)
Classroom Teacher Special ED	3.00	3.00	-			-
Classroom Teacher Special Skills	3.00	3.00	-	1.00		(1.00)
Clerical Assistant (Family & Community Engagement)	-	-	-	1.00	1.00	-
Community Engagement Analyst	-	-	-			-
Community Engagement Specialist	-	-	-			-
Compliance Associate	-	1.00	-			-
Computer Lab Assistant	56.00	53.00	56.00	77.88	58.00	(19.88)
Education Assistant - Interventionist	2.00	2.00	2.00	4.00	4.00	-
Educational Assistant	69.00	63.00	67.00	96.50	118.00	21.50



Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>1005 Title I, Part A, Improving Academic Achievement</b>						-
Educational Asst - Early Childhood	-	-	-			-
Educational Asst - Elementary	13.00	12.00	13.00	21.25	18.00	(3.25)
Family Engagement Specialist	27.00	26.00	35.00	35.88	30.00	(5.88)
Federal Programs Advisor	1.00	1.00	0.20			-
Federal Programs Advisor - Grants & Special Popula	1.00	1.00	1.00	1.00		(1.00)
Federal Programs Advisor - School Support/Fiscal C	2.00	2.00	1.00			-
Federal Programs Advisor - School Support/Program	3.00	3.00	1.00			-
Federal Programs Advisor (Programs)	1.00	1.00	3.00			-
Federal Programs Associate (Grants)	-	1.00	1.00			-
Federal Programs Manager	1.00	1.00	-			-
Federal Programs Specialist			1.00	2.00	2.00	-
Graduation Coach					2.00	
In-School Suspension Assistant				2.00	12.00	
Instructional Advisor ESL			2.00	2.00	3.00	1.00
Instructional Advisor Literacy					2.00	
Instructional Curriculum Coach	188.00	180.00	-		20.00	20.00
Instructional Facilitator			195.00	197.16	184.00	(13.16)
Instructional Math/Literacy Coach				9.00	8.00	(1.00)
Instructional Supervisor	1.00	1.00	-			-
Instructional Support Advisor				16.00		(16.00)
Interventionist					17.00	
Librarian	-	-	-		1.00	1.00
Licensure and Compliance Specialist	1.00	1.00	-			-
Manager, Grants and Special Populations Compliance	-	-	1.00			-
Parent Engagement Analyst (Grant Funded)	4.00	4.00	-			-
Parent Liaison	1.00	1.00	4.00	6.00	6.00	-
Part time Certified Tutor	1.00	1.00	-		57.00	57.00
Professional Counselor	-	-	-	2.00	20.00	18.00
Research Analyst	-	-	-			-
Research Associate	-	-	-			-
Specialist Multicultural Family					1.00	
Teacher Assistant				1.00		(1.00)
Teacher In Training				4.00		(4.00)
<b>1005 Title I, Part A, Improving Academic Achievement Total</b>	<b>492.50</b>	<b>466.50</b>	<b>475.70</b>	<b>597.46</b>	<b>592.00</b>	<b>(5.46)</b>
<b>1307 iZone Supplemental School Improvement Grant</b>						
Administrative Assistant			1.00	1.00	-	(1.00)
Advisor			1.00	1.00	-	(1.00)
Data Analyst	1.00	1.00	-			-
Federal Programs Manager			1.00			-
Highly Specialized Human Capital Advisor	1.00	1.00	-			-
Instructional Curriculum Coach	6.00	6.00	-	6.00	-	(6.00)
Instructional Facilitator			4.00			-
Instructional Leadership Director iZone				1.00	-	(1.00)
Instructional Leadership Director-iZone Pre-Reorg			1.00			-
<b>1307 iZone Supplemental School Improvement Grant Total</b>	<b>8.00</b>	<b>8.00</b>	<b>8.00</b>	<b>9.00</b>	<b>-</b>	<b>(9.00)</b>
<b>1308 School Improvement Grant iZone Incubator</b>						
Instructional Curriculum Coach	4.00	4.00	-	-	-	-
Instructional Support Manager	1.00	1.00	-	-	-	-
<b>1308 School Improvement Grant iZone Incubator Total</b>	<b>5.00</b>	<b>5.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1309 Title I, School Improvement Turnaround Grant</b>						
Klassroom Teacher K-3		-	1.00	-	-	-
Classroom Teacher Secondary		-	3.00	-	-	-
Educational Asst - Instructional	16.00	20.00	17.00	-	-	-
Grant Analyst - Academics	1.00	1.00	1.00	-	-	-
Professional Counselor		-	1.00	-	-	-
<b>1309 Title I, School Improvement Turnaround Grant Total</b>	<b>17.00</b>	<b>21.00</b>	<b>23.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>1505 Title I, Part D, Subpart 2</b>						
Federal Programs Advisor - School Support/Program	-	-	0.20	-	1.00	1.00
Part-time Certified Tutor					1.00	1.00
<b>1505 Title I, Part D, Subpart 2 Total</b>	<b>-</b>	<b>-</b>	<b>0.20</b>	<b>-</b>	<b>2.00</b>	<b>2.00</b>
<b>2005 Title II, Part A, Training &amp; Recruiting</b>						
Curriculum Development Advisor	-	-	12.00	-	-	-



Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>2005 Title II, Part A, Training &amp; Recruiting</b>						
Honors Advisor				1.00	1.00	-
Honors Analyst	1.00	1.00	1.00			-
HR Business Partner Instructional					2.00	2.00
Instructional Advisor Literacy				4.00	4.00	-
Instructional Advisor Mathematics				4.00	4.00	-
Instructional Advisor Science				2.00	2.00	-
Instructional Advisor Social Studies				2.00	2.00	-
Instructional Advisor, Literacy	4.00	4.00	-			-
Instructional Advisor, Mathematics	4.00	4.00	-			-
Instructional Advisor, Science	3.00	3.00	-			-
Instructional Advisor, Social Studies	1.00	1.00	-			-
Instructional Facilitator	3.00	3.00	-			-
Instructional Math/Literacy Coach	40.00	40.00	-			-
Instructional Support Advisor			55.00	22.00	38.00	16.00
Instructional Support Analyst	-	1.00	1.00			-
Instructional Support Analyst 1				1.00	1.00	-
New Leaders-New Schools	7.00	12.00	12.00			-
PAR Consulting Teacher	-	1.00	-			-
Recruitment and Staffing Advisor	2.00	2.00	2.00	2.00	2.00	-
Research Advisor				3.00	3.00	-
Research Analyst	3.00	3.00	3.00			-
Teacher On Assignment	1.00	1.00	1.00			-
<b>2005 Title II, Part A, Training &amp; Recruiting Total</b>	<b>69.00</b>	<b>76.00</b>	<b>87.00</b>	<b>41.00</b>	<b>59.00</b>	<b>18.00</b>
<b>3005 Title III Language Instruction for English Learner</b>						
Bilingual Cultural Mentor	25.00	25.00	25.00	24.00	24.00	-
Instructional Advisor, ESL	2.00	2.00	-			-
Part-time Certified Tutor					1.00	1.00
Research Evaluator	-	-	-			-
<b>3005 Title III Language Instruction for English Learner Total</b>	<b>27.00</b>	<b>27.00</b>	<b>25.00</b>	<b>24.00</b>	<b>25.00</b>	<b>1.00</b>
<b>4306 Title IV- 21st Century</b>						
ELOP Assistant (School Age Child Care)	5.04	-	-	-	-	-
ELOP Supervisor (School Age Child Care)	0.63	-	-	-	-	-
ELOP Tutor	5.25	-	-	-	-	-
Program Administrator	1.00	-	-	-	-	-
Project Manager	1.00	1.00	-	-	-	-
Receptionist	2.00	2.00	-	-	-	-
<b>4306 Title IV- 21st Century Total</b>	<b>14.92</b>	<b>3.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>4326 Title IV- 21st Century Primetime 7</b>						
ELOP Assistant (School Age Child Care)	16.38	-	-	-	-	-
ELOP Supervisor (School Age Child Care)	5.41	-	-	-	-	-
ELOP Tutor	6.25	-	-	-	-	-
ELOP Tutor SUBSTITUTE	-	0.50	-	-	-	-
Program Administrator	1.00	-	0.25	-	-	-
Project Manager			0.25	-	-	-
Receptionist	2.00	2.00	0.50	-	-	-
Supervisor Child Care SUBSTITUTE	-	0.63	-	-	-	-
<b>4326 Title IV- 21st Century Primetime 7 Total</b>	<b>31.04</b>	<b>3.13</b>	<b>1.00</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>4402 21st Century Primetime 6- Cohort 2</b>						
ELOP Assistant (School Age Child Care)	15.12	-	-	-	-	-
ELOP Supervisor (School Age Child Care)	5.04	-	-	-	-	-
ELOP Tutor	6.00	6.00	-	-	-	-
Program Administrator	1.00	-	-	-	-	-
Project Manager	1.00	-	-	-	-	-
Receptionist	2.00	-	-	-	-	-
<b>4402 21st Century Primetime 6- Cohort 2 Total</b>	<b>30.16</b>	<b>6.00</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>5012 21st Century Community Learning Centers</b>						
ELOP Assistant (School Age Child Care)					36.0	36.00
ELOP Supervisor (School Age Child Care)					12.0	12.00
ELOP Tutor					35.0	35.00
Overtime					0.0	-
<b>5012 21st Century Community Learning Centers Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>83.00</b>	<b>83.00</b>



Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>5013 21st Century Community Learning GrantFY19</b>						
ELOP Assistant (School Age Child Care)					33.0	33.00
ELOP Supervisor (School Age Child Care)					11.0	11.00
ELOP Tutor					33.0	33.00
<b>5012 21st Century Community Learning GrantFY19 Total</b>			-	-	<b>77.00</b>	<b>77.00</b>
<b>5515 STEM in the Library</b>						
Project Coordinator STEM in Library					1.00	1.00
<b>5515 STEM in the Library Total</b>			-	-	<b>1.00</b>	<b>1.00</b>
<b>7006 Title X Homeless</b>						
Federal Programs Specialist	2.00	2.00	1.00	1.00	1.00	-
<b>7006 Title X Homeless Total</b>	<b>2.00</b>	<b>2.00</b>	<b>1.00</b>	<b>1.00</b>	<b>1.00</b>	-
<b>8305 Workforce Investment Network Out of School</b>						
Clerical Assistant	1.00	1.00	1.00	-	-	-
WIN/WFD Manager	1.00	1.00	1.00	1.00	1.00	-
WIN-OS Associate	3.00	3.00	3.00	1.00	-	(1.00)
<b>8305 Workforce Investment Network Out of School Total</b>	<b>5.00</b>	<b>5.00</b>	<b>5.00</b>	<b>2.00</b>	<b>1.00</b>	<b>(1.00)</b>
<b>8709 STOP School Violence Threat Assess</b>						
Psychologist					1.00	1.00
<b>8709 STOP School Violence Threat Assess Total</b>					<b>1.00</b>	<b>1.00</b>
<b>8710 STOP Sch Violence Prev and Mental Health Training</b>						
Special Project Assistant					1.00	1.00
<b>8710 STOP Sch Violence Prev and Mental Health Training Total</b>					<b>1.00</b>	<b>1.00</b>
<b>8806 Read to Be Ready Summer Literacy 2019</b>						
Part-time Cafeteria Worker				-	1.0	1.00
Part-time Classroom Teacher				-	48.0	48.00
Part-time Educational Assistant				-	10.0	10.00
Part-time Supervisor Teacher				-	8.0	8.00
<b>8806 Read to Be Ready Summer Literacy 2019 Total</b>				-	<b>67.00</b>	<b>67.00</b>
<b>8810 WIN In School Grant</b>						
WIN-OS Associate				1.00	1.00	-
<b>8810 WIN In School Grant Total</b>				<b>1.00</b>	<b>1.00</b>	-
<b>9005 IDEA, Part B</b>						
Administrative Assistant for Exceptional Children	2.00	2.00	2.00	2.00	2.00	-
Applications Support Analyst for Exception Childre	1.00	1.00	1.00		1.00	1.00
Applications Support Analyst for Exception Children				1.00		(1.00)
Assistant - Residential Training Center					13.00	13.00
Classroom Teacher Special ED	1.00	1.00	1.00	1.00	1.00	-
Clerical Assistant	1.00	1.00	1.65	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
Data Info Specialist	1.00	1.00	1.00	1.00	1.00	-
Deaf Interpreter	16.00	16.00	12.00	12.00	12.00	-
Educational Assistant					1.00	1.00
Educational Asst - Special BD				493.00		(493.00)
Educational Asst - Special ED	491.00	465.00	492.00		477.00	477.00
Exceptional Children Advisor				7.00	7.00	-
Exceptional Children Advisor	7.00	7.00	7.00			-
Financial Advisor	1.00	1.00	1.00	1.00	1.00	-
Financial Support Specialist	1.00	1.00	1.00	1.00	1.00	-
Instructional Facilitator	1.00	1.00	1.00	1.00	1.00	-
Lead Physical/Occupational Therapist	1.00	1.00	1.00	1.00	1.00	-
Licensed Practical Nurse	32.15	32.15	24.00	24.00	24.00	-
Nutrition Assistant				1.00		(1.00)
Nutrition Service Assistant Mgr	1.00	1.00	1.00			-
Physical and Occupational Therapist	17.00	17.00	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	-
Resource Specialist-Special ED	1.00	1.00	-			-
Social Worker	9.00	9.00	9.00	9.00	9.00	-
Social Worker Advisor	1.00	1.00	-			-
Special Needs Attendant	2.00	2.00	2.00	2.00		(2.00)
Technician - Electronics II	1.00	1.00	-			-



Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>9005 IDEA, Part B</b>						-
Technician - Residential Training					1.00	1.00
Voc/Habilitation Specialist	1.00	1.00	-			-
<b>9005 IDEA, Part B Total</b>	<b>627.15</b>	<b>601.15</b>	<b>607.65</b>	<b>608.00</b>	<b>605.00</b>	<b>(3.00)</b>
<b>9105 IDEA, Preschool</b>						-
Classroom Teacher Special ED	2.00	2.00	2.00	2.00	2.00	-
Educational Asst - Special ED	2.00	2.00	1.00	1.00	3.00	2.00
<b>9105 IDEA, Preschool Total</b>	<b>4.00</b>	<b>4.00</b>	<b>3.00</b>	<b>3.00</b>	<b>5.00</b>	<b>2.00</b>
<b>9506 Pre-K Expansion (PDG)</b>						-
Classroom Teacher K-3	1.00	1.00	1.00		-	(1.00)
Classroom Teacher Pre K				38.00	-	38.00
Classroom Teacher-Pre K	25.00	35.00	37.00		-	(37.00)
Early Childhood Educational Assistant	2.00	2.00	1.00	2.00	-	1.00
Educational Asst - Early Childhood	24.00	34.00	37.00	36.00	-	(1.00)
Finance Clerk II	2.00	2.00	2.00	1.00	-	(1.00)
Fiscal Associate Pre-K				1.00	-	1.00
Instructional Advisor Pre-K				1.00	-	1.00
Instructional Advisor, Pre-K	1.00	3.00	2.00		-	(2.00)
Manager Grant Fiscal	-	-	0.33		-	(0.33)
Program Project Assistant	1.00	1.00	-		-	-
<b>9506 Pre-K Expansion (PDG) Total</b>	<b>56.00</b>	<b>78.00</b>	<b>80.33</b>	<b>79.00</b>	<b>-</b>	<b>(79.00)</b>
<b>9705 CDCP HIV/STD PREVENTION</b>						-
Research Analyst	1.00	1.00	0.75	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>2.75</b>	<b>3.00</b>	<b>-</b>	<b>(3.00)</b>
<b>9706 CDCP HIV/STD Prevention (FY 2019)</b>						-
Research Analyst					1.00	1.00
Special Project Coordinator I					2.00	2.00
<b>9706 CDCP HIV/STD PREVENTION (FY 2019) Total</b>					<b>3.00</b>	<b>3.00</b>
<b>9806 Project Prevent</b>						-
Criminal Investigator/Supervisor	1.00	1.00	1.00	1.00	-	(1.00)
Data Info Specialist	1.00	1.00	1.00	1.00	-	(1.00)
Federal Programs Advisor	1.00	1.00	1.00		-	-
Program Advisor				-	-	-
Records Clerk	2.00	2.00	2.00		-	-
Record's Clerk				2.00	-	(2.00)
Special Project Coordinator I	2.00	2.00	4.00	4.00	-	(4.00)
<b>9806 Project Prevent Total</b>	<b>7.00</b>	<b>7.00</b>	<b>9.00</b>	<b>8.00</b>	<b>-</b>	<b>(8.00)</b>
<b>9917 Comprehensive School Safety Initiative</b>						-
Clerical Assistant			1.00	1.00	1.00	-
Administrative Assistant					1.00	1.00
Data Analyst			0.20	0.20	0.20	-
Professional Counselor			1.00	1.00	1.00	-
Project Advisor			1.00	1.00	1.00	-
<b>9917 Comprehensive School Safety Initiative Total</b>			<b>3.20</b>	<b>3.20</b>	<b>4.20</b>	<b>1.00</b>
<b>D396 Gear Up at the River</b>						-
Clerical Assistant	1.00	1.00	1.00	1.00	-	(1.00)
Instructional Facilitator	1.00	1.00	1.00	1.00	1.00	-
Intern Central Office	1.00	-	-	-	-	-
<b>D396 Gear Up at the River Total</b>	<b>3.00</b>	<b>2.00</b>	<b>2.00</b>	<b>2.00</b>	<b>1.00</b>	<b>(1.00)</b>
<b>D398 Gear Up 3.0</b>						-
Instructional Facilitator					1.00	1.00
<b>D398 Gear Up 3.0 Total</b>					<b>1.00</b>	<b>1.00</b>
<b>9920 SCS Seed Grant</b>						-
Director New Teacher Program				1.00	1.00	-
Instructional Curriculum Coach			2.00		-	-
PLC Advisor				2.00	1.00	(1.00)
Director New Teacher Program			1.00		-	-
<b>9920 SCS Seed Grant Total</b>			<b>3.00</b>	<b>3.00</b>	<b>2.00</b>	<b>(1.00)</b>
<b>9907 Project Stand</b>						-
Alternative Schools Analyst				1.00	-	(1.00)
Part time Certified Tutor				-	1.00	1.00
Project Stand Manager			1.00	1.00	-	(1.00)



Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>9907 Project Stand</b>						-
Project Stand Transition Specialist			1.00	1.00	-	(1.00)
<b>9907 Project Stand Total</b>			<b>2.00</b>	<b>3.00</b>	<b>1.00</b>	<b>(2.00)</b>
<b>1006 Title 1 A, Neglected</b>						-
Federal Programs Advisor			0.60	-	-	-
Part-time Certified Tutor				-	7.40	7.40
<b>1006 Title 1 A, Neglected Total</b>			<b>0.60</b>	<b>-</b>	<b>7.40</b>	<b>7.40</b>
<b>9409 Head Start (2016, 2017, 2018, 2019)</b>						-
Administrative Assistant	1.00	1.00	-	-	-	-
Advisor Compliance Pre-K/Head Start			1.00	1.00	1.00	-
Assistant Pre-K Program			2.00	2.00	2.00	-
Compliance Advisor	1.00	1.00	-	-	-	-
Compliance Associate Pre-K/Head Start			1.00	1.00	1.00	-
Data Analyst			1.00	1.00	1.00	-
Data Compliance Assistant	1.00	1.00	-	-	-	-
Director Head Start			1.00	1.00	1.00	-
Early Childhood Educational Assistant	79.00	79.00	69.00	66.00	66.00	-
Education Advisor	1.00	1.00	1.00	1.00	1.00	-
Educational Assistant	3.00	3.00	1.00	4.00	4.00	-
Educational Asst - Early Childhood				5.00	5.00	-
Educational Asst - Instructional					1.00	-
Environmental Health & Safety Compliance Advisor			1.00	1.00	1.00	-
Facilities Coordinator			1.00	-	-	-
Facilities Proj Advisor Early Childhood Head Start				1.00	1.00	-
Head Start Program Advisor			1.00	-	-	-
Head Start Project Support Assistant	1.00	1.00	1.00	1.00	1.00	-
Health Services Program Advisor				1.00	1.00	-
Instructional Advisor, Pre-K	3.00	3.00	5.00	6.00	8.00	2.00
Licensed Practical Nurse					2.00	-
Manager Comprehensive Services ERSEA					2.00	-
Manager Grant Fiscal			0.34	0.50	0.50	-
Pre-School Screener- Part-Time	2.00	2.00	-	-	35.00	35.00
Registered Nurse					2.00	-
Senior Accountant	1.00	1.00	-	2.00	2.00	-
Senior Accountant Advisor	2.00	2.00	3.00	1.00	1.00	-
Strategic Initiatives Manager	1.00	1.00	1.00	-	-	-
Substitute Warehouseman					1.00	1.00
Teacher Assistant				1.00	1.00	-
Warehouse Worker			1.00	1.00	-	(1.00)
<b>9409 Head Start (2016, 2017, 2018, 2019) Total</b>	<b>96.00</b>	<b>96.00</b>	<b>91.34</b>	<b>97.50</b>	<b>141.50</b>	<b>44.00</b>
<b>8005 Carl Perkins</b>						-
Administrative Assistant for CTE	1.00	1.00	-	-	-	-
Agriculture/Industrial Education Advisor	1.00	1.00	1.00	-	-	-
Assessment Advisor	2.00	2.00	2.00	-	-	-
Business Technology Advisor	1.00	1.00	1.00	-	-	-
Classroom Teacher-Vocational	4.00	3.00	3.00	-	-	-
Curriculum Advisor for CTE	1.00	1.00	1.00	-	-	-
FCS/Health Sciences Advisor	1.00	1.00	1.00	-	-	-
Financial Analyst Fiscal Services	1.00	1.00	1.00	-	-	-
Instructional and Special Program Manager			1.00	-	-	-
Marketing/Media Advisor	1.00	1.00	1.00	-	-	-
Operations Specialist, Equipment/Inventory	1.00	1.00	1.00	-	-	-
Operations Specialist, Facilities/Warehousing	1.00	1.00	1.00	-	-	-
Program Project Assistant for CTE	2.00	2.00	2.00	2.00	2.00	-
College Career & Technical Education Manager				1.00	1.00	-
College Career & Technical Education Advisor				4.00	4.00	-
Early College Advisor				2.00	3.00	1.00
Student Data Analyst				1.00	-	(1.00)
<b>8005 Carl Perkins Total</b>	<b>17.00</b>	<b>16.00</b>	<b>16.00</b>	<b>10.00</b>	<b>10.00</b>	<b>-</b>
<b>9028 Transition School to Work</b>						-
Classroom Teacher Special BD				0.84	0.80	(0.04)
Transition Specialist				1.56	1.60	0.04
<b>9028 Transition School to Work Total</b>				<b>2.40</b>	<b>2.40</b>	<b>-</b>



Job Description	2015-16 Actual	2016-17 Actual	2017-18 Actual	2018-19 Amended Budget	2019-20 Budget	2020 vs 2019 Variance
<b>5011 Title IV, Part A, Student Support and Academic Enrichment</b>						-
Administrative Assistant				-	1.00	1.00
Advisor School Operations				-	2.00	2.00
Clerical Assistant				1.00	-	(1.00)
Director of Federal Programs				1.00	-	(1.00)
Director of Student Affairs				-	1.00	1.00
Federal Programs Advisor - School Support/Program				4.00	-	(4.00)
Instructional Advisor Literacy				-	2.00	2.00
IT Instructional Specialists				-	5.00	5.00
<b>5011 Title IV, Part A, Student Support and Academic Enrichment Total</b>				<b>6.00</b>	<b>11.00</b>	<b>5.00</b>
<b>1306 Title I, School Improvement Grant, Cohort IV</b>						-
Behavioral Specialist	4.00	2.00	5.00			(5.00)
Classroom Teacher Con Home Ec	4.00	-	10.00			(10.00)
Classroom Teacher ESL	5.67	-	6.00			(6.00)
Classroom Teacher K-3	31.00	-	2.00			(2.00)
Classroom Teacher K-5	2.00	-	3.00			(3.00)
Classroom Teacher Secondary	120.00	14.00	8.00			(8.00)
Classroom Teacher Special ED	36.00	-	-			-
Classroom Teacher Special Skills	6.80	-	-			-
Classroom Teacher-Vocational	14.00	-	-			-
Computer Lab Assistant	5.00	2.00	5.00			(5.00)
Educational Assistant	1.00	1.00	4.00			(4.00)
Educational Asst - Special ED	23.00	-	-			-
Family Engagement Specialist	6.00	2.00	3.00			(3.00)
GRADUATION COACH	2.00	1.00	2.00			(2.00)
Instructional Facilitator	8.00	2.00	1.00			(1.00)
Librarian	4.00	-	-			-
Professional Counselor	6.00	-	-			-
ROTC Instructor	6.00	-	-			-
<b>1306 Title I, School Improvement Grant, Cohort IV Total</b>				<b>284.47</b>	<b>24.00</b>	<b>49.00</b>
<b>9118 School Improvement Grant-Regular</b>						-
Administrative Assistant				-	1.0	1.00
Advisor				-	1.0	1.00
Behavioral Specialist				-	1.0	1.00
Data Analyst				-	1.0	1.00
Graduation Coach				-	1.0	1.00
Instructional Curriculum Coach				-	9.0	9.00
Instructional Support Advisor				-	3.0	3.00
<b>9118 School Improvement Grant-Regular Total</b>				<b>-</b>	<b>17.00</b>	<b>17.00</b>
<b>Grand Total</b>	<b>1,829.24</b>	<b>1,483.78</b>	<b>1,520.77</b>	<b>1,534.56</b>	<b>1,753.50</b>	<b>13.79</b>



**SHELBY COUNTY SCHOOLS  
POSITION SUMMARY  
INTERNAL SERVICE FUNDS**

<b>Job Description</b>	<b>2015-16 Actual</b>	<b>2016-17 Actual</b>	<b>2017-18 Actual</b>	<b>2018-19 Amended Budget</b>	<b>2019-20 Budget</b>	<b>2020 vs 2019 Variance</b>
<b>PRINTING SERVICES</b>						
Graphics Specialist	1.00	1.00	1.00	1.00	1.00	-
Print Shop Supervisor	1.00	1.00	1.00	-	-	-
Printing Specialist	6.00	6.00	6.00	6.00	6.00	-
<b>WAREHOUSE</b>						
Fork Lift Operator	2.00	2.00	2.00	1.00	1.00	-
Inventory Clerk	1.00	1.00	1.00	2.00	1.00	(1.00)
Record Clerk	1.00	1.00	1.00	1.00	1.00	-
Truck Driver				1.00	-	(1.00)
Truck Driver II	6.00	6.00	6.00	9.00	9.00	-
Warehouse Clerk	1.00	1.00	-	-	-	-
Warehouse First Line Supervisor	1.00	1.00	-	-	-	-
Warehouse Manager	1.00	1.00	1.00	1.00	1.00	-
Warehouseman	7.00	7.00	7.00	4.00	4.00	-
Warehouse Clerk	4.00	4.00	6.00	6.00	5.00	(1.00)
Warehouse First Line Supervisor	1.00	1.00	2.00	2.00	2.00	-
<b>GRAND TOTAL</b>	<b>33.00</b>	<b>33.00</b>	<b>34.00</b>	<b>34.00</b>	<b>31.00</b>	<b>(3.00)</b>





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## XII. 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 actually 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 actually received or the payment is actually 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% by 2018.

**Actual** – Expenditures and/or revenues realized in the past.

**ADA** – Americans with Disabilities Act.

**ADM** – Average Daily Membership (count of students in public schools).

**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.

**Annual Budget** – A budget developed and enacted to apply to a single fiscal year.

**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. He is under the direction of the Building Principal to implement and enforces school board policies, administrative rules and regulations.

**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 funding formula through which the state of Tennessee education dollars is generated and distributed to Tennessee schools.



**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 Shelby County Board of Education governs the business operations of Shelby County Schools and is comprised of seven Board members representing the county (with the exception of 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.

**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.

**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.

**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 is in charge of 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 a classroom.



**Code of Federal Regulations (CDR)** – 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.

**Comprehensive Annual Financial Report (CAFR)** – 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.

**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 of time divided by a pupil unit of measure.

**Counselor** – Renders services to a student or group of students involving the application of principles, techniques, methods or procedures of the counseling profession, including appraisal activities, as defined by the law, counseling, consulting and referral activities.

**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 Shelby County Schools.

**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 by 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 district.

**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 School** – A school classified as elementary by the State and local practice and composed of any span of grades not above grade six. Shelby County Schools' grade structure currently includes students in grades Pre-K through 6.



**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 or not it is all to be collected during the period.

**Every Student Succeeds Act (ESSA)** – Federal Law which replaces the No Child Left Behind (NCLB) and requires states to incorporate nonacademic factors into their accountability systems which could help promote a broader vision of school success that extends beyond traditional measures, such as standardized-test scores.

**Expenditures** – The incurrence of an actual liability in accordance with the District's authority.

**Facility Condition Index (FCI)** – This index is a measure of a building's condition. A higher index indicates worsening conditions of a building. The calculation is equal to Total Dollars of Building Repair + Upgrades+ Renewal Needs/ the Current Replacement Value of the Building Components. A zero to 5% FCI demonstrates a building in good condition; a 5-10% FCI indicates a building in fair condition; a 10 – 30% FCI indicates a building in poor condition. The firms used to determine FCI are the following: O.T. Marshall Architects, Fleming & Associates Architects, Self-Tucker Architects, and All World Project Management.



**Fair Labor Standards Act (FLSA)** – A Federal law that governs the payment of minimum wages, overtime rates, compensatory time, record keeping of hours worked and other criteria for non-exempt employees, including governmental employees.

**Family Resource Centers (FRCs)** – Family Resource Centers offer parent education classes, child development activities, parent-to-parent support groups, afterschool and academic enrichment, GED and literacy instruction, health information, referrals and many other programs, activities and services. These services are modified and added to, depending on the needs and desires of local families.

**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.

**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 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.

**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.

**Government Finance Officers Association (GFOA)** – Is a professional association of approximately 17,500 state, provincial, and local government finance officers in the [United States](#), [British Columbia](#), and [Canada](#). GFOA is headquartered in downtown [Chicago](#).

**Governmental Accounting Standards Board (GASB)** – The oversight body that establishes governmental GAAP, equivalent to the private sector FASB.

**Governmental Funds** – Funds used to account for most typical governmental functions; the acquisition, use and balances of the District's expendable financial resources are accounted for through governmental funds. The three types of governmental funds used in the District are the General Fund, Capital Projects Fund.

**Grade Level** – Grade-level proficiency means the grade-specific published objectives for learning skill. proficiency. Grade-level proficiency refers to reading, writing, math, oral communication, and group-process skills.

**Graduation Rate** – This is a federally required benchmark which calculates the percent of on-time graduates with a regular high school diploma. GED and Special Education diplomas are not allowed to count as a regular high school diploma under regulations from the U.S. Department of Education.

**Health Insurance Portability and Accountability Act (HIPAA)** – The Health Insurance Portability and Accountability Act was enacted by the U.S. Congress in 1996. The act provides a privacy rule creating national standards to protect personal health information.

**Heating, Ventilation and Air Conditioning (HVAC)** – HVAC systems control the ambient environment (temperature, humidity, air flow, and air filtering) and must be planned for and operated along with other data center components such as computing hardware, cabling, data storage, fire protection, physical security systems and power. The selection of an HVAC contractor is an important step in planning a data center.

**High Priority School/School System** – A high priority school/school system is one that has missed the same federal benchmark for more than one consecutive year. The different levels of high priority schools/systems are School Improvement 1, School Improvement 2, Corrective Action, Restructuring 1, Restructuring 2 and SEA/LEA Reconstitution Plan.

**Highly Qualified Teacher** – Any public elementary or secondary school teacher who holds at least a Bachelor's Degree, is fully-licensed in Tennessee, and submits the required documents to demonstrate competency in the content area(s) being taught.

**IDEA, Part B Federal Allocation** – Since the enactment of the original legislation called Individuals with Disabilities Education Act (<http://idea.ed.gov/>) in 1975, children and youth (ages 3-21) with disabilities receive special education and related services under Part B of IDEA.

**Independent Audit** – An audit conducted by certified public accounting (CPA) auditors who are independent of the District.

**Individualized Education Plan (IEP)** – Individualized Education Plan is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability.

**Instruction** – The activities dealing directly with the teaching of students or improving the quality of teaching.

**Internal Control** – The development and management of the accounting system regarding: (1) the safeguarding of assets against loss from unauthorized use or disposition; and (2) the reliability of financial records for preparing financial statements and maintaining accountability over assets.



**Internal Services Fund** – A fund established to finance and account for services and commodities furnished by one department to another department within the same governmental unit on a cost-reimbursement basis.

**K-12 Enrollment** – The number of K-12 students enrolled at a school based on the 20th day attendance period.

**Liability** – Debt or other legal obligations resulting from past transactions which must be liquidated, renewed or refunded at some future date.

**Licensed Practical Nurse (LPN)** – A person who has graduated from an accredited school of nursing and has become licensed to provide basic nursing care under the supervision of a physician or registered nurse.

**Limited English Proficient Students** – Tennessee students speak more than 140 languages. For these many students, English is not the first language they learned to speak, but it is the first language in which they have learned to read and write. ESL classes vary from district to district and from school to school, and are designed to address such challenges. See more at: <https://www.tn.gov/education/topic/english-learners#sthash.MAlfKbk.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.

**Maintenance of Effort (MOE)** – (TCA § 49-2-203; TCA § 49-3-314) No local government can reduce its budgeted amount of local revenue for schools unless there is a decrease in student enrollment. “MOE” generally refers to a requirement placed upon many federally funded grant programs that the State Education Agency (SEA) and Local Education Agencies (LEAs) or school districts, demonstrate that the level of State and local funding remains constant from year to year.

**Major Funds** – A fund is considered major if it is the primary operating fund of the Board and meets the following criteria:  
a. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least 10% of the corresponding total for all funds of that category or type, and  
b. Total assets, liabilities, revenues, or expenditures/expenses of that individual fund are at least five percent of the corresponding total for all funds. Major funds are organized into three major categories: governmental, proprietary, and fiduciary.

**Measures of Effective Teaching (MET)** – Measures designed to find out how evaluation methods could best be used to tell teachers more about the skills that make them most effective and to help districts identify and develop great teaching.

**Memorandum of Understanding (MOU)** – A legal document outlining the terms and details of an agreement between parties, including each parties’ requirements and responsibilities.

**Memphis-Shelby County Education Association (M-SCEA)** – The professional organization representing teachers, mental health employees, education support professionals (ESPs), and other educators in the Shelby County Schools.

**Middle School** – A school offering education to students spanning both elementary and secondary levels. 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 require 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.

**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 Shelby County Schools' educational services.

**OSHA (Occupational Safety and Health Administration)** – Monitors the adherence of Federal health and safety regulations in the workplace in order to reduce job injuries.

**Other Objects** – Amounts paid for goods and services not otherwise classified such as staff development, travel when staff members travel to/from training and any supplies or material that are a part of the cost of providing the training.

**Other Post-Employment Benefits (OPEB)** – Benefits (other than pensions) that U.S. state and local governments provide to their retired employees. These benefits principally involve health care benefits, but also may include life insurance, disability, legal and other services. Retired employees of the District receiving benefits through the District's program may participate in post-employment benefits.

**Per Pupil Expenditure (Local, State and Federal)** – This is the total current operating expenditures on a per pupil basis. Some examples are instructional materials, maintenance, and transportation.

**Performance Measures** – Data collected to determine how well a service center, function or program is achieving its goals and objectives.

**Position Control Budget** – The number of authorized positions funded by the Operating Budget.



**Positive Behavior Intervention and Supports (PBIS)** – Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs.

**Pre-Kindergarten Enrollment** – The number of pre-kindergarten students enrolled at a school based on the 20th day attendance period.

**Principal** – Implements and enforces school board policies, administrative rules and regulations. Each school has one principal position budgeted in fiscal year 2016-17.

**Professional Learning Communities (PLC)** – A coaching model used in the Teacher and Leader Effectiveness program.

**Professional Services** – Services, which by their nature, can be performed only by persons or firms with specialized skills and knowledge. Services are purchased to operate, repair, maintain and rent property owned or used by the District. These services are performed by persons other than District employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.

**Program** – A specific and distinguishable unit of work or service performed.

**Program Budget** – A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget further defines function to subject area when necessary.

**Promotion** – Those students who are promoted to the next grade each year.

**Property Maintenance Services** – Amounts paid for repairs and maintenance for equipment not covered by Board contract, rental fees and utilities for all locations in the District.

**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 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 Shelby County Schools' employees who may have been injured or become ill because of their jobs.

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

**SCBE** – Shelby County Board of Education



**School** – A division of the school system consisting of a group of pupils composed of one or more teachers to give instruction of a defined type and housed in a school plant of one or more buildings.

**School Type** – Specified schools such as Alternative, Career/Tech, Traditional, iZone, Charter, ASD and Municipal. Traditional and iZone schools are considered neighborhood schools for FY2015-16.

**Science, Technology, Engineering, Arts and Math (STEAM)** – Engages students in integrated learning as they explore the world around them, create innovative solutions to problems and communicate their results while learning Science, Technology, Engineering, Art and Math.

**Science, Technology, Engineering and Math (STEM)** – A curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach.

**SCS** – Shelby County Schools

**Senior High School** – This is a school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same systems. Shelby County Schools' high school grade structure currently includes students in grades 9 through 12.

**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.

**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.

**Statute** – A written law passed by the State legislature enacted to prescribe conduct, appropriate public monies and, in general, promote the 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 takes into account all the space used by SPED classrooms, Pre-K classrooms, art rooms, music rooms, PE rooms, computer labs, administrative uses, health professional uses, optional program uses, etc. If a building has a design capacity of 1,000, there is an assumption that 1,000 students can fit in that building. However, this is not the case. There are various uses that take up classroom space that cannot be used by the general K-12 enrollment (baseline enrollment). What is measured is how many general education students can fit into a school comfortably with the academic programs operating at their best.



**Student/Teacher Ratio** – The ratio is calculated by the number of students assigned in a school based on staffing formula per grade level from K to 12 which allocates the number of teachers.

**Students with Disabilities (SWD)** – Students with Disabilities means children or students who require special education because of: autism; communication disorders; deaf, blindness; emotional disturbances; hearing impairments, including deafness; intellectual disability; orthopedic impairments; other health impairments; specific learning disabilities; traumatic brain injuries; or visual impairments, including blindness.

**Surplus** – The amount by which government income exceeds spending.

**Suspension** – A student who is not allowed to attend school for a period of time 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 Value-Added Assessment System (TVASS)** – 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.

**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)



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### XIII. HELPFUL LINKS

**Greater Memphis Chamber**

<http://www.memphischamber.com/>

**Measures of Effective Teaching**

<http://www.metproject.org/>

**Memphis-Shelby County Education Association**

<http://mscea.org/>

**PBIS|Positive Behavioral Interventions & Supports**

<https://www.pbis.org/school>

**Shelby County Board of Education**

<http://www.scsk12.org/board/>

**Shelby County Government**

<http://shelbycountyttn.gov>

**Shelby County Schools**

<http://www.scsk12.org>

**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>

**The Commercial Appeal**

<http://www.commercialappeal.com>

**TNTP**

<http://tntp.org/about-tntp>

**U.S. Department of Education**

<http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/adultbe.html>

**USLegal**

<http://definitions.uslegal.com/a/average-daily-attendance/>



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